GENERATION 25

OPEN-ENROLLMENT CHARTER APPLICATION

RESPONSES AND ATTACHMENTS

Thrive Center for Success

Thrive With Autism

RFA: 701-19-113

SAS: 566 19

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Applicant Checklist

Use this checklist to ensure the application is complete. In the third column, write "yes" to indicate that each section has been included in the Application Package.

Sections	**Required Elements**	**Complete (yes/no)**
Applicant Checklist	Applicant Checklist	yes
Applicant Cover Sheet	Applicant Cover Sheet	Yes
School Overview	Executive Summary	Yes
	Targeted Community and Anticipated Student Population • Geographic Boundaries • Enrollment Projections • Demographic Projections	Yes
	Community Engagement	yes
School Design	Mission, Vision, and Overview of School Design	yes
	Curriculum and Instruction	yes
	Strategies for Assessment of Learning and Data-Driven Instruction	yes
	Supports for Special Populations	yes
	School Culture and Safety	yes
	Promotion and Graduation Requirements	yes
	Family and Community Engagement	Yes
Leadership and Governance	Board Structure and Qualifications	yes
	Proposed Superintendent Qualifications	yes
	Proposed Instructional Leadership Team	yes
	Proposed Financial and Operations Leadership Teams	yes
	Performance Management	yes
	Talent Management	yes

Sections	Required Elements	Complete (yes/no)
Talent Management and Development	Professional Development and Evaluation	yes
	Retention	yes
Operational and Financial Plans	School Calendar and Schedule	yes
	Student Recruitment and Enrollment	yes
	Facility Acquisition • Facility Identified • Facility Not Identified	yes
	Transportation	yes
Operational and Financial Plans	Start-up Plan	yes
	Financial planning	yes
Attachments	Attachment 1: Articles of Incorporation	yes
	Attachment 2: 501(c)(3) Determination Letter	yes
	Attachment 3: Applicant Information Session Documentation	yes
	Attachment 4: Evidence of Community Demand	yes
	Attachment 5: Certified Mail Receipt Cards	yes
	Attachment 6: Published Notice(s) of Public Meetings	yes
	Attachment 7: Sample Course Scope and Sequence	yes
	Attachment 8: Proposed Discipline Policy	yes
	Attachment 9: Evidence of Community Support	yes
	Attachment 10: Bylaws	yes
	Attachment 11: Code of Ethics and Conflict of Interest Policy	yes
	Attachment 12: Board Member Résumés and Biographical Affidavits	yes

Sections	Required Elements	Complete (yes/no)
Attachments	Attachment 13: Organizational Charts for Year 1 and Full Capacity	yes
	Attachment 14: Tool(s)/Process to Evaluate Superintendent	yes
	Attachment 15: Résumé and Qualifications for Proposed Superintendent OR	yes
	Attachment 16: Job Description or Qualifications for Superintendent	yes
	Attachment 17: Résumé(s) and Qualifications for Proposed Instructional Leadership Team	yes
	Attachment 18: Job Descriptions or Qualifications for School's Instructional Leadership Team	yes
	Attachment 19: Tool(s)/Process to Evaluate Members of the School's Instructional Leadership Team	yes
	Attachment 20: Résumé(s) and/or Qualifications for Proposed Financial Team	yes
	Attachment 21: Résumé(s) and/or Qualifications for Proposed Operations Team	yes
	Attachment 22: Staffing Chart	yes
	Attachment 23: Supplemental Human Resources Information Forms for Each Position on the Staffing Chart	yes
	Attachment 24: Teacher Evaluation Tool(s)	yes
	Attachment 25: Proposed School Calendar (Annual)	yes
	Attachment 26: Proposed School Schedule for Day and Week: Teacher and Student Versions	yes
	Attachment 27: Proposed Admissions and Enrollment Policy	yes

Sections	Required Elements	Complete (yes/no)
Attachments	Attachment 28: Certificate of Occupancy for Facility	yes
	Attachment 29: Evidence that Facility Has Been Secured	yes
	Attachment 30: Detailed Start-Up Plan	yes
	Attachment 31: Financial Plan Workbook	yes
	Attachment 32: Budget Narrative	yes
	Attachment 33: Evidence of Other Financial Support	yes
	Attachment 34: Audit Report	yes
	Attachment 35: Credit Report	yes
	Attachment 36: IRS Form 990, Form 990-N, or Form 990-EZ	yes
	Attachment 37: Plan for Insurance Coverage	yes
Special Assurances	Special Assurances	yes
CMO Addendum	CMO Addendum (if applicable)	no

Applicant Cover Sheet

NAME OF PROPOSED GENERATION TWENTY-FIVE CHARTER SCHOOL	
Thrive Center for Success	
NAME OF SPONSORING ENTITY	
Thrive With Autism	
The sponsoring entity is a:	☒ 501(c)(3) Nonprofit Organization ☐ Governmental Entity ☐ College or University

1. As **Attachment 1 and 2**, submit Articles of Incorporation for the sponsoring entity and proof of non-profit status and tax-exempt status, as applicable.

2. Does the school intend to contract with a third-party service provider (CMO) to manage the educational program and operations?

   Yes* ☐ No ☒ If yes, identify the CMO: _____

   * If the answer is yes, the applicant must complete the CMO Addendum.

I. PRIMARY CONTACTS

	Applicant Team Lead	**Proposed Superintendent**	**Proposed Board Chair**
Name	**Elizabeth Goldsmith**	**TBD**	**Ronny Knox**
Mailing address	**8723 Sendera Drive Magnolia, TX 77354**	**TBD**	**8723 Sendera Drive Magnolia, TX 77354**
Email address	**eagoldsm1@comcast.net**	**TBD**	**13rdknox@gmail.com**
Phone number	**713-501-0052**	**TBD**	**936-615-2363**

3. As **Attachment 3**, submit the information session registration form to document that at least one governing board member from the sponsoring entity attended the session.

II. CHARTER SCHOOL INFORMATION

Grade level(s) served in Year 1	EE3-4th grade
Number of students served in Year 1	105
Grade levels served at capacity	15
Number of students served at capacity	225
Number of campuses requested	1
Number of districts within geographic boundary	6

Note: The information in this table should align with the data in the Targeted Community and Anticipated Student Population section of the application.

Address of Proposed Administrative Offices ***(if different from above):***
Montgomery County FM 1488 in Magnolia, 77354
Physical Address of Each Proposed Campus ***(please include street address, city, state, zip, and county).*** **If the specific address is unknown at this time, please provide the county and general location of the proposed campus:**
Montgomery County FM 1488 in Magnolia, 77354

III. GOVERNANCE/LEADERSHIP

Number of Board Members	5
Chairperson of the Governing Board	Ronny Knox
Chief Executive Officer of the Sponsoring Entity	Elizabeth Goldsmith
Superintendent of Proposed Charter School	TBD
Board Member Who Attended Applicant Conference	Elizabeth Goldsmith

Note: The information in this table should align with the list of board members in the Board Structure and Qualifications section of the application.

IV. APPLICATION TEAM MEMBERS

4. For all members of the applicant team, list their names, current position, and position or role in the proposed charter school. (*Add additional rows as needed.*)

Full Name	**Current Job Title and Employer**	**Position or Role with Proposed Charter School**
Elizabeth Goldsmith	CEO Thrive With Autism	Board Member

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Adrienne Sodemann	Educational Consultant, BCBA; A Dedicated Educator, Inc.	BCBA; Professional Development Coordinator
Robin Perry	BCaBA with PBS Corporation	BCaBA; Teacher
Ronny Knox	Clinical Professor Sam Houston State University; Board Member with Thrive With Autism	Board President of Thrive Center for Success
Morgan Campbell	BCBA at Avondale House	BCBA; Teacher

5. Identify any individual(s) or organization(s) that prepared, assisted, and/or provided **professional** advice on the contents of the application herein.

Name of individual or organization	**Was this individual/organization paid?**	
Lori Manning	Yes ☒	No ☐
	Yes ☐	No ☐
	Yes ☐	No ☐

Attachments

- 1: Articles of Incorporation
- 2: 501(c)(3) determination letter
- 3: Applicant information session documentation

I certify that I have not made material changes, alterations, or edits to this *Responses and Attachments* document, unless expressly authorized in the specific directions provided.

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

Elizabeth Goldsmith 1-21-2020 Elizabeth Goldsmith

Signature of Chief Executive Officer of Sponsoring Entity *(Blue Ink)* | Date | Printed Name

School Overview

Executive Summary

Thrive With Autism is a nonprofit organization formed to help children with autism gain access to individualized high-quality education, therapies, and other services needed to help them reach their full potential. Our two main goals are to create a tuition-free, charter school accessible to all children with autism, regardless of financial standing, and to provide a one-stop shop approach that allows access to additional therapies needed for children with autism.

Thrive Center for Success will be open to serving all students. Our proposed community of focus will be children with Autism Spectrum Disorder (ASD). The proposed location is Magnolia, TX and will serve students from six ISDs: Conroe, Klein, Magnolia, Montgomery, Spring and Tomball. ASD incorporates a range of conditions characterized by challenges in social skills, repetitive behavior, speech, and communication. Each person with ASD has their own distinct set of strengths and challenges. Profiles can range from nonverbal low-functioning individuals with little self-help skills to verbal, high-functioning, highly intelligent individuals, with significant social challenges. Autism rates are becoming more prevalent with ASD being the fastest growing developmental disability. Center for Disease Control and Prevention statistics in 2018 found 1:59 children have an autism diagnosis.

Applied Behavior Analysis (ABA) is considered the gold standard or best practice treatment for autism by the US Surgeon General and the American Psychological Association. The goal of ABA is to increase behaviors that are necessary and decrease behaviors that are harmful or a barrier to learning. ABA increases language and communication skills, improves attention, focus, social skills, memory and academics. It decreases problem behaviors. Other therapies incorporated in conjunction with ABA to treat autism are speech, occupational, physical, and feeding therapies. Current options for the treatment and education of children with autism are as follows: Option One is insurance-based ABA therapy. The downfalls are not all families have insurance coverage for this therapy. Also, this option is typically only available full-time (40 hours/week) until approximately 12 years of age. Academic goals are not covered by insurance with this option. Option Two includes services accessible by all. For children up until age 3, Early Childhood Intervention (ECI) is available. The downside is they only provide part-time services. For ages 3-5, Early Childhood Special Education (ECSE) is available. These are currently half day services at many schools with summer breaks, and is not typically ABA based or specialized for children with autism. For grades Kindergarten through 12th grade, special education through the public-school district is available. Option Three is to attend private pay schools and clinics. Costs can range from $20,000-over $50,000/year. Many have long waitlists, especially for older children, and many have long commutes.

We want to create an Option Four, accessible to all, regardless of financial standing. This option will include a tuition-free charter school that would eventually grow to serve all school age groups. It will also incorporate ABA, a low teacher-to-student ratio determined by need, and

provide onsite access to necessary services. These services will include speech, occupation therapy, feeding therapy, and physical therapy. Our school will also incorporate life skills classes, vocational training, socialization activities, and recreational activities. Parent training and supports will be a focus for our school as well. Our Mission: To cultivate a high quality, innovative environment for individuals with autism that provides access to services needed to empower each individual to thrive. Our Vision: For every student to develop his/her fullest potential and have increased independence and satisfaction in all aspects of life. The applicant team's educational philosophy is that each child is unique and can benefit from consistent teaching utilizing ABA with appropriate student-teacher ratios and services that incorporate a multifaceted team approach. In addition, each child needs an environment where they can grow academically, behaviorally, emotionally and socially to reach their full potential. One way Thrive Center for Success's educational philosophy aligns to our mission will be to utilize ABA to adapt our teaching methods, both behavioral and academic, to meet each individual's needs. Students will be taught using a variety of key design elements including: systematic instruction, individualized supports and services, structured learning environments, specialized curriculum in the areas of language and social interactions, functional approaches to problem behaviors, and family involvement. Many of these elements are innovative, including a multifaceted team approach that will be used so that all of the children's teachers and therapists will work together to ensure consistency in programming. Parents will receive training and support as well to ensure generalization of skills.

Our model effectively serves children with autism by meeting their individual needs and giving them access to many services needed such as therapies, recreational activities, and enrichment activities in one location. This will allow for after school activities and exposure to new things so our students can discover their strengths and experience enjoyment. Inspiration for our school model came from visiting a successful charter school in Jupiter, FL. Components from The Learning Center at Els for Autism will be incorporated into our model. This includes creating a tailor-made building with structures such as Acoustiblok soundproofing and observation rooms as well as incorporating ABA, with low student-teacher ratios.

The proposed school board will be well-rounded, consisting of individuals who lend different areas of expertise to the school. Dr. Ronny Knox and Jeff Springer have extensive experience in leading school organizations across multiple settings. Rev. Rusti Moore is a Pastor Emeritus heavily involved in the local community. Stacy Grimes is an LSSP with ample experience in the school setting. Finally, Elizabeth Goldsmith is a parent of a child with autism and has worked in the medical field in research and as a physician assistant. Our Superintendent is not yet determined, but we will seek out a highly qualified individual with ample experience. This unique grouping of high-quality advisors will allow for the best decisions to be made based on evaluating factors affecting all of these different angles the experts represent.

Targeted Community and Anticipated Student Population

Optional Priority Point. Does the applicant propose a campus within the boundaries of the attendance zone of a campus assigned an unacceptable performance rating for the past two years? By checking yes, applicant must cite clear and specific evidence to support this claim.	Yes ☐ No ☒

Geographic Boundaries

State the proposed school's **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.*

A **primary attendance boundary** is a subset of school districts within the approved attendance boundary. The proposed charter may admit students who reside outside of the primary boundary once all eligible applicants who reside within the primary attendance boundary have submitted a timely application and have been enrolled per 19 Texas Administrative Code §100.1207(f).

If the proposed charter school will have a primary attendance boundary, list all school district(s) that will establish the boundary. **Do not list the charter schools located within the designated geographic boundary.**

Attendance Boundary	**Primary Attendance Boundary** (*if applicable*)
Conroe ISD	
Klein ISD	
Magnolia ISD	
Montgomery ISD	
Spring ISD	
Tomball ISD	

Number of charter school campuses currently operating within the occupied district:	0
Number of traditional school campuses currently operating within the occupied district:	15
Number of traditional school districts within ten miles of the proposed location:	3

Will the proposed school be located in the attendance zone of a campus assigned an unacceptable performance rating under Texas Education Code § 39.054 for the past two school years?	Yes ☐ No ☒
School Name(s):	

Enrollment Projections

1. Applicant proposes to open only **ONE** campus by Year 5?	Yes ☒ No ☐
2. Applicant proposes to open **MULTIPLE** campuses by Year 5?	Yes ☐ No ☒

Enrollment Summary Table: Complete the following table for the charter school (not each campus), marking any grades not to be served with an "x". This table should be aligned with the Financial Plan Workbook.

Grade Level	**Projected Number of Students**					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**At capacity**
EE3	7	7	7	7	7	7
PK 4	8	8	8	8	8	8
K	18	18	18	18	18	18
1	18	18	18	18	18	18
2	18	18	18	18	18	18
3	18	18	18	18	18	18
4	18	18	18	18	18	18
5	X	15	15	15	15	15
6	X	X	15	15	15	15
7	X	X	X	15	15	15
8	X	X	X	X	15	15
9	X	X	X	X	X	15
10	X	X	X	X	X	15
11	X	X	X	X	X	15
12	X	X	X	X	X	15
Total enrollment	105	120	135	150	165	225
For the projections below, specify by campus						
Students per classroom	17	17	17	17	17	17
Number of classrooms	7	8	9	10	11	15

Demographic Projections

Provide the anticipated demographics (as percentages) for the first proposed charter campus as well as current demographics for the Occupied District and two Contiguous Districts.

NOTE: The term Occupied District refers to the traditional school district in which the first proposed charter campus will be located. Contiguous District 1 and 2 must be contiguous to the school district in which the first proposed charter campus will be located.

	First Proposed Charter Campus	**Occupied District**	**Contiguous District 1**	**Contiguous District 2**
Name	Thrive Center for Success	Magnolia ISD	Conroe ISD	Tomball ISD
African-American	5.1%	2.5%	8.1%	4.7%
Hispanic	34.1%	35.1%	36.6%	30.5%
White	53.0%	58.7%	47.2%	53.0%
American Indian	0.4%	0.5%	0.5%	0.3%
Asian	4.4%	1.0%	4.6%	7.5%
Pacific Islander	0.1%	0.1%	0.2%	0.1%
Two or More Races	3.0%	2.1%	2.8%	4.0%
Economically Disadvantaged	37.3%	47.4%	40.3%	24.1%
English Learners	13.0%	14.7%	14.2%	10.0%
At-Risk	34.8%	40.5%	37.2%	26.6%
Gifted/Talented	7.2%	4.6%	7.6%	9.5%
Special Education	85.7%	9.6%	8.2%	7.9%

Community Engagement

Enter narrative response to the prompts in this section of the application. *Reference **Attachments 4-6** in the response.*

Community Engagement

Describe how the applicant team has assessed and built parent and community demand for the proposed charter school. Discuss specific outreach strategies that were and will be used.

Include:

Board member input related to community engagement;

We have created a well-rounded board including a representative from the local university, a retired principal from the proposed school district, a professional therapist, a member of the pastoral community, and a parent of a child with autism. All members are strong representatives for different perspectives of our community, which allows us to be effective when reaching out to the community in such events as public meetings.

Selection process/rationale for all strategies used for community outreach/advertisement;

All strategies used for community outreach were designed to gain feedback from the community and advertise and spread our mission through means that will reach our targeted families as well as the community in general. This included a public meeting posting in the Houston Chronicle, as well on the Autism Resources Spring/The Woodlands Facebook page. We also created a survey and will send out to families to gain feedback from the community. We will leave information cards in clinics and doctor offices for parents to see as well. We reached out to Inspiration Ranch, who serves children with autism, to share our vision with their families. We will have a table at the VillaSport School Expo on January 25th. We have collected letters of support from parents wanting their child to attend our school. Created a website and shared it on social media to local autism family resource page and personal Facebook pages.

Considerations for any barriers to engagement for parents and families

Barriers to engagement for parents and families may be lack of transportation or lack of childcare, to come to our public meeting or the School Expo, and no access to technology for Facebook, our survey and our website.

Explain how parents and community members have played a role in developing the proposed school

Parents and community members have reached out to us via email, found on our website. In addition, they communicated on a Facebook Group called Autism Resources Spring/The Woodlands. Their communication was in response to our post about our public meeting. They

have shared their personal stories, highlighting what was lacking in their child's education and what they were looking for in a school for their child. At our public meeting, during the Community Input questions, we gained a great deal of insight into what our families would like to see in a school as well as what they felt was severely lacking, in their child's education. The Question and Answer portion of the evening was particularly enlightening and we were met with much enthusiasm for our proposed charter school.

Identify any individuals or organizations that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development.

Els for Autism is a foundation created by Ernie Els, that supports a charter school for children with autism in Jupiter, Florida. Their school has been very successful and is our model school. We are currently being mentored by the COO of the foundation, Dr. Marlene Sotelo, andDr. Toby Honsberger, Executive Director of their charter school. Villasport Athletic Club has offered to support our organization through hosting events for us, allowing us to have our information out for clients, and possibly donations. Wildwood Church is a local community church that will allow us to use their facilities for meetings, etc., and supports our vision for our school. Kriser's Natural Pet has offered to help us fundraise and spread our vision for our new school. SHSU Charter School has agreed to participate in reverse inclusion with Thrive Center for Success, for special events and other activities. Dr. Ioannis Skaribas has generously agreed to offer up his vacation home in Telluride, Colorado for one week as a fundraiser, to help us raise money. Typically, he rents it out for $10,000 a week. Inspiration Ranch is in the beginning stages of discussing what their role might be with our charter school, in regards to providing equine therapy for our students. We plan to become a member of the Greater Magnolia Parkway Chamber of Commerce. In doing so, Thrive Center for Success will get greater exposure to the community through their advertising and special events where we can network.

Describe any communications to date about the proposed school with Texas State Board of Education (SBOE) members, school district leaders, and/or members of the Texas legislature. Include as Attachment 5, evidence that the applicant team has notified, via certified mail, members of the SBOE and the Texas state legislature who represent the geographic area to be served by the proposed school and the superintendent and board president from each school district located within the school's proposed geographic boundaries.

Our board member, Jeff Springer, past principal of Magnolia High School, reached out to Todd Stephens, the superintendent of Magnolia ISD, to share with him the vision of Thrive Center for Success. We sent out the Statement of Impact forms and Application Coversheets to each Superintendent and President of the Board of Trustees for each traditional school district from which we propose to draw our students, each member of the Texas Legislature representing our geographic area to be served, and each Texas State Board of Education member who represents the geographic areas we propose to serve. Public Meeting announcements were advertised via email to the Texas Legislature representing our geographic area to be served and each Texas State Board of Education member who represents the geographic areas we propose to serve. In

addition, we posted our Public Meeting announcement in the Houston Chronicle on December 24, 2019.

List and describe all public meetings held to date to discuss the proposed charter school. Include Attachment 6, evidence of published notice of at least one public meeting. Explain any strategies that increased attendance at the meeting(s) or factors that contributed to lower attendance rates. Include: Date and location of each meeting, the number of attendees at each meeting, including a count of those residing within five, ten, and twenty or more miles of the meeting location, outreach efforts to promote each meeting; and board member(s) in attendance at each meeting.

Thrive With Autism, a nonprofit organization formed to help children with autism, announced their application for a charter school at a Public Meeting. The meeting was held on Thursday, January 16, 2020 from 6:00-7:00pm in Hayley Hall at Wildwood United Methodist Church, 8911 FM-1488, Magnolia, Texas 77354. The total number of attendees at this meeting was 25. The number of attendees at the meeting that reside within five miles was 6. The number of attendees at the meeting that reside within 10 miles was 12. The number of attendees at the meeting that reside within 20 or more miles was 7. There were several strategies used to promote this meeting. One outreach effort to promote this meeting was to email the Texas Legislators and the Texas State Board of Education members that represent our proposed geographic areas. Another outreach effort to promote this meeting was to publish an announcement in the Houston Chronicle. A final outreach effort was to post the announcement on The Facebook Autism Resources Spring/The Woodlands Group. Board members in attendance at this meeting were Elizabeth Goldsmith, Stacy Grimes, Dr. Ronny Knox, Rev. Rusti Moore, and Jeff Springer.

School Design

Mission, Vision, and Overview of School Design

Enter narrative response to the prompts in this section of the application.

1. **State the mission and vision of the proposed school.**

Our Mission: To cultivate a high quality, innovative environment for individuals with autism that provides access to services needed to empower each individual to thrive

Our Vision: For every student to develop his/her fullest potential and have increased independence and satisfaction in all aspects of life

2. **Describe the process by which the mission and vision were established. Identify the key stakeholders who contributed to the development of the school's mission and vision.**

A meeting was held where ideas for the mission and vision of our charter school was discussed. In attendance were Elizabeth Goldsmith, Adrienne Sodemann, and Robin Perry. Elizabeth Goldsmith is a board member of Thrive With Autism, and Adrienne Sodemann and Robin Perry are Applicant Team Members. Other community members were present as well. The rough drafts were shared with the remaining board and applicant team members. Everyone had input in defining our final version of our mission and vision and it was unanimously approved. The mission statement and vision were shared during our Public Meeting, where all board members were present and showing their support for the mission and vision that defines our school. All members of the board have stated that they stand behind what our mission statement and vision for Thrive Center for Success strives to accomplish for the children and families in our community. The board members will review the mission and vision for Thrive Center for Success at the end of the school year to discuss any revisions so that the school can refocus, including any revisions at the beginning of the year. In January, the board can revisit our mission and vision to evaluate our progress and create a plan to stay the course or make changes.

3. **Provide an overview of the proposed model that includes a concise description of the key design elements. Explain what will differentiate this school from existing public-school options.**

Thrive Center for Success's proposed model is uniquely designed to incorporate Applied Behavior Analysis (ABA) into an academic setting. Each child will receive a customized educational plan based on their specific needs and abilities. Other focuses in our school will include life skills, communication, behavior shaping, and socialization. Occupational therapy, physical therapy, feeding therapy, and speech services will also be available for these children and will include instructors who are experienced working with children who have autism. The ways in which our model differs from existing public-school options would be the incorporation of ABA to academics, behavior and social-emotional learning, low teacher-student ratios, a building with supports for Autism Spectrum Disorder built into it, flexible grouping, and broader parental support with a generalization focus on skills.

Curriculum and Instruction

Enter narrative response to the prompts in this section of the application. *Reference **Attachment** 7 in the response.*

Curriculum and Instruction

1. Provide an overview of the planned curriculum, including the courses to be offered at each grade level, learning goals for each course, and expectations for student success. Explain how students will develop critical thinking skills across the curriculum. Address the following topics in your response:

a. Describe how the proposed curriculum will align with the Texas Essential Knowledge and Skills (TEKS) standards (including the ELPS). Provide, as Attachment 7, a sample scope and sequence for one course in an assessed core content area that will be taught during the school's first year.

b. Explain how the curriculum will be differentiated for English learners (Els), students with disabilities, and other student groups.

c. Describe the instructional materials that will be used (e.g., textbooks, novels, online programs, etc.) for each subject and the rationale for the selections. Explain why these instructional materials will be appropriate and effective for the targeted student population.

At Thrive Center for Success, we are putting a focus on serving students with Autism Spectrum Disorder (ASD), with a heavy emphasis on Applied Behavior Analysis (ABA). Individuals with ASD exhibit deficits in social, communicative, behavioral and cognitive functioning (National Research Council (2001). *Educating children with autism*. National Academy Press. This can occur in varying degrees from mild to severe. Our plan is to match each student's needs with successful educational experiences, taking into account how environmental factors affect each student's functioning and development. It will be necessary to layer in behavioral supports and direct behavioral instruction in combination with the teaching of academics. We will do this by planning for a full range of curricular and placement options to accommodate for individualized needs, with a strong focus on evidence-based practices and data-based accountability. In addition, we will have a strong focus on the development of a positive school climate to ensure a high quality of instruction for all of our students with the implementation of Positive Behavior Interventions and Supports (PBIS). This aligns to our response to students who are struggling with academics and behavior, by utilizing a Multi-Tiered System of Supports (MTSS) providing a systemic, continuous improvement framework in which data-based problem-solving and decision-making is practiced across all levels of the educational system for supporting students that require additional support with academic, as well as social-emotional areas including behavior and other areas such as attendance. Thrive Center for Success will incorporate 12 effective educational practices identified by Westling, D.L., and Fox, L. (2004). *Teaching persons with severe disabilities*, 3rd ed. Columbus, Ohio: Merrill/Prentice-Hall.: A carefully designed plan of instruction, efficient managing of instructional time, effective managing of student behavior, intentional construction of instructional groups to meet learning needs, explicit presentation of instructional stimuli and procedures, predetermined classroom routines that are smooth and efficient, giving frequent feedback to the student, monitoring of students' behavioral and

academic performance, reviewing and reteaching of skills as needed, integration of workplace readiness skills into instruction with critical thinking skills across the curriculum, appropriately high expectations for every student, and interacting with every student in a positive, caring way. Early Intervention is key for the success of students that attend Thrive Center for Success. The assumption is that the core elements of early intervention programs are equally effective for school-aged students, adjusting for ability and need for each student. There are six components that Thrive Center for Success will incorporate to achieve this, as identified by Iovannone, R., Dunlap, G., Huber, H., and Kincaid, D. (2003). *Focus on Autism and other Developmental Disabilities*, 18, 150-165. The first component is systematic instruction which includes the identifying of meaningful goals together with the student, explicit planning for specific, direct instruction utilizing applied behavior analysis (ABA) principals, with an end result of success with the goals. The ABA principles utilized would include reinforcement, shaping, prompting, fading and stimulus change. The principles we will utilize range from intensive, directed approaches such as discrete trial training which breaks down skills into small, components and systematically, teaches the skills one by one, reinforcing desired behavior, to more naturalistic approaches such as incidental teaching or pivotal response training (PRT) which focuses on areas such as increasing motivation to learn, initiating communication, and self-monitoring. The second component is to provide individualized supports and services. Here we will meet a wide range of needs with supports, services and placements ranging from inclusion in general education to instruction in a more specialized setting with a lower teacher-student ratio. This is individually determined for each student, with the key being to match specific strategies, supports, and services to each learner's profile and the family. Thus, Thrive Center for Success will look to fit student's preferences and interests into instructional content and strategies, incorporate family preferences when determining goals to be taught and the instructional delivery method, and focus on student's strengths and challenges to determine the most appropriate level of intensity, as well as instruction that will guide the student to meet the individual goals. Supports will incorporate strategies that produce high rates of student engagement. Thrive Center for Success will deliberately design individualized strategies with the intention of motivating the student which can include changes to the environment, offering preferred activities and materials, and getting a fresh read on the interests of the individual student. Pivotal response training (PRT) concentrates on targeting pivotal behaviors such as motivation, self-initiation, or responding to multiple cues, that also positively impact other, non-targeted behaviors. This can be following the child's lead, using preferred items or activities, providing clear instructions, teaching within natural contexts, providing choices, reinforcing all attempts, varying and interspersing tasks, and using naturally occurring reinforcers. (Koegel R.L. and Egel A.L. (1979). Motivating autistic children. *Journal of Abnormal Psychology*, 88, 418-426. The third component would be to create comprehensible and structured learning environments. A structured program is one in which the curriculum and behavioral expectations are clear and fully comprehensible to both the students and the educational staff in the classroom, Olley J.G., and Reeve, C.E. (1997). Issues of curriculum and classroom structure. *Handbook of autism and pervasive developmental disorders* (2nd ed.) (eds. D.J. Cohen and F.R. Volkmar), pp. 484-508. Thrive Center for Success will create an environment that sets our learners up for success, thoughtfully arranged to facilitate, elicit, enhance, and support the acquisition of critical skills including language, behavior, social interactions, and academics. In this way, our students with ASD can know what is currently happening within the learning process, predict what will happen next, anticipate the requirements of the specific setting, and learn and generalize various skills, Earles, T.L., Carlson, J.K., and Bock, S.J. (1998). Instructional strategies

to facilitate successful learning outcomes for students with autism. In *Educating children and youth with autism: Strategies for effective practice* (eds. R.L. Simpson and B.S. Myles), pp. 55-111. Strategies to support this include providing visual cues, environmental supports that organize the setting, a schedule of activities, choice making, behavior support, defining boundaries in the classroom and school, providing time relations, and facilitating transitions, flexibility and change. A fourth component would be to have a specialized curriculum focus. Many challenges for students with ASD are in the areas of language and social interactions, particularly those requiring social reciprocity and expressive or receptive communication. Also, functional and spontaneous communication and pretend play create a challenge. Thrive Center for Success will put an emphasis on critical social skills such as engaging in social situations, initiating and responding to social bids, participating in appropriate recreational or leisure skills and increasing social language comprehension and communication. Our goal is to be targeted and intentionally design instructional activities that provide opportunities for practicing these skills and embedding them within daily routines. A strategy that will be utilized to increase communication based on ABA principles will include the use of discrete trials to increase gesture use with verbal language. (Buffington, D.M., Drantz, P,J., McClannahan, L.E., and Poulson, C.L. (1998). Procedures for teaching appropriate gestural communication skills to children with autism. *Journal of Autism and Developmental Disorders,* 28, 535-545, multiple exemplars to answer Wh- questions and to generalize (Jahr, E. (2001). Teaching children with autism to answer novel wh-questions by utilizing a multiple exemplar strategy. *Research in Developmental Disabilities,* 22, 407-423, and fading procedures with embedded textual cues to increase the number of conversational exchanges, (Sarokoff, R.A., Taylor, B.A., and Poulson, C.L. (2001). Teaching children with autism to engage in conversational exchanges: Script fading with embedded textual stimuli. *Journal of Applied Behavior Analysis,* 34, 81-84. The use of augmentative and alternative communication (AAC) is gaining more empirical support and shows evidence of being a viable strategy, particularly for those students who do not acquire functional speech or have difficulty comprehending spoken language, National Research Council (2001). *Educating children with autism.* National Academy Press. Another strategy Thrive Center for Success will utilize is the Picture Exchange Communication System, or PECS (Frost, L., and Bondy, A. (1994). *The Picture Exchange Communication System training manual.* Cherry Hill, N.J. Several research studies have shown evidence that PECS is effective for some students. PECS incorporates ABA principles, focusing on the increase of spontaneous communication by teaching students in the initial phases to exchange picture symbols to request and comment on items, building to phrases, sentence formation, reciprocal interactions, and verbal language acquisition. Additionally, Thrive Center for Success will seek to increase reciprocal social interaction skills with the goal of generalization across multiple social situations with multiple people for our students with ASD. One strategy to address this would include naturalistic methods based on ABA principles such as incidental teaching or pivotal response training (PRT), visual methods such as social narratives, visual supports and video instruction, as well as peer supports. Peer mediated strategies involve teaching typical peers, preferably the same age as the student with ASD, to initiate social behaviors such as sharing, helping, showing affection, and reinforcing (Strain, P.S., Shores, R.E,, and Timm, M.A. (1977). Effects of peer social initiations on the behavior of withdrawn preschool children. *Journal of Applied Behavior Analysis*, 10, 289-298, . The video supports and instruction will be utilized as a priming strategy, allowing students to preview potentially difficult situations before becoming engaged in the activity and by providing scripts and/or behaviors to perform that will aid in a successful interaction. The use of video can support the student with ASD in social skills such as

pretend play (MacDonald, R., Clark, M., Garrigan, E., and Vangala, M. (2005). Using video modeling to teach pretend play to children with autism. *Behavior Interventions*, 20, 225-238., increasing social bids (Kimball, J.W., Kinney, E.M., Taylor, B.A., and Stromer, R. (2004). Video enhanced activity schedules for children with autism: A promising package for teaching social skills. Education and Treatment of Children, 27, 280-298., extending conversation (Ogletree, B.T., Fischer, M.A., and Sprouse, J. (1995). An innovative language treatment for a child with high-functioning autism. *Focus on Austistic Behavior*, 10 (3), 1-10., and reducing problem behaviors that interfere with social interactions (Schreibman, L., Whalen, C., and Stahmer, A.C. 2000). The use of video priming to reduce disruptive transition behavior in children with autism. Journal of Positive Behavior Interventions, 2, 3-11. A fifth component, which will address barriers to learning would be a functional approach to problem behaviors. Problem behaviors are a common concern for teachers and families of students with autism. Limited communication and challenges in social behaviors contribute to problem behaviors seen in students with ASD, Koegel, L.K, Koegel, R.L., and Surratt, A. (1992). Language intervention and disruptive behavior in preschool children with autism. *Journal of Autism and Developmental Disorders*, 22, 141-153. This can look like physical aggression, self-injury, pica, tantrums, disruptions, noncompliance, property destruction, anger outburst, and stereotypy (Horner, R.H., Diemer, S.M., and Brazeau, K.C. 1992). Educational support for students with severe problem behaviors in Oregon: A descriptive analysis from the 1987-1988 school year. *Journal of the Association for Persons with Severe Handicaps*, 17, 154-169. These problem behaviors are a barrier to the student being in an inclusive environment and can prevent them from achieving success. Proactive and positive interventions based on functional assessments have a higher likelihood of being effective for students with ASD, National Research Council (2001). *Educating children with autism.* Committee on Educational Interventions for Children with Autism, Division of Behavioral and Social Sciences and Autism. At Thrive Center for Success, all problem behavior will be addressed with a functional behavior assessment (FBA), in which an understanding emerges of the contextual situations in which problem behaviors do and do not occur and the consequences that maintain the occurrence of the behavior. Thrive Center for Success will have a functional approach to problem behaviors which can enhance the student's quality of life by expanding behavior repertoires and by adjusting learning environments so that they become identified as pleasant places in which to spend time and to reduce problem behaviors by making them ineffective, inefficient, and irrelevant (Carr, E.G., Dunlap, G., Horner, R.H., Koegel, R.L., Turnbull, A.P., Sailor, W., Anderson, J., Albin, R.W., Koegel, L.K., and Fox, L. (2002). Positive behavior support: Evolution of an applied science. *Journal of Positive Behavior Interventions*, 4, 4-16, 20. Additionally, this is addressed with our MTSS system of tiered support for our students, where tier one addresses behavioral needs of 100% of the students on our campus, tier two being our targeted students (about 25%) and tier three being our intensive students (approximately 3-5%). Our plan at Thrive Center for Success is to have support teams in place for each level of intervention. Families will be at the center of all we do at Thrive Center for Success. Because of this, family involvement will be our 6th and final component. Our goal at Thrive Center for Success is to engage families in a collaborative relationship. We view ourselves as creating a team with the parents, to educate each child. To meet this goal we will help build the capacity of parents in making decisions about their child's education. Family involvement has been credited with higher student learning outcomes (Eccles, J.S., and Harold, R.D. (1993). Parent-school involvement during the early adolescent years. *Teachers' College Record,* 94, 568-587.), increased generalization of learned behaviors (Koegel, R.L., Koegel, L.K., and Schreibman, L. (1991). Assessing and training parents in

teaching pivotal behaviors. In *Advances in behavioral assessments of children and families: A research annual* (Vol. 5) (eds. R.J. Prinz) pp. 65-82.), and higher acceptance of school programs by the family (Stancin, T., Reuter, J., Dunn, V., and Bickett, L. (1984). Validity of caregiver information on the development status of severely brain-damaged young children. *American Journal of Mental Deficiency,* 88, 388-395. Thrive Center for Success curriculum will incorporate Applied Behavioral Analysis (ABA) methods into academics as well as behavior, to teach our students the Texas Prekindergarten Guidelines and TEKS set forth by TEA for Early Childhood 3 through 4th grade as well as the Individualized Educational Plans (IEPs). Every grade will teach TEKS pushing everyone forward for college readiness. With our focus on autism, learners with struggles in the areas of language acquisition such as students from poverty or English language learners will be exposed to many varied and rich experiences with language development and this includes social language as well as academic language. All students at Thrive Center for Success will benefit learning our particular curriculum that is individualized for every learner and looks to teach the prerequisite behaviors to learning if it is determined that they are missing, and will be using flexible grouping to allow our students to keep at a pace that will follow their rate of learning. No students will be pushed ahead without mastering what they need to move forward. This will keep our students motivated and feeling like they can be successful at school, particularly our special needs students, English language learners and students from low socioeconomic households. In the same way that we will not push ahead if a skill is not mastered, we will not delay with moving forward if our students experience success with their learning, making it optimal for students that are identified as gifted and talented to further explore their interests in more depth. The courses to be offered at each grade level, include math, science, social studies, English language arts and reading, health education, physical education, art, music, technology applications, languages other than English, and theatre. Students at Thrive Center for Success will learn American Sign Language as our L.O.T.E., to enhance both receptive and expressive communication for both verbal and non-verbal students. In addition, all students will be provided direct instruction in social skills, self-regulation and mental and physical health. Students who attend Thrive Center for Success will develop critical thinking skills across the curriculum by applying what they've learned through Project CRISS strategies (Creating Independence through Student owned Strategies). Horsfall, S., & Santa, C. (1994). Project CRISS: Validation report for the Program Effectiveness Panel. CRISS strategies aim to create independence through student owned strategies and they provide evidence-based support to teachers throughout the curriculum that increases student-centered teaching, as well as independent learning and student success. These strategies that promote metacognition, reflection, and independent learning are highly effective with increasing motivation, which is often necessary when working with students that have ASD. Project CRISS contains many well-proven strategies including discussion strategies, active learning strategies and organizational strategies, all of which give opportunities to practice verbal skills, increase motivation, and provide supportive structures to learning. Students with autism and students learning the English language both have a strong need to increase acquisition of verbal behavioral skills. This student-centered model also will be beneficial to our gifted and talented students, allowing them to be independent with their learning at the appropriate times. With the incorporation of the ELPS, our most struggling learners can develop basic communication in academic and functional language. We will provide individualized instruction with the ELPS, as each student at Thrive Center for Success will have an individualized focus with our curriculum. The following section illustrates the use of a phonics curriculum that uses systematic direct instruction in K-3. All of our K-3 teachers and principals will go reading academies

at our nearest ESCs. Placement of highly effective teachers in K-2 will be of utmost importance. We will also integrate reading diagnostics in Pre-K-3 We will also require all new Pre-K-4 teachers to pass a science of teaching reading exam. We will be looking at the vertical alignment of our standards and TEKS. Starting off in the early childhood years and going to 4th grade will help us to understand the progression allowing our teachers, administrators, and families to offer the supports needed for our students to successfully develop and learn. We will begin with the Texas Early Learning Guidelines for Infants, Toddlers, and Three-Year-Olds, then the Texas Prekindergarten Guidelines, and finally the Texas Essential Knowledge and Skills. We align those together with our teachers and collaboratively discuss what students are responsible for at that grade level and also see where they are coming from. Another way to look at how we will be teaching the TEKS would be to horizontally align them so that our teachers will understand how often and what type of skills, content and resources are being covered across different subjects during a time period. This will help our teachers to plan and be sure that there are no overlaps or gaps around content and skills being taught, as well as ensuring students are not being assessed too much or not enough. The teachers will fine tune the degree to which an assessment matches the corresponding TEKS for a subject area at a particular grade level. We have put aside $4000 in our budget narrative for these programs. Some of the programs we will be purchasing one kit for the grade level to share. Teachers will be assigned an A day and a B day for the materials, for example, using them on A day, sharing then on B day.

Courses, Rationale for Materials, and Learning Goals and Expectations for Student Success for each course include:

Course: English Language Arts and Reading:

Rationale for Materials:

****Step Up to Writing*

https://www.voyagersopris.com/literacy/step-up-to-writing/overview

Step Up to Writing spans K-12 and different content areas and provides multimodal instruction incorporating differentiation. It aligns with the TEKS and supports writing instruction in all content areas. This is an evidence-based intervention.

****Language for Learning*

https://www.nifdi.org/programs/writing-and-language/language-for-learning

This is a program we will utilize for our Pre-k -2nd grade students. It teaches the language of instruction, which are the phrases and vocabulary teachers use in the instructional setting. It is appropriate for pre-k students, primary ESL programs, Title I, Special Education and for children who receive speech services.

****Reading Mastery Signature Edition*

https://www.nifdi.org/programs/reading/reading-mastery

We will use Reading Mastery in our K-5 classrooms to work on phonemic awareness, letter sound correspondence, blending sounds, word recognition, vocabulary, oral reading fluency and comprehension.

****ASD Reading*

www.asdreading.com

This is a program geared to teaching students with autism to read, write and comprehend. It uses graphics, audio and animation to reinforce meaning.

Learning Goals & Expectations for Student Success

- Students will accelerate the acquisition of language skills to develop high levels of social and academic language proficiency.

- Students will integrate the four domains of language (listening, speaking, reading and writing) to actively engage in academic conversations, write, read and be read to on a daily basis.
- Students will increase vocabulary, sophisticated sentence structures, text features, cognitively demanding content, and subtle relationships among ideas.
- Students will apply earlier standards with greater depth to increase texts in multiple genres, as they become self-directed, critical learners who work collaboratively while using metacognitive skills.

Handwriting:

Rationale for Materials:

****Handwriting Without Tears*

https://www.lwtears.com/hwt

We will use this program to help our students learn pencil grip letter formation and literacy skills for both print and cursive handwriting.

***Sensible Pencil

https://abledata.acl.gov/product/sensible-pencil

Thrive Center for Success will use this handwriting program for our younger children and those with neurological, learning or cognitive disabilities to engage in readiness activities that are the foundation for all writing skills.

Learning Goals & Expectations for Student Success:

- Students will learn foundational handwriting skills such as readiness, posture/paper/pencil grip
- Students will learn printing capital and lowercase letters, numbers, and words
- Students will learn sentence writing and line generalization
- Students will learn cursive lowercase and capital letters and participate in cursive writing activities to develop a lifelong skill

Mathematics:

Rationale for Materials:

****Mathematics Their Way*

https://www.eaieducation.com/Product/500211/Mathematics_Their_Way_Grades_K-2.aspx

At Thrive Center for Success, our focus will be hands-on learning with manipulatives in our math classrooms. This complete K-2 curriculum will develop understanding and insight into matterns of math while learning the skills they need.

***Mathematics…A Way of Thinking"

https://www.amazon.com/gp/offer-listing/020104322X/ref=dp_olp_used?ie=UTF8&condition=used

http://www.center.edu/MathWayThinking.shtml

This curriculum is for 3-5 and gives our teachers classroom management ideas to go along with the math concepts taught. Heavy in hands-on activities, students learn the skills they need.

Learning Goals & Expectations for Student Success:

- Students will acquire and demonstrate mathematical understanding.
- Students will apply mathematics to problems arising in everyday life, society, and the workplace.

- Students will use a problem-solving model that incorporates analyzing given information formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.
- Students will select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.
- Students will communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.
- Students will create and use representations to organize, record, and communicate mathematical ideas.
- Students will analyze mathematical relationships to connect and communicate mathematical ideas.
- Students will display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.
- Students will focus on:
    - Number and operations
    - Algebraic reasoning
    - Geometry and measurement
    - Data analysis
    - Personal financial literacy

Science: (Physical, Natural, Living)

Rationale for Materials:

****Kid's Gardening: Helping Young Minds Grow*

https://kidsgardening.org/lesson-plans/

At Thrive Center for Success, we want our students to learn to grow meaningful plants and learn about wildlife, nutrition, pollinators, soil, environment, and more. Grade levels range from K-8.

****Project WILD Suite*

https://tpwd.texas.gov/education/project-wild

The Texas Project WILD Suite contains Project WILD, Aquatic WILD, and Growing Up Wild. These are TEKS based materials that teaches children how to think about wildlife. The activities offered through this program involve problem-solving, and decision-making skills and develop conceptual skills such as analysis, classification, description, estimation, evaluation, inference, hypothesis formation, and problem-solving. It is for Pre-K-12, aligns to all subjects and can be utilized to teach G/T, Special Education and ELLs. Students will use evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through the process.

Learning Goals & Expectations for Student Success:

- Students will learn that the study of science uses appropriate tools and safe practices in planning and implementing investigations, asking and answering questions, collecting data by observing and measuring, and using models to support scientific inquiry about the natural world.
- Students will recognize that patterns, relationships, and cycles exist in matter.
- Students will investigate the physical properties of matter and will learn that changes occur.

- Students will explore mixtures and investigate light, sound, and thermal energy in everyday life.
- Students will manipulate objects by pushing and pulling to demonstrate changes in motion and position.
- Students will investigate how the surface of Earth changes and provides resources that humans use.
- Students will explore objects in the sky, and describe how relationships affect patterns and cycles on Earth.
- Students will construct models to demonstrate Sun, Earth, and Moon system relationships.
- Students will explore patterns, systems, and cycles within environments by investigating characteristics of organisms, life cycles, and interactions among all components of the natural environment.
- Students will examine how the environment plays a key role in survival.
- Students will know that when changes in the environment occur organisms may thrive, become ill, or perish.
- Students will use evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process.
- Students will learn recurring themes pervasive in sciences, mathematics, and technology, including patterns, cycles, systems, models, and change and constancy.
- Students will plan to safely implement classroom and outdoor investigations using scientific practices.
- Students will analyze information, making informed decisions, and using tools to collect and record information while addressing the content and vocabulary in physical, earth, and life sciences.

Social Studies:

Rationale for Materials:

****Scholastic News***

https://classroommagazines.scholastic.com

This weekly magazine for grades Pre-K-4, provides materials that support the TEKS, and accommodate different reading levels.

***Newsela

www.newsela.com

Thrive Center for Success will set the students up for success by providing access to social studies stories that can be accessed by reading level to differentiate nonfiction reading from K-5.

Learning Goals & Expectations for Student Success:

History:

- Understand holidays are celebrations of special events

Explain reasons for national patriotic holidays

- Identify and describe customs associated with national patriotic holidays
- Identify contributions of historical figures
- Identify contributions of patriots and good citizens who have shaped the community
- Place events in chronological order
- Use vocabulary related to time and chronology

Geography:

- Understands the concept of location
- Use terms, including over, under, near, far, left, and right, to describe relative location
- Locate places on the school campus and describe their relative locations
- Identify tools that aid in determining location, including maps and globes
- Create and use maps
- Understand physical and human characteristics of place
- Identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather
- Identify how the human characteristics of place, such as ways of earning a living, shelter, clothing, food, and activities are based upon geographic location
- Understands the purpose of rules and laws
- Identify rules and laws that establish order, provide security and manage community
- Rules and laws that establish order, provide security, and manage conflict
- Understands the role of authority figures, public officials, and citizens

Economics:

- Understand how humans use and modify the physical environment
- Identify ways in which people have modified the physical environment such as building roads, clearing land for urban development and agricultural use, and drilling for oil
- Identify positive and negative consequences of human modification of the physical environment such as the use of irrigation to improve crop yields
- Identify ways people can conserve and replenish natural resources
- Understands the value of work
- Explain how work provides income to purchase goods and services
- Explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money and where to live and work
- Distinguish between producing and consuming
- Identify ways in which people are both producers and consumers
- Examine the development of a product from a natural resource to a finished product

Citizenship:

- Understand characteristics of good citizenship as exemplified by historical figures and other individuals
- Identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting
- Identify historical figures
- Identify other individuals who exemplify good citizenship
- Understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity
- Explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo
- Recite and explain the meaning of the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag
- Identify anthems and mottos of Texas and the United States
- Explain and practice voting as a way of making choices and decisions

- Explain how patriotic customs and celebrations reflect American individualism and freedom
- Identify Constitution Day as a celebration of American freedom

Culture:

- Understand the importance of family and community beliefs, customs, language, and traditions
- Describe and explain the importance of various beliefs, customs, language, and traditions of families and communities; and explain the way folktales and legends such as Aesop's fables reflect beliefs, customs, language, and traditions of communities
- Understand how technology affects daily life, past and present
- Describe how technology changes the ways families live
- Describe how technology changes communication, transportation, and recreation
- Describe how technology changes the way people work

Social studies skills:

- Apply critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology
- Obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music
- Obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts; and sequence and categorize information
- Communicates in oral, visual, and written forms
- Express ideas orally based on knowledge and experiences
- Create and interpret visual and written material
- Use problem-solving and decision-making skills, working independently and with others, in a variety of settings
- Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution
- Use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision

Health education:

Rationale for Materials:

****CATCH*

https://catchinfo.org/programs/grades-k-5/

At Thrive Center for Success, we want our students to be healthy on the inside and out. This program works with Pre-K to 5th grade to teach health education and how to support a healthy lifestyle.

Learning Goals & Expectations for Student Success:

- health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate.
- understand the basic factors that contribute to health literacy
- learn about the body and the behaviors necessary to protect it and keep it healthy
- identify and practice personal health habits and types of food to help body grown

- understand that behaviors result in healthy or unhealthy conditions
- understand basic structure and functions of the human body
- recognize the influence of media and technology on healthy behaviors
- personal/interpersonal skills
- demonstrate critical-thinking, decision making
- recognize and perform behaviors to reduce health risks throughout life span
- seek guidance in the area of health from their parents
- understand how personal behaviors can increase or reduce health risks throughout the lifespan
- recognize that health is influenced by a variety of factors
- recognize and utilize health information and products
- understand how personal/interpersonal skills are needed to promote individual, family, and community health

Home Economics/Life Skills:

Rationale for Materials:

*** *Steps to Independence*

https://products.brookespublishing.com/Steps-to-Independence-P305.aspx

These materials teach life skills to learn independence from ages 3 up to adulthood from getting ready, to toilet training, play and self care.

****Training your Children in Home Economics*

https://www.reallifeathome.com/training-your-children-in-home-economics-ebook/

These materials teach our students in home economics and can work with young children on up.

Learning Goals & Expectations for Student Success:

- Students will learn functional life skills that are missing from their repertoire
- Students will learn money management
- Students will learn hospitality
- Students will learn simple sewing skills
- Students will learn gardening
- Students will learn meal planning
- Students will learn meal preparation
- Students will learn kitchen safety
- Students will learn food safety
- Students will learn microwave safety
- Students will learn table manners
- Students will learn laundry skills

Physical education:

Rationale for Materials:

***Playworks

https://www.playworks.org

This program builds a culture of play, goes from Pre-K-6th grade and offers a great P.E. resource for our teachers. ****PE Central*

https://www.pecentral.org/

This website gives a lot of free materials for our teachers to educate our students on keeping physically fit.

Learning Goals & Expectations for Student Success

- Provide engaging activities that develop basic levels of strength, endurance, and flexibility
- Learn to work safely in group and individual movement settings
- Acquire the knowledge and skills for movement that provide the foundation for enjoyment
- Continue social development through physical activity, and access to a physically active lifestyle
- Exhibit a physically active lifestyle and understand the relationship between physical activity and health throughout the lifespan
- Learn fundamental movement skills and begin to understand how the muscles, bones, heart, and lungs function in relation to physical activity
- Develop a vocabulary for movement and apply concepts dealing with space and body awareness

Art:

Rationale for Materials:

****Understanding Students with Autism through Art (Gerber &Kellman, 2010)*

https://www.amazon.com/Understanding-Students-Autism-Through-Art/dp/B003KWCXPA

A resource for our teachers when working with our students with autism and teaching art.

***UNT Teaching and Learning Resources

https://web.archive.org/web/20130905150440/http://art.unt.edu/ntieva/pages/teaching/tea_index.html

This resource is available online and gives a comprehensive approach to learning the arts and will be a valuable resource to our teachers.

Learning Goals & Expectations for Student Success:

- Observation and perception
- Develop and expand visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world
- Explore ideas from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art
- Use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unit
- Discuss the elements of art as building blocks and the principles of design as organizers of works of art
- Creative expression
- Communicate ideas through original artworks using a variety of media with appropriate skills
- Express thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills
- Create compositions using the elements of art and principles of design
- Produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of materials.
- Historical and cultural relevance

- Demonstrate an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures
- Develop global awareness and respect for the traditions and contributions of diverse cultures
- Identify simple main ideas expressed in artworks from various times and places;
- Compare and contrast artworks created by historical and contemporary men and women, making connections to various cultures;
- Connect art to career opportunities for positions such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers
- Investigate the connections of visual art concepts to other disciplines

Music:

Rationale for Materials:

****TMEA/TMAC K–12 Music Curriculum and Resources*

https://www.tmea.org/resources/teaching-resources/music-curriculum

https://www.tmea.org/resources/teaching-resources/educator-toolkit

Thrive Center for Success will have this resource on hand to teach music curriculum for grades K-8. It is a TEKS based resource that includes instruction and assessment components.

****Tuned into Learning: Music for Special Education*

https://www.tunedintolearning.com/music-and-autism/

This is a resource that supports our students with autism as they learn more about music.

****All Students Deserve Music: Developing a Modified Music Curriculum.*

https://pdfs.semanticscholar.org/1ff5/94add2aa4ba108a80aca2c877096295e797d.pdf

This is a resource our teachers can use that combines music therapy, general music, and cognitively disabled students.

Learning Goals & Expectations for Student Success:

- music literacy
- reading, writing, reproducing, and creating music
- creative expression
- apply music literacy and critical-thinking skills of music to sing, dramatic play, read, write, and/or move and perform
- historical and cultural relevance
- experience musical periods and style
- understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and vocational possibilities offered.
- critical evaluation and response
- critical judgments and informed choices
- listen to, respond to, and evaluate music and musical performances

Technology applications:

Rationale for Materials:

****Computer Lab Lessons K-5*

https://www.k5technologycurriculum.com/

Our teachers will find this resource valuable for our K-5 students, learning how to log in, access programs, type efficiently and using technology as a self-learning tool.

Learning Goals & Expectations for Student Success:

- Students will use creative thinking and innovative processes to construct knowledge and develop products.
- Students will communicate and collaborate both locally and globally to reinforce and promote learning.
- Students will develop critical-thinking, problem-solving, and decision-making skills by collecting, analyzing, and reporting digital information.
- Students will practice digital citizenship by behaving responsibly while using technology tools and resources.
- Students will learn technology related terms, concepts, and data input strategies.

Languages other than English:

Rationale for Materials:

****American Sign Language University*

http://www.lifeprint.com/

Our L.O.T.E. teacher will utilize this resource to help teach ASL and improve the sign language skills.

**** Signing Time*

https://www.signingtime.com/sign-language-curriculum-for-teachers-and-homeschoolers/

This is another resource available for ASL teachers designed to support our student's learning from ages 3-6th grade.

****Signing Savvy*

https://www.signingsavvy.com/

This resource gives a dictionary of sign language videos, descriptions and more. This website has flash cards, quizzes and more.

Learning Goals & Expectations for Student Success:

- Students will increase understanding and enhance communication through the development of receptive as well as expressive communication by learning American Sign Language (ASL).
- Students will learn basic vocabulary and possess basic grammar skills for communication.
- Students will be able to make introductions and share personal information about self, family, basic desires and interests.
- Students will be able to how to talk about their surroundings, by giving and receiving directions as well as sharing information about where they live.
- Students will be able to use basic strategies for establishment and maintenance of conversations and relationships.
- Students will have a basic understanding of Deaf Culture including exposure to ASL literature and art.

Theatre:

Rationale for Materials:

****Reader's Theater*

https://www.readinga-z.com/fluency/readers-theater-scripts/

This resource helps our teachers to encourage our students to read with expression and practice fluency. Students also improve listening skills as they follow along silently and listen for spoken cues.

Learning Goals & Expectations for Student Success:

- Inquiry and understanding
    - The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre
    - React to sensory experiences such as sight or sound through dramatic play
    - Expand spatial awareness in dramatic play using expressive and rhythmic movement
    - Participate in dramatic play using actions, sounds, and dialogue
    - Role play, imitate, and recreate dialogue
- Creative expression and performance
    - Interpret characters using the voice and body expressively and creates dramatization
    - Apply design, directing, and theatre production concepts and skills
- Historical and cultural relevance
    - Relate theatre to history, society, and culture
- Critical evaluation and response
    - Respond to and evaluate theatre and theatrical performances
    - Discuss, practice, and display appropriate audience behavior
    - React to and discuss dramatic activities
    - Integrate music, creative movement, and visual components in dramatic play

****Social Skills Role Play Cards Set*
https://www.silvereye.com.au/social-skills-role-play-cards-set/prod7447#.XhIQ0EdKjD4
This resource help our teachers structure lessons that help our learners to develop friendships, interpret cues such as body language and gestures through role-play scenarios.

Social Emotional Learning:

Rationale for Materials:

****AIM: A Behavior Analytic Curriculum for Social-Emotional Development in Children*
https://peakabasolutions.com/product/aim-a-behavior-analytic-curriculum-for-social-emotional-development-in-children/
This is a resource for teaching social emotional development with the use of ABA principles. This supports our students with autism who struggle with social and emotional challenges and is broken into Tier 1, 2 and 3.

***Random Acts of Kindness
https://www.randomactsofkindness.org/
The Kindness in the Classroom® curriculum is a Tier 1 evidence-based social emotional learning curriculum designed to help schools create a culture of kindness. This K-5 curriculum teaches respect, caring, inclusiveness, integrity, responsibility and courage.

Learning Goals & Expectations for Student Success:

- Students will develop self-awareness and self-management skills to achieve school and life success.
- Students will use social-awareness and interpersonal skills to establish and maintain positive relationships.
- Students will demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

2. Explain what high-quality instruction will look like at the proposed school. What classroom routines and instructional strategies will teachers be expected to use?

Explain why these strategies will be effective for the anticipated student population. How will teachers differentiate instruction to meet the needs of English learners, students with disabilities, and other student groups?

At Thrive Center for Success, we strive to provide the highest quality of instruction available. Some of the routines and instructional strategies were included in the overview for our planned curriculum. Additional strategies we will be incorporating into the plan for our school includes differentiated instruction strategies, techniques, and tools (Michael L. Lujan, mentoringminds.com). Thrive center for Success will implement the use of differentiated instruction by modifying the content, learning activities, outcomes, and environment in order for all students to experience success. There are several strategies we will emphasize to achieve this. A strong focus will be on creating a classroom climate that is friendly and safe for both teachers, students and families. This can be achieved by such things as showing students they are valued, promoting trust and connectedness between students, getting to know each individual's hopes, interests and aspirations, building confidence with a growth mindset, building respect, maintaining realistic, but high expectations for all students, giving outlets for expressing emotions, incorporating energizers and humor into lessons to increase engagement, keeping an orderly environment, using natural sunlight, keeping room temperatures between 68-72 degrees, displaying motivational visuals, focusing on motivation strategies, provide controlled choice on process and product to engage the brain, as well as tasks, resources, projects, time, seating and group formats and having our teachers model excitement about learning, encouraging students to celebrate accomplishments. Our classrooms will be well organized and managed through the use of the evidence-based STOIC framework (https://www.safeandcivilschools.com/research/references/is-champs-evidence-based.pdf). Thrive Center for success will provide students with educational experiences that include anchor activities, brain-based strategies, tiered assignments, flexible grouping, universal design for learning strategies, pre-assessment strategies and descriptive feedback assessment strategies, student choice, interest, determining and utilizing learning style preferences and multiple intelligence in lessons, allowing for content, process, and product differentiation, and planning for cognitive rigor by using complexity such as Bloom's Taxonomy. Additional strategies incorporated will be Total Participation Techniques (Himmele & Himmele), Kagan's Cooperative Learning strategies and putting an emphasis on teaching to strengths. Thrive Center for Success will accommodate multi-age group special education classrooms based on development and readiness: preschool, lower elementary and middle elementary. The intentionally set-up classrooms will allow for an uninterrupted series of learning within a continuum. Each classroom will enable children to explore materials through various tasks which induce thinking about relationships and offer practical occasions for introducing social relationships through free interaction. Our classrooms provide orderly structures that guide discovery. For example, spelling rules are discovered through recognition of patterns, not merely memorized. The curriculum involves creative invention and careful, thoughtful analysis. It must be emphasized that why and how students arrive at what they know is just as important as what they know. Our multi-age special education classrooms and inclusion general education classrooms will strive to develop self-discipline, teach values, utilize hands-on materials, foster scientific and mathematical aptitudes, nurture appreciation for history, timelines, and cultural differences past and present as well as caring for our global environment.

3. Describe how the proposed school will incorporate social and emotional learning into its model (if applicable), including a discussion of programs or strategies that will address students' mental, emotional, and social development. At Thrive Center for success, we will use an ABA based curriculum for social and emotional learning, called AIM: Accept, Identify, Move. Curriculum: https://www.acceptidentifymove.com/about-aim AIM supports children struggling with social discomfort, challenging behaviors, and the daily struggles with life they must navigate. This resource introduces and blends together the concepts of Mindfulness, Acceptance and Commitment Therapy, and Applied Behavior Analysis. This approach seeks to improve the lives of children with or without disabilities who struggle with social and emotional challenges. In addition, we will work on social emotional skills through role-play and interventions such as positive self-talk, video modeling and by incorporating Random Acts of Kindness. Our students will be continuously working on role-play, social skills and developing social awareness to help support our students with autism.

4. Outline how board members or school leaders plan to evaluate the proposed curriculum and instructional strategies to determine if the educational program is effective. Explain how these leaders will decide if the curriculum should be updated. If updates are required, describe the process that will be used to modify the curriculum and instructional strategies over time.

Our board members at Thrive Center for Success can evaluate the proposed curriculum and instructional strategies by doing several things. Three times a year, beginning (baseline), middle and end, they can send a survey out to teachers to administer to their students, inquiring about their social and emotional health using a ranking system. In addition, teachers will be surveyed as to the effectiveness of the curriculum as far as time needed, ability to integrate into the academic curriculum, and positive outcomes. Parents can be given surveys as to their perception of the way their child is doing socially and emotionally at school in regard to safety, and overall happiness. Finally, data can be analyzed such as number of referrals, attendance and number of students failing a class or more. If the curriculum is determined to be ineffective, a committee will be formed to look at and evaluate different programs to bring to Thrive Center for Success. We will strive to create continuous improvement efforts by the alignment of resources and supports. Effective instruction is a priority at Thrive Center for Success. This includes interactions between students, teachers, and content determine learning outcomes. Our instructional core is strengthened and supported by effective, well-supported teachers, high-quality curriculum, and positive school culture. We will accomplish this by recruiting and placing strong school leaders, and prioritizing time for careful planning.

Strategies for Assessment of Learning and Data-Driven Instruction

Enter narrative response to the prompts in this section of the application.

Strategies for Assessment of Learning and Data-Driven Instructions

1. Explain how the school will measure and evaluate students' academic progress. Address the following topics in the response.

a. List the TEA-required assessments that will be administered.

b. Identify other summative and formative assessments the school will use to assess student progress and achievement throughout the year.

All students at Thrive Center for Success Charter School are expected to meet the TEKS standards as defined in the STAAR state examination in each content area. Every student at Thrive will be assessed in all subjects throughout the school year including mathematics, reading, writing, social studies and science. The students will be divided into groups based on academic ability, learning style and other factors. In addition, each student will have their own individualized learning plan. Each student will have input into their plan by keeping a portfolio, participating in goal setting, tracking their own data, and have several reflection check points where the goals are reevaluated and tweaked or successfully celebrated and a new goal formulated. Student learning will be measured both formally and informally through assessments of the TEKs and other learning, state testing and local data via benchmarks. Formative assessments will be going on daily in each classroom. Students in grades 3-4 will be given an interim assessment for maintenance of a skill by the use of benchmarks twice a year. Formative assessments will be used to measure a student's understanding of a broader span of student expectations to monitor progress, predict summative performance, and identify students for intervention. Summative assessments might probe for generalization but will definitely assess maintenance of skills. Examples of this would be the student portfolio and the STAAR summative assessment. Our students will be graded on standard's based report cards up to second grade. From 3rd grade on up, students will receive a traditional number grade, to help them better align to a traditional ISD, to better accommodate a transfer. Grades will be collected from our various formative and summative assessments, projects, rubrics and work saved in the portfolio. Standards-based teaching correlates to better grades (Craig T. A. (2011). Effects of standards-based report cards on student learning. (Doctoral dissertation). Retrieved from https://repository.library.northeastern.edu/files/neu) Therefore, it is critical that teachers also link assessments and reporting to the standards (Guskey, T. R., & Bailey, J. M. (2001). Developing grading and reporting systems for student learning. Lexington, KY: Corwin.) Our formative assessments analyze student achievement on an individual basis, our interim assessments will look at the individual as well as any classrooms that are participating in whole group instruction. Summative assessments will be utilized to examine the individual, the class and the school as a whole. Lead4ward quick checks (https://lead4ward.com/docs/resources/instructional_tools/quickchecks_2018_19.pdf) utilized as formative assessments, as well as a variety of others such as exit tickets, fist to five strategy, and four corners strategy. A Universal Screener for reading and math will be administered at the beginning of the year, and the middle of the year. We will use these assessments to group our students and also determine if interventions are needed in K-4. These methods of assessment align with our mission statement in that the students are involved in goal setting, collecting their

own data on self-assessments, using rubrics to have clarity and standards-based assessments that also show growth.

c. Provide the assessment schedule for all major formative and summative assessments.

Elementary Assessment Schedule for 2021-2022

Content/Grade	Benchmark 1	Benchmark 2	State Assessment
Math/Grade 3	November 8-12	February 21-25	May 10th STAAR*
Math/Grade 4	November 8-12	February 21-25	May 10th STAAR*
Reading/Grade 3	November 15-19	February 29-March 4	May 11th STAAR*
Reading/Grade 4	November 15-10	February 29-March 4	May 11th STAAR*
Writing/Grade 3	February 7-11	N/A	N/A
Writing/Grade 4	February 7-11	N/A	N/A
Science/Grade 4	May 23-27	N/A	N/A
Language Arts Universal Screening K-4	September 3-September 24	January 7-January 28	N/A
Math Universal Screening Grades K- 4	September 3-September 24	January 7-January 28	N/A

*The State of Texas Assessments of Academic Readiness (STAAR) are annual state mandated assessments administered in the particular grade level and content area indicated. Dates are subject to change.

Beginning in 2021, the **writing** tests **will be taken** out of fourth and seventh **grades**; instead, test-makers **will** incorporate **writing** questions on the reading exams for **grades** 3-8.

d. Explain how these assessments align with the school's curriculum, performance goals, and Texas state standards (TEKS).

At Thrive Center for Success, we align our assessments to the curriculum we will be teaching. The benchmarks will be made to reflect the TEKS that have been taught before the assessment dates. The benchmarks will give us an indicator of any students that might be in need of tutoring, an intervention or if we need to reassess the IEP goals. The Universal Screeners look to assess readiness standards and if any students fall at or below the bottom 20% of our student population, our RtI Team will meet on those students to determine what assistance, if any that the student might need to be successful. State assessments will be administered and used to validate or change placement along with other assessments and collected data.

2. Describe how data related to student's academic progress will be collected and analyzed. Explain how school leaders and teachers will use this data to inform instruction and improve student learning.

At Thrive Center for Success, collecting data is a daily occurrence. With our classrooms being run by BCBAs, BCaBAs and Paraprofessionals/RBTs, data collection is an integral part of ABA. As described in 1.a. there will also be formative and summative data being collected on

academic performance to gather baseline and monitor progress. Our students will also be taking part in collecting data on grades and using rubrics to plan and score their own work. Work will be analyzed according to how the student is performing in regards to being ahead or behind of our scope and sequence pacing guides, to ascertain if they are struggling or not. Other data will be analyzed to ascertain if our behavior shaping protocols are having the effect we were working towards or not. School leaders and teachers will be looking at the formative and summative data to create flexible groups with targeted instruction, to revisit IEPs and update goals, to reflect on student progress in their portfolios and tweak their individual goals they made, and drive any future instruction, whether it be remedial or with an increase in rigor. Having a pulse on assessment drives planning for the future whether it's an intervention, a change in the resources being utilized, or changing duration, frequency and intensity of any interventions in place.

3. Explain how the school will identify and meet the learning needs of students who are performing below grade level. Specify the programs, strategies, and supports the school will provide for these students, how student progress will be monitored, and what additional steps will be taken if the selected interventions were not successful.

At Thrive Center for Success, one way we will identify and meet the learning needs of students who are performing below grade level is to analyze the data that comes from the Universal Screeners. It's the first assessment given in the year, our baseline, and it aids us in making our instructional groupings, goal setting, planning of instruction and more. If the student scores low on our beginning of the year Universal Screener, our RtI team will meet and look at all the pieces of the puzzle to determine if this student can get further support with tier one supports, or if the gaps will require a more intensive intervention or not. All aspects of the learner and variables in the environment will be considered when making these decisions. It may be determined that the teacher instructing the student is in need of additional support as far as professional development or coaching with the instructional practice being modeled. If it is determined that the student needs more intensive supports, the team will decide to place the student into tier two. The parent is notified in writing, and the student begins the intervention. In tier two, which can last anywhere from 6-9 weeks, the student received additional small group instruction twice a week, and additional curriculum resources are recommended by the team. During that cycle, data is collected during each session and probes are done weekly. It may be determined that the student has been missing class due to being tardy each morning or has excessive absences, which would need a different intervention. It could very well be that this student has been struggling with every transition since she walked into our building, and the decision is made to go straight to tier three. Each student's particular situation, and data will be looked at closely, with different individuals invited to the meeting that work with the student the closest or who have some expertise in a suspected area of struggle for the student. If we go with the first scenario, and the student was placed into tier two for academic assistance for 6 weeks, and the student has not responded well to the intervention after 3 weeks, the interventionist can call another meeting to reevaluate the situation, and get further recommendations for the student. It may be the case that the student may be suspected of having a disability. If this is the case, the parents need to be contacted and a meeting set up to discuss all the facts of the situation and determine next steps. If the parent was suspecting there was a disability and is agreeable, the LSSP will either be at that parent meeting to help answer questions, or the RtI team will set up another meeting with the LSSP there, to discuss the data that is pertinent to the case and to share all the data with the LSSP, as she will be assessing the student to see if a disability is the root of the struggle or not.

Sometimes, it's a matter of getting a pair of glasses, or that the student is wearing shoes that are too small and hurting their feet. Whatever the situation is, the RtI team will flesh it out and make a sound determination as to what the action plan will be. This aligns to the part of our mission statement that says, "provides access to services needed to empower each individual to thrive." We put money into the budget to properly conclude an RtI process.

Supports for Special Populations

Enter narrative response to the prompts in this section of the application.

1. **Identify the special populations and at-risk groups that the school expects to serve. Summarize the school's overall plan to serve students with diverse strengths and needs, including but not limited to students with disabilities, ELs, students identified as gifted/talented, and students at risk of academic failure or dropping out.**

Thrive Center for Success is focused on helping students with Autism Spectrum Disorder (ASD). While we have a strong focus on using Applied Behavior Analysis (ABA) with our instruction, we are also working on creating opportunities to level the educational playing field. We are dedicated to creating opportunities for our special population to experience many different rich learning experiences to help them find enjoyment and discover their strengths, while aligning to the Individuals with Disabilities Education Act (IDEA), Title II of the American with Disabilities Act (ADA), as amended, the Rehabilitation Act of 1973 (section 504), and Subchapters A and B of Texas Education Code (TEC) Chapter 29, and TEA Rules for special populations found in 19 TAC Chapter 89. In addition, at Thrive Center for Success, our parents will be highly involved with every aspect of their child's education, from coming up to the school to observe a procedure, to having a professional come to their home to model the procedure at home, observe the parents implement the procedure and give further suggestions and support, working towards generalization of the skill. We will be staffed with highly capable Board Certified Behavior Analysts (BCBAs) and Paraprofessional/Registered Behavior Technicians (RBTs) along with teachers, to educate our students and families. As an open enrollment charter school, we fully expect to serve a diverse population of students including English language learners, and students identified as gifted or talented. With our content being driven by Applied Behavior Analysis (ABA), flexible grouping and more, students will be encouraged to discover their strengths and will be given support when faced with challenges. Texas regulations (TAC 89.1055) require ARD/IEP committees to consider eleven strategies for students with autism. While all eleven strategies must be considered, TEA does not require that all be implemented. The ARD/IEP committee determines which strategies should be included in a child's IEP. If it is decided that services are not needed in one or more area, the IEP must include a statement explaining the basis upon which the determination was made. The statement may explain the services as collective or list individually. The eleven strategies are: Extended Educational Programming, Daily Schedule, In Home & Community Based Training or Viable Alternatives, Positive Behavior Support Strategies, Futures Planning, Parent/Family Training and Support, Suitable Staff to Student Ratio, Communications Interventions, Social Skills Supports and Strategies, Professional Educator/Staff Supports and Teaching Strategies.

2. **Explain more specifically how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities, including the following:**

a. Methods for identifying, evaluating, and appropriately placing students with disabilities (and for avoiding miscommunication)

At Thrive Center for success, identifying students with disabilities will occur in several ways. First of all, due to our focus on autism, we will be actively recruiting families that have children with autism. Beyond that, any students attending our school without a known disability, will be

monitored using a multi-tiered system of support (MTSS) and layering in tiers of support to students that are struggling and based on need, provide moderate levels of intervention at tier one, intervention at increased frequency and intensity at tier two, and intensive intervention at tier three. If the student is not successful after interventions, Admissions, Review, and Dismissal Committee (ARD) will examine the data, interview the teachers and family, and determine whether testing for special education will occur. The testing will be conducted by a Licensed Specialist in School Psychology (LSSP). After testing, the team will come together to examine the results and a preliminary plan will be drafted with parental input. Special education services may include speech, occupational therapy, physical therapy, feeding therapy, counseling, or life skill interventions. ABA demands intensive data be collected, reviewed and analyzed by the BCBA, Paraprofessional/RBT, and special education teachers, as well as other support staff. In addition, formative and summative data will be collected and behavioral data such as antecedent-behavior-consequence (ABC) data will be included to provide a better picture of student functioning, combining academics with behavior with each assessment. Annual IEP meetings will occur to review and update the IEP goals with the ARD committee. At each of these meetings all parents of students in special education will receive a copy of TEA's procedural safeguards and staff will be trained on these as well as due process rights. Every three years, the student will be reevaluated and the IEP will be reevaluated to determine any changes needed. Parents can request a formal reevaluation at any time. With special education being our focus, we are confident that we will be providing services that families will not be able to find anywhere in the community. With that being said, procedures and a Process for Disputes will be shared. A parent can dispute a successful IEP, question FAPE in the LRE, or any decisions made by the ARD committee at any time. After an attempt to remedy the situation with the school, parents or the school can ask for mediation. Families can decide to skip mediation or if they are not satisfied with the results of the mediation, they can seek a due process hearing before a Special Education Hearing Officer assigned by TEA. If a parent makes a written request for an initial evaluation for special education services to an employee of Thrive Center for Success, Thrive Center for Success must respond no later than 15 school days after receiving the request. At that time, the school must give the parent prior written notice of whether it agrees or refuses to evaluate the student, along with a copy of the Notice of Procedural Safeguards. If the school agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation. Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the charter school to respond within the 15-school-day timeline. If the school decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent. However, if the student is absent from school during the evaluation period for three or more school days the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent. There is an exception to the 45-school day timeline. If the school receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, the school must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days

during the evaluation period, the June 30th due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply. Upon completion, the school must give you a copy of the evaluation report at no cost.

a. Structures that will be implemented to ensure that research-based instructional programs, practices, and strategies are developed and delivered to provide a continuum of services for students with disabilities

For more than thirty years empirical studies have been conducted and published in numerous peer-reviewed journals showing the efficacy of applied behavior analysis (ABA) in the treatment of autism spectrum disorders. It is not surprising given the years of dedication by many well-respected researchers that ABA has more empirical support than any other treatment or therapy for children diagnosed with autism. It incorporates numerous teaching strategies, each of which have an empirical basis demonstrating their effectiveness. (Matson, Benavidez, Compton, Paclawskyj, & Baglio , 1996). Applied Behavior Analysis is a science-based approach to education. Numerous governmental and private agencies in the U.S.A. have endorsed it as the preferred therapy for children with autism (e.g., Surgeon-General, 1999; Maine Administrators of Service for Children With Disabilities, 2000; New York State Department of Health, 1999). There are hundreds of objective research studies that have shown ABA to be an effective method for teaching language and communication, social and leisure skills, and independent functioning, as well as reducing, replacing and eliminating challenging behaviors (Matson et al., 1996.)

b. Plans to ensure students with disabilities have access to a free appropriate public education (FAPE) that meets their unique needs in the least restrictive environment (LRE)

Thrive Center for Success will be going above and beyond what is expected by state and federal law in regards to free and appropriate education (FAPE) and provide opportunities for our students to learn in the least restrictive environment (LRE). In our general education classrooms, LRE will be provided in a traditional inclusion model. Students within the special education program will spend part or all of the school day in the general education setting, with or without special education support, depending upon their IEP (individualized educational program). For students wanting to transition back to a traditional ISD, we will provide transition support by meeting with the new school, and from there we can help formulate a plan to prime the student for the change, work with the new teachers on incorporating strategies that work best for the student, and do observations and give suggestions if the transition needs further support. We can also help parents with finding advocates to help them navigate the complex world of special education, to help everyone find solutions that work for that student. For our students that have more intensive needs within a special education classroom setting, a reverse inclusion model will be implemented. Here we will plan events regularly that have our more intensive students working on projects together, participating in special events, and spending time together in our sensory garden and playground. When inclusive education is fully embraced, we abandon the idea that children have to become "normal" in order to contribute to the world… We begin to look beyond typical ways of becoming valued members of the community, and in doing so, begin to realize the achievable goal of providing all children with an authentic sense of belonging (Dr. Julie Causton, Syracuse University).

c. Plans for monitoring and evaluating the progress and success of student with mild, moderate, and severe disabilities to ensure the attainment of each student's goals as set forth in their Individualized Education Program (IEP)

Our plans for monitoring and evaluating the progress of success of students with mild, moderate, and severe disabilities to ensure the attainment of each student's goals as set forth in their IEP would be to evaluate specific goals and objectives, modifications and accommodations, related and support services, schedule of services, behavior intervention plan (BIP), and the AU supplement. With that said, the AU supplement should show "overlap" with other IEP documents namely, modifications and accommodations, BIP, safety plan and schedule of services. Programming that continues beyond the school day (ESD) or school year (ESY) will be instructional and directly related to current IEP objectives, will be determined by ARD committee based on data and will address the "educational needs" of the student.

d. Plans related to graduation and transition for students with disabilities (high school only)

N/A

e. Plans to have qualified staffing adequate for the anticipated population (if not fully addressed in the Talent Management section)

At Thrive Center for Success, we will have classrooms of no more than 18 students per teacher. For students who need additional support, there will be registered behavior technicians (RBTs) teaching and providing support for individual students or small groups. There will be two BCBAs and one BCaBA on staff assessing students, designing protocols, training staff on the protocols, monitoring student learning and working with parents.

3. **Explain how the school will identify and meet the needs of Els, including the following**:

The law requires that each charter school which has an enrollment of 20 or more ELLs of the same language classification in the same grade level district- wide shall offer a bilingual education program for ELLs in Grades Pre-K through 5. Grade 6 shall be included when clustered with elementary grades.

a. Methods for identifying and appropriately placing Els

Students are identified by the school registration process, in which the parent/guardian fills out the Home Language Survey (HLS). ALL students must have a Home Language Survey (HLS) completed in their permanent record. IF the HLS indicates a language other than English then testing must be initiated to determine English Proficiency. There is only one original home language survey. The Home Language Survey consists of, but is not limited to, two basic questions: 1. What language is spoken in your home most of the time? 2. What language does your child speak most of the time? If the student transfers from a school outside of Texas we will review any documentation brought in by the student and proceed with Texas law, including HLS, for identification as outlined for Texas students new to our school. Students in PK-1 must be administered an oral language proficiency test (OLPT) at the beginning and end of the year. Students in grades 2-12 must be administered an OLPT and in addition students must be administered the reading and language arts portions of the norm-referenced standardized achievement from the State approved list.

b. Structures that will be implemented to ensure that research-based instructional programs, practices, and strategies are developed and delivered to allow Els to master grade-level academic content and develop their language proficiency in English and the home language (if implementing bilingual programs)

At Thrive Center for Success, we will enable ELLs to become competent in listening, speaking, reading, and writing of English through the development of literacy and academic skills in the primary language and English and emphasize mastery of English language skills, as well as math, science, and social studies. In addition, we will use instructional approaches designed to meet the needs of ELLs, be an integral part of the total school program, and utilize the essential knowledge and skills required by the state as the curriculum. Bilingual education program models incorporate instruction in the native language and English, and also beginning literacy instruction in the native language for language minority students. According to a growing body of research, knowledge that one acquires through one language will pave the way for knowledge acquisition in the second language (Cummins, 1981, 1989, & 1994; Thomas & Collier, 1997). Furthermore, the sociocultural benefits of knowing more than one language include a greater understanding and tolerance, as well as an appreciation and respect, for cultural differences (Cloud, Genesee, & Hamayan, 2000). Research has also found that two-way dual language programs are more effective in developing first and second language academic achievement. The findings of the Ramirez Report (Cummins, 1992) indicate Latino students who receive sustained primary language instruction throughout elementary school have better academic prospects than those who receive most or all of their instruction in English. Ramirez (1992) emphasizes three key principles, which frame many dual language programs. The first one is the continued development of two languages enhances children's educational and cognitive development. The second one is literacy-related knowledge and skills acquired in one language are transferred to the second language. The third one is that while second language conversational skills are acquired rather quickly, it usually takes five or more years for second language learners to achieve grade level norms in academically related aspects of the second language. Consequently, these principles suggest that reinforcing children's first language
throughout elementary and beyond provides a foundation for long-term success in English academic skills (Cummins 1992).

c. Process to ensure that Els have equitable access to all curricular and extracurricular programs

Thrive Center for Success will be putting an emphasis on social skill development and thus will be providing direct instruction in social situations, and also having after school recreational programs for all students including but not limited to: baseball, golf, yoga, soccer, gymnastics, dance and music. ELs will have the same access to any recreational programs as any other student attending Thrive Center for Success.

d. Plans for monitoring and evaluating the progress and success of Els, including students who have exited the program, and providing additional supports if students are not successful

Thrive Center for Success, in compliance with TAC §89. 1220, establishes and operates a Language Proficiency Assessment Committee (LPAC). Once formed, the LPAC committee goes through the state approved training provided on TEA's website. The LPAC's primary responsibilities adhere to those in TEC §29.063. Thrive Center for Success will monitor and facilitate the educational process, as we would for all students. Rate student's listening, speaking and writing proficiency with TELPAS (beginning at Grade K through Grade 12). Administer the TELPAS Reading test beginning at Grade 2, until the child is no longer identified as LEP through Grade 12. The LPAC must review student's TELPAS and state assessment scores at the

end of each year. Once a student meets exit criteria (19 TAC 89.1225), he/she is reclassified as non-LEP in PEIMS. Students with parent denials are also monitored for two additional years.

e. Plans to evaluate the effectiveness of the school's programs for Els

Successful EL programs enable EL students to attain both English proficiency and parity of participation in the standard instructional program within a reasonable period of time. LEAs should collect longitudinal data to monitor and compare the performance of current ELs, former ELs, and never-ELs in the LEA's standard instructional program. Data should not be limited to data collected for ESEA accountability purposes. When EL programs do not produce both English proficiency and parity of participation within a reasonable period of time, SEAs and LEAs must modify the EL program.

4. Explain how the school will identify and meet the needs of gifted/talented students, including the following:

a. Strategies to identify gifted/talented students;

Thrive Center for Success will follow best practices in which we will identify, teach, support and nurture gifted and talented students to achieve their fullest potential. In doing so we will develop and empower students to be lifelong scholars, critical thinkers, innovators, leaders and the global contributors. Every student that walks through our doors is considered to be gifted/talented in their own way. It is part of our vision statement that "for every student to develop his/her fullest potential" and that includes helping them to identify their strengths. We will do this by pointing it out to the student when they have success, but also, to observe the students who are excelling and using flexible grouping to put them together to explore their similar talents. Finally, we will administer the TPOI (Talent Pool Observation Inventory). The TPOI gathers longitudinal data for 3 years on EVERY student. Data is collected in 3 indicators across 7 domains.

5. Structures that will be implemented to ensure that research-based instructional programs, practices, and strategies are developed and delivered to meet the needs of gifted/talented students; and

The Texas Performance Standards Project (TPSP) comprises a set of performance standards, curricula, and assessments for differentiating instruction and deepening academic learning. TPSP enhances gifted/talented (G/T) programs from kindergarten through high school. The Texas Performance Standards Project (TPSP) provides a series of TEKS-based performance tasks and assessments for gifted/talented (G/T) students in grades K-12. These interdisciplinary research units, some of which have a discipline-specific focus, can be used by schools and districts to enrich G/T programming. The primary, intermediate, middle, and high school level TPSP web pages. Provide the following resources: several tasks per grade, assessment rubrics, sample forms that can be adapted to support the program administration, communications, and student work. Every student at Thrive Center for Success is considered in the Talent Pool Data collected on each student in K, 1, and 2 using the TPOI (Talent Pool Observation Inventory). This can only be done after a three-month observational period. It would be best of teachers could observe for 3 months or more. The TPOI gathers longitudinal data for 3 years on every student. Data is collected in 3 indicators across 7 Domains:

Thinking Indicators: Creativity, Problem-Solving, Critical Thinking
Academic Indicators: Grade Level Concepts, Advanced Level Products
Social/Emotional Indicators: Task Commitment, Relationships

a. Plans for monitoring and evaluating the progress and success of gifted/talented students and programs

Administrators, teachers, parents, and students benefit from a range of materials designed to implement, support, and advance TPSP in G/T programs. Resources include implementation tools, instructional strategies, evaluation reports, and promotional materials. The teacher will be given grade level suggestions according to the domains, to modify a students work that has been identified as gifted. The student's portfolio would house any special projects as well, and rubrics will be utilized, with input from the student, to monitor and evaluate the progress and success of each particular student that has been identified as G/T.

If the school will NOT be providing specific services for gifted/talented students, explain why not.

N/A

School Culture and Safety

Enter narrative response to the prompts in this section of the application. *Reference **Attachment 8 in the response.***

Citations: Conroe ISD Student Handbook
SHSU Charter School Handbook

1. **Describe the planned culture for the school, including the shared values, goals, expectations, and/or practices that will characterize the school's culture. Discuss the systems and structures that will support implementation of the school's culture. Explain how the school's culture will be communicated to students, teachers, administrators, and parents and implemented consistently, beginning on the first day of school.**

Thrive Center for Success has one motto: empowering each child to thrive. Children with autism need access to individualized high-quality education, therapies, and other services needed to help them reach their full potential. Thrive Center for Success has two main goals:
To create a tuition-free, charter school accessible to all children with autism, regardless of financial standing. To provide a one-stop shop approach that allows access to additional services needed for children with autism.
At Thrive Center for Success, we will cultivate a high quality, innovative environment for individuals with autism that provides access to services needed to empower each individual to thrive. We will strive to help each student develop his/her fullest potential and have increased independence and satisfaction in all aspects of life.
Our above motto, mission, and vision will be communicated to all by being posted in the entrance to Thrive Center for Success, as well as on our website, handbooks, and other school materials. It will be a regular reminder to our teachers to say the mission and vision at the opening of each faculty meeting. At the front entrance, we will create a large banner with our mission and vision statement and have each student at Thrive Center for Success put their handprint on it. Teachers will follow up with a lesson in class about ways our school enacts our mission and vision in everyday situations. In addition, each time we host parents for trainings or assemblies, we will say the mission and vision statements. We want us all to be continually aware of and reminded why we are working together as a team in a positive manner to make a positive and life-changing impact of these children's lives-by empowering each child to thrive!

2. Explain in detail the school's approach to student behavior, including student discipline practices that foster safe, supportive, inclusive, and productive learning environments. Provide as Attachment 8 the school's proposed discipline policy. The policy must comply with Texas law. The description of the school's approach and the policy should address each of the following:

a. Practices the school will use to promote good discipline, including incentives for positive behavior,

b. **A list of definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively;**
c. **An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings; and**
d. **Procedures for due process when a student is 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**

Thrive Center for Success will establish methods and procedures embedded in the school's classroom and routines which will encourage students to self-manage their behavior. This includes utilizing Applied Behavior Analysis to positively shape behaviors and the use of positive reinforcement as needed on an individual level and utilizing Positive Behavior Interventions and Supports on a campus level. Thrive Center for Success will recognize our students who behave well, make responsible decisions, and work hard. Each student has the opportunity and the right to use school as a means for self-improvement and individual growth. In doing so, he/she is expected to conduct him or herself in a manner compatible with the school's function and in accordance with policies and regulations concerning student conduct and discipline, including but not limited to the grounds for suspension, expulsion and classroom removal. Conduct that disrupts or threatens to disrupt the operation of a school, that interferes in any way with the public or private rights of other students or citizens, that threatens or endangers the health or safety of any person, or that damages property, will result in disciplinary action. Since a majority of our students may have disabilities, Thrive Center for Success shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

3. Discuss how students, teachers, and parents will be informed of the school's discipline policy.

Thrive Center for Success' discipline policy will be communicated to students, teachers, and parents in the Parent/Student Handbook that is signed by the parent when receiving the handbook during registration. The handbook will also be posted on our website for access and review as needed by the parent or guardian.

4. Describe any required dress code or uniform policy.

Thrive Center for Success' students are expected to adhere to dress and grooming standards that do not distract from learning. If at any time a student's appearance distracts from the learning environment, he or she will be asked to change the clothing, hairstyle, or grooming to be more conducive to the goal of learning. The dress guidelines below apply to both male and female students, and will be strictly enforced. If your child comes to school in violation of this code, you will be contacted to bring them a change of clothes or shoes.

1) Shorts, dresses, and skirts must be mid-thigh in length, or longer.
2) Students must wear shorts or leggings underneath dresses or skirts.
3) Pants and shorts must fit at the waist and not reveal under garments.
4) Tops and bottoms must overlap at all times, even when arms are raised. Stomach and/or back may not be revealed.

5) Straps on shirts or dresses must be at least 2 inches wide. Strapless, spaghetti straps, and halter tops will not be permitted.
6) No flip flops, backless or high-heeled shoes may be worn. Tennis shoes are recommended for days student has P.E.
Students are expected to wear appropriate athletic shoes for PE and play. For increased safety, each student will need to wear a Thrive Center for Success school shirt on learning excursions/study trips.
(Citation SHSU Charter School Dress Code)

5. Outline the plan to ensure that students, the facility, and school property are safe and secure. Explain the types of security personnel, technology, equipment, and policies that the school will employ.

To ensure our students' safety, our building will have a locking system in place in which key card will need to be used to enter or exit the building. Some children with autism attempt to elope, so this must be incorporated in our facility. Heavy objects that could fall and cause harm to students will be secured and stored appropriately. Since some children may have nut allergies, our campus will be a nut free campus. All visitors will need to sign in at the front desk and have their driver's license scanned. All school volunteers will be required to pass a background check before being allowed to volunteer, including accompanying a class on a field trip. Forms will need to be filled out for each child specifying who is authorized to pick up the child. Internet filtering security will be enabled on all devices ensuring that inappropriate material is not accessible.

Promotion and Graduation Requirements

Enter narrative response to the prompts in this section of the application.

1. **For all proposed grades, describe the charter school's policies and standards for promoting students from one grade to the next and exiting students who complete the educational program.**

a. Describe what students in the last grade served will know and be able to do.

At Thrive Center for Success, we are applying to serve students up to the fourth grade, adding a grade each year. Our students will be taught the Texas Essential Skills and Knowledge for each grade level we serve. In addition to this, students will be progressing in the skill of communication, as all students will be involved in this. Our L.O.T.E. is ASL (American Sign Language). Students will continuously be increasing their skill in this area. In addition, emotional control and self-regulation skills will be directly taught to students, which will increase their ability to remain in control and focus on positive growth. Students at Thrive Center for Success will also get the opportunity to become involved in robotics with our LEGO robotics program. Our students will learn self-help skills, such as life skills and home economics. Students will learn about the wilderness, with Project WILD curriculum and also learn about how to plant a garden and tend to growing plants. Students will develop better motor control, as they spend time in our motor lab developing muscles that will help them to sit and focus while in the classroom. If we have enough native Spanish speaking students enroll to create a Dual Language class, those students will develop skills of literacy in both Spanish and English. Our students will know how to set goals, collect data on those goals, and reflect periodically on the goals. Our criteria for promoting a student from one grade to the next grade would be for grades 1-4 only, at this time. Our Pre-K and Kindergarten students will not be retained. Ways we will determine if a student shall be promoted to the next grade would be as a recommendation from the teacher of record, a review of any state-mandated assessments such as the STAAR test, and any other academic information, to be yet determined by the campus administrators and the Grade Placement Committee. This committee will be the one to communicate to the parents, teachers and the school Superintendent/Principal about meetings where we will discuss the student's needs, performance and what will be best for that student. Students who meet the promotion criteria will be mailed a letter stating that they will be promoted the next school year. If a student does not meet the standard on the state-required reading diagnostic test, mastery level of 70% or meet criteria on the testing grades STAAR examination, must enroll and complete a program with accelerated instruction, which we will provide. Promotion will be based on meeting the standard at the end of the accelerated program. A student will be promoted from kindergarten to first grade and first to second grade if they have a majority of 3's on the report card. Standards that are on the report card will be marked on a scale from 1-4. 1 = emerging progress toward the grade level standard, 2 = Approaching grade level standard, 3 = Mastery of grade level standard, 4 = Understands grade level standard at more complex level. A student shall be promoted from third grade to fourth grade and from fourth grade to fifth grade, if they earn a yearly average of 70% or higher in reading, language arts, math, science, social studies and the student has met the 90% attendance for credit requirement.

b. Include a description of the policies and procedures related to promotion and graduation for students with disabilities.

c. Discuss how and when promotion and graduation criteria will be communicated to parents and students.

At Thrive Center for success, a student who receives special education services, the ARD committee, which includes the parent, makes the promotion/retention decision, but must base the decision on the student's mastery of the curriculum, not on his/her behavior or the amount of effort he/she puts into assignments. This decision may or may not include mastery of specific IEP goal(s) related to the required curriculum. A student's eligibility to receive special education services ends either when s/he reaches age 21 or graduates from high school. Thus, in most cases the granting of a high school diploma will terminate services. Because of this, graduation is treated as a change of placement under special education law, and parents are therefore entitled to receive notice of their right to dispute the award of a diploma and to use the due process system to try to prevent loss of services. This is not to say that, for example, a student with a mild learning disability, who requires only minor classroom modifications cannot be expected to earn the same credits toward graduation as a non-disabled peer and graduate upon completing those credits. But students with more severe disabilities typically need to be measured on a different scale. For such a student the ARD committee needs to establish criteria for graduation that are based on IEP goals and objectives specific to that student. Criteria for the delivery of a diploma, or the termination of special education services before the student "ages out," should in good sense be based on achievement of functional living skills and employability as well as meeting academic standards. Under IDEA, whenever a school system proposes to change "the identification, evaluation, or educational placement of [a child with special education needs] or the provision of a free appropriate public education to the child," the school must provide "written prior notice to the parents." [20 U.S.C. §1415(b)-(1)(C)] Under current federal regulations that notice must include a description of other options considered, a description of the evaluations which justify the action, and a statement of reasons why the other options were rejected. [34 C.F.R. §300.505 (This appears in §300.503 of the proposed new regulations under IDEA 1997.)] Part B of the IDEA specifically does not address standards for retention or promotion of students with disabilities. Rather, the establishment of standards for promotion and retention for all students, including students with disabilities, is a State and/or local function. Generally, the IDEA would not require that the IEP team make decisions regarding promotion or retention of a child with a disability. However, the IDEA does not prevent a State or local educational agency from assigning this decision-making responsibility to the IEP team. It also is important to note that a retention or promotion decision is not synonymous with a placement decision for IDEA purposes.

At Thrive Center for Success, promotion and graduation criteria will be communicated to parents and students at the beginning of the year through the student handbook, posted on the website and during parent orientation and parent information night/open house.

2. If a high school is being proposed, describe the school's graduation requirements and address the following topics.

N/A

3. Describe the systems, structures, and supports the school will put into place for students who are at risk of dropping out and/or of not meeting the proposed promotion or graduation requirements.

Response to intervention (RTI) is a framework that Thrive Center for Success will utilize to help students who are struggling with academics. There are three tiers of intervention in RTI. Most

students can make progress in tier one, which uses high-quality and small group instruction to help students increase their knowledge and skills. Students who need more intensive help can get it in the second and third tiers of RTI. Each tier has increasingly intensive research-based academic interventions, with increasing frequency, duration and intensity. In addition, tier two can be provided in-class or with a pull-out small group. Tier three puts focus on the individual student with our most intensive general education interventions. A multi-tier system of supports (MTSS) is more comprehensive. At Thrive Center for Success we will include MTSS which incorporates the three tiers of RTI. MTSS goes beyond academics. It also covers social and emotional supports. That means it can include behavior intervention plans and include supports for social-emotional learning. In tier one, the supports extend to every student that is enrolled at Thrive Center for Success. Within all the tiers, the focus will be to create a collaborative culture, and build capacity of staff through learning communities and professional development. Embedded in everything will be goal setting and a reflective practice. Finally, we will have procedures to follow for making data-driven decisions. Tier one reflects schoolwide practices and small group as well. Tier one includes differentiated instruction for all students through content, process, product, and environment. Also in tier one, there will be quality curriculum that's engaging, appropriately challenging and relevant, with just the right amount of rigor for students to experience success. We will know this through ongoing assessment of our students. Positive Interventions Behavior and Supports will also be a major part of tier one, which can target the entire school, or small groups of students. We will differentiate instruction in our small groups by responding to needs through readiness, interest, learning profiles, and flexible grouping. Tier two would be a smaller group, but the frequency, intensity and duration of the more targeted intervention is increased from tier one. Tier three is our most intensive level of intervention, looking at the individual student, with daily interventions that can be done either in class or pull out, depending upon the needs of that student. If the student is not experiencing success after all three tiers of intervention, more specialized instruction may be considered for the student. Although we will not have students at the junior high and high school level right away, Thrive Center for Success will do what it takes to help our students graduate by assisting, supporting and collaborating with families to achieve academic success and to ensure that the student graduates on time, from the moment we recognize that a student is challenged in such a way that they are considered at-risk. At Thrive Center for Success we will have an ongoing supportive relationship with all of our families, so we can use proactive strategies. We shall work collaboratively to find solutions and alternative ways to solve problems, collaborating with the professionals we will have on staff and the families.

Family and Community Engagement

Enter narrative response to the prompts in this section of the application. *Reference **Attachment 9** in the response.*

Describe how school leaders and staff will engage parents and community members from the time that the application is approved through the opening of the school.
School leaders and staff will set up booths with our school information at community events, places of worship, and other locations including a school expo held at Villasport Athletic Club. We will have a website available for interested families to gain more information regarding our school and give contact information so we can be reached for further questions. We will leave business cards and brochures at various clinics, pediatric offices, places of worship, and local businesses and organizations so we can reach families who have children with autism that may benefit from our school. We will post our information on various community resource pages including on a facebook group page that is geared towards families of children with autism in our area. We will meet with various schools in the area to explain our vision and how we plan to help children with autism. Our team will register to speak at local organizations such as the Magnolia Chamber of Commerce, Rotary Club, Lion's Club, and others to share our vision for our school. Local ads will be placed in common public areas such as The Woodlands Mall. We will also hold various fundraising events to raise money for Thrive Center for Success.

2. Once the school opens, explain how school leaders will engage parents in the school (in addition to any proposed governance roles described in the Board Structure and Qualifications section) and solicit their feedback. Outline specific strategies that will be employed to build family-school partnerships that strengthen support for learning and encourage parental involvement. Specify how the school will engage and communicate with families if they speak a language other than English.
Parents will be offered routine parent conferences with their child's team of educators and therapists to review their child's progress and to allow for questions. Parent trainings will also be offered for families needing to work on specific challenges or behaviors. Events will also be held to educate parents on different aspects associated with autism and to allow families to visit the school for parties, etc. We will have staff available who can speak Spanish and will use translation services as needed to communicate with families who do not speak English. Our school will invite families to attend special events at the school such as programs and parties. We will provide surveys to families so we can gain their feedback for areas of improvement. We will have a daily or weekly communication sheet sent home for each child.

3. How does the school plan to share information about students' academic progress with students and families? Explain how the school will <u>distribute information to parents</u> that summarizes the professional qualifications of the staff, as required by TEC.
Thrive Center for Success will use an electronic communication system, called Skyward, to share information regarding students' academic progress. In addition, Thrive Center for Success will have a minimum of weekly contact with the family via a method chosen by each individual classroom teacher, such as a communication sheet that goes home daily. Professional qualifications of the staff will be posted on Thrive Center for Success' website.

4. **Discuss any community resources that will be available to students and parents. Describe any partnerships the school will have with the community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich learning opportunities for students. Include, as Attachment 9, existing evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.**

Thrive With Autism will be hosting recreational activities both after school and during school vacations. Thrive Center for Success has plans to partner with the SHSU Charter School for reverse inclusion events, for example, where students from the SHSU Charter School comes to our school and spends the day with our students for field day.

Inspiration Ranch is an equine therapy non-profit organization that offers services to children with autism. We are in the process of forming a partnership with them to provide equine opportunities for our students. Wildwood United Methodist Church in Magnolia, TX is partnering with us by providing us a place to host our Public Meetings and our regular board meetings. We are in initial talks with VillaSport Athletic club in The Woodlands to host special events for our cause.

Leadership and Governance

Board Structure and Qualifications

Enter narrative response to the prompts in this section of the application. *Reference **Attachments 10-14** in the response.*

Proposed board member	Area of expertise	Brief description of experience in this area
Dr. Ronny Knox	Superintendent, College Professor, general and special education	Education, finance, school board laws, management, leadership, business, Certified Superintendent and principal, published author for online education
Jeff Springer	Principal	Education, management, community service, academic awareness and testing statistics, Doctorate of Education
Stacy Grimes	LSSP	Health and wellness of students, evaluation experience for students with special needs, heart for education
Elizabeth Goldsmith	Medical Profession, parent of child with autism	Parent involvement, Autistic advocate, educated and leader, Science background, published author for science articles/research
Rev. Rusti Moore	Pastor Emeritus	Community service, fundraising, management, leadership and wellness of individuals

1. Describe the governance structure of the proposed school, including the role of the board, how it will interact with the superintendent, and how the board will engage key

stakeholders. Explain how this governance structure will facilitate the charter school's educational and operational success. Address the following topics:

a. What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

1. Local school Orientation: New board member training though a contracted board trainer or online access. Three hours of training within the first 120 days provided by current school is required.
2. Orientation to the Texas Educational Code: New Board Members-3 hours of training within the first 120 days provided by the Education Service Center
3. Update to the Texas Education Code: Experienced Board Members-Of sufficient length to address major changes provided by a registered provider
4. Evaluating and Improving Student Outcomes: New Board Members-3 hours within the first 120 days, Experienced Board Members-Every two years provided by any authorized providers
5. Team Building Session and Assessment of Continuing Education Needs of the Board-Superintendent Team: First Year Board Members-3 hours within 120 days, Experienced Board Members-3 hours annually provided by an authorized provider
6. Additional Continuing Education, based on assessed need and Framework for School Board Development: First Year Board Members-10 hours within 120 days, Experienced Board Members-5 hours annually provided by any registered provider
7. Open Meetings Training: First Year Board Members-1 hour within 90 days, Experienced Board Members-N/A provided by Attorney General's Office or other approved provider
8. Public Information Act Training: Check school policy for board requirements

Other Topics and Orientation: Campus Tour and explanations of mission and vision of school, review of all handbooks, codes, and policies as well as Board Bylaws. The Thrive board will have an annual required visit to the school allowing them to keep in touch with the students they are serving. This will also be assessed on a board evaluation indicating the director's participation and attendance to the Board retreat for review and training.

b. Submit the board's bylaws in **Attachment 10** to describe how the board will function, how often it will meet, and how board members will be selected. Describe plans for any committee structure.

See Attachment 10

c. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as **Attachment 11** the board's proposed Code of Ethics and Conflict of Interest Policy.

See Attachment 11

The ethical standards and expected code of conduct for the board members is identified along with the conflict of interest in Attachment 11. Board members must be above reproach and capable of making decisions for the greater whole. Through good policies, procedures and training, Board members can lead with expectation of excellence. Financial conflicts are the most common form of conflict. Through acknowledging any business or familial relationships, board members can be protected and disclose potential conflicts prior to them occurring. During board training, Directors will learn how to best protect both the school and themselves from the experience of an ethical violation.

d. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

Understanding the ability to follow procedures and best practices for a charter schools provides a stable environment giving each participant a voice to be heard. It is up to the governing body and Superintendent to uphold those policies through procedure and fair action towards all stakeholders. The Board of Directors for Thrive Center of Success will follow a procedure that offers a fair and equitable opportunity for any parent, student or even employee.

Staff, Parent, and Student Complaints and Grievances Except Student Discipline

It is the Board's desire that administrative procedures for settling staff complaints and grievances be an orderly process within which solutions may be pursued. Further, that the procedure provides prompt and equitable resolution at the lowest possible administrative level. Additionally, it is the Board's desire that each employee, parent and student be assured an opportunity for orderly presentation and review of complaints without fear of reprisal.

Grievance Procedure

All staff should use this grievance procedure if they believe that the Board, its employees or agents have violated their rights guaranteed by the State or federal constitution, State or federal statute, or Board policy.

The School will endeavor to respond to and resolve complaints without resorting to this grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. The right of a person to prompt and equitable resolution of the complaint filed hereunder shall not be impaired by the person's pursuit of other remedies. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies, and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies.

Level 1: Informal

A staff member, parent or student with a complaint is encouraged to first discuss it with the teacher, counselor, or building administrator involved, with the objective of resolving the matter promptly and informally. An exception is that complaints of sexual harassment should be discussed with the first line administrator that is not involved in the alleged harassment.

Level 2: Administrator

If the complaint is not resolved at Level 1, the grievant may file a written grievance stating:
1) the nature of the grievance
2) the remedy requested.

It must be signed and dated by the grievant. The written grievance must be filed with the principal or Superintendent within thirty (30) days of the event or incident, or from the date the grievant could reasonably become aware of such occurrence.

If the complaint alleges a violation of Board policy or Administrative procedure, the administrator shall investigate and attempt to resolve the complaint. If either party is not satisfied with the administrator's decision, the grievance may be advanced to Level 3 by requesting in writing that the Superintendent review the principal's decision. This request must be submitted to the Superintendent within fifteen (15) days of the principal's decision.

If the complaint alleges a violation of Title IX, Title II, Section 504 of the Rehabilitation Act, or sexual harassment, the Administrator shall turn the complaint over to the Nondiscrimination Coordinator who shall investigate the complaint. The School has appointed Nondiscrimination Coordinators to assist in the handling of discrimination complaints. The Coordinator will complete the investigation and file the report with the Administrator within thirty (30) days after receipt of the written grievance. The Coordinator may hire an outside investigator, if necessary. If the Administrator agrees with the recommendation of the Coordinator, the recommendation will be implemented.

Level 3: The Superintendent

If the Administrator rejects the recommendation of the Coordinator, and/or either party is not satisfied with the recommendations from Level 2, either party may make a written appeal within fifteen (15) days of receiving the report of the Coordinator/Administrator to the Superintendent for an appeal. Resolution of the appeal must be within fifteen days (15) of the escalated filed grievance decision at Level 2.

Level 4: The Board

The Board is the policy-making body of the school, however, and appeals to that level must be based solely on whether policy has been followed. Any individual appealing a decision of the Administrator and Superintendent to the Board bears the burden of proving a failure to follow Board policy.

Upon receipt of a written appeal of the decision of the Administrator, (Level 2) Superintendent (Level 3) and assuming the individual alleges a failure to follow Board policy, the matter shall be placed on the agenda of the Board for consideration not later than their next regularly scheduled meeting. A decision shall be made and reported in writing to all parties within thirty (30) days of that meeting. The decision of the Board will be final.

Level 1: Parent Student Expulsion Appeal Process

With the exception of expulsions, student discipline decisions at the campus level are final and not appealable. A parent, legal guardian, or adult student may appeal an expulsion decision by filing a written appeal with the Superintendent within 5 business days of the date of the expulsion order. The Superintendent or Superintendent's designee will review the record of the expulsion proceedings, along with any other relevant information, and will issue a written decision to the appealing party within 10 business days of receiving the request for review.

Level 2: The Board

If the appealing party is not satisfied with the decision of the Superintendent or Superintendent's designee, he or she may appeal that decision to the governing board by filing a request for review with the Superintendent's office within 5business days of the date of the decision. The Superintendent shall notify the governing board president and arrange for the governing board to hear the complaints of the appealing party at the next available board meeting. The Superintendent shall notify the appealing party of the location, date and time of the hearing in front of the governing board. The decision of the governing body is final and not appealable. An expulsion action will not be delayed during the appeal process.

e. Discuss the process, tools, and metrics that will be used to assess and promote board effectiveness.

Through proper evaluation and committed excellence the Thrive Board of Directors believes a self evaluation of each member and a committed plan of growth and training will create a leadership body capable of governing a Texas approved charter school. Working through Board training and committed to an ever important role of board effectiveness, the following evaluation is proposed to help all members evaluate their individual effectiveness and also collective leadership.

Thrive Center of Success School Board Self-Evaluation Questionnaire

1. Has the Board and each individual member maintained and promoted a commitment to fundamental, traditional educational delivery system and to the School curriculums?

Less Adherence More Adherence

1 2 3 4 5 6 7 8 9

Comments:

2. Has the Board and each individual member participated actively in the overall direction and policies of the school, including demonstrating a commitment to be independently knowledgeable about school matters without undue reliance on staff?

Less Adherence More Adherence

1 2 3 4 5 6 7 8 9

Comments:

3. Has the Board or any individual member violated policy by attempting to become involved in the day-to-day management of the school?

Less Adherence More Adherence

1 2 3 4 5 6 7 8 9

Comments:

4. Has the Board and each individual members demonstrated a commitment to fostering relationships with staff, parents, and the community, including maintaining a communication link to the community, promoting Thrive's uniqueness as a school, and promoting a charter educational philosophy?

Less Adherence More Adherence

1 2 3 4 5 6 7 8 9

Comments:

5. Has the Board held the administration accountable financially?

Less Adherence More Adherence

1 2 3 4 5 6 7 8 9

Comments:

6. Has each board director attended the required number of PTO meetings/school events to show support and encouragement?

Less Adherence More Adherence

1 2 3 4 5 6 7 8 9

Comments:

7. Has each Board director attended the yearly Board retreat (or had an excused absence) where the goals of the Board are defined, and where the Board evaluates itself?

Less Adherence More Adherence

1 2 3 4 5 6 7 8 9

Comments:

8. Has each Board director participated in Board Visit Day (or had an excused absence)? Less Adherence More Adherence

1 2 3 4 5 6 7 8 9

Comments:

9. Has the Board or any individual member violated the Texas Open Meetings Law?

Less Adherence More Adherence

1 2 3 4 5 6 7 8 9

Comments:

10. Has the Board or any individual member violated the confidentiality provisions of Thrive's Code of Ethics by discussing personnel matters, individual students, or negotiations?

Less Adherence More Adherence

1 2 3 4 5 6 7 8 9

Comments:

11. Have the Board directors demonstrated a professional demeanor at all Board meetings and in all communications with other Board directors, staff, and parents?

Less Adherence More Adherence

1 2 3 4 5 6 7 8 9

Comments:

12. Have board directors taken part in discussions critical of other board directors or staff without directing the speaker to the board director or staff member involved?

Less Adherence More Adherence

1 2 3 4 5 6 7 8 9

Comments:

13. Have Board directors spoken negatively about staff or other Board directors in public? Less Adherence More Adherence

1 2 3 4 5 6 7 8 9

Comments:

14. Has any Board director missed two or more Board meetings without prior approval from at least two other Board directors?

Less Adherence More Adherence

1 2 3 4 5 6 7 8 9

Comments:

15. Has any Board director abused his or her authority as a Board director while acting as a parent or a volunteer?

Less Adherence More Adherence

1 2 3 4 5 6 7 8 9

Comments:

16. In the event that the Board or any individual member needs to address problems revealed by this self-evaluation, is there a tangible, specific action plan in place to address the problems?

Less Adherence More Adherence

1 2 3 4 5 6 7 8 9

Comments:

2. Describe the ideal size and composition of the governing board, including the number of proposed board members and the number who reside in Texas. Provide, as **Attachment 12,** resumes and biographical affidavits for each proposed board member.

The Thrive Board of Directors are allowed to have up to seven members with five required directors at any time of service. The Board will be led by its Governance Committee Members: the Board Chair, Vice Chair, and Treasurer. Each director is offered a four year term with a two time renewal limit. The Board of Directors can allow one additional extension of service for a Director with a 66% majority vote. The annual meeting is July 17 yearly unless it falls on a holiday. Board elections occur in this yearly meeting on appropriate board years. Each member will do a self evaluation and a group evaluation to ensure the progress and improvement of the board team. Training and vision towards the mission of this school is the driving motivator for the service and sacrifice these community members make for Thrive and the students of the school. This is one of the reasons board members will take a mandatory tour of the school yearly. To be able to experience the school personally, is a reminder of the importance of the decisions they make to affect the education of these children and staff members. Thrive wants the human element to always be apart of the best practices and policy creation to ensure a quality education for all involved.

Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Complete the table in the Board Structure and Qualifications section of the Generation 25 application response to describe how each current or proposed board member will contribute to effective governance of the proposed school. Areas of members' expertise might include, among others: education, finance, law, facilities, management, marketing, human resources, fundraising, community service, or parent involvement.

Thrive Center for Success' Charter Board will be comprised of five members, all whom reside in Texas. The first two places will be filled by directors with extensive educational leadership experience. The third place will be filled by a therapist with experience working with children with autism. Examples of possible therapists who may qualify for this place would include an LSSP, BCBA, or medical professional. The fourth place will be filled by a parent of a student at Thrive Center for Success. The fifth place will be a community director position.

3. Submit as **Attachment 13,** two organizational charts that show the school's governance, management, and staffing structures in 1) Year 1; and 2) at full capacity. The organizational charts should clearly delineate the lines of authority and reporting among the governing board, staff, and any external organizations that will play a role in managing the school. The organization charts should also document clear lines of authority and reporting within the charter school.

The school organizational chart defines the chain of command within the school setting, The Board of Directors hire the Superintendent and it is the job description of the Superintendent to hire the rest of the staff. See Attachment 13.

4. Explain how the superintendent will be supported, developed, and evaluated each school year. Outline performance expectations for the superintendent and specific metrics that the evaluation tool(s) that have been developed. Metrics must be provided to measure performance in the following areas:

The Superintendent's role in a charter school is rewarding and filled with daily challenges Support by the Board of Directors is critical for the success of a public leader in this capacity. TASB cites that a Superintendent must be both supported and evaluated

to lead effectively. The Board of Directors is evaluating eight areas of leadership responsibilities. They are general school information, priority performance goals, assessment of ongoing responsibilities, school management, fiscal management, human resources management, board and community relations and stakeholder relations. Training through this business organization provides both direction and leadership for a young school and its team.

Each section of the performance tool requires both a self evaluation and board evaluation. Topics specifically include a collaborative section where both the board members and the superintendent set priority goals for success on each standard of measurement.

For example, the fiscal management section might include a priority goal that all financials will be given to the board monthly in accordance to their policies. The Superintendent has the responsibility to provide procedures that can offer best practices for the school to adhere to that policy and provide the financials in a timely manner.

The Board of Directors intends to use the TASB assessment as provided below.

General Information

The Evaluation Instrument consists of two parts: Priority Performance Goals for the superintendent and items that assess performance on ongoing management responsibilities of the superintendent. In assessing performance on both the goals and the ongoing responsibilities, the board will consult data provided by the superintendent on the Texas Commissioner's Recommended Student Performance Domain Worksheet, data referred to in the specific items, and other data the board as a whole deems relevant to the assessment.

Priority Performance Goals for the superintendent form the primary focus of the evaluation. They should be developed in relation to established school goals or other priorities established by the board for the superintendent.

The function of the assessment of ongoing responsibilities is both to assess general management performance and to assist the board and superintendent in identifying issues and areas they may wish to address with a Priority Performance Goal during the following evaluation year. This is a secondary aspect of the evaluation and should be used primarily to assess ongoing improvements in the district and plan for superintendent priorities in coming years.

Most items in the ongoing responsibility section include:

- A measure of effectiveness that the administration uses to drive decision-making in the particular function addressed by the item.
- Indicators that the measure is being monitored.
- Indicators that the school is continually improving.
- Provision of data the board can review to feel comfortable that the above is happening. The board should use this data assessing superintendent performance.

Understanding that the Commissioner expects academic results as an evaluator helps offer board members the clarity for what items are driving the decisions for this leadership position. The ability to evaluate the data to determine the success measurement means the Thrive Superintendent will effectively understand their value to the school based on the measurables and data that is created from testing. Areas that are more subjective, will have to determine specific questions for evaluation. Those areas are community relations, stakeholder opinion and other subjective criteria. The Thrive Board of directors intends to request a satisfaction survey yearly from the school, parents, and teachers. This survey will offer feedback on leadership,

teaching and board communication among other questions. The results of this survey will offer insight for the Directors to better evaluate their leader.

Proposed Superintendent Qualifications

Enter narrative response to the prompts in this section of the application. *Reference **Attachments 15-16** in the response.*

1. Identify the candidate for superintendent and explain why this individual is qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates her/his capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that s/he has completed or in which s/he is currently participating. Describe evidence of the leader's ability to effectively serve the anticipated population. Also provide, as Attachment 15, the qualifications, resume, and professional biography for this individual.

N/A

2. If no candidate for superintendent has been identified, provide as Attachment 16 the job description, qualifications, and performance expectations for the position. Discuss the timeline,

The criteria, and recruiting and selection process for hiring the superintendent.

Our principal will act as our superintendent until we can hire one in Year 2. The superintendent will need to have at least a Master's degree and have the ability to communicate effectively with the board, school personnel, students, and families. Beginning the middle of Year 1, we will begin seeking a superintendent to hire for Year 2. Until then, our principal will also serve as our superintendent. Thrive Center for Success' board of directors will interview multiple candidates before selecting the superintendent. The expected date of hire will be January 2021. This position will begin PT and move to more time committed as the school gets closer to opening. The stair stepping process gives adequate coverage and allows the school to not incur more expenses then the proposed $75,000 start-up budget can afford. As more money commitments are given to Thrive, our first priority to make this position full-time more quickly.

The Principal/Superintendent is a combined role. The start-up year involves a lead administrator working ten hours weekly for four months. This time period offers opportunity for student recruitment, community events and prepared paperwork as the school marches towards its opening. During the three months directly prior to the start of school, the Principal will be available 18-20 hours weekly. This number will increase if the school is able to obtain a Charter Start-Up grant or additional donations and funding.

3. State the salary of the superintendent and explain how this figure was determined.

The superintendent salary stated is $58,000. This figure was determined by average superintendent salaries in our surrounding districts and then scaling the amount down to accommodate a smaller student population.

4. Outline the school's leadership succession plan. Describe the school's plans to develop and maintain a leadership pipeline.

Leadership succession is vital in a small school where culture is key. Seeking individuals that have longevity is important when replacing a founding administrator. Preparing the people around you is always part of the succession plan. I call this 'the next man up mentality.' Always earmarking leaders and those who could follow you. This mindset creates a quality environment that thrives in learning skill sets from one another.

The Thrive Board of Directors want to ensure a succession plan is in place in case there is an emergency, sickness or another important issue. Just like the proposed start-up year, the school would combine a position of Principal and Superintendent for a school year to offer staff and students a transition period.. Succession works very similar. In order to keep the school operating smoothly, the Principal would immediately take over the duties of the Superintendent and the Board would post for a replacement Superintendent. This would keep the continuity of the critical mission, vision and integrity during the immediate crisis. As Franklin Covey says, "Begin with the end in mind." By planning proactively, The Thrive School will always be prepared.

Proposed Instructional Leadership Team

1. Describe the roles, responsibilities, and qualifications of the school's instructional leadership team beyond the superintendent. If known, identity the individuals who will fill these positions and provide, as Attachment 17, the qualifications, resumes, and professional biographies for these individuals. Describe the team's individual and collective qualifications to implement the educational program successfully, including capacity in areas such as:

The school administration and governance team will be composed of a Principal/Superintendent and a Head BCBA. The proposed Head BCBA will be Adrienne Sodemann. The experience and certification Ms. Sodemann brings to Thrive Center of Success will enable the school to make appropriate education, academic and social decisions for the majority of our school population.

a. School leadership, administration, and governance;

The school administration and governance team at Thrive Center for Success looks to support our diverse group of teacher leaders. The team members are continuous learners, collaborative, and have a shared understanding of effective teaching and learning. Our school administration and governance team will develop a common understanding of the attributes and actions of a highly effective instructional leadership team. The administrative and governance team will set team and personal goals and attend professional development. Next, they will gather ongoing data, and continually assess the team's effectiveness in meeting its goals and solving the identified problems with teaching and learning at our school.

b. Curriculum, instruction, and assessment;

The school administration and governance team will identify a specific student learning problem and the teaching problem that our school needs to solve to address the problem. After the administrative and governance team identifies a problem, team members can observe teachers analyzing the instruction in a nonjudgmental way, focusing on what the teacher can do versus what is lacking, provide professional development resources that supports high-quality

instruction that address the problem, develop specific steps to achieve the goals of the team, and monitor the effect of implementing those resources.

c. Data-driven decision making;

Our leadership team will implement and monitor data systems and share evidence and data with staff to monitor teaching and learning goals. Through collecting testing results, progress on a child's IEP and small group interaction, Thrive will have a strong pulse on the level and progress each child is making academically. Being a school with rations of 6:1, six students to one adult, Thrive will make data driven decisions and offer excellent support to every child.

d. Special populations (including, but not limited to English learners and students with disabilities);

At Thrive Center for Success, our leadership team will model best practices with special populations when providing support to the teachers. They will develop a climate of trust and respect to engage teachers in conversations about student learning data and ways to use data to improve instructional practices and organizational structures to improve student learning. They will model and supports a strengths-based culture of continuous improvement.

e. Professional development;

Our leadership team will plans professional development and provide other resources (e.g., coaching) to support schoolwide implementation of instructional practices. Whenever possible, teachers will be involved in selecting professional development and with choosing a coaching goal. This allows a collaborative approach to training and teaching for greater buy-in.

f. Performance management;

The actions and decisions of the team will reflect a shared commitment to achievement of improvement goals and the implementation plan. Through monitor every student and ensuring 'No child is left behind,' all individuals will excel and be offered an opportunity to grow. The leadership will monitor these milestones and help promote a spirit of success to the students and staff alike.

g. Experience in or knowledge of the target community; and

Our administrative and governance team at Thrive Center for Success will be active in the community. They will use the first semester of school to drive into each community that our students reside, to learn more about the culture of our school population and see firsthand, the areas our students live their daily lives. Each member of the team will take time to volunteer with at least one local organization, somewhere within our geographical boundaries during the course of the year. Finally, the team will come together and share their common experiences with one another and the teachers and plan through the course of the year, at least two ways to support our community through our school, for the following school year.

h. Parent and community engagement.

Because our leadership team will learn firsthand about the community with how it looks on the outside, they will next try to see what makes it tick. One thing that we want the entire community to participate in is a quick online survey to get a better sense as to what our families want. In addition, they will contact three diverse families, that during the course of the year, they will make personal home visits in an effort to better serve our community and understand their needs. Finally, our team will keep up with the happenings at the Rotary Club of Magnolia and Greater Magnolia Parkway Chamber of Commerce by attending one meeting per year at either the Rotary Club or the Chamber of Commerce.

2. If candidates for positions on the school's instructional leadership team have not been identified, provide as Attachment 18 the job descriptions, qualifications, and performance expectations for these positions. Discuss the timeline, criteria, and recruiting and selection process for hiring members of the school's instructional leadership team.

Thrive Center for Success's instructional leadership team will work one on one with the principals and as partners to grow their instructional leadership capacity. They will develop principal professional learning networks focused on principals' growth as instructional leaders. They will provide and broker professional development for principals based on individual and group learning needs.

They will collaborate with colleagues to share ideas and provide coherent support to principals.

3. Explain how school leaders will be supported, developed, and evaluated each school year. Provide, in Attachment 19, any leadership evaluation tool(s) that have been developed.

School leaders will be supported, developed and evaluated each year using the T-PESS. The T-PESS will assess the principal's performance in relation to the Texas Principal Standards. The principal will take the lead in conducting the evaluation through the use of self-assessment, reflection, and input gathered from various individuals within the school. The evidence and documentation gathered by the principal is not intended to become a portfolio, but be a basis for self-assessment, goal setting, professional development planning, and demonstration of performance on specific standards. This will serve as a measurement of leadership performance, guide leaders as they reflect upon and improve their effectiveness, focus on the goals and objectives of schools and districts as they support, monitor, and evaluate their principals, guide professional development for principals, serve as a tool in developing coaching and mentoring programs for principals, and inform higher education programs in developing the content and requirements of degree programs that prepare future principals.

Proposed Financial and Operations Leadership Teams

Enter narrative response to the prompts in this section of the application. *Reference **Attachments 17-19** in the response.*

1. **Describe the applicant team's individual and collective qualifications for implementing the financial plan successfully, including capacity in areas such as the following:**
    a. **Budget development**
    b. **Financial management**
    c. **Accounting and internal controls; and**
    d. **Fundraising/development.**

The Thrive Board of Directors is a collective group with leadership and background for managing budgets within schools and organizations. Having lead teams of people, each board member has been responsible for ensuring their responsible areas succeeded. It may have been in a public school setting, managing district budgets, church leadership roles, following an approved budget or through the medical industry overseeing a staff of nurses and understanding the expenses that are required. Each team member is committed to effectively following the budget and working within the means of what is supplied and the state revenue the school generates.

The budget development occurs with a group of individuals contributing to ensure all facet of the budget are explored. A CFO will be hired to offer guidance and expertise in the construction of GAAP funding and account line item expectations, and the Superintendent/Principal will contribute from an educational perspective. With a collaborative approach and a pooling of resources and expertise the leadership team, board and executive staff will ensure the school is efficient and effective.

The Superintendent is responsible for ensuring all policies have procedures and controls. With the help of a CFO who understands best practices in the finance area of a school, these two officials will effectively enforce a board sanctioned policy. Funding raising is another area of experience that the board members have together. Collectively, Pastor Moore has led the charge on building capital campaign projects and Dr. Ronny Knox has been a founding leader in a charter school requesting donations. This area is not new for these individuals and with the help of the entire charter board, a commitment has been made to raise matching funds to increase the Start-Up funding for this school.

Provide, as Attachment 20, resumes for proposed members of the financial team. If candidates for key positions have not been identified, provide the job descriptions or qualifications for these positions.

2. **Outline the applicant team's individual and collective qualifications for implementing the operations plan successfully, including capacity in areas such as the following;**
    a. **General operations;**

General Operations will fall to the Executive and Leadership teams at Thrive Center for Success. The board offers oversight, policies and accountability to the team as it sets out to show data that meets the approved collaborative goals. It is the role of the board to support and not interfere with the leadership teams effectiveness in the school. Adding policies to offer framework and

viable goals for direction, the Board of Directors best support their Operations and Leadership team.

b. Facilities acquisition and management (including build-out and/or renovations, as applicable);

Facilities acquisition will be lead by Randy Know and Rusti Moore. Both have extensive background in leading organizations to successful facilities procurement.

c. Talent management (including recruiting, hiring, and managing staff);

The Superintendent is expected to place postings on both the website and social media according to the timeline in the Start-Up YR 0. Teacher Recruitment events will be attended by Board members and Executive Staff.

d. Policy development and implementation;

Policy Development is the responsibility of the Board of Directors for Thrive Center of Success. As they create the policy, the Superintendent and CFO will create the procedures that offer best practices. Ultimately the Superintendent is held to the standard of enforcing the procedures in that organization.

e. Contract management;

Contract Management is under the duties of the Superintendent as exhibited in Attachment 13, the Org Chart. All contractual providers will report to that position. The board is responsible for enacting the contract for amounts over $5,0000.

f. Reporting data in PEIMS;

The CFO oversees the PEIMS secretary. To ensure all funding and TEA submissions occur on a timely basis, the accountability of these submissions are given great oversight. The Superintendent will sign each report and verify the data is correct.

g. Student recruitment and enrollment; and

Student recruitment has a budget of $2,500 in the start-up YR 0. The expense used to fill the school initially will go towards promoting the belief of what the school will offer to parents seeking choice and options. Partnering with local community events and reaching out to organizations that already serve the Autistc community will provide excellent locations of exposure. The Board of Directors feels the school will have a wait list, based on demographics in the greater Montgomery County. We are seeking to help 105 of these children.

h. School safety.

Safety of the school begins first with policy creation and then Superintendent implementation. Teachers and Staff will be trained on safety expectations while on the school grounds. The BCBA will assist in Student safety measures to ensure the population of Special needs students are in the safest environment possible.

Provide, as Attachment 21, resumes and qualifications for proposed members of the operations team. If candidates for key positions have not been identified, provide the job descriptions or qualifications for those positions.

PEIMS

3. Specifically address plans for hiring a PEIMS coordinator.

a. If a PEIMS coordinator will be employed, specify the year of the first charter term in which the PEIMS coordinator will join the school's staff. As part of Attachment 21, specify the starting salary range for the position as well as the education and experience requirements for the PEIMS coordinator.

b. **If a PEIMS coordinator will not be employed, outline which position(s) on the organizational chart will be responsible for all applicable duties associated with PEIMS collection and reporting and describe the rationale for this decision.**
c. **Describe plans to train the PEIMS coordinator or individuals charged with PEIMS-related duties, including timelines and budgeted funds.**

Thrive Center for Success will employ a PEIMS Coordinator who will join the staff in YR 0. This position will be available for set-up and training through the SIS system purchased in the month of April, according to the timeline in the Start-Up plan. After the initial training and coordination of the database is prepared, this position will have a 200 hour allotment for the three months prior to school starting. The time served by the PEIMS and school secretary will be staggered with the CFO and Superintendent to offer community an available person during business hours. The pay for this position is $32,000 and qualifications include a high school diploma, some college preferred. Our PEIMS Coordinator will start off as a part-time position until a full-time position is needed.

Performance Management

1. **Describe how the board and the school leadership team plan to set goals and periodically track the charter school's performance throughout the school year, at the end of each academic year, and by the end of the term of the charter contract. Include the following: .**
    a. **Academic, financial, and operational performance indicators included in the Charter School Performance Framework (CSPF);**
    b. **Other indicators and metrics that will be monitored;**
    c. **How often each indicator will be assessed; and**
    d. **Thresholds that will determine success or failure.**

The Thrive Center for Success board will adopt academic goals and plans as well as an academic reporting calendar. Administration will prepare and report monthly at each scheduled board meeting and update on academic financial and operational indicators. Administration will also report monthly at scheduled board meetings in executive session any student discipline concerns, personnel concerns, and any real estate issues. Each indicator will be assessed monthly. Determination of success or failure by the charter school will be determined by the charter school meeting the threshold standards with charter school performance framework.

2. **How will the board and the school leadership team use the information it gathers to continuously improve the performance of the charter school? Describe the corrective actions the school will take if it falls short of expectations for academic, financial, and operational performance. Explain what would trigger such corrective actions and who would be responsible for implementing them.**

Based on information reported at monthly board meetings, the board will direct the leadership team to continue the operational systems in place if continuous success is evidenced through the data. If the data from the reports show a lack of success or inconsistencies the board will direct the leadership team to prepare and present a corrective action plan in these areas. The superintendent or his delegate will be responsible for implementing the corrective action plan and reporting back to the board monthly on progress.

3. **List the board member(s) who have the expertise and capacity to lead a review of each of the performance indicators described above and explain how her/his experience is related to the specific indicator that was identified.**

The board members at Thrive Center for Success have vast knowledge and varied experiences. Jeff Springer and Ronny Knox have extensive experience with educational leadership including academic, financial and operational experience. Both have been leaders of organization and bring business experience in real life settings. Stacy Grimes has personal experience in an academic environment. Having worked with students as both an evaluator and counselor, she understands the emotional needs necessary to prepare a child for greater growth academically as do Jeff and Ronny. Stacy has 11 years in public schools. Rusti has personnel, financial, and operational experience. Liz has personnel and operational experience.

Talent Management and Development

Talent Management

Enter narrative response to the prompts in this section of the application. *Reference **Attachments** **22-23*** in the response.

1. **Describe the strategy, plans, and timeline to recruit, hire, and place both instructional staff and individuals who will support the operation of the proposed school (e.g., paraprofessionals, office staff, custodial and food service staff, etc.). Discuss plans to recruit and hire staff who will effectively serve English learners, students with disabilities, and other student groups. Explain how the school will evaluate the effectiveness of its talent management plan and adapt policies or processes if targets are not met.**

Thrive Center for Success' superintendent/principal will recruit individuals with at least a Bachelor's degree for all instructional positions. Each year by October, the needed staff for the following year will be determined and budgeted for, and recruitment efforts will begin to allow for ample time to select high-quality staff. High quality support staff will be sought after, by posting on multiple job websites such as Glassdoor, Monster and Indeed as well as our own to reach out to interested applicants. Job postings will also be shared with local universities. We will accept hand delivered applications and resumes as well as those that are sent through traditional postal services and will also accept them electronically via email. Recruitment events at local universities will also be attended. Additionally, we will have a table at VillaSport School Expo each January, and can post that we have openings at our school. Interviews will start being conducted in December/January, and staff will be selected by February/March. Our best applicants will be interviewed by the superintendent/principal and will be selected within a month or two. We will specifically look to our local universities and community colleges to recruit staff to serve English learners and students with disabilities, as well as other student groups. During the interview, the principal/superintendent will discuss previous work experience, experience with individuals that have autism, and will provide a response to a prompt, probing the candidate on what instructional strategy to use in different situations and how to set a classroom up for particular activities and how to respond to a particular behavior. From there, the principal/superintendent will check references, and verify certifications/degrees. The principal/superintendent will make a decision on whether or not to hire the candidate and will follow-up with a communication either way, in a timely manner. If by January we haven't received enough applicants for sufficient interview cycle, we will increase our efforts by contacting recruitment agencies and increasing attendance at job fairs. If the candidates selected turn out to not be a good fit for Thrive Center for Success, the interview process will morph into more of a team effort during the interview process with more input from the team, but would continue to be selected by the principal/superintendent.

2. **Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.**

Our school realizes that we have an extremely vulnerable population and this makes it imperative that we conduct a very thorough criminal background check to every potential employee. At Thrive Center for Success when we hire staff, we do not discriminate based on race, gender, disability, color, religion, etc. We respect our candidates and don't question them

on marital status, or any part of their personal life. We will not lead our candidates to believe they might have access to benefits they won't get or that they will always have that job or position. We will be mindful of what the minimum wage is and plan competitive salaries/rates of compensation. Finally, we will be sure to follow IRS and state guidelines for hiring. Once an employee is identified to hire, great care will be made to place that teacher into the setting that they show the most strengths for, whether that be a general education class, a special education self-contained classroom, a resource room, and life skills room. Additionally, the teacher should be carefully placed on a team that can help to mentor a newer teacher. If the employee is not performing up to our high standards or are having problems that keep them from completing assigned tasks, or even if we need to downsize, firing an employee is an option. Before any firing, we will be sure and meet with the individual, to discuss barriers to success. We will put in supports such as instructional coaching, or learning about a new teacher strategy, to determine a starting place for support. We will never fire an employee after an emotional conversation. We will take time to evaluate the decision, with a cool down period. Follow all policies for the charter. If indeed we do terminate an employee, we will be sure to document the reason for the firing. We will be honest when explaining the reason for job termination, but tactful. During the exit interview we will be sure to have at least one more employee present while emotions are running high. We will be neutral, meeting in neutral territory.

3. **Discuss strategies that will be utilized in the event of unforeseen staff shortages.**

Due to the nature of the teaching job, our employees are exposed to germs every day. To prepare for any shortages in staff, we will proactively create a preferred substitute list that every teacher has access to. In addition, as our students rely heavily on the solid relationships they have formed with their teachers, if one is absent, the paraprofessional will step up their role in working with the assigned student, being a solid presence for the student as they may feel a great deal of anxiety when they note that their teacher is absent and there is a substitute there. Some of our students that struggle with this may have a social narrative made for them, so that when they have a substitute, the support can be put in place to help the day go by more smoothly. If a substitute cannot be found, the principal/superintendent will contact other staff and the class will be split into other classrooms until another teacher can be found to substitute for the class.

Professional Development and Evaluation

Enter narrative response to the prompts in this section of the application. *Reference **Attachment 24** in the response.*

1. ***Discuss the core components of the professional development plan and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and whether it will be individualized or uniform.***

Our initial professional development training will focus on mandatory training for a charter school. Our teachers need training on many things as well as our administrators and other staff. We have set into our school calendar five professional development days to prepare for our first days with our students. Training will be done in layers and the professional development plan will be designed to model instructional strategies that will be used with our students in combination with teaching those strategies. In year zero, we have allocated $1000 for professional development. Teachers will learn about how to function in our setting with procedures for our campus such as arrival and dismissal, attendance, etc. Teachers will bond as a staff, and will get an overview of how the school runs from parent policies to how we manage our resources and materials. Once those things are established, we will get deeper into curriculum expectations, our portfolios and goal-setting, and how to embed Applied Behavior Analysis (ABA) into both behavior and academics. Teachers will set goals and develop rubrics and then apply what they have learned by doing curriculum alignment planning that will take them through the first quarter. As we are a campus with a large special education population, the teachers will be trained on our data collection systems, IEP components and behavior plans. Teachers will also learn about PBIS and use this time to develop schoolwide motivation strategies. Finally, teachers will have time to make specific plans for the first weeks with their students, incorporating rigor with TEKS, how to differentiate for GT and ELLs, developing baselines and other assessments such as motivation scales and reinforcer surveys to help them get to know their students. The training will be conducted by the principal/superintendent and the Head BCBA. Some of the training will be uniform, but there will be breakout sessions where teachers can choose strategies they want to learn more about and other individualized training topics. This training aligns with our mission statement and goals for our charter school.

2. ***Provide a schedule for professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be trained to deliver any unique or particularly challenging aspects of the educational program. Describe how teachers will be compensated for their time during the induction period.***

At Thrive Center for Success, we have five professional development days prior to the beginning of the year. On the first day we will focus on bonding as a staff, schoolwide PBIS procedures, other schoolwide procedures and mandatory charter school trainings. On the second day, the training focus will be on our curriculum, strategies for best practices and assessment. On the third day of training, we will cover ABA strategies for both behavior support and academic support. Day four will be focused on data collection, writing Behavior Intervention Plans (BIPs) and IEP components. Day five will be more individualized with writing lesson plans, setting up the classroom for specific students, and planning for rigor, differentiation and

beginning of the year assessments, and learning more about specific instructional strategies. The teachers will receive compensation for these days as they are built into the calendar as a paid work day.

3. Outline the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure will accommodate this plan. Include time scheduled for common planning or collaboration and describe how such time will typically be used. At Thrive Center for Success there will be 8 professional development days and 4 work days through the first year. The professional development days will each be 6 hours, with the bulk of them being in August before school starts. In October, February and May, there will be one full staff development day as well. The daily schedule will not be affected by any of the professional development days in this first year. The principal/superintendent and the Head BCBA will provide all of the professional development, except for the mandatory charter school training which will be done by Regional Educational Service Centers nearby our school. Teachers will be further supported by participating in a coaching cycle for any areas of growth during planning periods and this will occur for each teacher at least one time during their first year with Thrive Center for Success. Additionally, during planning periods, teachers will be collaborating to do common planning, and data analysis one day a week. This professional development plan for our teachers will prepare them to have a successful launch to the school year, and will give ample opportunities to expand or review during planning periods and additional professional development days throughout the school year. First year teachers and teachers that show they need more support may have additional classroom observations and mentors to help guide them successfully into the teaching profession.

Explain how teachers will be supported, developed, and evaluated each school year. Provide, in Attachment 24, any teacher evaluation tool(s) that already exist for the school. Explain how the school intends to handle unsatisfactory teacher performance.

At Thrive Center for Success, our teachers will be supported and developed by going through coaching cycles with both the Head BCBA and the principal/superintendent. Our teachers will be evaluated by the principal/superintendent utilizing the T-TESS. If a teacher is struggling and performing at an unsatisfactory level, that teacher will get more coaching support and will be making specific goals for growth with short timelines.

Retention

Enter narrative response to the prompts in this section of the application.

1. *Describe the strategy, plans, and timeline to retain both instructional staff and individuals who will support the operation of the proposed school.*

Thrive Center for Success plans to make each staff member a valued member of our team. Our school will strive to make this a unique job experience where all different members of the students' educational and therapeutic teams work together to make sure each child can progress to their highest potential. It will be intrinsically motivating for staff to see their students making big strides towards their goals and to know they played a role in each student's progress. Thrive Center for Success will also work hard to provide professional development opportunities for staff, and encourage and support them if they desire to work towards furthering their education and/or careers.

Benefits of teaching at our school will include low teacher-student ratios, ability to work with other team members experienced with different aspects of children with autism to greatly impact each child's life.

2. *Outline the proposed school's salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system.*

The Special Education teacher salary will average $44,000 while the general education and elective teacher will average $43,000. Paraprofessionals will average a salary of $23,000 and be used to assist classrooms, substitute and offer specific students who need more individualized supervision that support. As a learning community, 17 academic staff members in various positions (PT and FT) will be dedicated to the students of Thrive. We plan to offer a retirement plan and opportunities to earn additional income with our extra-curricular activities and respite care for our families.

Through years two through five, Thrive Center of Success will offer a Cost of Living Raise at 2% for staff members. The staffing structure only increases based on the natural matriculation found year to year by adding the next class grade of students and new staff member. As the school matures, additional staff members are moved from .3 status to .5 and eventually a full time member onstaff. The school will not offer a full-time Superintendent until after the completion of year five unless the position is both warranted and funded with more than the projected revenues included in this workbook. The Thrive Board of Directors seeks to make efficient use of the public funds entrusted to the school.

3. *Explain the school's strategy for retaining high-performing teachers.*

At Thrive Center for Success it is our goal to not only retain our high-performing teachers, but to grow all our teachers so that they will be high-performing. One strategy is to offer incentives and recognition for excellence. This could be highlighting them during a faculty meeting or offering to take their duty after going above and beyond. To keep our busy administration focused on this strategy, a timeline with goals are necessary. The administrator will target at least one teacher per month to highlight at a faculty meeting. Both the Head BCBA and the principal/superintendent will make it part of their weekly meeting to discuss teachers that they have observed who have shown excellence.

Operational and Financial Plans

School Calendar and Schedule

Enter narrative response to the prompts in this section of the application. *Reference **Attachments 25-26** in the response.*

1. Describe the proposed annual school calendar and explain how it aligns with the proposed educational program. In Attachment 25, provide the proposed calendar for the first year of operation, including the first and last day of school, any planned breaks, and the total number of minutes of instruction.

At Thrive Center for Success we plan a proposed annual school calendar that starts on August 11th, 2021 and ends on May 25th, 2022. The student holidays are consistent with local ISD dates to accommodate families with multiple siblings at area ISDs. We have built 12 professional development/teacher work days into our calendar. With the majority of our population being Special Education students, our calendar accommodates the students by having a shorter school day, resulting in a greater number of instructional days, which allows for greater consistency and less "slide" during lengthy vacations from school. Students with autism typically need support with maintaining instructional focus for long periods of time, thus shortening the school day to a seven hour day, allows us to provide explicit, individualized learning that challenges our students, yet supports them as well.

2. Describe the structure of the school day and week and explain how it aligns with the proposed educational program. Provide, as Attachment 26, a sample daily and weekly schedule for a student and for a teacher. Include:

At Thrive Center for Success we have a school day that begins at 8:30 and ends at 3:30. This delayed start time was purposefully chosen for the families with multiple children at different campuses to make drop off easier, and to decrease anticipated tardy arrival to school. The 3:30 end time allows for after school therapies and recreational activities. The school week has a clean flow, that is predictable with minimal transitions, maximizing instructional time in the core subjects.

a. Length of the school day, including start time, dismissal time, and any variations by grade level;

At Thrive Center for success, the school day will begin at 8:30 AM and end at 3:30 PM, giving us a 7 hour school day. We have a variation in our EE3 class. They arrive at 9:00 and depart at 1:00. The 9:00 arrival is purposefully chosen so the older students have arrived and are settled into their day by the time the 3 year olds arrive, giving them open hallways to walk through, no waiting in car lines, and a dismissal time after lunch.

b. Minimum number of minutes per day and per week that the school will devote to academic instruction in each grade; and

At Thrive Center for Success, the minimum number of minutes per day that we will devote to academic instruction will be 300 minutes for all grade levels except for EE3. The minimum number of minutes per week that we will devote to academic instruction will be 1500 minutes for all grade levels except for EE3.
EE3 will minimally devote 150 minutes a day to academic instruction and 750 minutes a week for academic instruction.

c. Number of instructional minutes in a day for core subjects such as language arts, mathematics, science, and social studies.

Our number of instructional minutes in a day for each core subject is as follows:

- Language arts: 150 minutes
- Mathematics: 75 minutes
- Science: 30 minutes
- Social Studies: 30 minutes

In addition to that, Social Emotional will be taught for 15 minutes each day.

Student Recruitment and Enrollment

Enter narrative response to the prompts in this section of the application. *Reference **Attachment 27** in the response.*

1. Explain the plan – along with the projected timelines – for student recruitment and marketing efforts. Identify any student populations that will be targeted for recruitment. Discuss recruitment strategies that will be used to reach out to the targeted populations and to ensure that all interested students and families have equitable access. Specifically describe the plan for outreach to low-income families, English learners, academically low-achieving students, students with disabilities, and other youth at risk of academic failure.

Thrive Center for Success will use many different methods to reach families and spread our school's vision to our community. Our website has already been created for families to learn more about our proposed school. We will continue to update it with current outreach events and fundraisers to keep families engaged and to update them with our progress. We have also created handouts that will be used to share our information. These will be handed out at all of our events, including a School Expo at Villasport Athletic Club that will be held on January 25, 2020. In February, we will be placing handouts in a variety of community businesses and organizations, including churches, therapy clinics, and various medical offices that may encounter children with autism, including pediatric offices. Also in February, we will be reaching out to individuals who have volunteered to help us with our cause and assembling a large team to create committees focusing on different aspects of outreach including a fundraising committee and a Public Relations committee that will also focus on recruitment. We will set up a Facebook page and make posts on the Autism Resources Spring/The Woodlands and any other local autism group pages. In April-May, we plan to start our fundraising events such as an Autism Fun Run/Walk to engage the community and to seek financial support for our proposed school. We will continue to share our vision at various local events. If awarded our charter, we will increase our recruitment activities. We will host events in the community to showcase the different aspects of our unique school. We will increase our online presence by posting more information regarding our school and proposed start date and procedures for enrollment.

2. Provide metric(s) that will be used to evaluate the effectiveness of recruitment strategies in Year 0 (start-up year) and Year 1. Explain how the board and the leadership team will adjust recruitment strategies if enrollment numbers are lower than expected.

Thrive Center for Success' target enrollment is 105 students by our first day of school in Year 1. Our open-enrollment period will be from December 1, 2020-February 1, 2021. In order to ensure we meet our recruitment goals, we have established the following benchmarks: By November 1, 2020, increased public interest and inquiries, by December 31, 2020- 40 applications submitted, by January 31, 2021- 80 applications submitted, and by February 1, 2021, 120 applicants. During the open enrollment period, leaders of the school will increase their attendance at community events to share our school information. If by the end of our open-enrollment there are still spaces available, Thrive Center for Success will increase our recruitment efforts by attending more community events to share information about our school as well as increase advertising through local media and increased handout distributions.

3. Provide, as **Attachment 27,** the school's admission and enrollment policy, which should include the elements outlined on the **Attachment 27** cover page in the Generation 25 application response.

Attachment 27: Proposed Admissions and Enrollment Policy

Facility Acquisition

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

IF THE RESPONSE TO THE QUESTION ABOVE WAS "NO," SKIP TO THE NEXT SECTION, "FACILITY NOT IDENTIFIED."

Facility Identified

1. If the response to the question above was "yes," enter the physical address of the identified campus facility to be used during Year 1 in the box below.

Physical Address of Facility:	

2. Does the applicant currently own the property, plan to purchase it, or plan to lease it?
Currently Own ☐ Purchase ☐ Lease ☐

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

Enter narrative response to the prompts in this section of the application (if applicable).
*Reference **Attachments 28-29** in the response.*

Facility Not Identified

1. Does the applicant intend to lease or purchase a property?
Lease ☒ Purchase ☐

Enter narrative response to the prompts in this section of the application (if applicable).

2. Describe the ideal facility, including location, amenities, and the number and size of classrooms, common areas, and recreational space(s). Explain how the ideal facility will align with the proposed charter school's mission, vision, educational program, operational plan, and enrollment growth projections.

The ideal facility will be in Magnolia, Texas with 20-plus acres of land. The first charter school building would be around 33,000 square feet, with 20 classrooms, that are about 800 square feet each. Eighteen classrooms will have bathrooms and observation rooms. It would also include 10 therapy rooms, 7 specialty rooms (library, computer lab, music, art, kitchen/life skills lab, kitchenette and sensory gym), and three conference rooms. A playground and sensory garden would also be included. This will be the lower school building. A second building will be added at a later date to house the upper school as our school grows.

Children with autism will benefit from a specialized school building to meet their specific needs. For example, if we build Thrive Center for Success, we can use Accoustiblok soundproofing material in the walls, and place windows higher so the children can have natural light, but not be distracted by what is going on outside. We can also use calming colors and LED lights to reduce sensory stress as well. Observation rooms are great for therapists and parents to observe the children without being noticed. Easy access to bathrooms is important because many of these children are still toilet training. Specialty rooms and play areas are essential to providing the other services and therapies students need to reach their full potential and thrive. The ideal model would be a structure similar to a charter school in Jupiter, FL supported by Els for Autism.

3. Describe the facility's minimum needs, including location, amenities, and the number and size of classrooms, common areas, and recreational space(s) that are required to accomplish the proposed charter school's mission, vision, educational program, operational plan, and enrollment growth projections.

Minimum needs of a facility for our first year would include 12 classrooms. At least three f these classrooms can be used as specialty rooms until we add more grades. Finding the right location to lease is important for the educational learning community. Minimally, we would need to find a location somewhere within the boundaries of the six school districts that we plan to serve. Currently the budget has $9,000 monthly and is seeking a location that offers space-enough for each classroom, ample bathroom locations and open areas for recess and PE. Thrive Center of Success has several leads and the projected budget allotment fits the average of these facilities.

4. Describe plans for identifying and securing a facility. Include:

a. Market research and analysis;
b. Selection criteria;
c. Plans to secure financing;
c. Timelines;
d. Costs;
e. Plans to renovate the selected facility to bring it into compliance with local building codes (E rating) and the Americans with Disabilities Act (ADA); renovated by the landlord;
f. Relevant individuals/organizations that will play a significant role in the facility selection and/or procurement process, including any organizations that might be contracted for facility build-out, renovation, etc.;
g. If leasing, explicitly state that the applicant will NOT be within the third degree of consanguinity or affinity to the lessor.

We are currently working with a commercial realtor, Mitchell Oxman, to seek land for our school. He is working to find land in the Magnolia, Texas area with 20-plus acres. He has experience working with land donors and is eager to help us find land to be donated, or land we can buy at a reduced price. We are meeting with a charter school builder as well, to gather information regarding financing, timelines, and designing a charter school to be built. Our priority plan is to acquire land and build a facility either through donations and a secured loan or possibly a bond. Our plans to secure financing are to use a charter developer. We've been approached by several of them and our board will review the offers and determine what will have the best value. If the financing is not available, then we will lease space in a local church or office space. The Thrive Board seeks a lease based on ADA enrollment at $1028/student/year. The facility we desire will ideally have 12,000 square feet at $9.00 a square or less producing a $9,000 monthly lease. The market warrants buildings like this or even several at less cost than this projection. The lease will begin August 1, 2021 allowing the school time to set-up and prepare for the start of school. Thrive will work directly from the sponsoring entities business address until that date. If additional funds become available, the priority, only second to making the Lead Administrator full time sooner, will be to enter the facility on the start of the charter school's fiscal year, July 1, 2021. Once we review the lease offers and determine the best value, we will communicate to the landlord the necessary renovations needed to bring it into compliance with local building codes and the ADA. With leasing a property, all members of Thrive With Autism/Thrive Center for Success will NOT be within the third degree of consanguinity or affinity to the lessor.

Transportation

Enter narrative response to the prompts in this section of the application.

1. If student transportation will not be offered, describe the rationale for that decision. If the school will provide transportation, describe the transportation arrangements for prospective students, including:
    a. Whether daily bus transportation will be offered to all students;
    b. Whether the school will provide public transportation vouchers (e.g., bus passes); and
    c. When bus services will begin (during which year of the charter term).

    Thrive Center for Success will not offer bus transportation at this time. Once our school has ensured it can financially support transportation services, we will make plans to incorporate it. The decision was strictly based on a financial decision. The cost is too high to efficiently run a bus to accommodate the students.

2. Explain how transportation will be provided for students if their Individualized Educational Program (IEP) requires transportation.

    Thrive Center for Success will purchase a minivan or have a van donated as needed to provide transportation for students with IEPs requiring transportation. The cost of this expense is listed in the Start-up year narrative. Just over $5,434 is allotted to find a local van that can assist the school in picking up students.

3. Describe how the school plans to meet transportation needs for field trips and athletic events.

The school will rent or contract out a large school bus for such an event.

Start-up Plan

Enter narrative response to the prompts in this section of the application. *Reference **Attachment 30** in the response.*

1. Describe the costs anticipated during the start-up year. Include:
    a. Personnel;
    b. Contracted services;
    c. School operations; and
    d. Facility acquisition, operation, and maintenance.

Costs anticipated during the start-up year include the following:
In the Start-Up year, Thrive Center of Success has committed funds for $75,000. This money has been verified. Additional monies will be sought, however, the Board of Directors has chosen to budget on verified funds and adjustments can occur upon receipt of additional monies.

Personnel- The position of Principal/Superintendent is a combined role. The start-up year involves a lead administrator working ten hours weekly for four months. This time period offers opportunity for student recruitment, community events and prepared paperwork as the school marches towards its opening. During the three months directly prior to the start of school, the Principal will be available 18-20 hours weekly. A CFO and PEIMS coordinator will also be working to prepare the school's reporting and accounting systems. Accounting and payroll process will be completed during an initial set-up period and then the CFO will be available ten hours weekly to continue the school launch. The PEIMS clerk will be trained on the SIS system and set-up with a similar process enabling operations to run smoothly on the first day of school. After the set-up is complete, he or she will be allotted 200 hours to support the operations of Thrive Center for Success. The board's goal is to have these three individuals both overlap in their times of service for collaboration, but also cover weekly hours to be available to the community for questions and information.

Contracted services- During the start-up year, expenses are minimal in this category. Setting up the accounting software is priority. The CFO will be responsible to provide appropriate chart of accounts and GAAP required account structure. The software will be provided with necessary contract support. Payroll services and set-up through Sure-Pay will be obtained and that initial cost and four months of service will be $1500, as of January 2020. Legal fees in the start-up year will be provided at a budget amount of $1500.

School Operations- During the start-up year, board training will be vital to assist the directors as they lead the newly formed school. Focusing on state expectations and requirements for board members is pertinent to the success of the school. $4,500 is allotted for board training recommended by TCSA. The board members believe in this education and plan to fundraise additional money to offer extra training and conference availability. Thrive is committed to a spirit of excellence and it begins with our leadership.

Thrive Center for Success is aware that it will qualify for an E-MAT voucher for purchasing curriculum and textbooks. That is taken into account when placing money into the budget for YR 0 and YR 1. The E-MAT funding is offered every two years to school districts and charters, therefore it is important to supplement the remaining curriculums and textbook expenses through an allotment of $1,500. Initial supplies and set-up has been entered as $1200. These items are to be necessary and essential for the start of school.

Each classroom (9 total) will be allotted a $2,000 initial start-up allotment. The money will breakdown as follows:

Equipment/Supply	Unit cost	Total
18 student desks	$40	$720
18 student chairs	$25	$435
1 teacher desk	$250	$250
1 teacher chair	$80	$80
1 work table	$40	$40
1 bookcase	$40	$40
Kidney shaped table	$235	$235
4 chairs	$100	$100
Essential Pack	$100	$100
	TOTAL	$2,000 per classroom

*Essential Teacher Supply pack will have staplers, folders, paperclips, highlighters, sharpies, pens and other necessary classroom items.

The Board of Directors with Thrive Charter desire a cart of Apple IPAD Gen 3 (16 GB) devices available for use in classrooms. The cart will carry twenty devices and the IPADs can be bought at Walmart (January 2020) new for the price of $105 each. Our staff and teachers will also need computers totaling $3080 and projectors totaling $1370, in their classrooms. We apportioned seven projectors and eleven staff computers at $280 for each computer and $195 for each projector.

Another important expense that affects education is the use of transportation. Although Thrive Center for Success is not providing transportation or bussing school wide, the school will follow a child's IEP and provide transportation services for children whose ARD committee felt it was vital for education. The YR 0 has dedicated $5,434 for the purchase of a used minivan.

Both office supplies and recruitment expenses become an important aspect of the necessary items to allow education to occur in a charter school. $1,500 is being allotted for paper, copying expenses and other misc. Items the office will need for the Start-Up year. There could also be hard copy mailer expenses when working with sensitive documents such as IEPs and other private information concerning our students. This

expense will help the school office ensure the privacy these documents require when verifying a valid transfer of information. Recruitment of both staff and students is the backbone of this charter application. Parents have to see the need Thrive is filling and choose to accept that option for their child. Teachers have to buy into the mission and vision that Thrive is promoting to choose to work in a Start-Up charter school. Recruitment funds gives Administration and Board the ability to advertise, promote and offer job fairs to enlist the most qualified candidates to teach within this charter school. The recruitment budget for students is $2,500 and for teachers is $800 for a small staff.

Facility acquisition, operation, and maintenance-
Our priority plan is to acquire land and build a facility either through donations and a secured loan or possibly a bond. If the financing is not available, then we will lease space in a local church. The Thrive Board seeks a lease based on ADA enrollment at $1028/student/year. The facility we desire will ideally have 12,000 square feet at $9.00 a square or less producing a $9,000 monthly lease. The market warrants buildings like this or even several at less cost than this projection. The lease will begin August 1, 2021 allowing the school time to set-up and prepare for the start of school. Thrive will work directly from the sponsoring entities business address until that date. If additional funds become available, the priority, only second to making the Lead Administrator full time sooner, will be to enter the facility on the start of the charter school's fiscal year, July 1, 2021.

2. Describe how the board will monitor the implementation of the start-up plan and associated budget.

Board of Directors: During the start-up year, the board will

- Create annual schedule for Board Meetings
- Review, finalize, and adopt Board policies
- Establish priorities and yearly goals
- Establish incremental goals, including benchmarks and targets for the start-up plan
- Establish deadlines for Start-up Plan priorities.
- Participate in monthly check ins on start-up plan deadlines. Ongoing;
- Attend board trainings on policies, systems and TEA requirements. Oct 2020;
- Create and adopt job description, performance review, evaluation process, set salary range, and hire Superintendent; ratify bylaws, code of conduct, academic/financial goals; define roles by electing officers; define role of governance/management; define methods of communication; define decision making process; approve policies;; develop Board Calendar and committee schedule. Oct 2020.
    - Review and establish Conflict of Interest Policy.
    - Define/create/adopt fiscal controls/financial policies to track daily against fraud/theft, assign check givers, writers, clearly define signature policies.
    - Establish internal controls for credit use/management of assets.
    - Finalize cash flow plan for year and ongoing, finalize payroll.

- Monitor and schedule monthly review of financial statements.
- Create and approve final budget for 2021 -2022 fiscal year.
- Will delegate the duties of creating systems for financial accounting in accordance with the Financial Accountability System Resource Guide and ensuring the accounting software is compliant with regulations.

3. Explain which staff will work on a full-time or nearly full-time basis to lead development of the school during the start-up year and the plan to compensate these individuals.

The start-up year involves a lead administrator working ten hours weekly for four months.(January 2021) This time period offers opportunity for student recruitment, community events and prepared paperwork as the school marches towards its opening. During the three months directly prior to the start of school, the Principal will be available 18-20 hours weekly. A CFO and PEIMS coordinator will also be working to prepare the school's reporting and accounting systems. Accounting and payroll process will be completed during an initial set-up period and then the CFO will be available ten hours weekly to continue the school launch. The PEIMS clerk will be trained on the SIS system and set-up with a similar process enabling operations to run smoothly on the first day of school. The board's goal is to have these three individuals both overlap in their times of service for collaboration, but also cover weekly hours to be available to the community for questions and information.

If additional funds become available through the committed efforts of the board, donations or the Start-Up grant that will be sought, the first priority will be to enlist these individuals on a full time basis earlier in the launching period.

4. Provide a detailed start-up plan for the school as **Attachment 30** for the year between charter approval (September 2020) and school opening (August 2021). The plan should specify tasks, timelines, and individuals responsible for each task. Include specific contingency plans if anticipated funding is not received or is lower than estimated.

See Attachment 30

Financial Planning

1. Identify the fiscal year for the **sponsoring entity.**	
July 1-June 30 ☒	September 1-August 31 ☐
2. Identify the fiscal year for the proposed **charter school.**	
July 1-June 30 ☒	September 1-August 31 ☐

Enter narrative response to the prompts in this section of the application. *Reference **Attachments 31-37** in the response.*

1. Complete the fiscal year template table in the Generation 25 application response.
2. Describe the systems, policies and processes the school will use for financial planning, accounting, purchasing, and payroll. Explain how the school will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.

STRATEGIES TO MITIGATE FRAUD, WASTE, AND ABUSE - As a public charter school, Thrive Center for Success is held accountable for ensuring that public dollars are spent in a responsible manner with high integrity, transparency, and ethics. We will adhere with Generally Accepted Accounting Principles (GAAP) and to all Texas laws as related to our annual external financial audits. Thrive Center for Success will adhere with all state laws related to accounting and procurement of all public and local funds and will implement stringent internal controls to maintain the integrity of our finances through the following practices.

- Transparency. Thrive Center for Success will be transparent with all budgeting concerns and purchasing.
- Competitive Bidding. Projects that require funding in excess of $50,000 will go through competitive bidding process.
- Proper Authorization. Each expense will be approved by the Superintendent to ensure it is sound and aligns with budget. Any purchase over $5,000 will have to be approved by Board Chair or designated Finance Chair.
- Segregation of Duties and Controls. This will be created to ensure that not one entity or party has too much control over financial processes of financial management. Within Board, we will have established a Finance Committee to oversee budget and present to the Board. The Superintendent and CFO will report to the Board on a monthly basis to ensure transparency and sound practices.
- Processing Controls. Batch Control, document matching, and document accuracy will be created to ensure errors are minimized and at best eliminated. The superintendent oversees all financial transactions to check for consistency and accuracy. The CFO records and transcribes all transactions.

- Reconciliation Control. To ensure all ledgers and invoices are accurate. Led by Administrative Assistant with oversight of CFO to ensure that what we have purchased is reflected on ledgers clearly and accurately.
- Oversight. Provided by Finance Committee within the Board to oversee financial management of Superintendent, CFO and any other staff member.
- Internal Review. Each month Board of Directors will review transactions executed by school. Presented by CFO each month. Finance Committee and also board will have access to financial statement to check for accuracy and consistency. Appropriate approved financial reports will be posted for public viewing to offer transparency.

A strong sound internal control environment provides for a high level of assurance to those that have an interest in Thrive's assets and those that use information produced by the charter for decision making. The factors required to achieve this environment are varied and include organizational values, systems controls, physical controls, and a system of review and monitoring that is maintained.
The purpose of this policy is to establish the environment required to promote activities that are carried out in an efficient and orderly manner. It also allows for on time reporting within the organization.

Books of Accounts are journals, ledgers, and other proprietary records comprising Thrive's set of accounts (financial records that register all financial transactions). Thrive shall use computer-based accounting software to maintain its Books of Accounts and it shall contain up-to-date budget numbers, cash receipts, disbursements and any items necessary to maintain the records in accordance with Generally Accepted Accounting Principles (GAAP) and Generally Accepted Standards of Fiscal Management.

Payroll is, by far, the most complex and important business function of the School. Preparation of payroll – including salaries and supplement paid regular staff members, substitute or part-time personnel, time schedules and payroll periods – shall be done in accordance with established procedures. Employee retirement and health benefits (as appropriate) shall be provided. Mandatory payroll deductions shall be withheld as required by state and federal law. No liens shall be made upon an employee's wages except by a court order.

Administration shall maintain an employee file containing copies of information relative to individual payroll information. Changes in employee information shall be communicated to the business office immediately. Compensation records shall be maintained and shall reflect an accurate history of the compensation and benefits accorded each employee

Thrive Center of Success shall be guided by the spirit of the provisions as contained in state, local, and federal guidelines including the FASRG and federal grant regulations.

Procurement:
(a) to provide increased economy in local procurement activities and to maximize to the fullest extent practicable the purchasing values of funds while ensuring that procurements are the most advantageous to Thrive Center for Success Charter.

(b) to foster effective broad-based competition for public procurement within the free enterprise system;
(c) to develop procurement capability responsive to appropriate user needs;
(d) to promote increased public confidence by ensuring the fair and equitable treatment of all persons who deal with our procurement process;
(e) to provide safeguards and integrity with clearly defined rules for ethical behavior for all persons engaged in our public procurement process; and
(f) to develop an efficient and effective means of delegating roles and responsibilities within our procurement process.

3. Outline the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each.

The Board of Directors (Board) assumes a vital trust with the responsibility of managing a large amount of public resources. As trustee of local, state and federal funds allocated for use in public education, the Board shall be vigilant in fulfilling its responsibility to see that these funds are used wisely for achievement of the purposes to which they are allocated.

The quantity and quality of learning programs are directly dependent on the funding provided and the effective, efficient management of those funds. Achievement of the school's mission is best achieved through excellent fiscal management. To this end, a system of financial policies and procedures shall be implemented for the Board to account for the receipt and disbursement of funds in an accurate and efficient manner. All financial management activities shall be in accordance with Generally Accepted Standards of Fiscal Management.

Because of resource limitations, there is sometimes a temptation to operate so that fiscal concerns overshadow the educational program. Recognizing this, the Board shall take specific action to make sure education remains central. Fiscal matters are ancillary and contribute to the educational program and this concept shall be incorporated into Board operations and into all aspects of the school's management and operation.

The Board shall ensure that appropriate financial policies are developed and adopted. Administration shall ensure that appropriate procedures are developed, implemented, and maintained in order to enact the adopted policies so that the School can achieve its objectives, ensure adherence to policies, safeguard assets, and secure the accuracy and reliability of records.

Effectively, The Thrive Center of Success administration shall:

- Use the best available techniques and processes for budget development and management.
- Engage in thorough advance planning to develop budgets and guide expenditures so as to effectively educate every child.
- Establish levels of funding which shall provide high quality education for the students.
- Efficiently utilize funds in order to achieve the greatest returns and contributions to the educational program.
- Continually review expenditures so as to end those which are ineffective.

- Provide timely and appropriate information to the Board and all staff with fiscal management responsibilities.
- Establish and implement efficient procedures for accounting, purchasing, payroll, payment of vendors and contractors, reporting, and all other areas of fiscal management.

Thrive Center for Success will hire a Chief Financial Officer starting in Year 0.

- Board of Directors will:
  - Review and establish Conflict of Interest Policy. Aug 2020;
  - Define/create/adopt fiscal controls/financial policies to track daily against fraud/theft, assign check givers, writers, clearly define signature policies.
  - Establish internal controls for credit use/management of assets.
  - Finalize cash flow plan for year and ongoing
  - Finalize payroll Jan. 2021;
- The Board of Directors, Chief Financial Officer, and Superintendent will:
  - Monitor and schedule monthly review of financial statements. Beginning Sept 2020;
  - Create and approve final budget for 2021 -2022 fiscal year. May 2021
- The Chief Financial Officer and Superintendent will:
  - Create systems for financial accounting in accordance w/FASRG. Oct 2020;
  - Organize Financial Accountability System Resource Guide accounting software compliant with regulations. Nov 2020;

4. Describe how the school will ensure financial transparency to the TEA and the public, including plans for public adoption of its budget and public dissemination of its annual financial and compliance report (AFR).

Financial Transparency to both TEA and the public is vital for the success of the school. Board meetings will be offered with public review of the budget occuring in open session. All appropriate documents will be uploaded on the website for public consumption. Public notice of budget hearings will be posted for all stakeholders to participate and be privy to the process and adoption of the school's annual budget. The process of adopting the annual budget and discuss financial matters will occur in open session with the exception of items listed allowable in Executive Session.

Just like the process of adopting the school budget and monthly financial statements, the ARF, annual financial compliance report will be made public and available through the school's website and in open session of the appropriate board meeting.

5. Describe any services to be contracted, such as food services, transportation, business services, payroll, and auditing services, including the anticipated costs, the year during the charter term when these contracted services will begin, and the criteria to be used for selecting such services.

Thrive Center of Success will not be offering food services. Typically, Autistic children have sensory issues that could include texture and food colors. Therefore, the Board of Directors believes a brown bag policy is best for all students in the school. Contracted services will include the following: legal @$1500/year beginning in Year 0 with an increase to $3500 in YR 1. Accounting/audit @$2000/year beginning in Year 0 with the increase to $5,000 in YR1. Payroll

services beginning in the Start-Up year at $250 monthly. An additional contracting expense will be the Special Education Services listed in the Budget Narrative and workbook at a total of $84,824. The cost breaks down as follows:

Speech for 20 students @ $75per session for 1 HR weekly= $1500 a week
36 weeks of speech equals $54,000 yrly
OT for 3 students @$75per session for 1 HR weekly=$225 a week
36 weeks of OT equals $8,100 yrly
Dyslexia for 5 students @$75per session for 1HR weekly=$375 a week
36 weeks of Dyslexia services equals $13,500
Evaluations for 5 students @$2,000 per eval equals $10,000 yrly

When selecting such services, Thrive Center for Success will use the following criteria- the company needs to be reputable and experienced with good quality standards and pricing in line with comparable companies. Bids will be obtained when necessary and determined by the Superintendent and CFO.

6. Submit the Financial Plan Workbook as **Attachment 31.**
See Attachment

7. Provide a detailed budget narrative as **Attachment 32.** Describe the assumptions behind the projections for revenue, staffing levels, and costs that are outlined in the Financial Plan Workbook.
See Attachment

a. 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. Explain the basis for assumptions around unsecured/anticipated funding sources. Address the degree to which the school/campus budget will rely on income that does NOT come from TEA's Foundation School Program (e.g., grants, donations, fundraising).
The Thrive campus will rely on revenue that is not committed or verified. Even with the anticipation of writing for grants and seeking donations, the Board of Directors feels it is best practice to only budget with the committed amounts of income or state revenue at 80% of ADA.

b. Include evidence of commitment for any funds as **Attachment 33.** Provide the cumulative total amount for each of the following and the number of donors included in each of the four categories: (1) donations collected; (2) donations with a firm commitment; (3) additional donations anticipated; and (4) donations contingent upon charter being awarded.

See Attachment

c. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

Contingency Plan - Year Zero: We place many expenses for textbooks, furniture, and school materials to be purchased before the beginning of Year 1, saving money for Year 1 and building savings for the following years. Further, we will negotiate purchasing orders to ensure we get the best deal and thus save money. We will search for organizations, businesses, and other schools

that may be wanting to donate furniture. We will apply for the CSP Start-Up Grant ($600,000 - $800,000) during startup year to aid in the commitment we have of $75,000.

d. Provide a detailed cash flow contingency for Year 1 in the event that revenue projections are not met in advance of opening.

Contingency Plan - Year 1: The number of students enrolled and records transferred to Thrive Center of Success will determine the staff hired and the anticipated number of students on opening day. There is a healthy balance of believing students will come and actual indicators that they are committed to attending the school; measures will be imposed in the summer to garner an accurate headcount of anticipated enrollees. Items will be purchased incrementally, if necessary, to ensure the Thrive Admin team does not overspend based on enrollment.

Contingency Year 1 – 5: We place 5% annually in reserve for unexpected need. As needed, we will reduce the number of staff members using the same methods described in our staff and teacher recruitment narratives for an unanticipated staff shortage: The Superintendent will decrease salary; and we will outsource more operational needs.

8. Provide evidence of the charter applicant's financial status, including the most recent financial audit report (AFR) as **Attachment 34,** a recent credit report as **Attachment 35,** and the most recently filed IRS for 990, 990-N, or 990-EZ as **Attachment 36.** Provide an explanation if these documents are not available.

9. Describe any planned fundraising efforts, the goals of the fundraising campaign(s), and who will lead and coordinate these efforts.

The Board of Directors will be leading the Thrive team through fundraising efforts and donation requests. One of the events discussed is a Gala. Auctions, donations received to repurpose or sell and Celebrity Appearances are all types of fundraisers that are effective and maximize the benefit. Members of the board have all been participants to fundraising events for other non-profit organizations. Seeking families that have been impacted with Autism is a specialized focus.

Describe the school's plans for purchasing liability insurance to indemnify the school, its board, staff, and teachers against tort claims. Provide, as **Attachment 37,** a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance might include worker's compensation, liability, property, indemnity, directors and officers, automobile, etc.

Insurance

Thrive Center of Success shall maintain appropriate insurance coverage: (a) Commercial Package, (b) Umbrella, (c) Trustees and Officers Liability, (d) Disability, (e) Worker's Compensation, and any other insurance deemed necessary per the School's Charter, agreement with vendors, or recommended by the insurance broker. The School shall also contribute to the state unemployment Insurance Fund in accordance with applicable law.

Attachments

Attachment 1: Articles of Incorporation

Provide 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. All forms submitted to the state must be dated prior to **January 21, 2020.**

Texas Certificate of Filing

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

Carlos H. Cascos
Secretary of State

Office of the Secretary of State

CERTIFICATE OF FILING
OF

File Number

The undersigned, as Secretary of State of Texas, hereby certifies that an Application for Registration for the above named Foreign Nonprofit Corporation to transact business in this State has been received in this office and has been found to conform to the applicable provisions of law.

ACCORDINGLY, the undersigned, as Secretary of State, and by virtue of the authority vested in the secretary by law, hereby issues this certificate evidencing the authority of the entity to transact business in this State from and after the effective date shown below for the purpose or purposes set forth in the application under the name of

The issuance of this certificate does not authorize the use of a name in this state in violation of the rights of another under the federal Trademark Act of 1946, the Texas trademark law, the Assumed Business or Professional Name Act, or the common law.

Dated: 07/24/2015

Effective: 07/24/2015

THE STATE OF TEXAS

Carlos H. Cascos
Secretary of State

Phone: (512) 463-5555
Prepared by: Debbie Gustafson

Fax: (512) 463-5709
TID:

Dial 7-1-1 for Relay Services
Document:

Texas Certificate of Formation

Form 202
(Revised 05/11)
Submit in duplicate to:
Secretary of State
P.O. Box 13697
Austin, TX 78711-3697
512 463-5555
FAX: 512/463-5709
Filing Fee: $25

This space reserved for office use.

Certificate of Formation
Nonprofit Corporation

Article 1 – Entity Name and Type

The filing entity being formed is a nonprofit corporation. The name of the entity is:

Article 2 – Registered Agent and Registered Office
(See instructions. Select and complete either A or B and complete C.)

☐ A. The initial registered agent is an organization (cannot be entity named above) by the name of:

OR

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

Jose A. Esparza
Deputy Secretary of State

Office of the Secretary of State

CERTIFICATE OF FILING
OF

Thrive With Autism
File Number: 803370816

The undersigned, as Deputy Secretary of State of Texas, hereby certifies that a Certificate of Formation for the above named Domestic Nonprofit Corporation has been received in this office and has been found to conform to the applicable provisions of law.

ACCORDINGLY, the undersigned, as Deputy Secretary of State, and by virtue of the authority vested in the secretary by law, hereby issues this certificate evidencing filing effective on the date shown below.

The issuance of this certificate does not authorize the use of a name in this state in violation of the rights of another under the federal Trademark Act of 1946, the Texas trademark law, the Assumed Business or Professional Name Act, or the common law.

Dated: 07/17/2019

Effective: 07/17/2019

Jose A. Esparza
Deputy Secretary of State

Form 202		
Secretary of State P.O. Box 13697 Austin, TX 78711-3697 FAX: 512/463-5709 Filing Fee: $25	**Certificate of Formation** **Nonprofit Corporation**	**Filed in the Office of the Secretary of State of Texas** **Filing #: 803370816 07/17/2019** **Document #: 901400460002** **Image Generated Electronically for Web Filing**

Article 1 - Corporate Name

The filing entity formed is a nonprofit corporation. The name of the entity is :

Thrive With Autism

Article 2 – Registered Agent and Registered Office

☐ A. The initial registered agent is an organization (cannot be corporation named above) by the name of:

OR

☑ B. The initial registered agent is an individual resident of the state whose name is set forth below:

Name:

Elizabeth Goldsmith

C. The business address of the registered agent and the registered office address is:

Street Address:

46 S. Berryline Circle The Woodlands TX 77381

Consent of Registered Agent

☐ A. A copy of the consent of registered agent is attached.

OR

☑ B. The consent of the registered agent is maintained by the entity.

Article 3 - Management

☐ A. Management of the affairs of the corporation is to be vested solely in the members of the corporation.

OR

☑ B. Management of the affairs of the corporation is to be vested in its board of directors. The number of directors, which must be a minimum of three, that constitutes the initial board of directors and the names and addresses of the persons who are to serve as directors until the first annual meeting or until their successors are elected and qualified are set forth below.

Director 1: **Elizabeth Goldsmith** Title: **Director**

Address: **46 S. Berryline Circle The Woodlands TX, USA 77381**

Director 2: **Adrienne Sodemann** Title: **Director**

Address: **14155 Lakepoint Drive Willis TX, USA 77318**

Director 3: **Regina Charpentier** Title: **Director**

Address: **28514 Connordale Lane Spring TX, USA 77386**

Director 4: **John Goldsmith** Title: **Director**

Address: **46 S. Berryline Circle The Woodlands TX, USA 77381**

Article 4 - Organization Structure

☐ A. The corporation will have members.

or

☑ B. The corporation will not have members.

Article 5 - Purpose

The corporation is organized for the following purpose or purposes:

The Corporation is organized and shall be operated exclusively for charitable

religious, educational and scientific purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding section of any future federal tax code (the "Code"), including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Code.

Supplemental Provisions / Information

[The attached addendum, if any, is incorporated herein by reference.]

Effectiveness of Filing

☑ A. This document becomes effective when the document is filed by the secretary of state.

OR

☐ B. This document becomes effective at a later date, which is not more than ninety (90) days from the date of its signing. The delayed effective date is:

Organizer

The name and address of the organizer are set forth below.

Elizabeth Goldsmith **46 S. Berryline Circle, The Woodlands, Texas 77381**

Execution

The undersigned affirms that the person designated as registered agent has consented to the appointment. The undersigned signs this document subject to the penalties imposed by law for the submission of a materially false or fraudulent instrument and certifies under penalty of perjury that the undersigned is authorized under the provisions of law governing the entity to execute the filing instrument.

Elizabeth Goldsmith
Signature of organizer.

FILING OFFICE COPY

Attachment 2: 501(c)(3) Determination Letter

Provide the 501(c)(3) Determination Letter issued by the Internal Revenue Service (IRS) or evidence of filing for tax exempt status with the IRS.

If the applicant does not have the 501(c)(3) Determination Letter at the time of application submission, at a minimum, provide documentation to demonstrate that an IRS Form 1023 was submitted by **January 21, 2020.**

Note: Applicants submitting proof of filing with the IRS must provide to the TEA the 501(c)(3) Determination Letter issued by the IRS granting the entity nonprofit status, no later than **May 15, 2020**, in order to be deemed an eligible entity and scheduled for an applicant capacity interview. Failure to submit the Determination Letter will result in the applicant being removed from the application process without the opportunity to interview.

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

DEPARTMENT OF THE TREASURY

Date: AUG 0 6 2019

THRIVE WITH AUTISM
46 S BERRYLINE CIRCLE
THE WOODLANDS, TX 77381-0000

Employer Identification Number:
84-2473663
DLN:
26053606001979
Contact Person:
CUSTOMER SERVICE ID# 31954
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
509(a)(2)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
July 17, 2019
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

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THRIVE WITH AUTISM

Sincerely,

Stephen a. Martin

Director, Exempt Organizations
Rulings and Agreements

Attachment 3: Applicant Information Session Documentation

Provide the *Proof of Attendance* documentation the applicant received at the conclusion of the Applicant Information Session attended in October or November 2019. Applicants who attended both sessions need only submit one document.

The Texas Education Agency (TEA) hosted identical Applicant Information Sessions on October 18, 2019 and November 1, 2019. Applicants were required to attend one of those sessions. Each session provided details about: (1) applying for (and holding) a charter in the state of Texas; (2) the contents of the Request for Application documents; and (3) application preparation and submission requirements for both electronic and hard copy versions of the application documents.

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 and signed the *Proof of Attendance* document. The individual(s) with primary responsibility for preparing and submitting the application should also attend one of these required information sessions.

GEN25 APP INFO SESSION
NOV 1 '19 AM7:42

Texas Education Agency
Division of Charter School Administration

Generation Twenty-Five 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 along with the completed application.

Attendance by one governing board member of the sponsoring entity is required. Proof of attendance will be provided to attendees for inclusion as Attachment 3 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: Thrive Academy

Sponsoring Entity Name *as reflected on the 501(c)(3) form*: Thrive With Autism

Application Contact Name: Elizabeth Goldsmith

Title/Role: President

Email: Eagoldsm1@comcast.net Phone: 713-501-0052

Board Member Attending: Elizabeth Goldsmith Elizabeth Goldsmith

Board Member Attending: Adrienne Sodemann Adrienne Sodemann

Board Member Attending:

Board Member Attending:

Board Member Attending:

Date of Session:

☐ Friday, October 18, 2019, 8:00 a.m. - 4:30 p.m.

☒ Friday, November 1, 2019, 8:00 a.m. - 4:30 p.m.

Submit the completed form at least 24 hours prior to the session indicated above to charterapplication@tea.texas.gov.

If you have any questions about the sessions or registration, please contact:
John Garland at 512-463-3533 or John.Garland@tea.texas.gov
Drue Ann Wise at 512-463-3419 or DrueAnn.Wise@tea.texas.gov

Attachment 4: Evidence of Community Demand

Provide the following:

- ***Evidence of support.*** Provide documentation of any of the following outreach strategies and related results: (1) advertising content; (2) community outreach surveys; (3) social media campaigns; and (4) any additional documentation that demonstrates community demand for the proposed charter school.
- ***Meeting Agenda.*** The formal agenda that was followed during each public meeting.
- ***Public meeting protocol.*** This is the script or list of questions that were prepared and presented at the public meeting. Do **NOT** provide petitions, meeting sign-in sheets, or other materials that violate the public disclosure policy.
- ***Letter(s) of support.*** Provide (if any) non-financial letters of support from individuals, organizations, officials, etc.

January 16, 2020

To Whom It May Concern:

It is with great enthusiasm and support that I compose this letter on behalf of the Thrive Center of Success. As Chief Operating Officer of the Els with Autism Foundation, and Board member of the two public charter schools for students with autism spectrum disorder (ASD) on The Els Center of Excellence Campus ™, I know first-hand the importance of providing a unique, quality educational environment that the traditional public school system is often unable to provide. I am excited that the Thrive Center for Success will use elements of the model used in these charter schools to replicate the academic services and programs offered to the students at schools on our campus free of charge to the parents of the Magnolia community and surrounding areas.

Serving students with ASD does require a specialized environment that often leaves a parent with making a choice providing what they can afford vs. what is the best service individually geared for their child. Even those parents with insurance will one day face this challenge as many insurance companies do not support the specialized treatment full-time for extended periods of time and throughout the school age years. The parents of children with ASD already face so many battles in the everyday life experiences of their child, dealing with an inadequate educational experience should not be one of them.

This belief, that a specialized environment free of charge should be a right for all children with ASD, is why I am pledging my support to the Thrive Center for Success. I encourage the application committee to approve this application and help level the playing field of life for these parents and their children.

Respectfully yours,

Dr. Marlene Sotelo

Chief Operating Officer– Els with Autism Foundation

[redacted]

Dear Sir or Madam,

Please help me. My team and I have been working hard to bring a unique school for autism to the Magnolia, Texas area. This model is like no other in Texas and will be accessible to all children with autism regardless of their economic background.

[redacted]

[redacted]. As the children age out of full-time insurance coverage at approximately 12 years old, options become limited to public school special education or private schools for autism with high tuitions and waitlists. Many private schools tend to be geared more for higher functioning children with autism and have higher teacher to student ratios. For teens and older students, resources are very limited. There is little access to Applied Behavior Analysis (ABA) therapy, the gold standard treatment for autism, as well as life skills, vocational skills, and socialization opportunities. I strongly feel these gaps need immediate attention to help these kids live happy, long fulfilling lives!

I decided to start searching for an ideal model I would like to see in our area, and I absolutely fell in love with Els for Autism in Jupiter, FL. This is a foundation created by Ernie Els, the professional golfer. His goal was to create a setting for children with autism that allows them access to all services needed, including a tuition-free charter school, to help them reach their full potential. It has become my dream to bring this model to our area. I love how it aims to provide services for all the age groups, to make it affordable for families, and even provides recreation and a one-stop shop approach for additional therapies. They achieve this by incorporating ABA therapy into a tuition-free charter school

that focuses on children with autism, ages 3-21. They also provide access to social skills groups, life skills classes, and vocational training that greatly increases their potential for leading satisfying lives. All of this is situated on 26-acres to provide ample space for all these activities as well as room to grow. https://www.elsforautism.org/programs-services/education/charter-schools/ Our community is in desperate need for this type of quality care. Also, I believe our community has the resources to fund and support an autism school and facility of this caliber if we had a good plan in place to create it.

I have reached out to Els for Autism, and they agreed to be a mentor. I have gone on a tour of their amazing facility and have met with their Global Outreach Coordinator to share this dream with her and to ask for guidance. I have also spoken with the COO of the Els for Autism Foundation and the Executive Director of the charter schools, to gain their input. They are willing to answer any questions I have along the way and have been very supportive.

Please support us as we strive to make a difference in so many lives of children and families affected by autism. This is the time our public education and community needs to come together to create a good solution for all children on the autism spectrum, giving them the chance to thrive!

Thank you for your consideration,

Elizabeth Goldsmith
eagoldsm1@comcast.net
(713)501-0052

thrive with Autism

Wildwood Christian Academy
832-934-0200

www.wildwood-umc.org

January 15, 2020

To Whom It May Concern:

This letter is written in support of the proposed charter school, Thrive Center for Success. As an Early Childhood Preschool Director in the community, I often hear stories of parents searching for a school that can meet their child's specific needs. A school offering specialized education for children with Autism would be a benefit to families in our community as many of these school models are quite a distance away from the Magnolia area. As our community grows, Thrive Center for Success will be available to families searching for a local school to meet their child's specific needs.

Sincerely,

Lori Lauden
Director

Mailing Address: 6606 FM 1488, Suite 148-505 Magnolia, Texas 77354

Location: 8911 FM 1488 Magnolia, Texas 77354

letters of support

Kerry Moore [redacted]

Mon 1/20/2020 10:06 AM

To: Thrive with Autism Foundation <info@thrivewithautismfoundation.org>

[redacted]

ABA has been amazing and beneficial for his growth and development. [redacted]

Although [redacted] is amazing, it does not address typical academics. Our goal is for [redacted] to attend [redacted] to receive an education, however, [redacted] to [redacted]

When I heard about Thrive I was brought to tears, I think what you guys are doing is not only amazing, but very much needed in our community. Having [redacted]. Now, w[redacted] am in awe and in full support for everything you stand for. Thank you, thank you, thank you.

From: [redacted]
Date: Sun, Jan 12, 2020, 10:11 AM
Subject: Letter for Thrive School
To: [redacted]

To Whom It May Concern: [redacted]

[redacted]

From: [redacted]
Date: January 18, 2020 at 8:46:01 AM CST
[redacted]
Subject: letter

To Whom it May Concern:

I have learned that there is a push to create a school especially for children with autism in the Woodlands area. I believe that such a school is very much needed. So many children who suffer from effects of autism do not receive the care and instruction that they need to be successful in life.

[redacted]

With a school designed, and equipped, to cater to the special needs of these kids, our community could help them learn to function in a world that often doesn't see the special talents and abilities they have. The ultimate goal would be for these kids to become fully functioning adults; capable of living without even more community aid in the future.

The Woodlands can be a leader in this area, by providing a place where these kids can learn to be productive and engaged, in a society that can also benefit from their unique gifts.

Our family asks that you support and help this worthwhile project get off the ground. Not only will it help children with autism, and their families, it will help our community.

[redacted]

January 13, 2020

To Whom It May Concern:

[redacted]

Since [redacted] diagnosis, [redacted] How can this not be a concern for us? If we are told he belongs in the general classroom but he is not performing or passing, then how is this beneficial for him? And how can we be convinced that this is where [redacted] needs to be?

[redacted] teachers are great and the school has been very supportive, but we worry that what we have seen these last couple of months is all the public school system will be able to offer [redacted] While everyone is worried about providing the least restrictive environment for him, or raising any issues related to creating a classroom within a classroom, my son is wasting valuable time. [redacted]

We have been checking into clinical settings but these have <u>not</u> been recommended by his doctors. We have also visited some private academies in the area. We are delighted with what they have to offer, but we can't afford them. The curriculum is extremely expensive, and we have various other therapies his receives privately, such speech, occupational therapy and ABA.

As we have already mentioned, our biggest priority for [redacted] if there is no change. If curriculum can be changed and charter schools can be created for kids who aspire to become lawyers, scientists, doctors; then why can't we do the same for our growing autistic community? They too deserve accommodations for the opportunity to succeed. We can only begin to imagine the positive impact a Charter School for autistic children would have in the community and every family that is struggling, just like us, to get their special needs children to excel.

Thank you for your time and consideration,

[redacted]

[redacted]

What grades?

[redacted]
Fri 1/10/2020 3:08 PM
To: Thrive with Autism Foundation info@thrivewithautismfoundation.org

I'm curious to know what grades will be offered? [redacted]

Sent from my iPhone

Re: What grades?

Thrive with Autism Foundation <info@thrivewithautismfoundation.org>
Fri 1/10/2020 6:56 PM
To:

- [redacted]

[redacted],

It was a difficult decision to make, but we are starting off our first year serving early education 3 through 4th grade, with plans to add at least one grade per year. I am a parent of a child with autism as well and this is what motivated me to find a good solution to what a lot of us are struggling with - Where can I send my child as he gets older to receive academics and therapies in a setting that would be individualized enough for him to thrive? I believe this is the time for us to come together and show our community we are struggling and a tuition-free charter school focused on autism is a good solution. Even if our proposed school can not serve your child's grade level at this time, please still come to our meeting and send a letter of support for this type of school for your child's age. If we get enough attention and support for this, hopefully we can apply for older age groups in the near future. Also, through our foundation, we plan to provide additional services, including respite and recreation for all children.

I hope to meet you Thursday!

Sincerely,

Elizabeth Goldsmith

Thrive With Autism

thrive with Autism

Re: What grades?

[redacted]

Fri 1/10/2020 7:28 PM

To: Thrive with Autism Foundation info@thrivewithautismfoundation.org

Thank you. It sounds like a very needed school even though[redacted]

Sent from my iPhone

Your proposed charter school

[redacted]
Wed 1/8/2020 8:07 PM
To: Thrive with Autism Foundation info@thrivewithautismfoundation.org

On Wed, Jan 8, 2020 at 8:07 PM [redacted]:
Hello!

I just saw a notice on one of my special needs groups about the proposed charter school in the area. [redacted]

[redacted]. [redacted] I'm very interested in more information and would like to try my best to attend your information session. [redacted]. If you have any other information to provide I would be so interested. I have shared the noticed in my Cypress group.

Will it go through high school or what age?

Thanks,
[redacted]

[redacted] charter school

[redacted]
Wed 1/8/2020 8:16 PM
To: Thrive with Autism Foundation info@thrivewithautismfoundation.org

Also, [redacted] If it's a charter of a school district, would we have to be in that school district? I'm just so excited seeing this as we have been so stressed out trying to find a new placement for them and this gives us such hope.

[redacted]

Re: Your proposed charter school

Thrive with Autism Foundation <info@thrivewithautismfoundation.org>
Wed 1/8/2020 8:35 PM
To:

- [redacted]

[redacted]

Thank you so much for reaching out. We are having to start out small from EE3-4th grade, then adding a grade each year. However, through our foundation, we are also planning recreational activities for the older age groups too, as well as social skills groups.

The charter school will be serving Klein ISD, Conroe ISD, Spring ISD, Tomball ISD, Montgomery ISD and Magnolia ISD. Recreational activities will be open to children from all surrounding areas. Our location will be Magnolia, TX.

We hope to see you at the public meeting!

Thrive With Autism

thrive with Autism

Re: Your proposed charter school

[redacted]

Wed 1/8/2020 8:50 PM

To: Thrive with Autism Foundation info@thrivewithautismfoundation.org

Awww my heart is crushed. This is amazing for others [redacted] ot up to their age. 😢 I was really excited because this is exactly what we need soooo badly!! But they are currently 6th and 7th grade age and would be 8th and 9th grade age by fall 2021. I would even move there for this but the age thing!

Re: Your proposed charter school

Thrive with Autism Foundation <info@thrivewithautismfoundation.org>

Thu 1/9/2020 5:42 PM

[redacted]

[redacted],

I am heartbroken reading the responses [redacted]

hopefully we can apply for older age groups in the near future. Also, through our foundation, we plan to provide additional services, including respite and recreation for all children.

I hope to meet you Thursday!

Sincerely,

[redacted]

Thrive With Autism

Re: Your proposed charter school

[redacted]

Thu 1/9/2020 6:09 PM

To: Thrive with Autism Foundation info@thrivewithautismfoundation.org

Thank you so much!

To Whom It May Concern:

[redacted] It is time to think outside the box and support those that want only to enrich our community and provide what these individuals need and deserve.

With hopes and dreams for the future of children [redacted]

[redacted]

Re: Thrive With Autism

[redacted]

Sat 1/18/2020 1:38 PM

To: Thrive with Autism Foundation info@thrivewithautismfoundation.org

To Whom It May Concern,

I wanted to write a letter in support of the new charter school that Thrive With Autism is proposing to build. The state of special education in our area is NOT good. I [redacted] We NEED a school like this in our area. Autism parents here are desperate and out of options. [redacted] I am writing this letter anyway because I do not wish the path we have been on in public school on any other parents. Please consider endorsing Thrive With Autism's application and bring some much needed hope to autism families in our area.

Sincerely,

[redacted]

Sent from Yahoo Mail for iPhone

Team Thrive

[redacted]

Thu 1/9/2020 9:28 AM

To: Thrive with Autism Foundation <info@thrivewithautismfoundation.org>

I am interested in volunteering for this new Charter School. [redacted]

ct. [redacted]

My contact information is below:

[redacted]

[redacted]

To: Thrive with Autism Foundation

Mon 1/20/2020 11:27 PM

[redacted]

[redacted]

Austin isd

[redacted]. Would like a public school that focus on special needs children as most ISDs have no clue how to care for our special children.

Sent from Yahoo Mail on Android

127

Questions/ Interest in Thrive Charter School

[redacted]

Tue 1/21/2020 6:54 AM

To: Thrive with Autism Foundation <info@thrivewithautismfoundation.org>

Sir or Ma'am,

I have just found your website via the Autism Resources FB page. [redacted] I will say that I am very intrigued and would like to get more information about your program.

[redacted]

I have a couple of questions concerning the school. Will it be open to all functioning levels of students (I hope that is the correct wording to use)? [redacted]. We are satisfied with the school, but believe that he can achieve so much more. The second question is, Is the school open for students who have not had ABA?

Thank you for your time and consideration,

[redacted]

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8 pages have been withheld

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Adrienne Choma Sodemann shared a link.

Rising Star · January 15 at 7:28 PM

Thrive With Autism is excited to be sharing our vision! Please plan to attend our Public Meeting, January 16 2020 at 6:00 p.m. in Hayley Hall at Wildwood United Methodist Church in Magnolia, TX! Check out our newly updated website with more information! www.thrivewithautismfoundation.org

THRIVEWITHAUTISMFOUNDATION.ORG

Thrive

Elizabeth Goldsmith, Robin Perry and 5 others 5 Comments

Like Comment

[redacted] Looks like my son would be too old for this program

Like · Reply · 2d 1

Adrienne Choma Sodemann [redacted] I will p.m. you!

Like · Reply · 2d

Write a reply...

[redacted] Great meeting tonight!

Love · Reply · 1d 3

Adrienne Choma Sodemann [redacted] thank you, I agree! 💯

Like · Reply · 1d

Elizabeth Goldsmith [redacted] Thanks for coming! It was nice to meet you!

Like · Reply · 1d 1

Re: Thrive With Autism

[redacted] [redacted]

Sun 1/19/2020 1:22 PM

To: Thrive with Autism Foundation info@thrivewithautismfoundation.org

Hi Elizabeth! I so enjoyed the meeting last week and am looking forward to seeing where things lead.

Below is a letter of support. I apologize that it wasn't finished until today, but better late than never! I hope that it's helpful.

Thank you from the bottom of my heart for your hard work. Please reach out if I can help you in any way.

[redacted]

[redacted] whom it may concern,

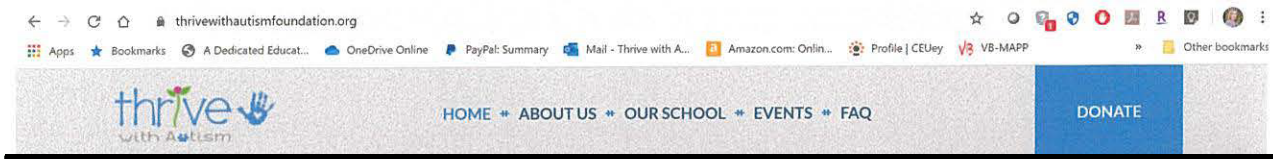
Please accept this letter of support for the Thrive with Autism Foundation and their proposed charter school in Magnolia, TX. Supporting individuals with autism and similar exceptionalities has been a big part of my life for more than [redacted]. Thrive's vision for a high-quality educational foundation paired with effective, collaborative therapeutic supports all under one roof sounds like a wonderful asset to our children and community.

[redacted]

The Thrive for Autism Foundation has a wonderful vision for the future of children like my son. I am so grateful for their efforts to provide a quality, tuition-free school focused on helping children like mine to thrive. I look forward to seeing where things lead and appreciate your review of my letter.

Thank you.

Jill Reichle



[redacted]

[redacted]

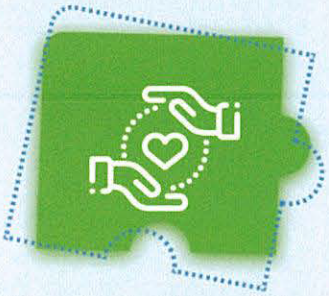
thrive with Autism

What is Thrive With Autism?

Thrive With Autism is a nonprofit organization formed to help children with autism gain access to individualized high-quality education, therapies, and other services needed to help them reach their full potential. Our two main goals are to create a tuition-free, charter school accessible to all children with autism, regardless of financial standing, and to provide a one-stop shop approach that allows access to additional services needed for children with autism.

IF THEY CAN'T LEARN THE WAY WE TEACH,
WE TEACH THE WAY THEY LEARN.

- Dr. Ole Ivar Lovaas



Our Mission:

To cultivate a high quality, innovative environment for individuals with autism that provides access to services needed to empower each individual to thrive.

Our Vision:

For every student to develop his/her fullest potential and have increased independence and satisfaction in all aspects of life.

thrive with Autism

HOME • ABOUT US • OUR SCHOOL • EVENTS • FAQ

DONATE

[redacted]

Our School:

Our charter school in Magnolia, TX will incorporate Applied Behavior Analysis, the gold standard treatment for autism, into an academic setting. The plan for this new autism school is to create a specialized environment incorporating speech, occupational, physical, feeding, and other therapies available in one location. This will include a school- like setting with a state-of-the-art facility on 20-plus acres. It will also have outdoor play areas, recreational activities, and theme days such as snow day, bike day, picture days, and field trips. Parents want their child with autism to have access to enrichment activities! Children with autism desperately need enjoyment and exposure to new things to discover their strengths. Thrive Center for Success will provide these opportunities.

[redacted]

[redacted]

Thrive With Autism Board Members

Elizabeth Goldsmith

Founder and Board President
MPAS-C

Dr. Ronny Knox

Board Member
Proposed Charter Chair

Rev. Rusti Moore

Board Member
B.S., M.DIV, Pastor Emeritus

Jeff Springer

Board Member
BAT, MSS

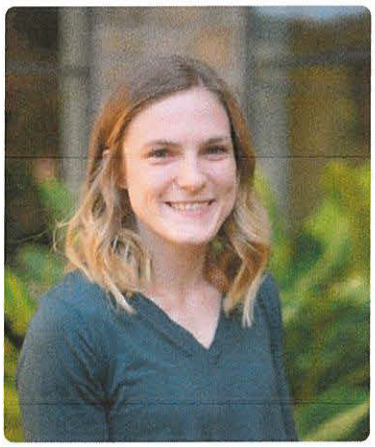
Stacy Grimes

Board Member
LSSP

Thrive With Autism Development Team

Adrienne R. Sodemann

Head BCBA / Professional Development Coordinator
M.Ed, BCBA, TX Licensed Behavior Analyst



Morgan Campbell

Thrive Development Team
M.A., BCBA, TX Licensed Behavior Analyst

Robin Newkirk

Thrive Development Team
BCaBA

Elizabeth Goldsmith

Founder and Board President
MPAS-C

Coming Soon

info@thrivewithautismfoundation.org

Elizabeth Goldsmith is the Founder and President of Thrive With Autism. As a parent of a child with autism, Elizabeth understands the importance of having high-quality therapies available for children of all ages with autism, preferably all in one setting. She also realizes the financial burden on families associated with these therapies, and has sought to find better options.

Elizabeth earned her Bachelor of Science in Biology degree from Stephen F. Austin State University. After working in research for several years at Baylor College of Medicine, she returned to school to earn her Master of Science in Physician Assistant Studies from The University of Texas Medical Branch in Galveston, Texas. Now, her focus is on finding ways to assist families and children with autism gain access to academics, therapies, recreational programs, and other supports necessary for these families to thrive.

[redacted]

Dr. Ronny Knox

Board Member

Proposed Charter Chair

Coming Soon

info@thrivewithautismfoundation.org

Dr. Ronny D Knox is currently in his 2nd year as Superintendent of the Sam Houston State University Charter School and his 29th year in Education. Dr. Knox has previously served in Nacogdoches ISD, Victorial ISD, Gonzales ISD, Faith Academy in Victoria, and St. Joseph High School in Victoria. During his career he has held positions as a high school teacher and coach, Special Education Coordinator and Special Education Director, Vice-Principal, Principal, Assistant Super intendent of Instruction, and Associate Super intendent of Business and Operations.

Dr. Knox has also held Adjunct Professor positions with Stephen F Austin State University and Sam Houston State University. Dr. Knox is certified to teach English 6-12, History 6-12, Special Education K-12, Psychology and AP Psychology.

Rev. Rusti Moore

Board Member

B.S., M.DIV, Pastor Emeritus

Coming Soon

info@thrivewithautismfoundation.org

In 1970 a young enthusiast set out to change the lives of children. She attended Baylor University and after marriage transferred to University of Houston where she graduated in 1976 with a Bachelor of Science in Education. She taught in Texas, Mississippi, and California but began to feel a sense of Calling to the Ministry. In 1984 she enrolled in South western Baptist Theological Seminary and graduated with a Masters of Divinity Degree in 1989. Later she was invited to serve as Minister to youth at West University Methodist Church and began to preach, lead classes for youth and parents and ultimately after completing a series of classes through Perkins School of Theology was ordained as an Elder in The United Methodist Church.

The Bishop and cabinet in 2000 invited Rev. Rusti to be the first woman to start a church in the Texas Annual Conference. The founding of Wildwood United Methodist Church began in Bear Branch Jr. High School and chartered in May 2001. By Easter of 2005 Wildwood had constructed a beautiful edifice on FM 1488 and began a premier preschool, Wildwood Christian Academy. The Academy became known throughout the community and filled quickly with outstanding teaching of academics as well as a base in Christian faith. Wildwood sponsored a Title school and annually provided children in need with supplies, backpacks, shoes, underwear and socks. A food pantry was expanded to provide community folks in need with assistance in their rent or mortgage, utilities, and transportation. As Rev. Rusti continued to serve as the founding pastor of Wildwood she desperately wanted to provide a safe space for teens to come and enjoy a meal, games, friendships, and worship. In 2010 the West Wing and an extension for the Academy were added.

She has never stopped believing a vision and determination can change the world. Prayer can change the world and faith in the substance of things not yet seen can change the world. The community has been served in a myriad of ways. With God's help she will tell you anything is possible.

She is currently retired as she serves as Pastor Emeritus of Wildwood United Methodist Church.

Jeff Springer

Board Member

BAT, MSS

Coming Soon

info@thrivewithautismfoundation.org

An educator for 34 years, he is the founder of the G.O.A.L. TEAM (Getting Others to Achieve Higher Levels). The G.O.A.L. TEAM, was created for helping high school students and young adults to maximize their personal leadership potential.

Jeff, a former Texas High School Head Football Coach and eleven-year veteran of the classroom, is also formerly the Principal at Magnolia High School (2002-2016). In 2013 Jeff was selected as the State of Texas TASSP State Principal of the year.

Besides founding Spring Strategies LLC, Jeff currently serves part time as the Minister of Men at Wildwood UMC, and is also the founder of Suit Up Ministries, a nonprofit men's ministry.

Jeff attended Abilene Christian University where he played on the 1977 National Championship Football team, received his Bachelor of Arts in Teaching from Sam Houston State University and obtained his Masters of Sports Administration from the United States Sports Academy. Jeff is presently finishing up his Doctorate in Transformational Leadership at Concordia University.

Jeff is passionate about people and "play." Developing others and helping them see their value and completeness is what drives Jeff in all his relationships. Jeff loves being a husband, dad and a grandfather. He is always seeking for ways to acknowledge men that strive to be the daily active devoted dads they are called to be.

[redacted]

Stacy Grimes

Board Member

LSSP

Coming Soon

info@thrivewithautismfoundation.org

Stacy is a Texas native who graduated from Cypress Creek High School in 1987. She attended Sam Houston State University, where she earned a Bachelor of Science degree in Psychology in 1991. She earned a Master of Arts degree in Clinical Psychology in 1994. While working on her master's degree, Stacy was awarded an internship at Gulf Pines Psychiatric Hospital and held a Teaching Assistant position for the Introduction to Psychology course at Sam Houston State University.

Stacy started her career in public education at Spring ISD in 1994. She obtained her license as a Licensed Specialist in School Psychology in 1995. Stacy worked as an LSSP in Spring ISD from 1995-2005. This involved working with students who had various emotional disturbances and those diagnosed with autism.

Stacy worked primarily with adolescents, their teachers, school staff and parents to address emotional, social, academic and behavioral issues. This included psychological evaluations, consultations with outside professionals, counseling, implementing behavior management techniques, formulating educational plans and goals, and she served on the district crisis response team.

Since 2005, Stacy has devoted her time to raising her two children. Stacy had an active role in Wildwood Christian Academy and served on the school Board for two years. Currently, Stacy's children attend Legacy Preparatory Christian Academy in The Woodlands, Texas. She is their co-teacher on their home school days.

Stacy has been happily married for 16 years and she enjoys cooking, traveling, exercising and spending time with her family.

Adrienne R. Sodemann

Head BCBA / Professional Development Coordinator

M.Ed, BCBA, TX Licensed Behavior Analyst

Coming Soon

info@thrivewithautismfoundation.org

Adrienne's career began as an educator in the schools of Texas and grew to be twenty-seven years in total. The majority of her classroom experience was in the younger grades as a general education inclusion teacher. Adrienne had previously served as a classroom teacher in Birdville ISD, New Braunfels ISD, New Braunfels Presbyterian Church, and Conroe ISD.

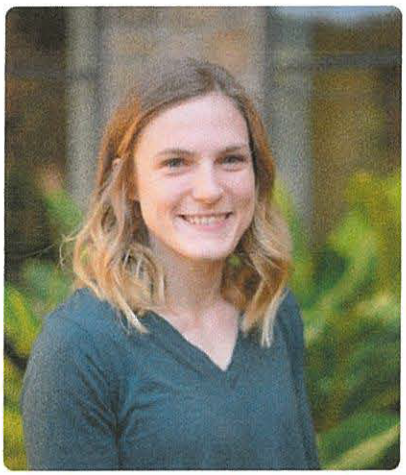
BCBA certification was attained in May 2014 to further increase behavioral support as an independent consultant. The following year, Adrienne worked as a Therapist / Analyst for Positive Behavior Supports Corps. providing academic and behavioral support to children with autism.

The past five years, Adrienne put those behavior analytic skills to work serving as a District Instructional Coach for Student Support Services in Conroe ISD. The support came in the form of individual student cases, professional development, program development and support as well as teacher coaching and support.

This support occurred on many different district campuses, ranging from elementary to high school, as well as DAEP and JJAEP including both general and special education. Areas of support were PBIS (Positive Behavior Interventions and Supports), RtI (Response to Intervention), CPI (Crisis Prevention Intervention) and special education, with a focus on resource / in-class support, SDC (social development class) and parent training.

Adrienne has vast experience working with individuals that struggle with the challenges of autism. She is dedicated to helping individuals and organizations to thrive!

[redacted]



Morgan Campbell

Thrive Development Team

M.A., BCBA, TX Licensed Behavior Analyst

Coming Soon

info@thrivewithautismfoundation.org

Morgan entered the field of behavior analysis during her under graduate career at Louisiana State University. During this time, she worked at The Emerge Center (formerly Baton Rouge Speech and Hearing Foundation) as a behavior therapist providing 1:1 ABA services and a teaching aide in the clinic's kindergarten program during its pilot year.

After receiving her bachelor's degree in psychology in 2014, Morgan attended the University of Houston – Clear Lake to pursue a master's degree in behavior analysis. Her graduate training included practicum experiences in clinic, home, and school settings, serving individuals on the autism spectrum across the lifespan, in addition to conducting and assisting with various research projects.

Morgan received her master's degree and board certification in 2018. The past two years, Morgan has worked in a school environment, primarily developing behavior intervention plans for students with severe problem behavior in the classroom setting with a focus on staff and caregiver training.

Robin Newkirk

Thrive Development Team

BCaBA

Coming Soon

info@thrivewithautismfoundation.org

Robin Newkirk is a native Floridian who graduated from Florida Atlantic University with a Bachelor of Arts degree in Exceptional Student Education K-12th grade. After working as a Special Education teacher for eleven years, Robin returned to school to get her ABA certification.

Robin began working at Positive Behavior Supports Corporation in 2014 as a student analyst while she attended Florida Institute of Technology. After moving to Texas in 2016, Robin attained her BCaBA certification and continued to work for Positive Behavior Supports Corporation.

Robin is an active supporter and volunteer at Montgomery County Animal Shelter where she assists in assessing and evaluating the dogs in the shelter environment.

[redacted]

[redacted]

What is Thrive With Autism?

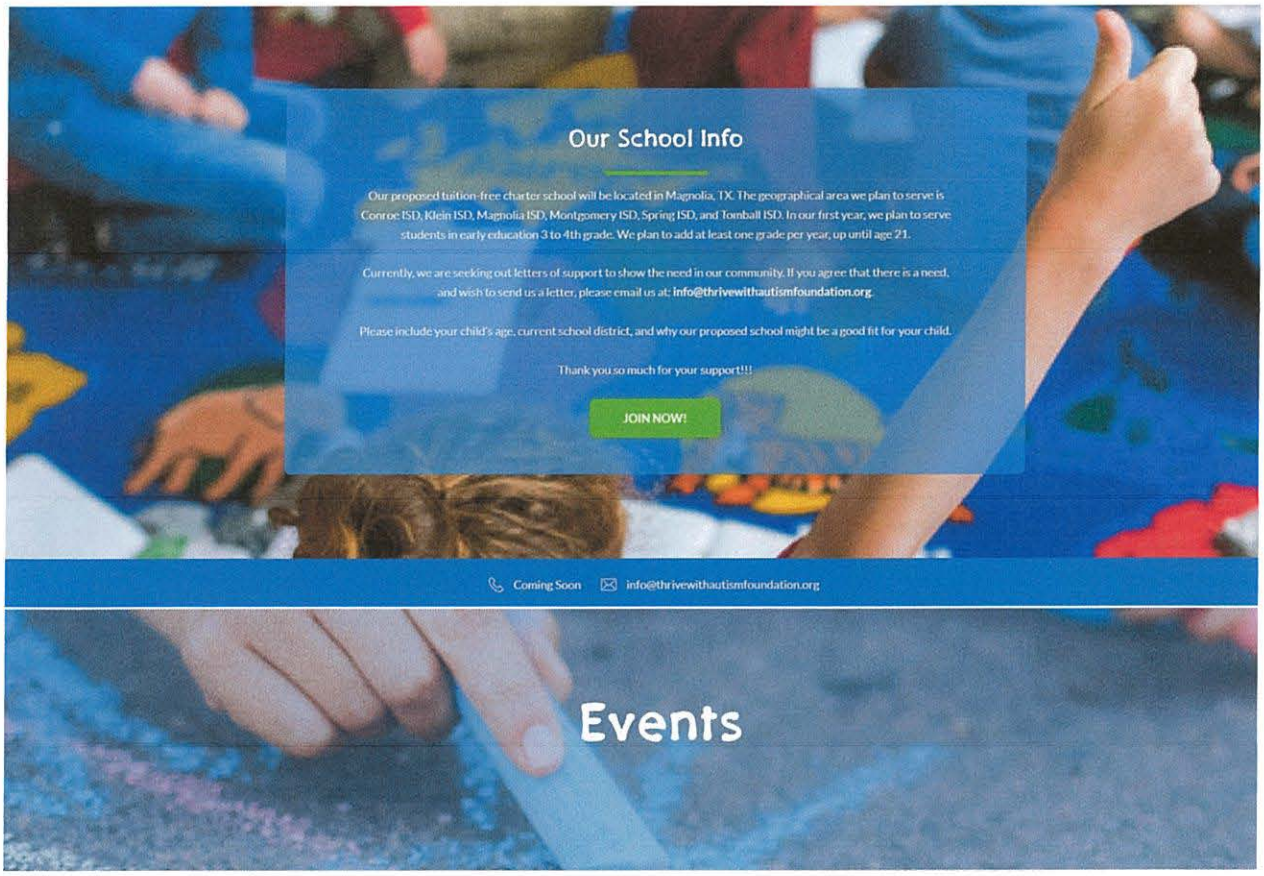
Thrive With Autism is a nonprofit organization formed to help children with autism gain access to individualized high-quality education, therapies, and other services needed to help them reach their full potential. Our two main goals are to create a tuition-free, charter school accessible to all children with autism, regardless of financial standing, and to provide a one-stop shop approach that allows access to additional services needed for children with autism.

FAMILY SUPPORTS

TRAININGS

RECREATIONAL ACTIVITIES

OTHER THERAPIES



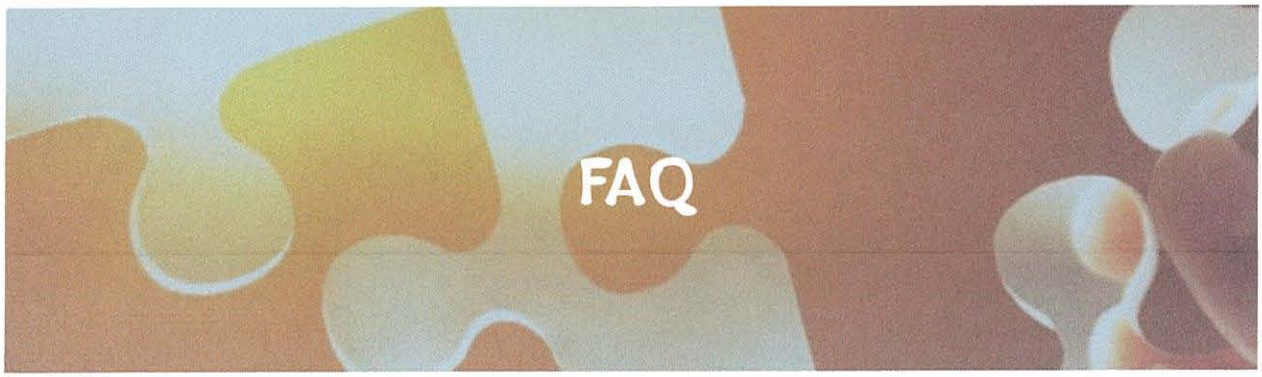
INTERESTED IN JOINING TEAM THRIVE?

We are currently accepting volunteers for different committees such as event planning. Interested parties can send an email to info@thrivewithautismfoundation.org with Team Thrive in the subject, letting us know your interests and availability. Thank you!

1.16.2020

PUBLIC MEETING ANNOUNCEMENT

Thrive With Autism, a nonprofit organization formed to help children with autism, announces their application for a charter school. Proposed to open in Fall 2021, the school will be called Thrive Center for Success. Open to all students, the school will focus on autism and will incorporate Applied Behavior Analysis and other services needed, to help all children reach their full potential. Thrive With Autism is the sponsoring entity and board members include: Elizabeth Goldsmith, Stacy Grimes, Dr. Ronny Knox, Rev. Rusti Moore, and Jeff Springer. A meeting will be held on Thursday, January 16, 2020 from 6:00-7:00pm in Hayley Hall at Wildwood United Methodist Church, 8911 FM-1488, Magnolia, Texas 77354. All interested citizens are invited to attend and participate.



What is Thrive With Autism? +

What is autism? +

What is a charter? +

What is ABA? +

What is Thrive With Autism? ×

Thrive With Autism is a tax-exempt nonprofit organization formed to help create an ABA-based tuition-free charter school for students with autism. Thrive With Autism will also provide additional services as well as recreational opportunities. The school will launch in the Fall of 2021 for students ages 3 through fourth grade, adding at least one grade each year up to age 21. Thrive With Autism is the first in Texas to provide all these opportunities at one location.

What is autism?

Autism is a developmental disorder that affects communication and behavior, causing minor or major problems. People with autism have trouble understanding what other people think and feel and may have trouble learning. Signs of autism usually occur before age 3.

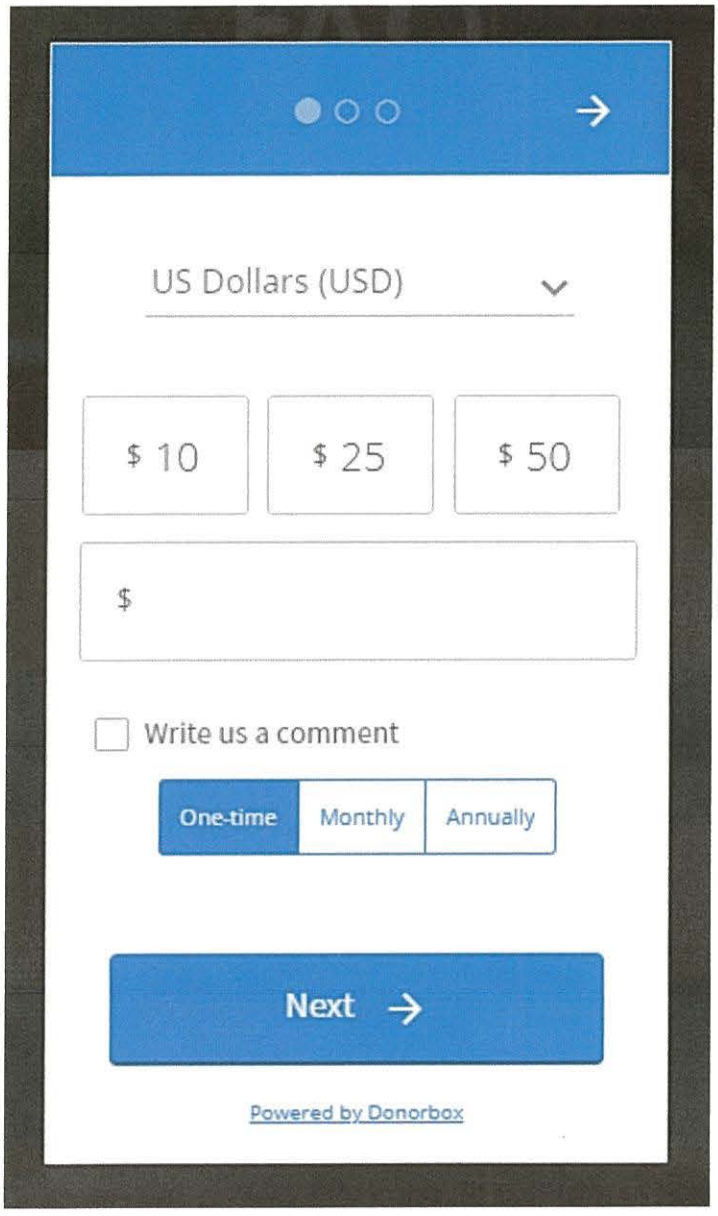
Some signs of autism are high sensitivity to sounds, touches, smells or sights that seem ordinary. Other signs to note would be not looking at or listening to other people, problems using speech, gestures, facial expressions, or tone of voice. Additional indications include difficulty with change in routine, repetitive words or actions, as well as sleep and eating problems. There is no cure for autism,but early treatment can make a big difference! Therapies that help are Applied Behavior Analysis, occupational therapy, speech therapy and feeding therapy.

What is a charter?

A charter school is a privately run, but publicly funded school, approved and held accountable by the state of Texas. The charter establishes the philosophy of the school and is smaller and more individualized. Enrollment at a charter school is by family choice. Charter schools may not charge students to attend and may not teach religion. Many federal education laws pertaining to public schools also apply to charter schools.

What is ABA?

Applied Behavior Analysis (ABA) therapy is a data-driven system of teaching that emphasizes breaking down skills into their component parts and teaching them using various prompting and positive reinforcement. A skill is considered mastered only after trials show success in the data collected. By building related skills in a coordinated fashion, ABA has been shown to have the physical effect of "re-wiring" brain circuitry in individuals with autism. ABA actually teaches children "how to learn" and is considered the gold standard in autism treatment.


US Dollars (USD)
$ 10
$ 25
$ 50
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Write us a comment
One-time
Monthly
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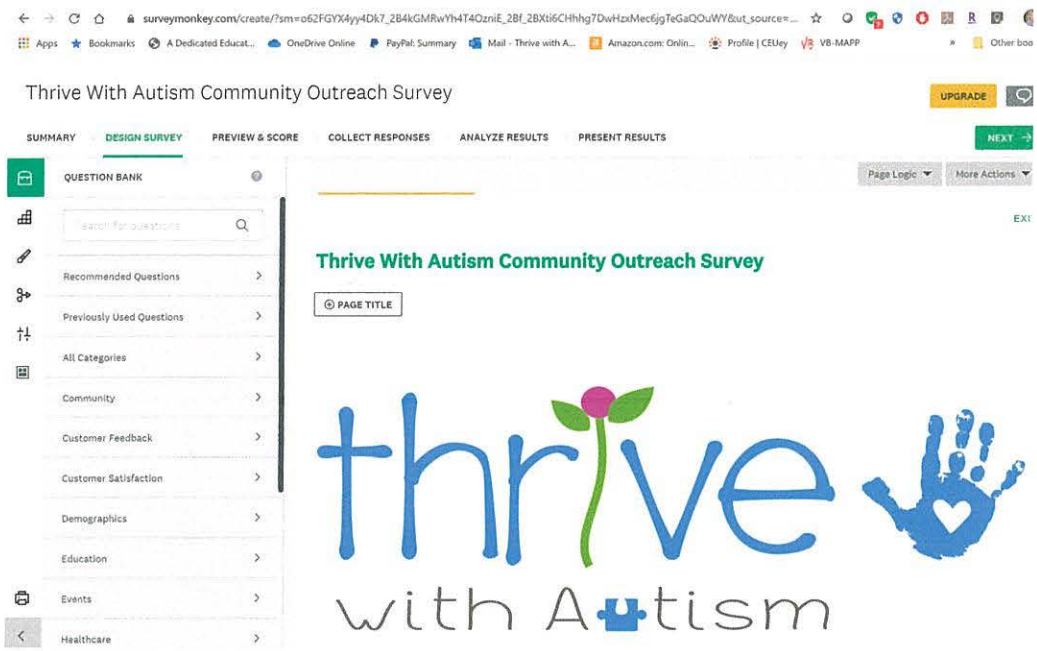

1. How important is it to you that your child's school incorporates Applied Behavior Analysis into the curriculum?

Not important at all | Fairly important | Extremely Important

2. How important is it that your child has a low teacher-student ratio?

Not important. My child learns well in big groups. | Fairly important. My child needs some individualized instruction. | Extremely important. My child cannot learn well in bigger group settings.

3. How important is having needed therapies in one location?

Not important. We don't mind driving to see our therapists. | Fairly important. It can be difficult coordinating all the different sessions. | Extremely important. It is a major barrier to progress going to multiple locations.

4. How important is having access to recreation?

Not important. My child is already a part of several recreational activities. | Fairly important. Sometimes my child struggles with the recreation available to all children. | Extremely important. We cannot find any suitable recreation places that accommodate for our child's needs.

[redacted]

thrive with Autism

www.thrivewithautismfoundation.org

[redacted]

What is Thrive With Autism?

Thrive With Autism is a nonprofit organization helping children with autism gain access to individualized, high-quality education, therapies, and other services needed to help them reach their full potential. Our two main goals are to create a tuition-free, charter school accessible to all children with autism, regardless of financial standing, and to provide a one-stop shop approach that allows access to additional services needed for children with autism.

Our Mission

To cultivate a high quality, innovative environment for individuals with autism that provides access to services needed to empower each individual to thrive.

Our Vision

For every student to develop his/her fullest potential and have increased independence and satisfaction in all aspects of life.

Our School

Our new tuition-free charter school located in Magnolia, TX will incorporate Applied Behavior Analysis, the gold standard treatment for autism, into an academic setting. The school will create a specialized environment with speech, occupational, physical, feeding, and other therapies available in a state-of-the-art facility on 20-plus acres. It will also have outdoor play areas, recreational activities, and dynamic enrichment activities, to help children with autism discover their strengths and truly thrive.

For more information or to donate:

Website: www.thrivewithautismfoundation.org
Email: info@thrivewithautismfoundation.org

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Thrive With Autism Public Meeting
January 16, 2020 6:00-7:00 p.m.
Wildwood United Methodist Church - Hayley Hall
8911 FM 1488 Magnolia, TX 77354

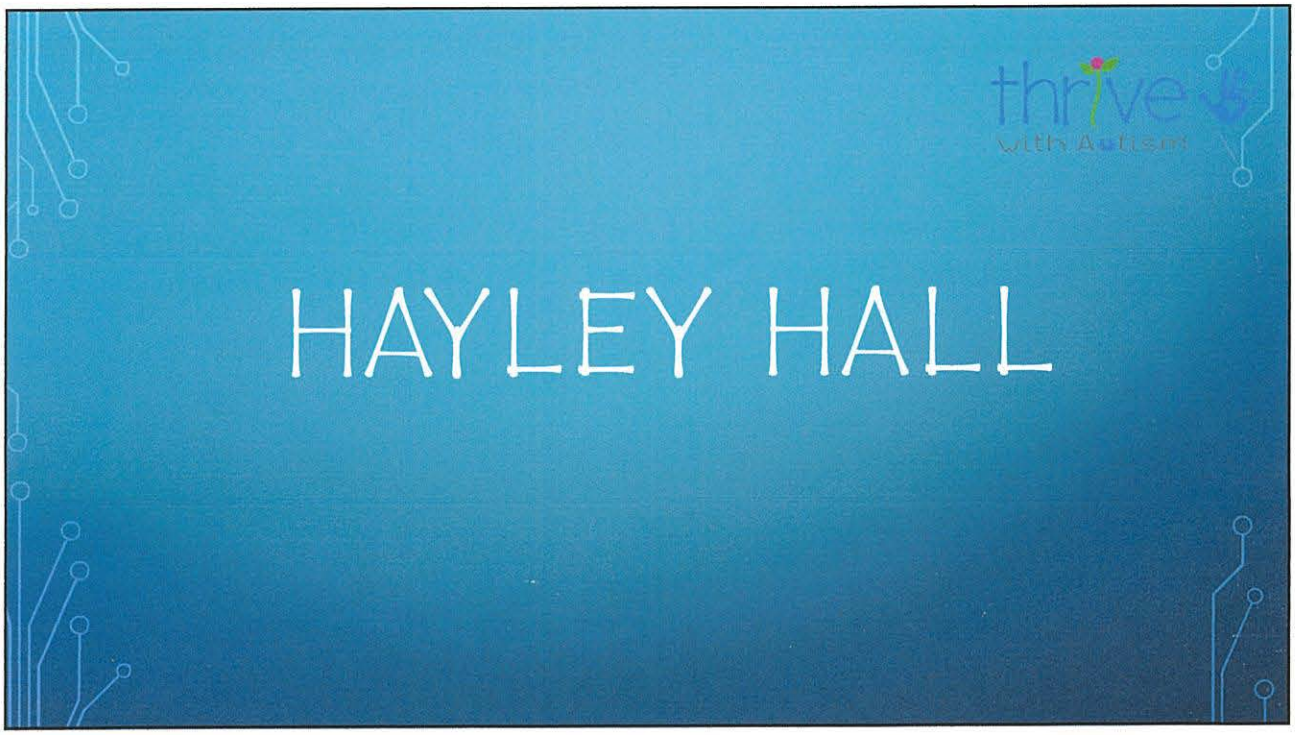
AGENDA

1. Welcome and introduction to the Founding Board and Development Team
2. Overview of the Meeting
   - Introduction to Thrive Center for Success
   - Community Input
   - Questions and Answer Session
3. Introduction to Thrive Center for Success
   - What is Thrive?
   - Therapies used to Treat Autism
   - Why our Community Needs This
   - Thrive With Autism Plans
   - Mission and Vision
   - Building Features
   - Other Services
   - Short-Term and Long-Term Plans
4. Community Input

   We seek input from the community to incorporate ideas that reflect community needs.

   1. What do you want to see in a school with an autism focus, coming to the community?
   2. What would you change about your child's school?
   3. What is most important to you concerning your child's education?
   4. How important is it to you that your child's school incorporates Applied Behavior Analysis into the curriculum?
   5. How important is it that your child has a low teacher-student ratio?
   6. How important is having needed therapies in one location?
   7. How important is having access to recreation?
5. Question and Answer Session

1



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Introduction to the Founding Board and Development Team

3

Thrive With Autism Board Members

Elizabeth Goldsmith
Founder and Board President
MPAS-C

Dr. Ronny Knox
Board Member
Proposed Charter Chair

Rev. Rusti Moore
Board Member
Pastor Emeritus

Jeff Springer
Board Member
BAT, MSS

Stacy Grimes
Board Member
LSSP

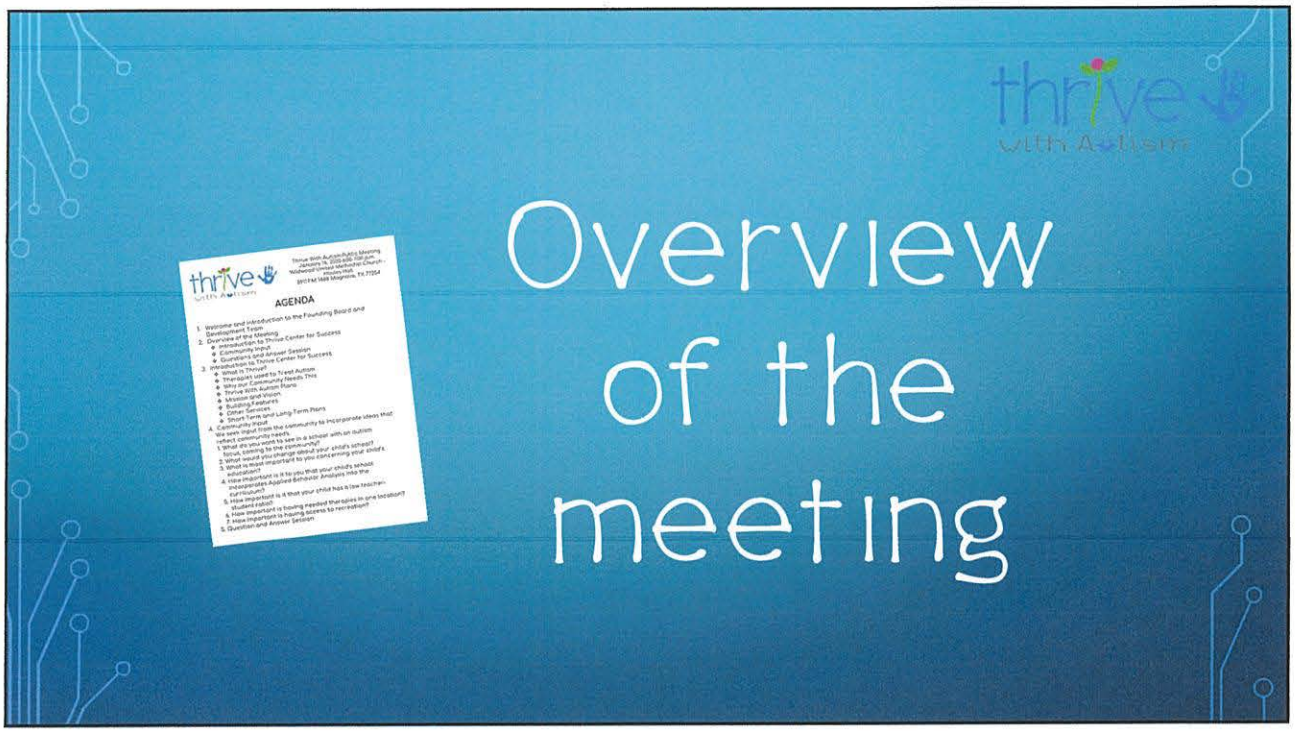
Thrive With Autism Development Team

Adrienne R. Sodemann

Morgan Campbell
MA, BCBA-TX Licensed Behavior Analyst

Robin Newkirk

4


thrive
with Autism
Overview of the meeting
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◆ Question and Answer Session for Success
3. Introduction to Thrive?
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◆ Therapist Used to Treat Autism
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◆ Thrive With Autism Plans
◆ Mission and Vision
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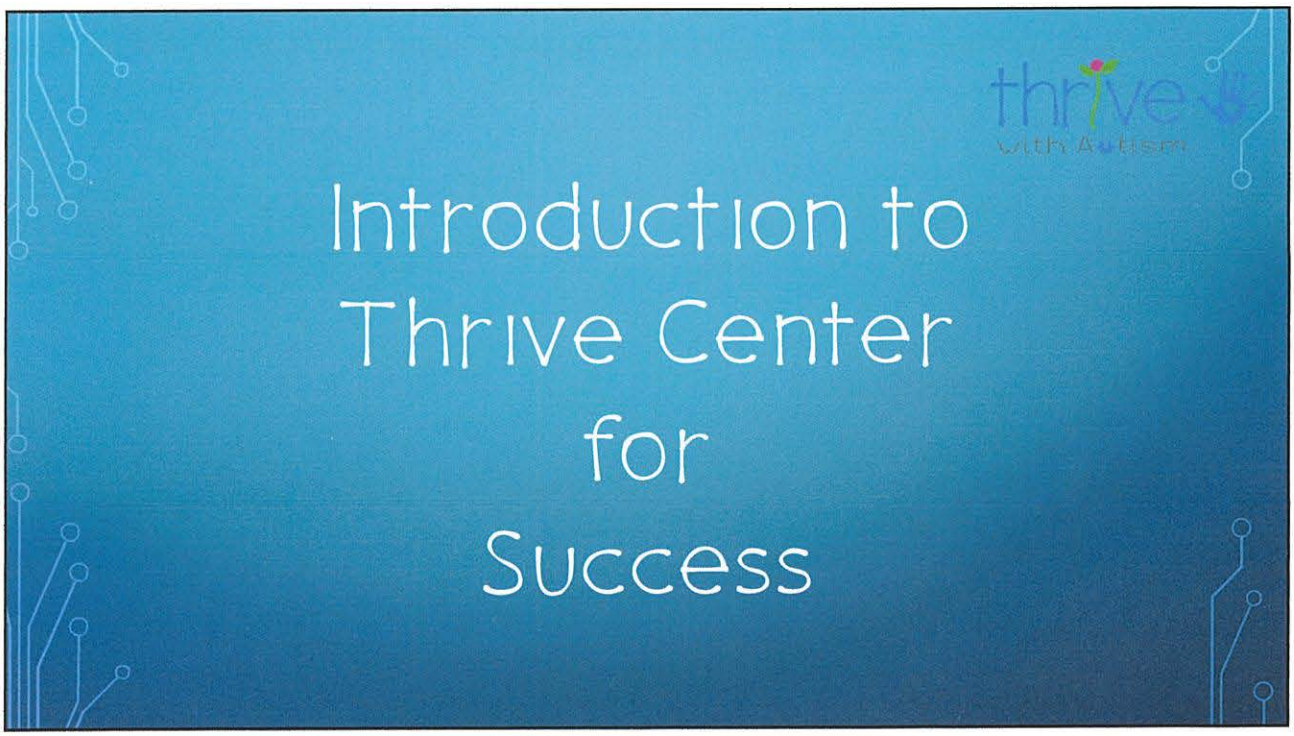
thrive
with Autism
Introduction to Thrive Center for Success

6

THRIVE WITH AUTISM

7

THRIVE WITH AUTISM

Thrive With Autism is a nonprofit organization formed to help children with autism gain access to individualized high-quality education, therapies, and other services needed to help them reach their full potential.

8

THRIVE WITH AUTISM

Two main goals are

- To create a tuition-free charter school accessible to all children with autism, regardless of financial standing
- To provide a one-stop approach that allows access to additional services needed for children with autism

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WHAT THERAPIES ARE USED TO TREAT AUTISM?

- Applied Behavior Analysis (ABA) is considered the gold standard treatment for autism
  - Evidence-based best practice treatment by the US Surgeon General and by the American Psychological Association
- ABA is effective for people of all ages, childhood through adulthood

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ADDITIONAL THERAPIES COVERED BY INSURANCE USED IN CONJUNCTION WITH ABA TO TREAT AUTISM

SPEECH THERAPY

OCCUPATIONAL THERAPY

PHYSICAL THERAPY

FEEDING THERAPY

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THERAPIES NOT COVERED BY INSURANCE USED IN CONJUNCTION WITH ABA TO TREAT AUTISM

MUSIC THERAPY

PLAY THERAPY

EQUINE THERAPY

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HOW DOES THRIVE WITH AUTISM FIT IN?

Thrive With Autism wants to make more cost-effective options available for all children with autism

This includes creating a tuition-free charter school for children with autism that incorporates ABA, lower student to teacher ratios, and access to additional services using a multifaceted team approach

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WHY OUR COMMUNITY NEEDS THIS!

Current Option #1

Insurance-based ABA therapy

- Not all families have insurance coverage
- Typically available full-time (40hrs./wk.) until approximately 12 years of age

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WHY OUR COMMUNITY NEEDS THIS!

Current Option #2

Services Accessible to All

Early Childhood Intervention (ECI)
- -Available up until age 3
- -Part time services

Early Childhood Special Education ECSE (Formerly PPCD)
- -Ages 3-5
- -Half day services (soon changing to full day)

Public School District
- -Special Education (K-12)

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WHY OUR COMMUNITY NEEDS THIS!

Current Option #3

Private Pay Schools/Clinics

Many have long waitlists, especially for older children

Costs can range from $20-50K/year

May have long commutes

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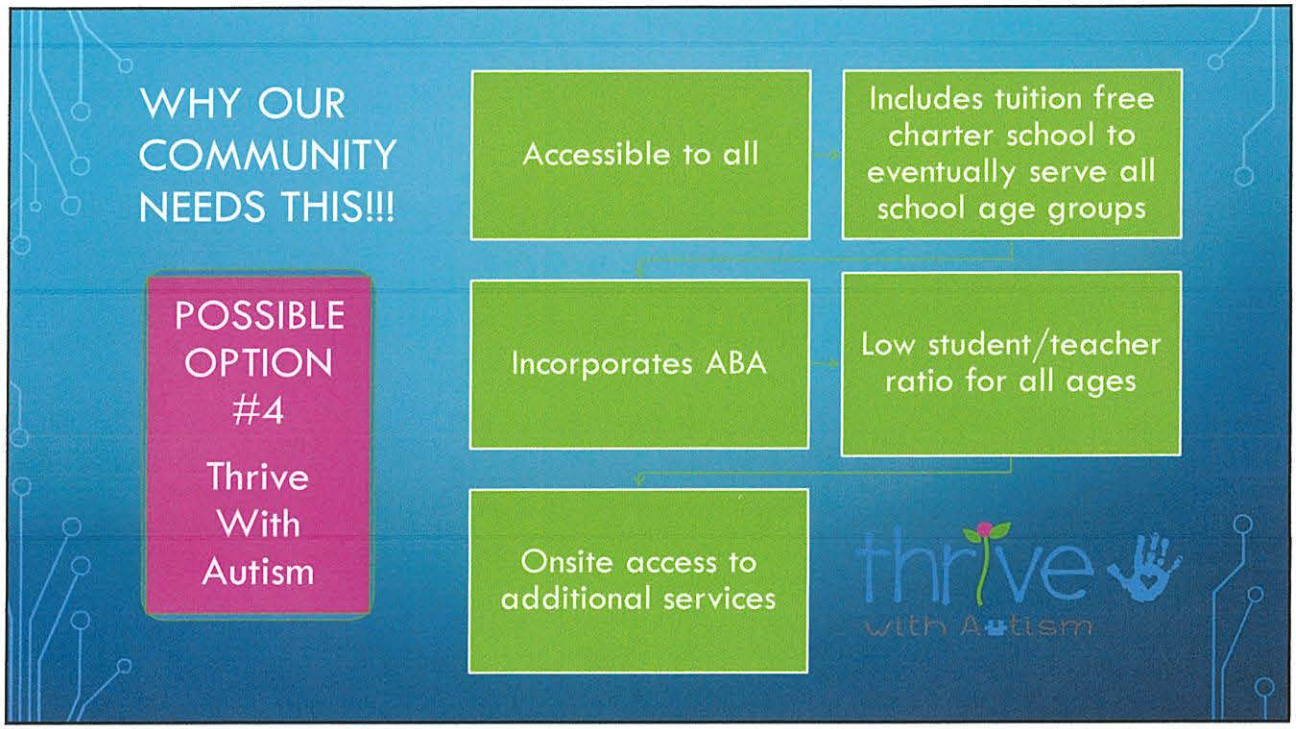
WHY OUR COMMUNITY NEEDS THIS!!!
POSSIBLE OPTION #4
Thrive With Autism
Accessible to all
Includes tuition free charter school to eventually serve all school age groups
Incorporates ABA
Low student/teacher ratio for all ages
Onsite access to additional services
thrive with Autism

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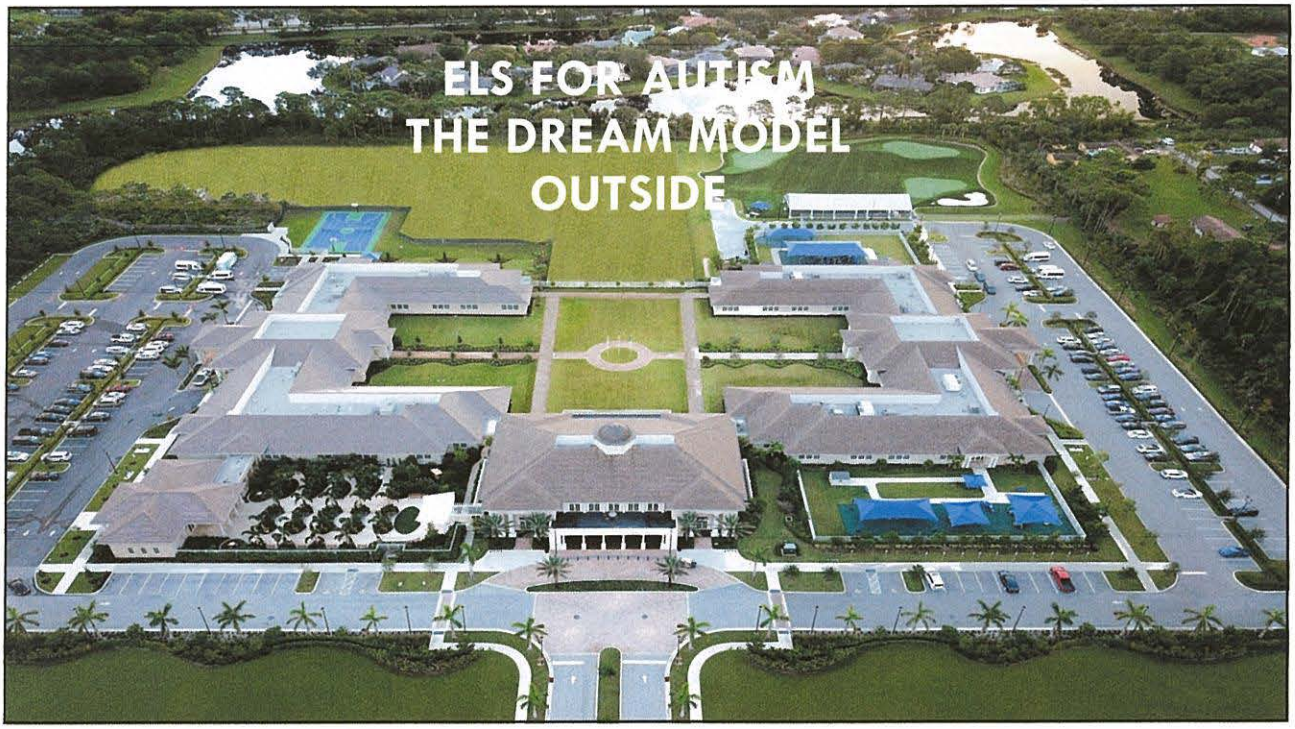
THRIVE WITH AUTISM PLANS
thrive with Autism
To create a high-quality facility that serves all ages and helps each individual reach their full potential.
Which includes:
Insurance based 1:1 ABA therapy
A tuition-free charter school with low student/teacher ratio that is ABA based
Access to additional services including speech, occupational therapy, physical therapy, feeding therapy
Life skills classes, vocational training, socialization activities and additional therapies

18



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THRIVE WITH AUTISM

Mission:

To cultivate a high quality, innovative environment for individuals with autism that provides access to services needed to empower each individual to thrive.

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20

THRIVE WITH AUTISM

Vision:

For every student to develop his/her fullest potential and have increased independence and satisfaction in all aspects of life.

21

ANOTHER VISION FOR THE NEW AUTISM SCHOOL

- Create a more natural environment
  - School-like setting within a nice facility
  - Outdoor play area
  - Recreational activities
  - Theme days, ex. Snow day, petting zoo for rodeo, bike day to work on bike skills, etc.
  - Picture day
  - Field trips
- Parents want their child with autism to have access to enrichment activities
- Children with autism desperately need enjoyment and exposure to new things to discover their strengths

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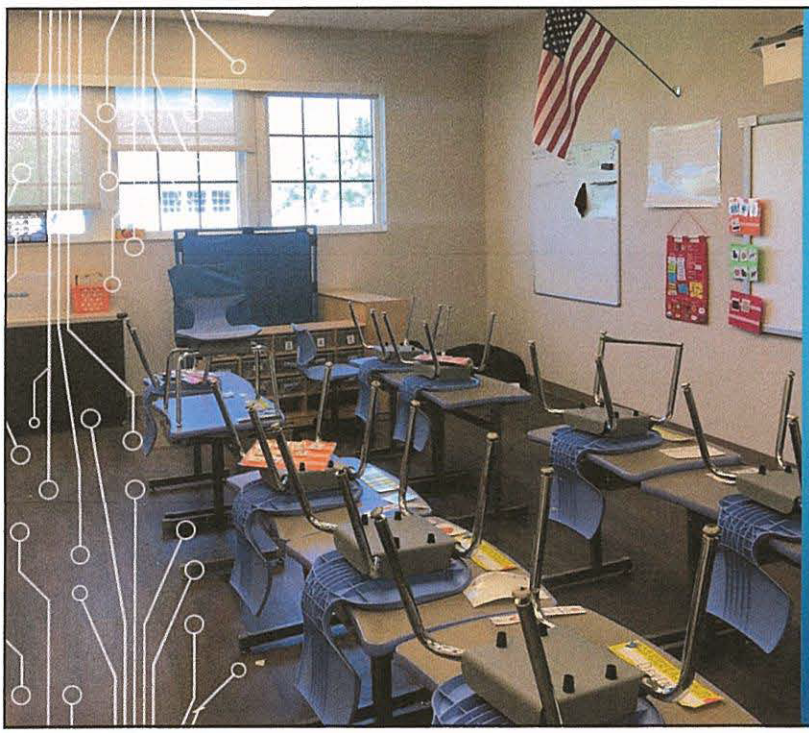
GENERALIZATION FOCUS

- Parent/Family Support
- Community Outings
- Peer Mentoring
- Reverse Inclusion Outreach

23



TRANSITION TO MAINSTREAMED CLASSROOM

Providing support for the students that show readiness for mainstreaming via:

- Staff support
- Advocates

24

SEVERE BEHAVIOR SUPPORTS

- Functional Behavior Analysis
- Functional Analysis
- Crisis Plan
- Crisis Team

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BUILDING FEATURES

- School type setting desired on 20+ acres
- Indoor and outdoor play areas
- Sensory room, garden and areas

26

BUILDING FEATURES

- Privacy benches
- Gymnasium for recreational activities
- Acoustiblok Soundproofing Material

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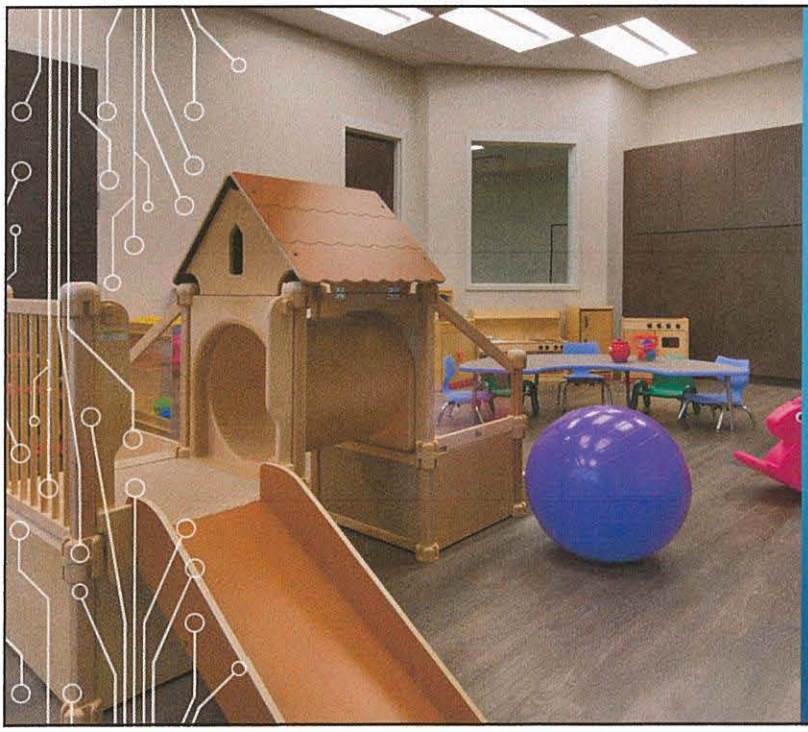

BUILDING FEATURES

- LED Lighting
- Observation rooms in each classroom
- Activ tables
- Social areas

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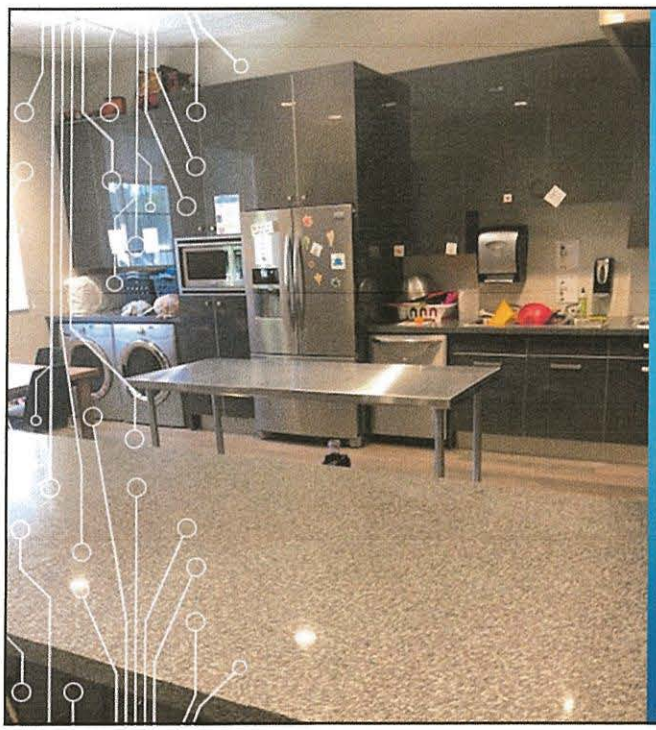
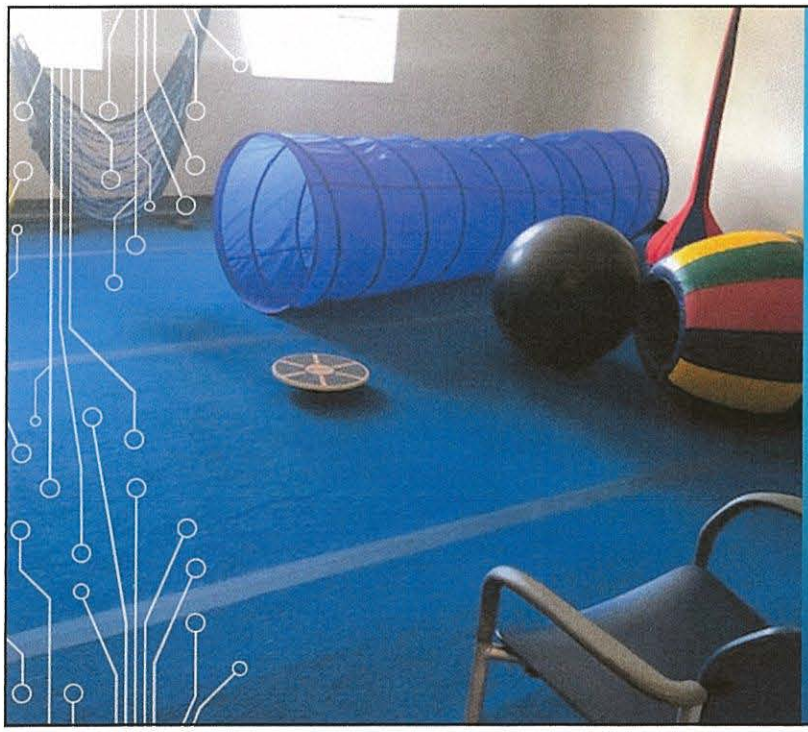


BUILDING FEATURES

- Life skills room
- Relaxed eating area
- Computer Lab
- Medical Services Area

29



BUILDING FEATURES

- Therapy rooms
- Accessible restrooms
- Interactive Floor
- Classrooms with high windows to outdoors

30

OTHER SERVICES TO INCLUDE

- Social groups
- Recreational activities
  - Baseball
  - Soccer
  - Golf
  - Gymnastics
  - Dance
  - Music
  - Yoga

31

SERVICES FOR PARENTS

PARENT TRAINING INDIVIDUAL AND GROUP

SUPPORT GROUPS

RESPITE CARE

32

SHORT TERM PLANS

EE3 through grade 4

Other services including recreation for older ages

33

LONG TERM PLANS

ADD A GRADE EACH YEAR TO EXTEND THROUGH AGE 21

34

Community Input

35

Question and Answer Session

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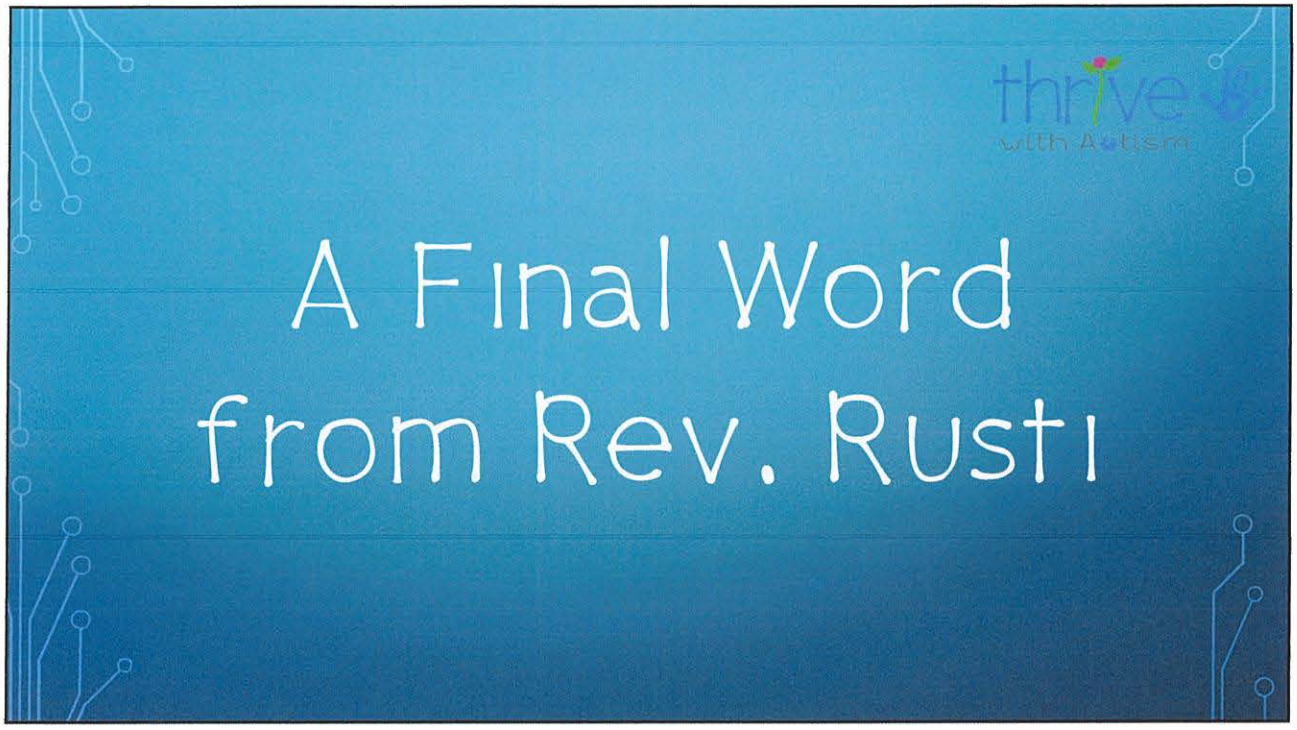

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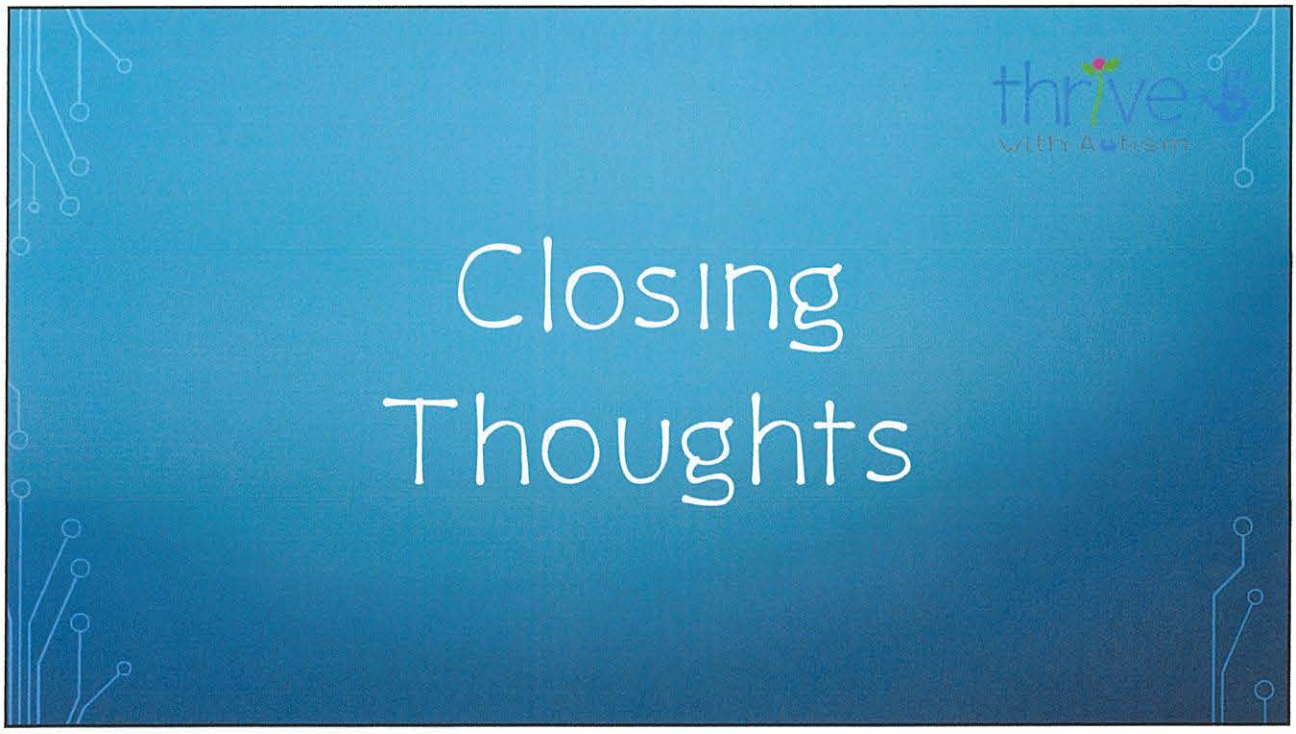


38

Attachment 5: Certified Mail Receipt Cards

Provide certified mail return receipt cards (green cards) showing the dates the Statement of Impact forms and Application Coversheets were received by:

- **Each Superintendent and President of the Board of Trustees** of each traditional school district from which the proposed charter school intends to draw students;
- **Each member of the Texas Legislature** who represents the geographic area(s) to be served by the proposed charter school; and
- **Each Texas State Board of Education member** who represents the geographic area(s) to be served by the proposed charter school.

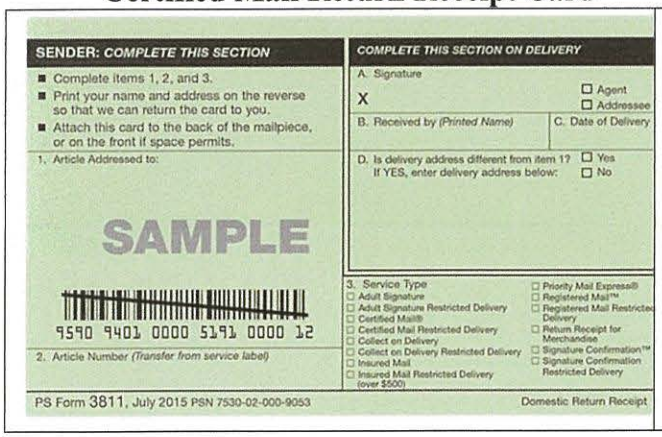
In the absence of signed certified mail return receipt cards (green cards), the certified mail receipt (white and green slip) showing each school district, fees paid, and the date mailed will be accepted.

Mailing address **must** include the name of the school district to which the information was sent.

Arrange certified mail receipts in alphabetical order by district. Limit six receipts per page.

Statement of Impact Forms are available on the Subchapter D application page. The Statement of Impact Form is the formal opportunity for superintendents of traditional districts to document any impact the proposed charter 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.

Certified Mail Return Receipt Card



Certified Mail Receipt

(AUSTIN, TX 78711)
(Weight:0 Lb 1.70 Oz)
(Estimated Delivery Date)
(Thursday 12/26/2019) $3.50

Certified $2.80
(USPS Certified Mail #)
(70190160000107303767)

Return Receipt $1.15
(USPS Return Receipt #)
(9590940250309063845959)

First-Class Mail® 1 $1.15
Large Envelope
(Domestic)
(AUSTIN, TX 78711)
(Weight:0 Lb 1.90 Oz)
(Estimated Delivery Date)
(Thursday 12/26/2019)

Certified $3.50
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Return Receipt $2.80
(USPS Return Receipt #)
(9590940250309063846086)

Total: $485.40

Personal/Bus Check $485.40

Text your tracking number to 28777 (2USPS) to get the latest status. Standard Message and Data rates may apply. You may also visit www.usps.com USPS Tracking or call 1-800-222-1811.

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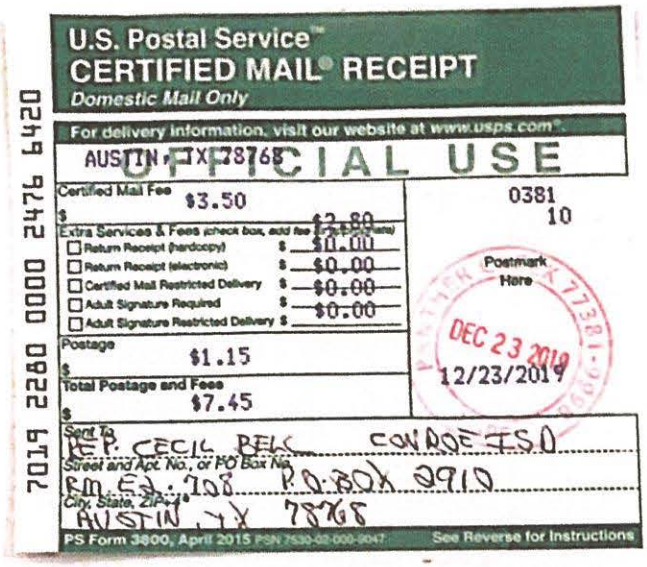

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AUSTIN, TX 78768

OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	$2.80
☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$1.15
Total Postage and Fees	$7.45

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12/23/2019

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Street and Apt. No., or PO Box No.: RM E2.708 P.O.BOX 2910
City, State, ZIP+4®: AUSTIN, TX 78768

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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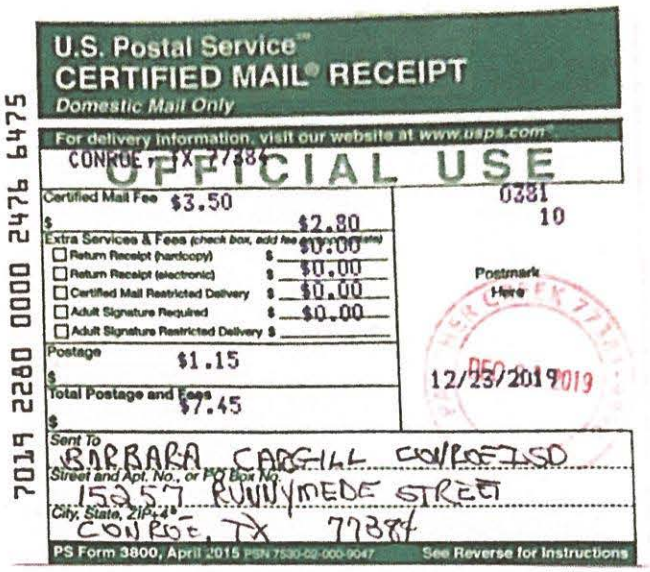

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CONROE, TX 77384

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Extra Services & Fees (check box, add fee as appropriate)	$2.80
☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$1.15
Total Postage and Fees	$7.45

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Street and Apt. No., or PO Box No.: 15257 RUNNYMEDE STREET
City, State, ZIP+4®: CONROE, TX 77384

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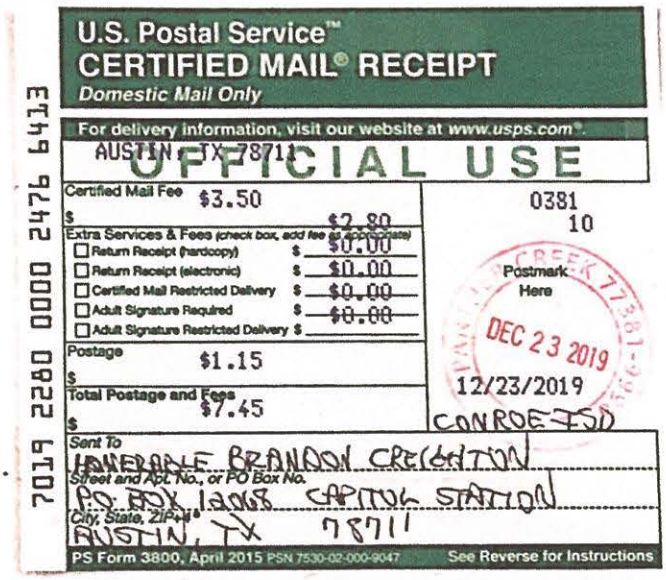

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AUSTIN, TX 78711

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Total Postage and Fees	$7.45

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12/23/2019
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Street and Apt. No., or PO Box No.: P.O. BOX 12068 CAPITOL STATION
City, State, ZIP+4®: AUSTIN, TX 78711

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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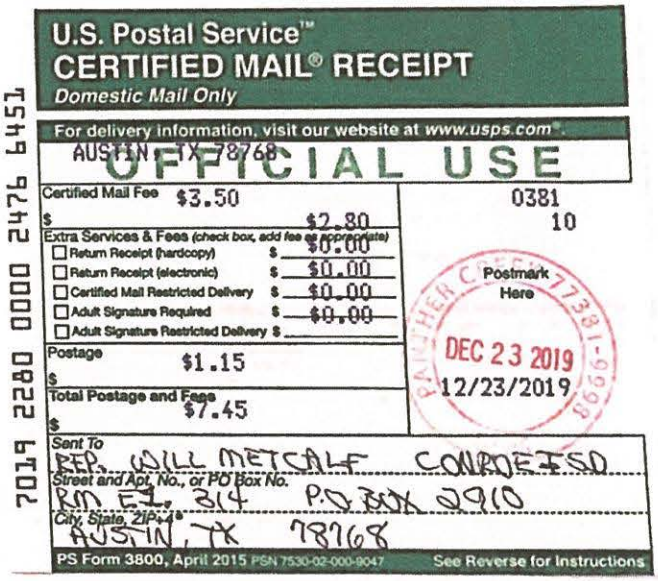

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☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$1.15
Total Postage and Fees	$7.45

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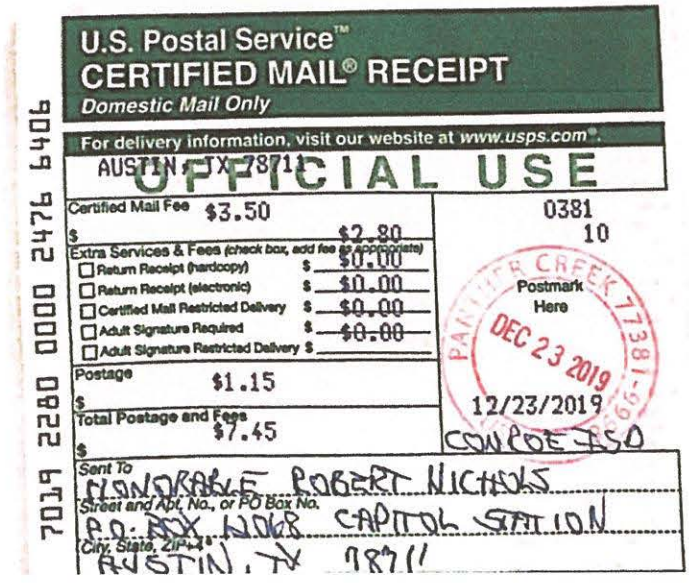
12/23/2019

Sent To: REP. WILL METCALF CONROE ISD
Street and Apt. No., or PO Box No.: RM E1.314 P.O.BOX 2910
City, State, ZIP+4®: AUSTIN, TX 78768

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 2280 0000 2476 6451



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☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
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☐ Adult Signature Restricted Delivery	$
Postage	$1.15
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Sent To: HONORABLE ROBERT NICHOLS
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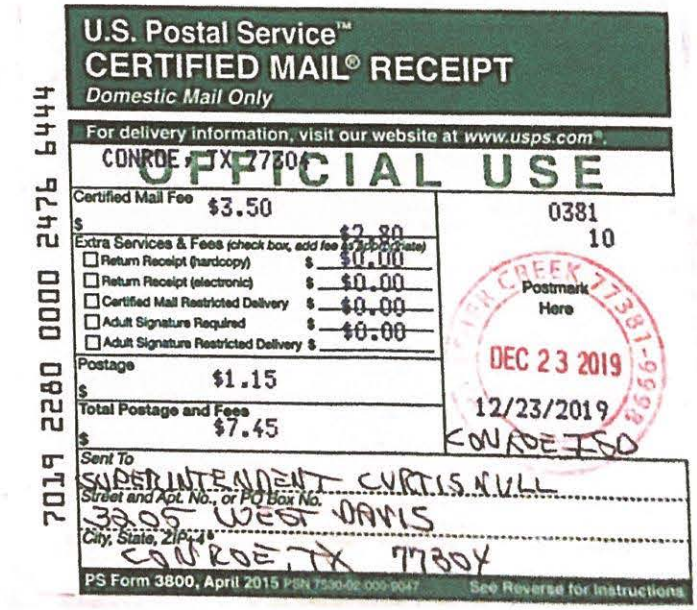
City, State, ZIP+4®: AUSTIN, TX 78711

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 2280 0000 2476 6406



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☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$1.15
Total Postage and Fees	$7.45

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Sent To: SUPERINTENDENT CURTIS NOLL
Street and Apt. No., or PO Box No.: 3205 WEST DAVIS
City, State, ZIP+4®: CONROE, TX 77304

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 2280 0000 2476 6444

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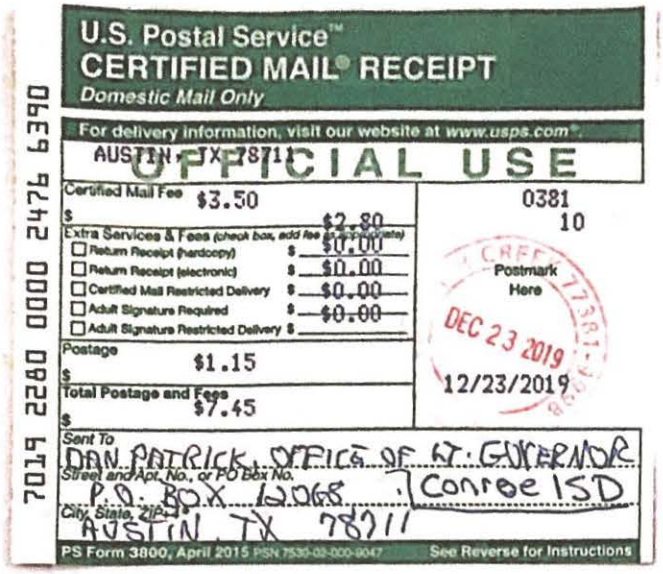

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Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	$2.80
☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$1.15
Total Postage and Fees	$7.45

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DAN PATRICK, OFFICE OF LT. GOVERNOR
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P.O. BOX 12068
City, State, ZIP+4®
AUSTIN, TX 78711

7019 2280 0000 2476 6390

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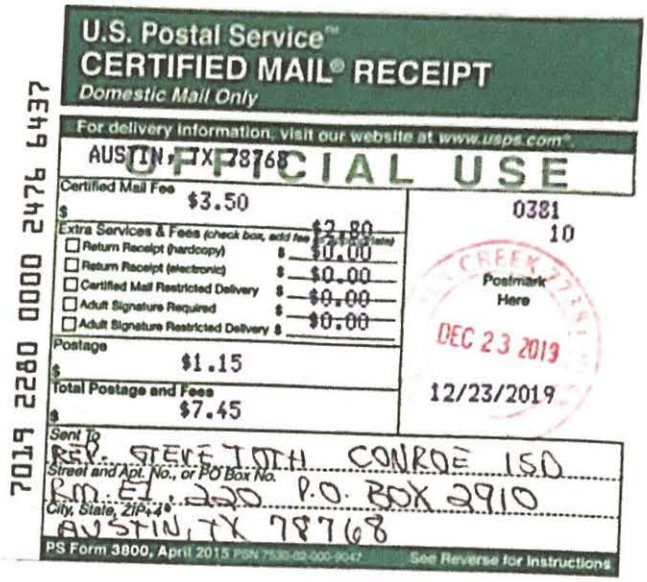

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☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$1.15
Total Postage and Fees	$7.45

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Sent To
REV. STEVE TOTH CONROE ISD
Street and Apt. No., or PO Box No.
C/M: ET. 220 P.O. BOX 2910
City, State, ZIP+4®
AUSTIN, TX 78768

7019 2280 0000 2476 6437

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Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	$2.80
☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$1.15
Total Postage and Fees	$7.45

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Sent To
BOARD PRES. DARREN WILLIAMS
Street and Apt. No., or PO Box No.
3905 WEST DAVIS
City, State, ZIP+4®
CONROE, TX 77304

7019 2280 0000 2476 6468

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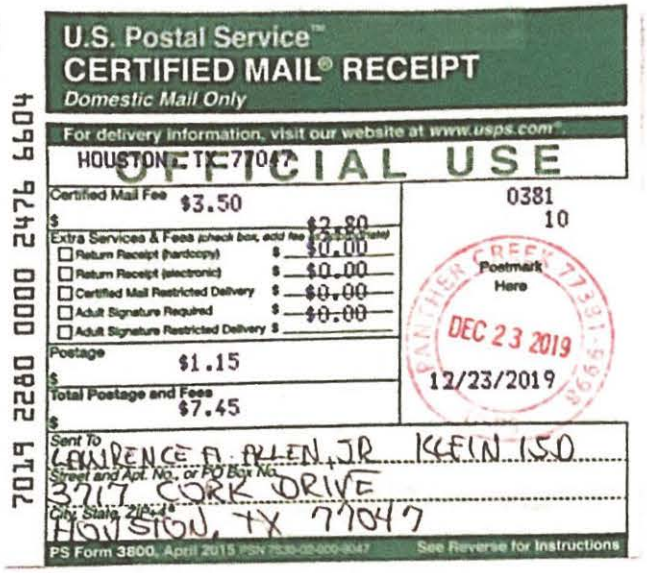

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- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $1.15
Total Postage and Fees $7.45

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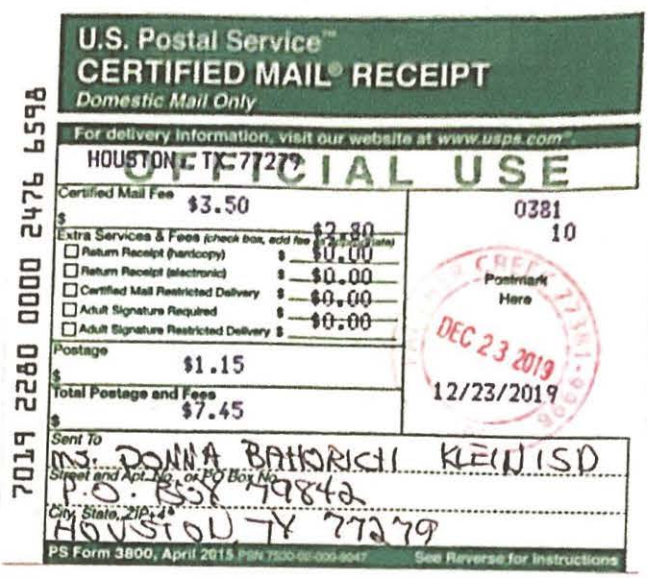
Sent To: LAWRENCE A. ALLEN, JR KLEIN ISD
Street and Apt. No., or PO Box No.: 3717 CORK DRIVE
City, State, ZIP+4®: HOUSTON, TX 77047

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 2280 0000 2476 6604



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- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $1.15
Total Postage and Fees $7.45

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Sent To: MS. DONNA BAHORICH KLEIN ISD
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City, State, ZIP+4®: HOUSTON, TX 77279

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- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

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Sent To: HON. PAUL BETTENCOURT KLEIN ISD
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City, State, ZIP+4®: AUSTIN, TX 78711

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- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $1.15
Total Postage and Fees $7.45

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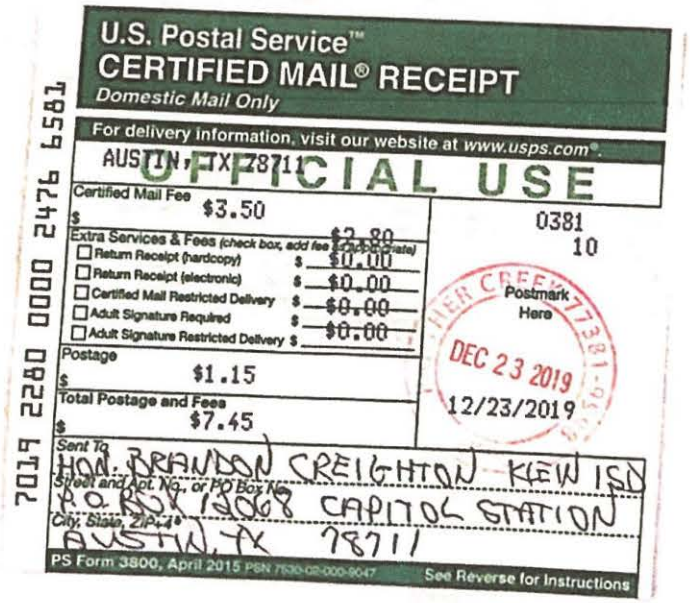
Sent To: MS. BARBARA CARGILL KLEIN ISD
Street and Apt. No., or PO Box No.: 15257 RUNNYMEDE STREET
City, State, ZIP+4®: CONROE, TX 77384

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 2280 0000 2485 9733



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- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

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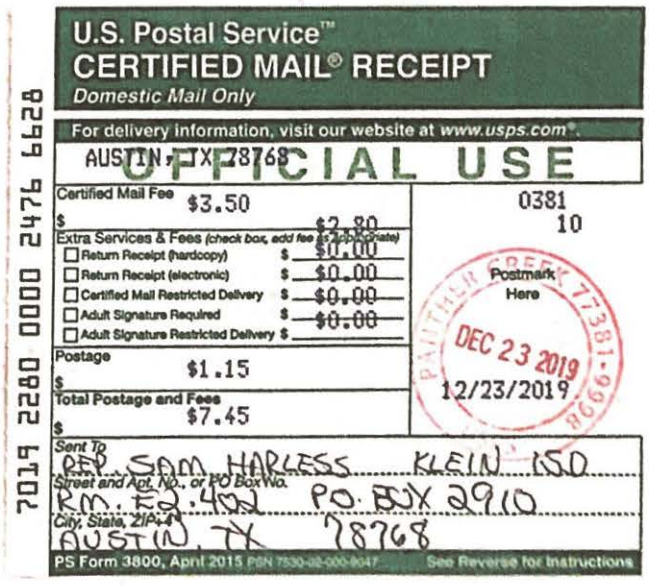
City, State, ZIP+4®: AUSTIN, TX 78711

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 2280 0000 2476 6581



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- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $1.15
Total Postage and Fees $7.45

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Sent To: REP. SAM HARLESS KLEIN ISD
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City, State, ZIP+4®: AUSTIN, TX 78768

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☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$1.15
Total Postage and Fees	$7.45

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PANTHER CREEK 77381-9998

Sent To: REP. JARVIS JOHNSON KLEIN ISD
Street and Apt. No., or PO Box No.: RM. E2.904 PO BOX 2910
City, State, ZIP+4®: AUSTIN, TX 78768

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$1.15
Total Postage and Fees	$7.45

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Sent To: SUPT. JENNY McGOWN KLEIN ISD
Street and Apt. No., or PO Box No.: 7200 SPRING CYPRESS ROAD
City, State, ZIP+4®: KLEIN, TX 77379

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7019 2280 0000 2485 9740

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☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$1.15
Total Postage and Fees	$7.45

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PANTHER CREEK 77381-9998

Sent To: REP. TOM OLVERSON KLEIN ISD
Street and Apt. No., or PO Box No.: RM. E2.412 P.O. BOX 2910
City, State, ZIP+4®: AUSTIN, TX 78768

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☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$1.15
Total Postage and Fees	$7.45

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Sent To: LT. GOV. DAN PATRICK KLEIN ISD
Street and Apt. No., or PO Box No.: OFFICE OF THE LT. GOV. P.O. BOX 12068
City, State, ZIP+4®: AUSTIN, TX 78711

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☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$1.15
Total Postage and Fees	$7.45

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Sent To: BOARD PRES. GEORGAN REITMEIER KLEIN ISD
Street and Apt. No., or PO Box No.: 7200 SPRING CYPRESS ROAD
City, State, ZIP+4®: KLEIN, TX 77379

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$1.15
Total Postage and Fees	$7.45

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PANTHER CREEK 77381-9998

Sent To: REP. VALOREE SWANSON KLEIN ISD
Street and Apt. No., or PO Box No.: RM. E1.406 P.O. BOX 2910
City, State, ZIP+4®: AUSTIN, TX 78768

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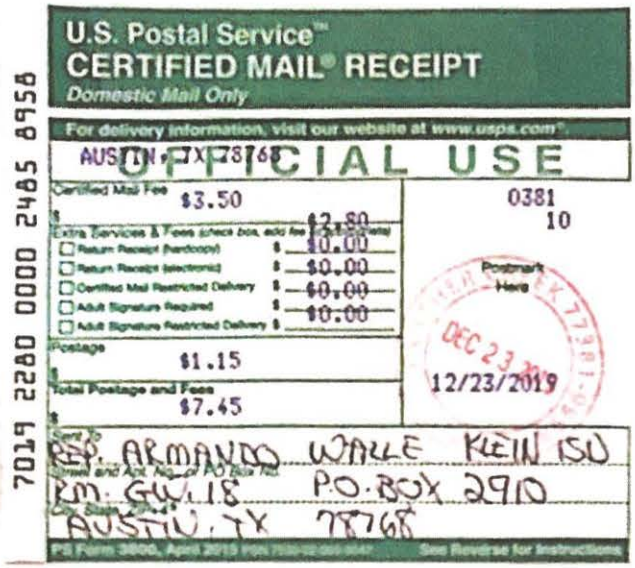

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7019 2280 0000 2485 8958

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- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $1.15

Total Postage and Fees $7.45

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Sent To
REP. ARMANDO WALLE KLEIN ISD
Street and Apt. No., or PO Box No.
RM. GW.18 P.O. BOX 2910
City, State, ZIP+4
AUSTIN, TX 78768

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7019 2280 0000 2476 6574

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Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $1.15

Total Postage and Fees $7.45

0381
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Sent To
HON. JOHN WHITMIRE KLEIN ISD
Street and Apt. No., or PO Box No.
PO BOX 12068 CAPITOL STATION
City, State, ZIP+4
AUSTIN, TX 78711

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Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	$2.80
☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$1.15
Total Postage and Fees	$7.45

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Sent To
REP. CECIL BELL MAGNOLIA ISD
Street and Apt. No., or PO Box No.
RM. E2.708 PO. BOX 2910
City, State, ZIP+4®
AUSTIN, TX 78768

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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MAGNOLIA, TX 77355

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☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$1.15
Total Postage and Fees	$7.45

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Sent To
BOARD PRES. GARY BLIZZARD MAGNOLIA ISD
Street and Apt. No., or PO Box No.
31411 MATHIS SAW MILL ROAD
City, State, ZIP+4®
MAGNOLIA, TX 77355

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Extra Services & Fees (check box, add fee as appropriate)	$2.80
☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$1.15
Total Postage and Fees	$7.45

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Sent To
BARBARA CARGILL MAGNOLIA ISD
Street and Apt. No., or PO Box No.
15257 RUNNYMEDE STREET
City, State, ZIP+4®
CONROE, TX 77384

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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Extra Services & Fees (check box, add fee as appropriate)	$2.80
☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$1.15
Total Postage and Fees	$7.45

0381 10

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Sent To
HON. BRANDON CREIGHTON MAGNOLIA ISD
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City, State, ZIP+4®
AUSTIN, TX 78711

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 2280 0000 2476 6505

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Certified Mail Fee	$3.50
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☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$1.15
Total Postage and Fees	$7.45

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AUSTIN TX 78768

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	$2.80
☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$1.15
Total Postage and Fees	$7.45

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OFFICE OF LT. GOV. PO BOX 12068
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AUSTIN, TX 78711

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 2280 0000 2476 6499

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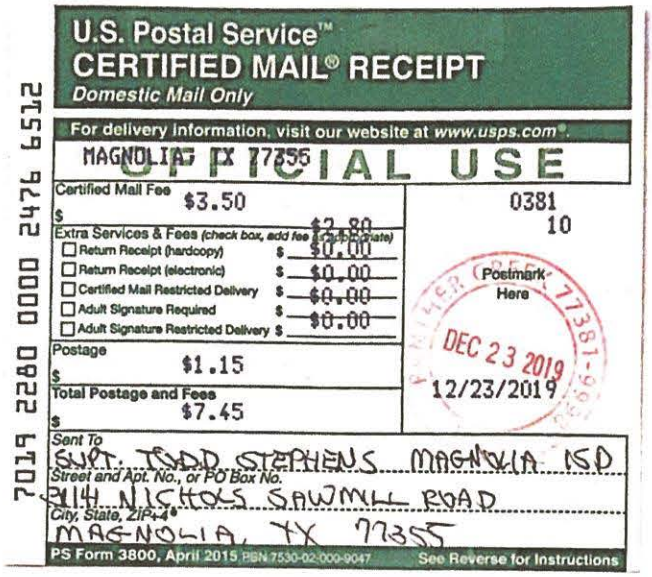

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MAGNOLIA, TX 77355

OFFICIAL USE

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Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $1.15

Total Postage and Fees $7.45

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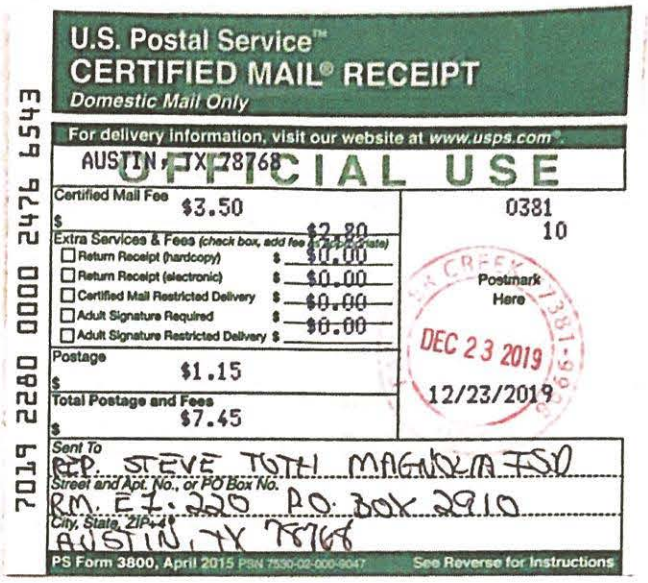
2114 NICHOLS SAWMILL ROAD
City, State, ZIP+4®
MAGNOLIA, TX 77355

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 2280 0000 2476 6512



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AUSTIN, TX 78768

OFFICIAL USE

Certified Mail Fee $3.50 — 0381 10

Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $1.15

Total Postage and Fees $7.45

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Sent To
REP. STEVE TOTH MAGNOLIA ISD
Street and Apt. No., or PO Box No.
RM. E1.220 P.O. BOX 2910
City, State, ZIP+4®
AUSTIN, TX 78768

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Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $2.80 $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $1.15

Total Postage and Fees $7.45

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REP. CECIL BELL MONTGOMERY ISD
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City, State, ZIP+4®
AUSTIN, TX 78768

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- Return Receipt (hardcopy) $2.80 $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $1.15

Total Postage and Fees $7.45

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12/23/2019

Sent To
MS. BARBARA CARGILL MONTGOMERY ISD
Street and Apt. No., or PO Box No.
15257 RUNNYMEDE STREET
City, State, ZIP+4®
CONROE, TX 77384

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 0160 0001 0730 4092

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AUSTIN, TX 78711

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Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $2.80 $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $1.15

Total Postage and Fees $7.45

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PANTHER CREEK 77381
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12/23/2019
MONTGOMERY

Sent To
HON. BRANDON CREIGHTON ISD
Street and Apt. No., or PO Box No.
P.O. BOX 12068 CAPITOL STATION
City, State, ZIP+4®
AUSTIN, TX 78711

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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- Return Receipt (hardcopy) $2.80 $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $1.15

Total Postage and Fees $7.45

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Sent To
MR. JIM DOSSEY MONTGOMERY
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20774 AVA ST. (HWY 105 WEST)
City, State, ZIP+4®
MONTGOMERY, TX 77356

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- Return Receipt (hardcopy) $2.80 $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $1.15

Total Postage and Fees $7.45

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RM. E2.314 P.O. BOX 2910
City, State, ZIP+4®
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- Return Receipt (hardcopy) $2.80 $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $1.15

Total Postage and Fees $7.45

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HON. ROBERT NICHOLS MONTGOMERY ISD
Street and Apt. No., or PO Box No.
P.O. BOX 12068 CAPITOL STATION
City, State, ZIP+4®
AUSTIN, TX 78711

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 0160 0001 0730 4115

184

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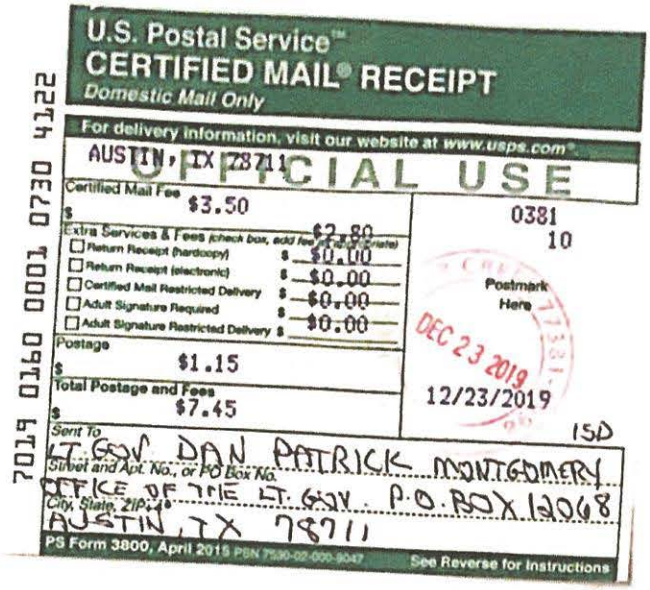

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AUSTIN, TX 78711

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- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $1.15

Total Postage and Fees $7.45

0381
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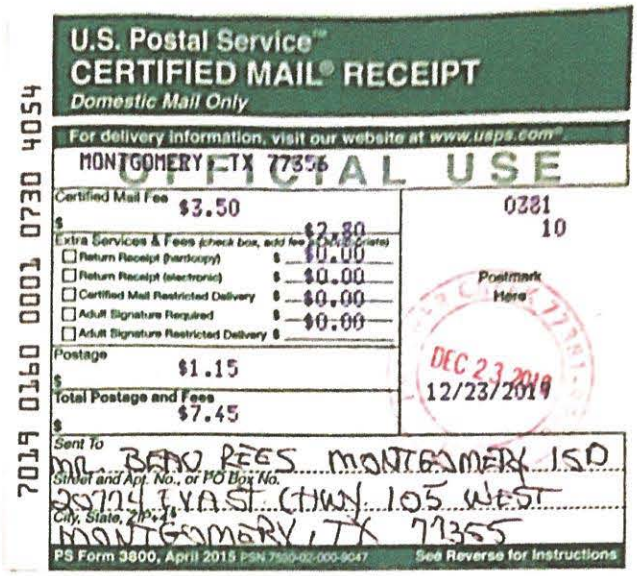
Street and Apt. No., or PO Box No.: OFFICE OF THE LT. GOV. P.O. BOX 12068
City, State, ZIP+4: AUSTIN, TX 78711

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 0160 0001 0730 4122



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MONTGOMERY, TX 77356

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- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $1.15

Total Postage and Fees $7.45

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10

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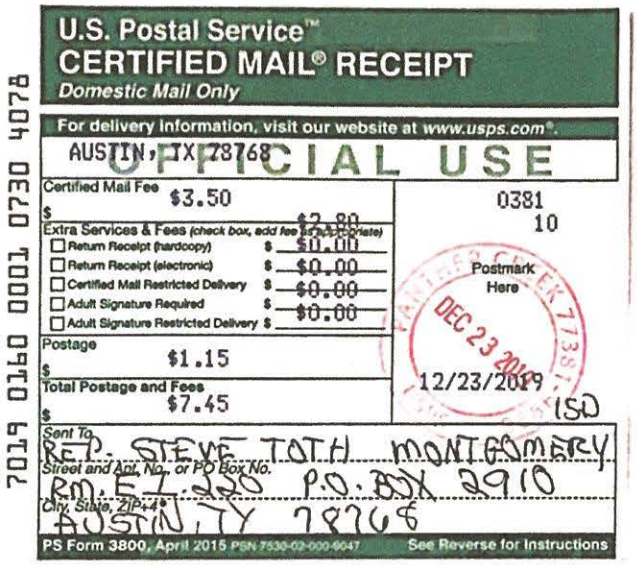
Sent To: MR. BRAD REES MONTGOMERY ISD
Street and Apt. No., or PO Box No.: 20774 I.H.S.T. (HWY. 105 WEST
City, State, ZIP+4: MONTGOMERY, TX 77355

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 0160 0001 0730 4054



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AUSTIN, TX 78768

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- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $1.15

Total Postage and Fees $7.45

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City, State, ZIP+4: AUSTIN, TX 78768

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 0160 0001 0730 4078

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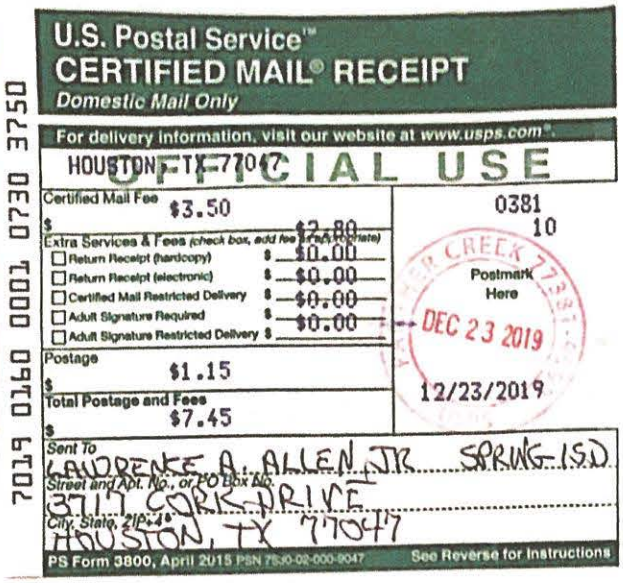

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HOUSTON, TX 77047

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- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $1.15
Total Postage and Fees $7.45

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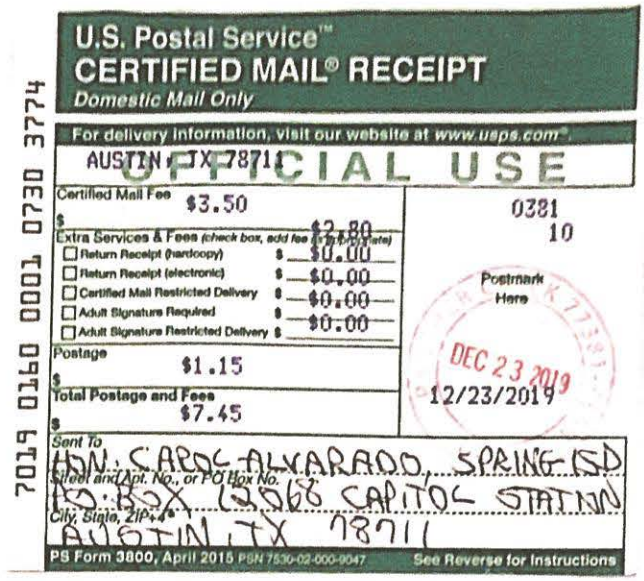
LAWRENCE A. ALLEN JR SPRING ISD
Street and Apt. No., or PO Box No.
3717 CORK DRIVE
City, State, ZIP+4®
HOUSTON, TX 77047

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 0160 0001 0730 3750



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- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $1.15
Total Postage and Fees $7.45

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HON. CARL ALVARADO, SPRING ISD
Street and Apt. No., or PO Box No.
P.O. BOX 12068 CAPITOL STATION
City, State, ZIP+4®
AUSTIN, TX 78711

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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HOUSTON, TX 77279

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Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $2.80 $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $1.15
Total Postage and Fees $7.45

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Sent To
MS. DONNA BAHORICH SPRING ISD
Street and Apt. No., or PO Box No.
P.O. BOX 79842
City, State, ZIP+4®
HOUSTON, TX 77279

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $2.80 $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $1.15
Total Postage and Fees $7.45

0381 10

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SPRING ISD

Sent To
HON. PAUL BETTENCOURT
Street and Apt. No., or PO Box No.
P.O. BOX 12068 CAPITOL STATION
City, State, ZIP+4®
AUSTIN, TX 78711

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Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $2.80 $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $1.15
Total Postage and Fees $7.45

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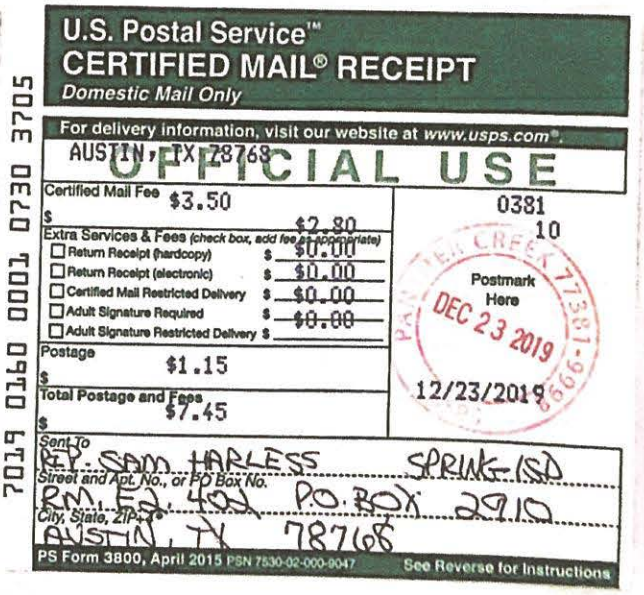
Sent To
MS. BARBARA CARGILL SPRING ISD
Street and Apt. No., or PO Box No.
15257 RUNNYMEDE STREET
City, State, ZIP+4®
CONROE, TX 77384

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 0160 0001 0730 3736



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AUSTIN, TX 78768

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Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $2.80 $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $1.15
Total Postage and Fees $7.45

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Sent To
REP. SAM HARLESS SPRING ISD
Street and Apt. No., or PO Box No.
RM. E2.402 P.O. BOX 2910
City, State, ZIP+4®
AUSTIN, TX 78768

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 0160 0001 0730 3705

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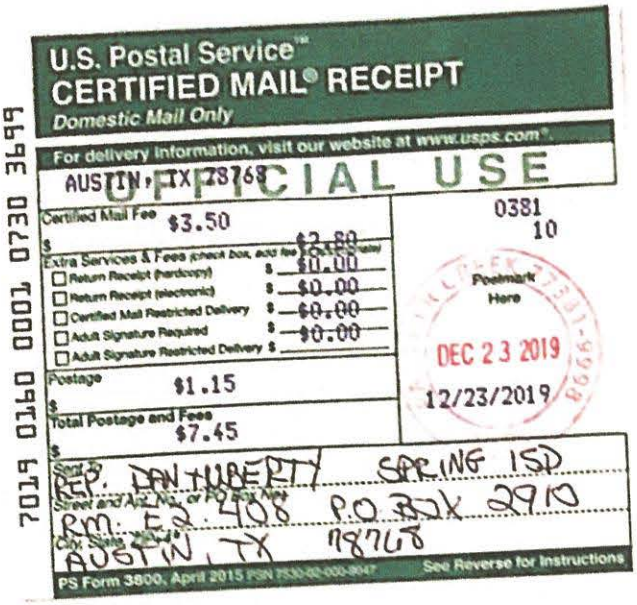

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OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	
☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$1.15
Total Postage and Fees	$7.45

0381
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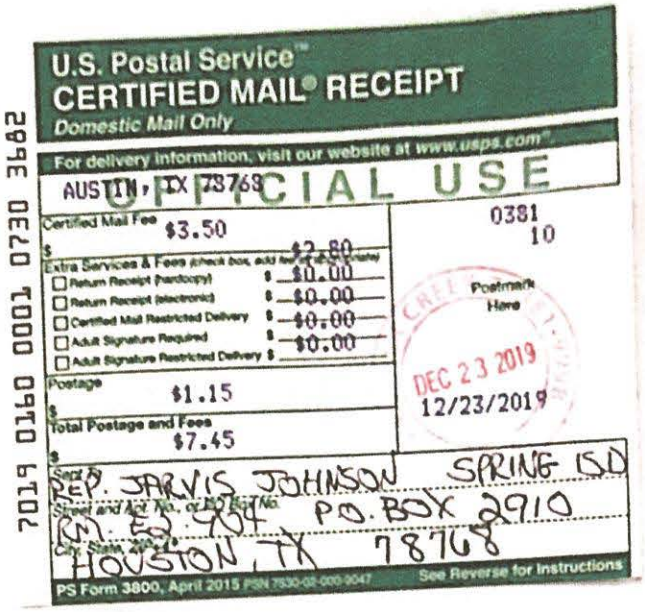
Sent To: REP. DAN HUBERTY SPRING ISD
Street and Apt. No., or PO Box No.: RM. E2.408 P.O BOX 2910
City, State, ZIP+4: AUSTIN, TX 78768

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 0160 0001 0730 3699



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Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	
☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$1.15
Total Postage and Fees	$7.45

0381
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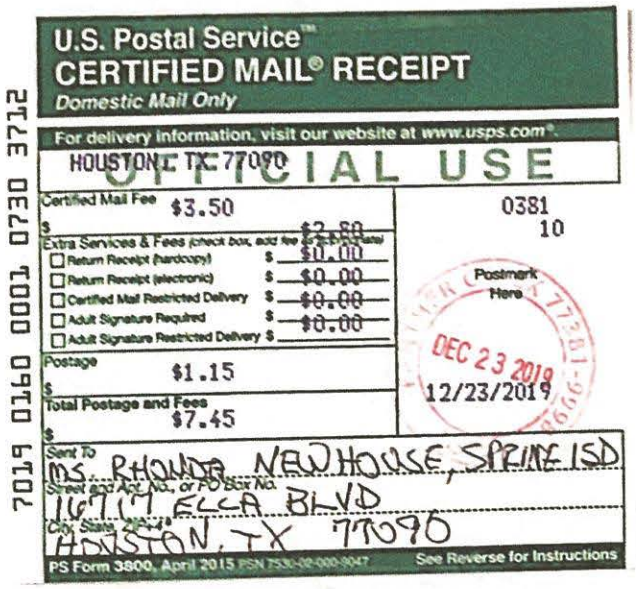
12/23/2019

Sent To: REP. JARVIS JOHNSON SPRING ISD
Street and Apt. No., or PO Box No.: RM. E3.704 P.O. BOX 2910
City, State, ZIP+4: HOUSTON, TX 78768

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 0160 0001 0730 3682



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HOUSTON, TX 77090

OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	
☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$1.15
Total Postage and Fees	$7.45

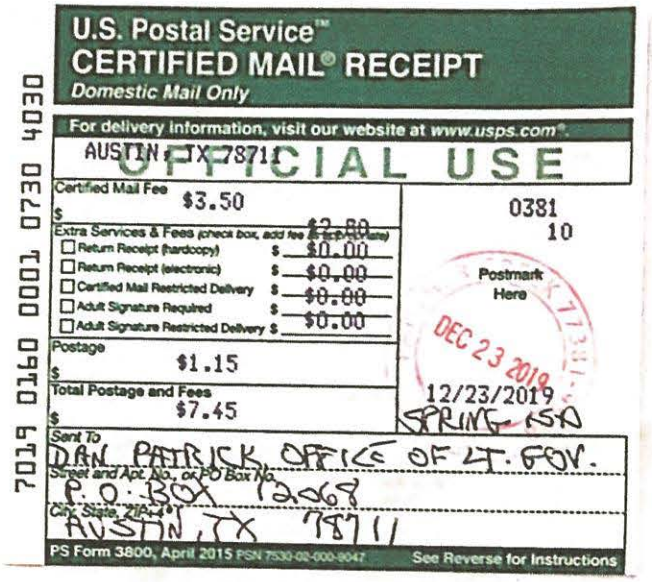
0381
10

Postmark Here
DEC 23 2019
12/23/2019

Sent To: MRS. RHONDA NEWHOUSE, SPRING ISD
Street and Apt. No., or PO Box No.: 16717 ELCA BLVD
City, State, ZIP+4: HOUSTON, TX 77090

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 0160 0001 0730 3712



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AUSTIN, TX 78711

OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	
☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$1.15
Total Postage and Fees	$7.45

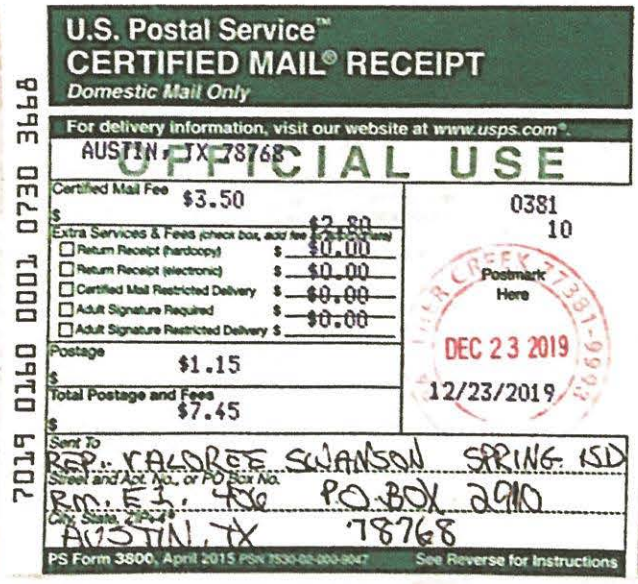
0381
10

Postmark Here
DEC 23 2019
12/23/2019
SPRING ISD

Sent To: DAN PATRICK, OFFICE OF LT. GOV.
Street and Apt. No., or PO Box No.: P.O. BOX 12068
City, State, ZIP+4: AUSTIN, TX 78711

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 0160 0001 0730 4030



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AUSTIN, TX 78768

OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	
☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$1.15
Total Postage and Fees	$7.45

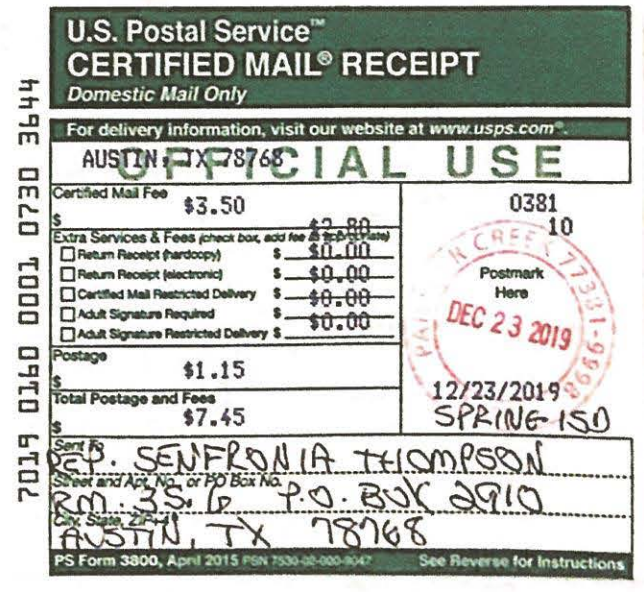
0381
10

Postmark Here
DEC 23 2019
12/23/2019

Sent To: REP. VALOREE SWANSON SPRING ISD
Street and Apt. No., or PO Box No.: RM. E1.456 P.O. BOX 2910
City, State, ZIP+4: AUSTIN, TX 78768

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 0160 0001 0730 3668



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AUSTIN, TX 78768

OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	
☐ Return Receipt (hardcopy)	$0.00
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$
Postage	$1.15
Total Postage and Fees	$7.45

0381
10

Postmark Here
DEC 23 2019
12/23/2019
SPRING ISD

Sent To: REP. SENFRONIA THOMPSON
Street and Apt. No., or PO Box No.: RM. 3S.6 P.O. BOX 2910
City, State, ZIP+4: AUSTIN, TX 78768

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 0160 0001 0730 3644

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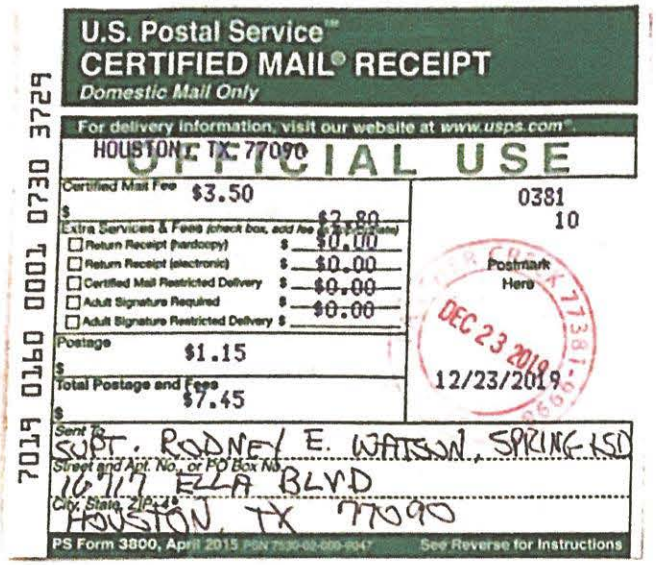

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HOUSTON, TX 77090

OFFICIAL USE

Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $2.80 $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $1.15
Total Postage and Fees $7.45

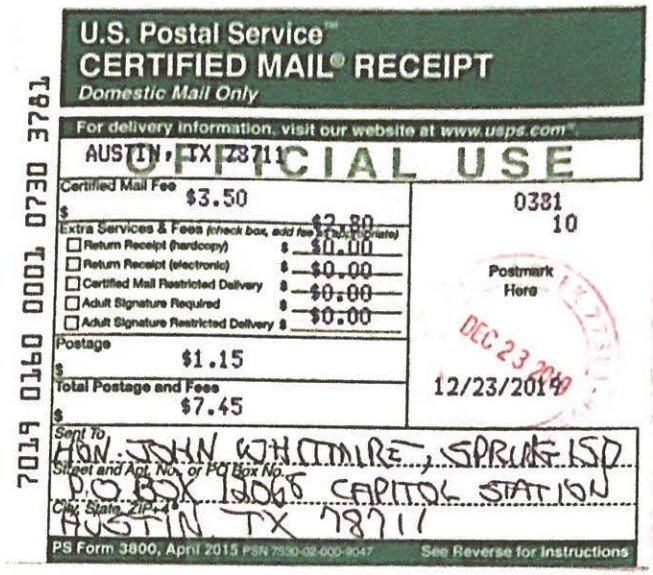
0381
10

Postmark Here
DEC 23 2019
12/23/2019

Sent To: SUPT. RODNEY E. WATSON, SPRING ISD
Street and Apt. No., or PO Box No.: 16717 ELLA BLVD
City, State, ZIP+4®: HOUSTON, TX 77090

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 0160 0001 0730 3729



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AUSTIN, TX 78711

OFFICIAL USE

Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $2.80 $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $1.15
Total Postage and Fees $7.45

0381
10

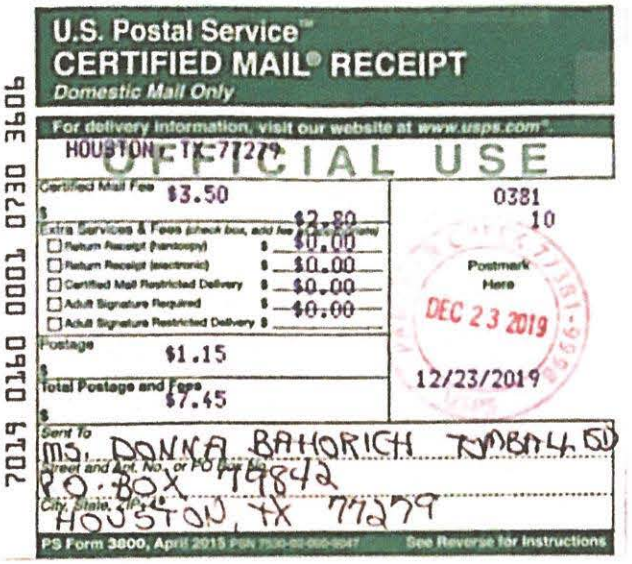
Postmark Here
DEC 23 2019
12/23/2019

Sent To: HON. JOHN WHITMIRE, SPRING ISD
Street and Apt. No., or PO Box No.: P.O. BOX 13068 CAPITOL STATION
City, State, ZIP+4®: AUSTIN, TX 78711

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 0160 0001 0730 3781

Scanned with CamScanner



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HOUSTON, TX 77279

OFFICIAL USE

Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $2.80 $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $1.15

Total Postage and Fees $7.45

0381 10

Postmark Here
DEC 23 2019
12/23/2019

Sent To
MS. DONNA BAHORICH TOMBALL ISD
Street and Apt. No., or PO Box No.
P.O. BOX 79842
City, State, ZIP+4®
HOUSTON, TX 77279

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 0160 0001 0730 3606

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AUSTIN, TX 78768

OFFICIAL USE

Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $2.80 $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $1.15

Total Postage and Fees $7.45

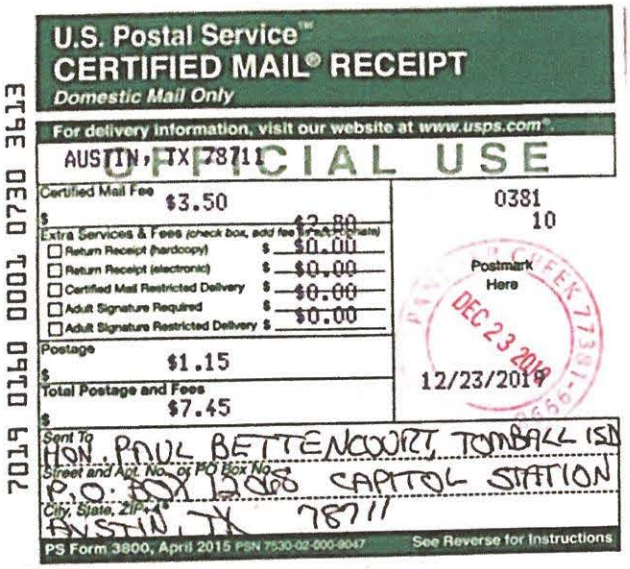
0381 10

Postmark Here
DEC 23 2019
12/23/2019

Sent To
REP. CECIL BELL TOMBALL ISD
Street and Apt. No., or PO Box No.
RM. E9, 106 P.O. BOX 2910
City, State, ZIP+4®
AUSTIN, TX 78768

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 0160 0001 0730 3569



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AUSTIN, TX 78711

OFFICIAL USE

Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $2.80 $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $1.15

Total Postage and Fees $7.45

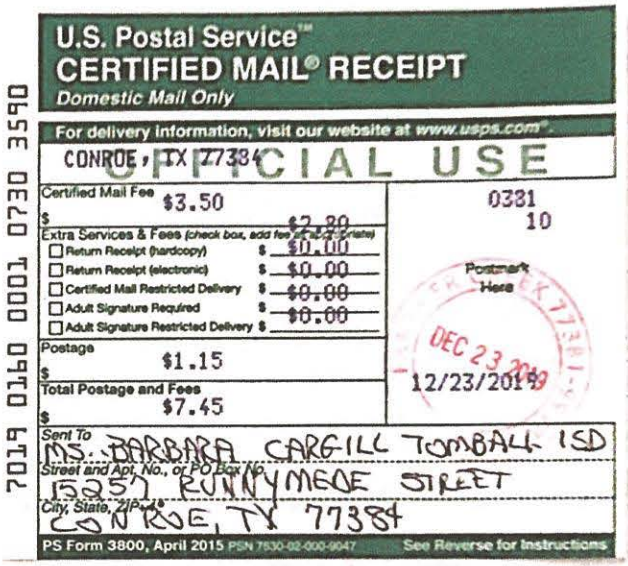
0381 10

Postmark Here
DEC 23 2019
12/23/2019

Sent To
HON. PAUL BETTENCOURT, TOMBALL ISD
Street and Apt. No., or PO Box No.
P.O. BOX 12068 CAPITOL STATION
City, State, ZIP+4®
AUSTIN, TX 78711

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 0160 0001 0730 3613



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CONROE, TX 77384

OFFICIAL USE

Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $2.80 $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $1.15

Total Postage and Fees $7.45

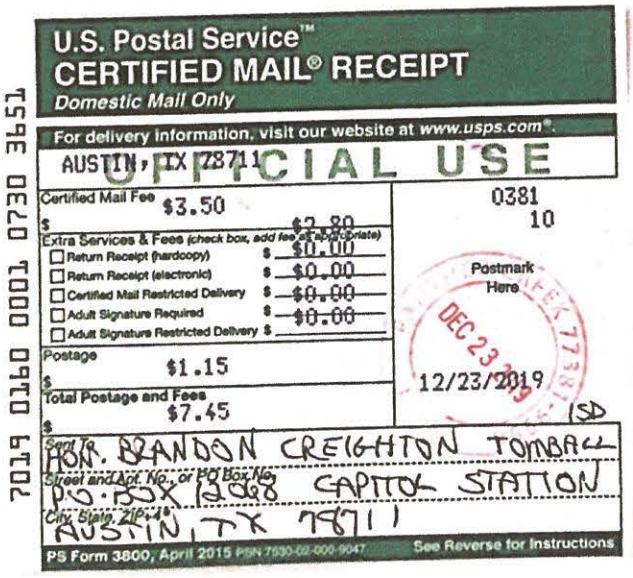
0381 10

Postmark Here
DEC 23 2019
12/23/2019

Sent To
MS. BARBARA CARGILL TOMBALL ISD
Street and Apt. No., or PO Box No.
15257 RUNNYMEDE STREET
City, State, ZIP+4®
CONROE, TX 77384

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 0160 0001 0730 3590



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AUSTIN, TX 78711

OFFICIAL USE

Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $2.80 $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $1.15

Total Postage and Fees $7.45

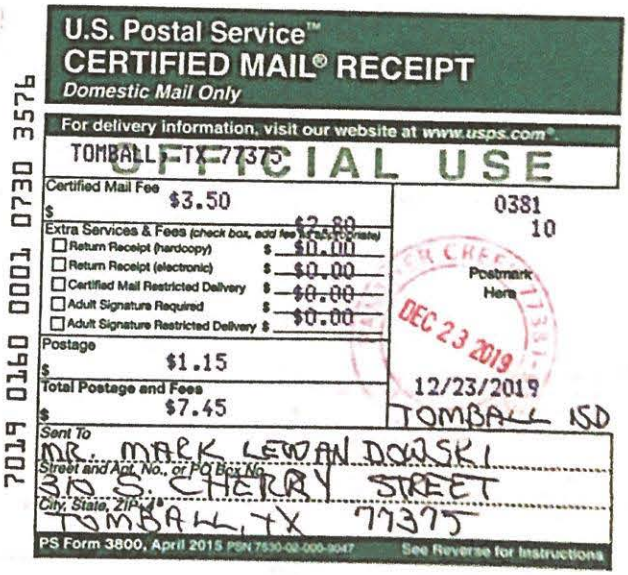
0381 10

Postmark Here
DEC 23 2019
12/23/2019

Sent To
HON. BRANDON CREIGHTON TOMBALL ISD
Street and Apt. No., or PO Box No.
P.O. BOX 12068 CAPITOL STATION
City, State, ZIP+4®
AUSTIN, TX 78711

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 0160 0001 0730 3651



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TOMBALL, TX 77375

OFFICIAL USE

Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate)
- Return Receipt (hardcopy) $2.80 $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $1.15

Total Postage and Fees $7.45

0381 10

Postmark Here
DEC 23 2019
12/23/2019
TOMBALL ISD

Sent To
MR. MARK LEWANDOWSKI
Street and Apt. No., or PO Box No.
310 S. CHERRY STREET
City, State, ZIP+4®
TOMBALL, TX 77375

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 0160 0001 0730 3576

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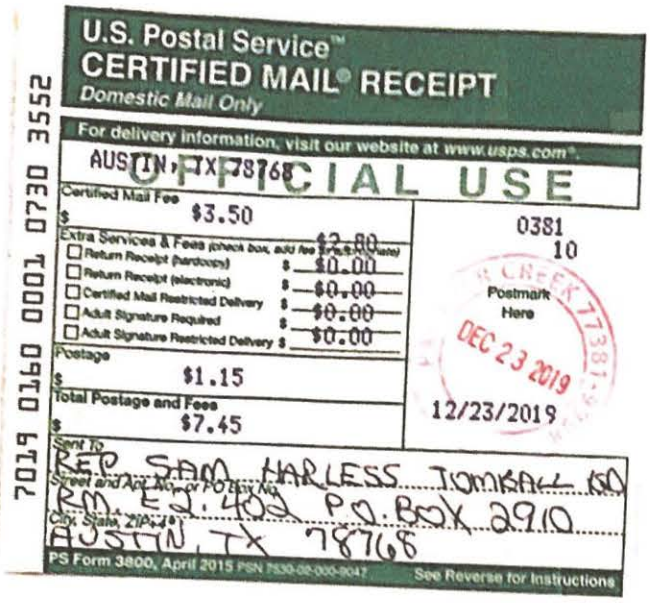

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AUSTIN, TX 78768

OFFICIAL USE

Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate) $2.80
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $1.15
Total Postage and Fees $7.45

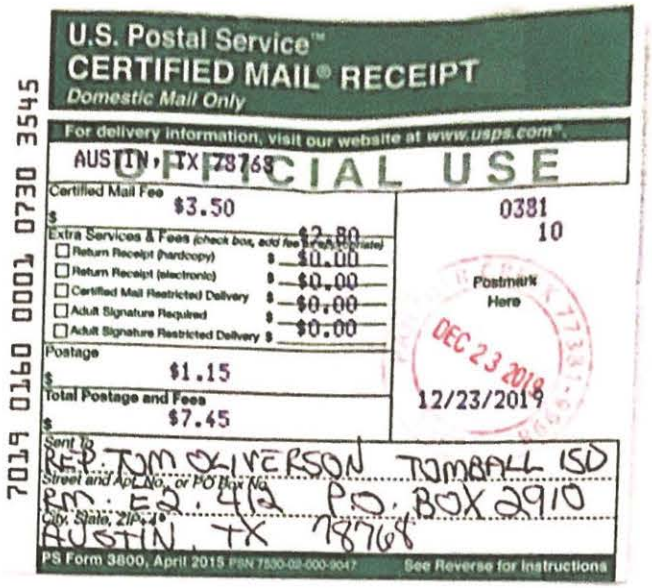
0381 10

Postmark Here
DEC 23 2019
12/23/2019

Sent To
REP. SAM HARLESS TOMBALL ISD
Street and Apt. No., or PO Box No.
RM. E2.406 P.O. BOX 2910
City, State, ZIP+4®
AUSTIN, TX 78768

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 0160 0001 0730 3552



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AUSTIN, TX 78768

OFFICIAL USE

Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate) $2.80
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $1.15
Total Postage and Fees $7.45

0381 10

Postmark Here
DEC 23 2019
12/23/2019

Sent To
REP. TOM OLIVERSON TOMBALL ISD
Street and Apt. No., or PO Box No.
RM. E2.412 P.O. BOX 2910
City, State, ZIP+4®
AUSTIN, TX 78768

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 0160 0001 0730 3545

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AUSTIN, TX 78711

OFFICIAL USE

Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate) $2.80
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $1.15
Total Postage and Fees $7.45

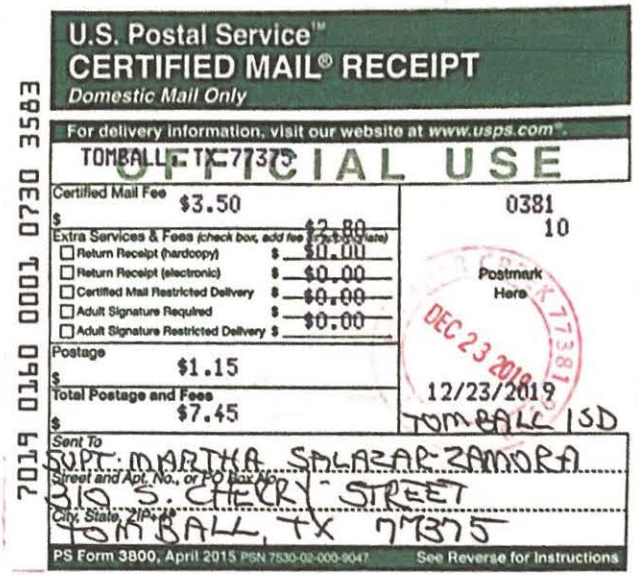
0381 10

Postmark Here
DEC 23 2019
12/23/2019

Sent To
LT. GOV. DAN PATRICK TOMBALL ISD
Street and Apt. No., or PO Box No.
OFFICE OF LT. GOVERNOR PO BOX 12068
City, State, ZIP+4®
AUSTIN, TX 78711

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 0160 0001 0730 3637



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TOMBALL, TX 77375

OFFICIAL USE

Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate) $2.80
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $1.15
Total Postage and Fees $7.45

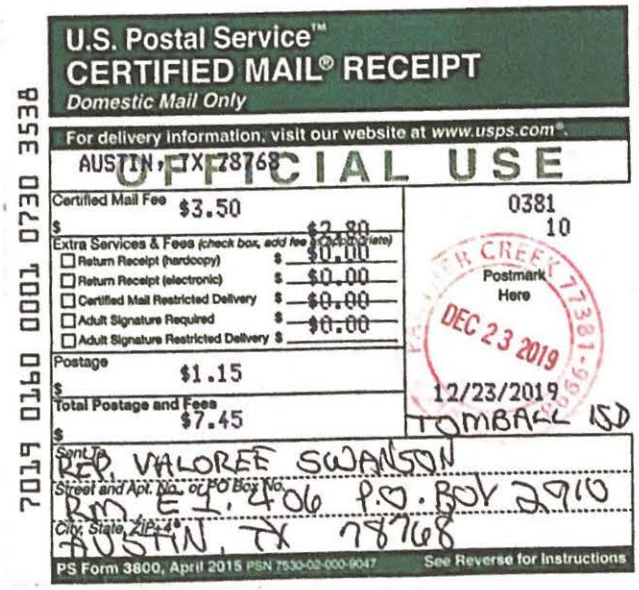
0381 10

Postmark Here
DEC 23 2019
12/23/2019
TOMBALL ISD

Sent To
SUPT. MARTHA SALAZAR-ZAMORA
Street and Apt. No., or PO Box No.
310 S. CHERRY STREET
City, State, ZIP+4®
TOMBALL, TX 77375

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 0160 0001 0730 3583



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AUSTIN, TX 78768

OFFICIAL USE

Certified Mail Fee $3.50
Extra Services & Fees (check box, add fee as appropriate) $2.80
- Return Receipt (hardcopy) $0.00
- Return Receipt (electronic) $0.00
- Certified Mail Restricted Delivery $0.00
- Adult Signature Required $0.00
- Adult Signature Restricted Delivery $

Postage $1.15
Total Postage and Fees $7.45

0381 10

Postmark Here
DEC 23 2019
12/23/2019
TOMBALL ISD

Sent To
REP. VALOREE SWANSON
Street and Apt. No., or PO Box No.
RM. E1.406 P.O. BOX 2910
City, State, ZIP+4®
AUSTIN, TX 78768

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

7019 0160 0001 0730 3538

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SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

REPRESENTATIVE CECIL BELL
CONROE ISD
ROOM E2.708
P.O. BOX 2910
AUSTIN, TX 78768

9590 9402 5420 9189 2283 38

2. Article Number *(Transfer from service label)*

7019228000002476 6420

PS Form 3811, July 2015 PSN 7530-02-000-9053 — Domestic Return Receipt

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X

☑ Agent
☐ Addressee

B. Received by *(Printed Name)* Joseph Franco

C. Date of Delivery 12-30-19

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type

- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☐ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Insured Mail
- ☐ Insured Mail Restricted Delivery (over $500)
- ☐ Priority Mail Express®
- ☐ Registered Mail™
- ☐ Registered Mail Restricted Delivery
- ☐ Return Receipt for Merchandise
- ☐ Signature Confirmation™
- ☐ Signature Confirmation Restricted Delivery

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

THE HONORABLE BRANDON CREIGHTON
CONROE ISD
P.O. BOX 12068
CAPITOL STATION
AUSTIN, TX 78711

9590 9402 5420 9189 2283 52

2. Article Number *(Transfer from service label)*

7019228000002476 6413

PS Form 3811, July 2015 PSN 7530-02-000-9053 — Domestic Return Receipt

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X

☐ Agent
☐ Addressee

B. Received by *(Printed Name)*

C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

TX Comptroller Mail

DEC 30 2019

3. Service Type

- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☐ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Insured Mail
- ☐ Insured Mail Restricted Delivery (over $500)
- ☐ Priority Mail Express®
- ☐ Registered Mail™
- ☐ Registered Mail Restricted Delivery
- ☐ Return Receipt for Merchandise
- ☐ Signature Confirmation™
- ☐ Signature Confirmation Restricted Delivery

Scanned with CamScanner

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:
REPRESENTATIVE WILL METCALF
CONROE ISD
ROOM E1.314
P.O. BOX 2910
AUSTIN, TX 78768

9590 9402 5420 9189 2283 14

2. Article Number (Transfer from service label)
7019 2280 0000 2476 6451

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☑ Agent ☐ Addressee

B. Received by (Printed Name) Joseph Fruto
C. Date of Delivery 12-30-19

D. Is delivery address different from Item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Insured Mail
☐ Insured Mail Restricted Delivery (over $500)
☐ Priority Mail Express®
☐ Registered Mail™
☐ Registered Mail Restricted Delivery
☐ Return Receipt for Merchandise
☐ Signature Confirmation™
☐ Signature Confirmation Restricted Delivery

Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:
THE HONORABLE ROBERT NICHOLS
CONROE ISD
P.O. BOX 12068
CAPITOL STATION
AUSTIN, TX 78711

9590 9402 5420 9189 2283 45

2. Article Number (Transfer from service label)
7019 2280 0000 2476 6406

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) TX C
C. Date of Delivery

D. Is delivery address different from Item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

Priority Mail
DEC 30 2019

3. Service Type
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Insured Mail
☐ Insured Mail Restricted Delivery (over $500)
☐ Priority Mail Express®
☐ Registered Mail™
☐ Registered Mail Restricted Delivery
☐ Return Receipt for Merchandise
☐ Signature Confirmation™
☐ Signature Confirmation Restricted Delivery

Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:
SUPERINTENDENT CURTIS NULL
CONROE ISD
3205 WEST DAVIS
CONROE, TX
77304

9590 9402 5420 9189 2283 07

2. Article Number (Transfer from service label)
7019 2280 0000 2476 6444

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X DWalters ☐ Agent ☐ Addressee

B. Received by (Printed Name) DWalters
C. Date of Delivery 1-6-20

D. Is delivery address different from Item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Insured Mail
☐ Insured Mail Restricted Delivery (over $500)
☐ Priority Mail Express®
☐ Registered Mail™
☐ Registered Mail Restricted Delivery
☐ Return Receipt for Merchandise
☐ Signature Confirmation™
☐ Signature Confirmation Restricted Delivery

Domestic Return Receipt

Scanned with CamScanner

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

LT. GOV. DAN PATRICK
OFFICE OF THE LIEUTENANT GOVERNOR
CONROE ISD
P.O BOX 12068
AUSTIN, TX 78711

9590 9402 5420 9189 2283 69

2. Article Number (Transfer from service label)

7019 2280 0000 2476 6390

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X

☐ Agent
☐ Addressee

B. Received by (Printed Name)

C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

TX Comptroller Mail

DEC 30 2019

3. Service Type

☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Insured Mail
☐ Insured Mail Restricted Delivery (over $500)
☐ Priority Mail Express®
☐ Registered Mail™
☐ Registered Mail Restricted Delivery
☐ Return Receipt for Merchandise
☐ Signature Confirmation™
☐ Signature Confirmation Restricted Delivery

Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

REPRESENTATIVE STEVE TOTH
CONROE ISD
ROOM E2.220
P.O. BOX 2910
AUSTIN, TX 78768

9590 9402 5420 9189 2283 21

2. Article Number (Transfer from service label)

7019 2280 0000 2476 6437

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X

☑ Agent
☐ Addressee

B. Received by (Printed Name)

Joseph Fourte

C. Date of Delivery

12-30-19

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type

☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Insured Mail
☐ Insured Mail Restricted Delivery (over $500)
☐ Priority Mail Express®
☐ Registered Mail™
☐ Registered Mail Restricted Delivery
☐ Return Receipt for Merchandise
☐ Signature Confirmation™
☐ Signature Confirmation Restricted Delivery

Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

BOARD PRESIDENT DARREN WILLIAMS
CONROE ISD
3205 WEST DAVIS
CONROE, TX 77304

9590 9402 5420 9189 2282 91

2. Article Number (Transfer from service label)

7019 2280 0000 2476 6468

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X

☐ Agent
☐ Addressee

B. Received by (Printed Name)

C. Date of Delivery

1-6-20

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type

☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Insured Mail
☐ Insured Mail Restricted Delivery (over $500)
☐ Priority Mail Express®
☐ Registered Mail™
☐ Registered Mail Restricted Delivery
☐ Return Receipt for Merchandise
☐ Signature Confirmation™
☐ Signature Confirmation Restricted Delivery

Domestic Return Receipt

Scanned with CamScanner

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

MR LAWRENCE A ALLEN JR
KLEIN ISD
3717 CORK DRIVE
HOUSTON, TX 77047

9590 9402 5420 9189 2331 27

2. Article Number (Transfer from service label)

7019 2280 0000 2476 6604

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

Agent
Addressee

B. Received by (Printed Name)

C. Date of Delivery

10/26/19

D. Is delivery address different from item 1? Yes
If YES, enter delivery address below: No

3. Service Type

- Adult Signature
- Adult Signature Restricted Delivery
- Certified Mail®
- Certified Mail Restricted Delivery
- Collect on Delivery
- Collect on Delivery Restricted Delivery
- Insured Mail
- Insured Mail Restricted Delivery (over $500)
- Priority Mail Express®
- Registered Mail™
- Registered Mail Restricted Delivery
- Return Receipt for Merchandise
- Signature Confirmation™
- Signature Confirmation Restricted Delivery

Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

HON. PAUL BETTENCOURT
KLEIN ISD
P.O. BOX 12068
CAPITOL STATION
AUSTIN, TX 78711

9590 9402 5420 9189 2283 83

2. Article Number (Transfer from service label)

7019 2280 0000 2476 6611

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X

Agent
Addressee

B. Received by (Printed Name)

C. Date of Delivery

D. Is delivery address different from item 1? Yes
If YES, enter delivery address below: No

Comptroller Mail
DEC 30 2019

3. Service Type

- Adult Signature
- Adult Signature Restricted Delivery
- Certified Mail®
- Certified Mail Restricted Delivery
- Collect on Delivery
- Collect on Delivery Restricted Delivery
- Insured Mail
- Insured Mail Restricted Delivery (over $500)
- Priority Mail Express®
- Registered Mail™
- Registered Mail Restricted Delivery
- Return Receipt for Merchandise
- Signature Confirmation™
- Signature Confirmation Restricted Delivery

Domestic Return Receipt

Scanned with CamScanner

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

HON. BRANDON CREIGHTON
KLEIN ISD
P.O. BOX 12068
CAPITOL STATION
AUSTIN, TX 78711

9590 9402 5420 9189 2283 76

2. Article Number (Transfer from service label)

7019228000024766581

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X ☐ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

DEC 30 2019

3. Service Type

- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☐ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Insured Mail
- ☐ Insured Mail Restricted Delivery (over $500)
- ☐ Priority Mail Express®
- ☐ Registered Mail™
- ☐ Registered Mail Restricted Delivery
- ☐ Return Receipt for Merchandise
- ☐ Signature Confirmation™
- ☐ Signature Confirmation Restricted Delivery

PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

REP. SAM HARLESS
KLEIN ISD
RM. EQ. 402
P.O. BOX 2910
AUSTIN, TX 78768

9590 9402 5420 9189 2330 59

2. Article

7019

PS Form

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X ☑ Agent ☐ Addressee

B. Received by (Printed Name) Joseph Fuentes | C. Date of Delivery 12-30-19

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type

- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☐ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Priority Mail Express®
- ☐ Registered Mail™
- ☐ Registered Mail Restricted Delivery
- ☐ Return Receipt for

Confirmation™
Confirmation
Delivery

turn Receipt

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

REP. JARVIS JOHNSON
KLEIN ISD
RM. EQ. 904
P.O. BOX 2910
AUSTIN, TX 78768

9590 9402 5420 9189 2330 73

2. Article Number (Transfer from service label)

7019228000024859757

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X ☑ Agent ☐ Addressee

B. Received by (Printed Name) Joseph Fuentes | C. Date of Delivery 12-30-19

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type

- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☐ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Insured Mail
- ☐ Insured Mail Restricted Delivery (over $500)
- ☐ Priority Mail Express®
- ☐ Registered Mail™
- ☐ Registered Mail Restricted Delivery
- ☐ Return Receipt for Merchandise
- ☐ Signature Confirmation™
- ☐ Signature Confirmation Restricted Delivery

PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt

Scanned with CamScanner

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

SUPERINTENDENT JENNY McGOWN
KLEIN ISD
100 SPRING-CYPRESS RD.
KLEIN, TX 77379

9590 9402 5420 9189 2331 03

2. Article Number (Transfer from service label)

7019228000002485 9771

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X Jodi Bentz ☐ Agent ☐ Addressee

B. Received by (Printed Name) Jodi Bentz
C. Date of Delivery 12-27-19

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Insured Mail
☐ Insured Mail Restricted Delivery (over $500)
☐ Priority Mail Express®
☐ Registered Mail™
☐ Registered Mail Restricted Delivery
☐ Return Receipt for Merchandise
☐ Signature Confirmation™
☐ Signature Confirmation Restricted Delivery

PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt

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SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

REP. TOM OLIVERSON
KLEIN ISD
RM EQ. 412
P.O. BOX 2910
AUSTIN, TX 78768

9590 9402 5420 9189 2330 66

2. Article Number (Transfer from service label)

7019228000002485 9740

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☑ Agent ☐ Addressee

B. Received by (Printed Name) Joseph Fronsto
C. Date of Delivery 12-30-19

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Insured Mail
☐ Insured Mail Restricted Delivery (over $500)
☐ Priority Mail Express®
☐ Registered Mail™
☐ Registered Mail Restricted Delivery
☐ Return Receipt for Merchandise
☐ Signature Confirmation™
☐ Signature Confirmation Restricted Delivery

PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt

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SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

LT. GOV. DAN PATRICK
KLEIN ISD
OFFICE OF THE LT. GOV.
P.O. BOX 12068
AUSTIN, TX 78711

9590 9402 5420 9189 2281 85

2. Article Number (Transfer from service label)

7019228000002476655 0

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) TX Comptroller Mail
C. Date of Delivery DEC 30 2019

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Insured Mail
☐ Insured Mail Restricted Delivery (over $500)
☐ Priority Mail Express®
☐ Registered Mail™
☐ Registered Mail Restricted Delivery
☐ Return Receipt for Merchandise
☐ Signature Confirmation™
☐ Signature Confirmation Restricted Delivery

PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt

196

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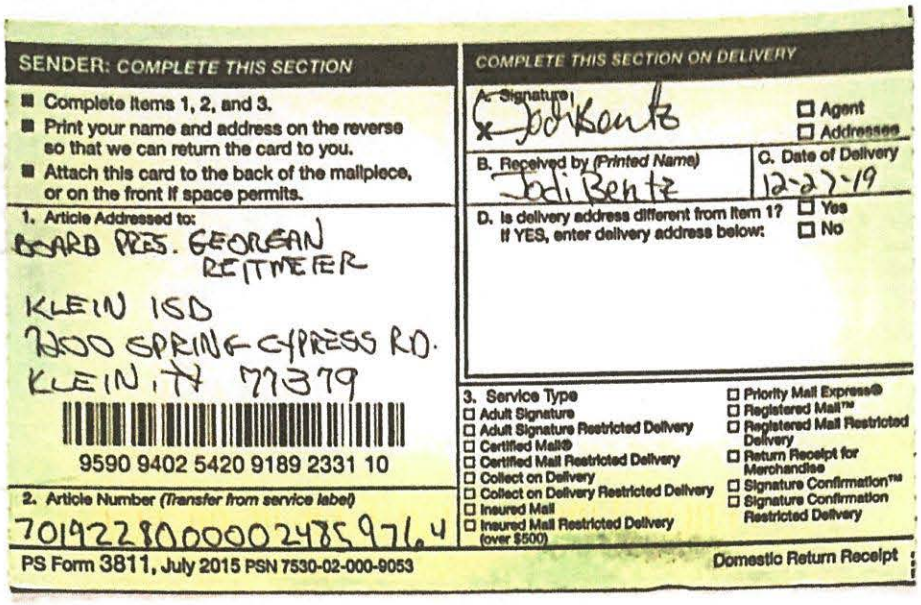


SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:
BOARD PRES. GEORGEAN REITMEIER
KLEIN ISD
7200 SPRING-CYPRESS RD.
KLEIN, TX 77379

9590 9402 5420 9189 2331 10

2. Article Number (Transfer from service label)
7019228000002485976.4

COMPLETE THIS SECTION ON DELIVERY

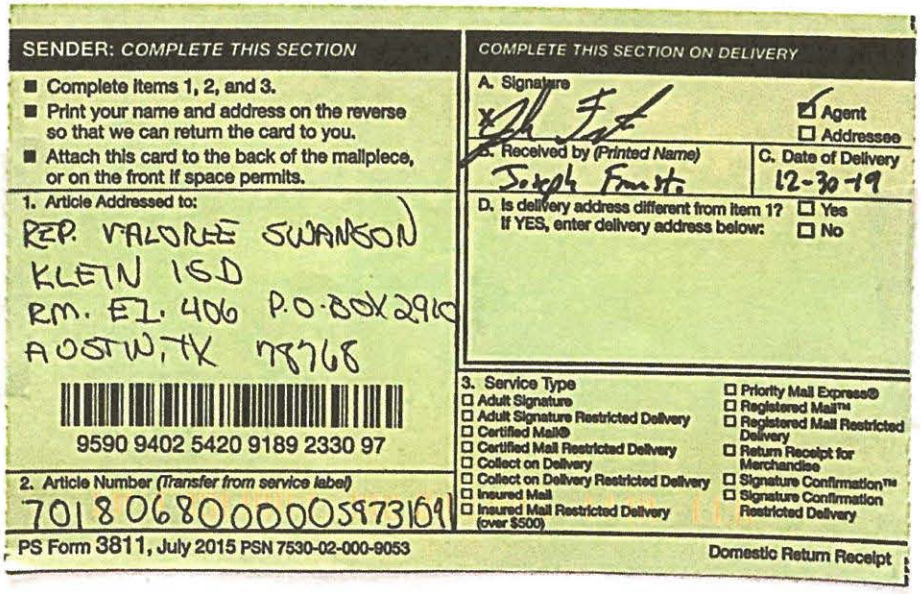
A. Signature
X Jodi Bentz ☐ Agent ☐ Addressee

B. Received by (Printed Name) Jodi Bentz
C. Date of Delivery 12-27-19

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Insured Mail
☐ Insured Mail Restricted Delivery (over $500)
☐ Priority Mail Express®
☐ Registered Mail™
☐ Registered Mail Restricted Delivery
☐ Return Receipt for Merchandise
☐ Signature Confirmation™
☐ Signature Confirmation Restricted Delivery

PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt



SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:
REP. VALORIE SWANSON
KLEIN ISD
RM. E1.406 P.O.BOX 2910
AUSTIN, TX 78768

9590 9402 5420 9189 2330 97

2. Article Number (Transfer from service label)
7018068000005973109

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☑ Agent ☐ Addressee

B. Received by (Printed Name) Joseph Frost
C. Date of Delivery 12-30-19

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Insured Mail
☐ Insured Mail Restricted Delivery (over $500)
☐ Priority Mail Express®
☐ Registered Mail™
☐ Registered Mail Restricted Delivery
☐ Return Receipt for Merchandise
☐ Signature Confirmation™
☐ Signature Confirmation Restricted Delivery

PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt

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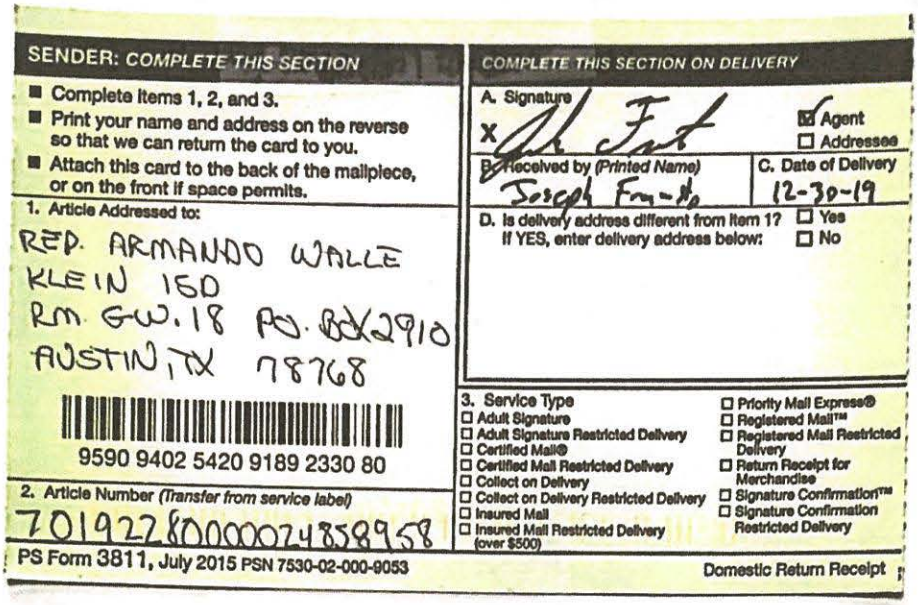


SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

REP. ARMANDO WALLE
KLEIN 150
RM. GW.18 P.O. BOX 2910
AUSTIN, TX 78768

9590 9402 5420 9189 2330 80

2. Article Number (Transfer from service label)
7019 2780 0000 2485 8958

PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt

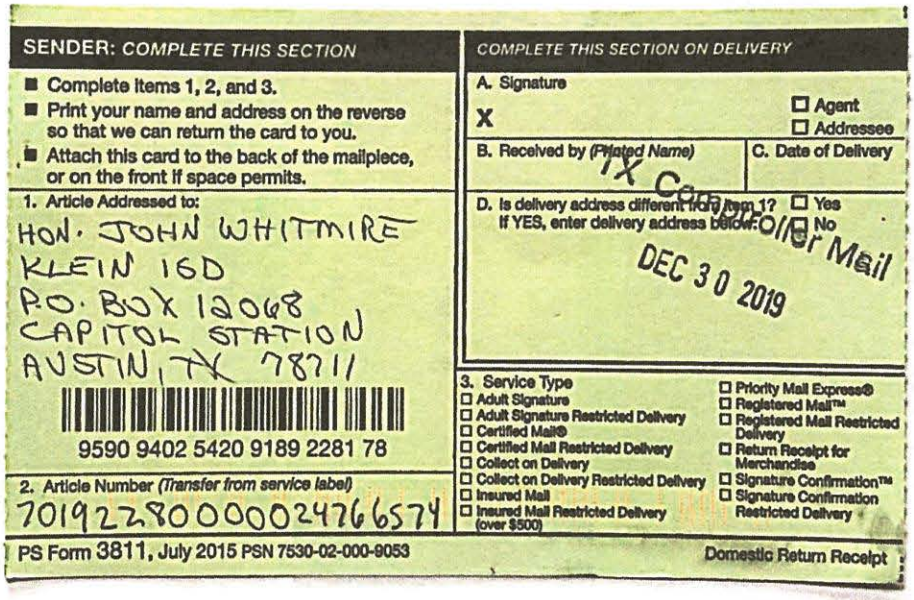
COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☒ Agent ☐ Addressee

B. Received by (Printed Name) Joseph Fontenot C. Date of Delivery 12-30-19

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☐ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Insured Mail
- ☐ Insured Mail Restricted Delivery (over $500)
- ☐ Priority Mail Express®
- ☐ Registered Mail™
- ☐ Registered Mail Restricted Delivery
- ☐ Return Receipt for Merchandise
- ☐ Signature Confirmation™
- ☐ Signature Confirmation Restricted Delivery



SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

HON. JOHN WHITMIRE
KLEIN 150
P.O. BOX 12068
CAPITOL STATION
AUSTIN, TX 78711

9590 9402 5420 9189 2281 78

2. Article Number (Transfer from service label)
7019 2780 0000 2476 6574

PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) TX Comptroller C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

DEC 30 2019

3. Service Type
- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☐ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Insured Mail
- ☐ Insured Mail Restricted Delivery (over $500)
- ☐ Priority Mail Express®
- ☐ Registered Mail™
- ☐ Registered Mail Restricted Delivery
- ☐ Return Receipt for Merchandise
- ☐ Signature Confirmation™
- ☐ Signature Confirmation Restricted Delivery

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SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:
REPRESENTATIVE CECIL BELL
MAGNOLIA ISD
ROOM E2.708
P.O. BOX 2910
AUSTIN, TX 78768

9590 9402 5420 9189 2282 15

2. Article Number (Transfer from service label)
7019 2280 0000 2476 6536

PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☑ Agent ☐ Addressee

B. Received by (Printed Name) Joseph Fravel C. Date of Delivery 12-30-19

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Insured Mail
☐ Insured Mail Restricted Delivery (over $500)
☐ Priority Mail Express®
☐ Registered Mail™
☐ Registered Mail Restricted Delivery
☐ Return Receipt for Merchandise
☐ Signature Confirmation™
☐ Signature Confirmation Restricted Delivery

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:
BOARD PRES. GARY BLIZZARD
MAGNOLIA ISD
31141 NICHOLS SAWMILL RD
MAGNOLIA, TX 77355

9590 9402 5420 9189 2282 22

2. Article Number (Transfer from service label)
7019 2280 0000 2476 6529

PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name) Todd Stephens C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Insured Mail
☐ Insured Mail Restricted Delivery (over $500)
☐ Priority Mail Express®
☐ Registered Mail™
☐ Registered Mail Restricted Delivery
☐ Return Receipt for Merchandise
☐ Signature Confirmation™
☐ Signature Confirmation Restricted Delivery

Scanned with CamScanner

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

HONORABLE BRANDON CREIGHTON
MAGNOLIA ISD
P.O BOX 12068
CAPITOL STATION
AUSTIN, TX 78711

9590 9402 5420 9189 2282 46

2. Article Number (Transfer from service label)

7019228000002476650S

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X ☐ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery

D. Is delivery address different from Item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

Comptroller Mail
DEC 30 2019

3. Service Type

- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☐ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Insured Mail
- ☐ Insured Mail Restricted Delivery (over $500)
- ☐ Priority Mail Express®
- ☐ Registered Mail™
- ☐ Registered Mail Restricted Delivery
- ☐ Return Receipt for Merchandise
- ☐ Signature Confirmation™
- ☐ Signature Confirmation Restricted Delivery

PS Form 3811, July 2015 PSN 7530-02-000-9053 — Domestic Return Receipt

---

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

REPRESENTATIVE WILL METCALF
MAGNOLIA ISD
ROOM E1.314 P.O.BOX 2910
AUSTIN, TX 78768

9590 9402 5420 9189 2281 92

2. Article Number (Transfer from service label)

7019228000002476656?

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X [signature] ☑ Agent ☐ Addressee

B. Received by (Printed Name) Joseph Fuentes | C. Date of Delivery 12-30-19

D. Is delivery address different from Item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type

- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☐ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Insured Mail
- ☐ Insured Mail Restricted Delivery (over $500)
- ☐ Priority Mail Express®
- ☐ Registered Mail™
- ☐ Registered Mail Restricted Delivery
- ☐ Return Receipt for Merchandise
- ☐ Signature Confirmation™
- ☐ Signature Confirmation Restricted Delivery

PS Form 3811, July 2015 PSN 7530-02-000-9053 — Domestic Return Receipt

---

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

LT. GOV. DAN PATRICK
MAGNOLIA ISD
OFFICE OF THE LIEUTENANT GOVERNOR
P.O. BOX 12068
AUSTIN, TX 78711

9590 9402 5420 9189 2282 53

2. Article Number (Transfer from service label)

7019228000002476649?

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X ☐ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery

D. Is delivery address different from Item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

Comptroller Mail
DEC 30 2019

3. Service Type

- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☐ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Insured Mail
- ☐ Insured Mail Restricted Delivery (over $500)
- ☐ Priority Mail Express®
- ☐ Registered Mail™
- ☐ Registered Mail Restricted Delivery
- ☐ Return Receipt for Merchandise
- ☐ Signature Confirmation™
- ☐ Signature Confirmation Restricted Delivery

PS Form 3811, July 2015 PSN 7530-02-000-9053 — Domestic Return Receipt

Scanned with CamScanner

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

SUPERINTENDENT TODD STEPHENS
MAGNOLIA ISD ~~3777~~
31141 NICHOLS SAWMILL RD
MAGNOLIA, TX
77355

9590 9402 5420 9189 2282 39

2. Article Number (Transfer from service label)

7019229000002476 6512

PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt

COMPLETE THIS SECTION ON DELIVERY

A. Signature
x Tammy Sandiford ☐ Agent ☑ Addressee

B. Received by (Printed Name) Tammy Sandiford C. Date of Delivery 12/3/2019

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Insured Mail
☐ Insured Mail Restricted Delivery (over $500)
☐ Priority Mail Express®
☐ Registered Mail™
☐ Registered Mail Restricted Delivery
☐ Return Receipt for Merchandise
☐ Signature Confirmation™
☐ Signature Confirmation Restricted Delivery

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

REPRESENTATIVE STEVE TOTH
MAGNOLIA ISD
ROOM E1.220
P.O. ~~BOX~~ 2910
AUSTIN, TX 78768

9590 9402 5420 9189 2282 08

2. Article Number (Transfer from service label)

7019229000002476 6543

PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt

COMPLETE THIS SECTION ON DELIVERY

A. Signature
x [signature] ☑ Agent ☐ Addressee

B. Received by (Printed Name) Joseph Fontes C. Date of Delivery 12-20-19

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Insured Mail
☐ Insured Mail Restricted Delivery (over $500)
☐ Priority Mail Express®
☐ Registered Mail™
☐ Registered Mail Restricted Delivery
☐ Return Receipt for Merchandise
☐ Signature Confirmation™
☐ Signature Confirmation Restricted Delivery

Scanned with CamScanner

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

REP. CECIL BELL
MONTGOMERY ISD
RM E2.708 P.O.BOX2910
AUSTIN, TX 78768

9590 9402 5030 9063 8458 74

2. Article Number (Transfer from service label)
7019 0160 0001 0730 4085

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☑ Agent ☐ Addressee

B. Received by (Printed Name) Joseph Fonseca
C. Date of Delivery 12-27-19

D. Is delivery address different from item 1? ☐ Yes ☐ No
If YES, enter delivery address below:

3. Service Type
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Insured Mail
☐ Insured Mail Restricted Delivery (over $500)
☐ Priority Mail Express®
☐ Registered Mail™
☐ Registered Mail Restricted Delivery
☐ Return Receipt for Merchandise
☐ Signature Confirmation™
☐ Signature Confirmation Restricted Delivery

Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

HONORABLE BRANDON CREIGHTON
MONTGOMERY ISD
P.O.BOX 12068 CAPITOL STATION
AUSTIN, TX 78711

9590 9402 5030 9063 8458 50

2. Article Number (Transfer from service label)
7019 0160 0001 0730 4108

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes ☐ No
If YES, enter delivery address below:

Comptroller Mail
DEC 30 2019

3. Service Type
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Insured Mail
☐ Insured Mail Restricted Delivery (over $500)
☐ Priority Mail Express®
☐ Registered Mail™
☐ Registered Mail Restricted Delivery
☐ Return Receipt for Merchandise
☐ Signature Confirmation™
☐ Signature Confirmation Restricted Delivery

Domestic Return Rec

Scanned with CamScanner

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

BOARD PRES - JIM DOSSEY
MONTGOMERY ISD
20774 EVA ST. (HWY 105 WEST)
MONTGOMERY TX
77356

9590 9402 5030 9063 8459 11

2. Article Number *(Transfer from service label)*

7019 0160 0001 0730 4047

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X [signature] ☐ Agent ☐ Addressee

B. Received by *(Printed Name)* Diane Tomlinson

C. Date of Delivery 12/30

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type

- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☐ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Insured Mail
- ☐ Insured Mail Restricted Delivery (over $500)
- ☐ Priority Mail Express®
- ☐ Registered Mail™
- ☐ Registered Mail Restricted Delivery
- ☐ Return Receipt for Merchandise
- ☐ Signature Confirmation™
- ☐ Signature Confirmation Restricted Delivery

Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

REP. WILL METCALF
MONTGOMERY ISD
RM. E1.314 PO BOX 2910
AUSTIN TX 78768

9590 9402 5030 9063 8458 98

2. Article Number *(Transfer from service label)*

7019 0160 0001 0730 4061

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X [signature] ☑ Agent ☐ Addressee

B. Received by *(Printed Name)* Joseph Fraiste

C. Date of Delivery 12-30-19

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type

- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☐ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Insured Mail
- ☐ Insured Mail Restricted Delivery (over $500)
- ☐ Priority Mail Express®
- ☐ Registered Mail™
- ☐ Registered Mail Restricted Delivery
- ☐ Return Receipt for Merchandise
- ☐ Signature Confirmation™
- ☐ Signature Confirmation Restricted Delivery

Domestic Return Receipt

Scanned with CamScanner

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

LT. GOV. DAN PATRICK
OFFICE OF THE LT. GOV.
MONTGOMERY ISD
P.O. BOX 12068
AUSTIN, TX 78711

9590 9402 5030 9063 8458 36

2. Article Number *(Transfer from service label)*

7019016000010730412 2

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X ☐ Agent ☐ Addressee

B. Received by *(Printed Name)* C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

TX Comptroller Mail

DEC 30 2019

3. Service Type

- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☐ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Insured Mail
- ☐ Insured Mail Restricted Delivery (over $500)
- ☐ Priority Mail Express®
- ☐ Registered Mail™
- ☐ Registered Mail Restricted Delivery
- ☐ Return Receipt for Merchandise
- ☐ Signature Confirmation™
- ☐ Signature Confirmation Restricted Delivery

Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

SUPT. BEAU REES
MONTGOMERY ISD
20774 EVA ST. (HWY 105 WEST)
MONTGOMERY, TX 77355

9590 9402 5030 9063 8459 04

2. Article Number *(Transfer from service label)*

7019016000010730405 4

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X Diane Tomlinson ☐ Agent ☐ Addressee

B. Received by *(Printed Name)* Diane Tomlinson C. Date of Delivery 1/6/20

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type

- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☐ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Insured Mail
- ☐ Insured Mail Restricted Delivery (over $500)
- ☐ Priority Mail Express®
- ☐ Registered Mail™
- ☐ Registered Mail Restricted Delivery
- ☐ Return Receipt for Merchandise
- ☐ Signature Confirmation™
- ☐ Signature Confirmation Restricted Delivery

Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

REP. STEVE TOTH
MONTGOMERY ISD
RM. E7.220 P.O. BOX 2910
AUSTIN, TX 78768

9590 9402 5030 9063 8458 81

2. Article Number *(Transfer from service label)*

7019016000010730407 8

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X ☑ Agent ☐ Addressee

B. Received by *(Printed Name)* Joseph Finch C. Date of Delivery 12-31-19

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type

- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☐ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Insured Mail
- ☐ Insured Mail Restricted Delivery (over $500)
- ☐ Priority Mail Express®
- ☐ Registered Mail™
- ☐ Registered Mail Restricted Delivery
- ☐ Return Receipt for Merchandise
- ☐ Signature Confirmation™
- ☐ Signature Confirmation Restricted Delivery

Domestic Return Receipt

Scanned with CamScanner

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

MR. LAWRENCE A. ALLEN, JR
SPRING ISD
3717 CORK DRIVE
HOUSTON, TX 77047

9590 9402 5030 9063 8459 66

2. Article Number (Transfer from service label)

7019016000010730375O

COMPLETE THIS SECTION ON DELIVERY

A. Signature

☒ Agent
☐ Addressee

B. Received by (Printed Name)

C. Date of Delivery

12/24/19

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type

- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☐ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Insured Mail
- ☐ Insured Mail Restricted Delivery (over $500)
- ☐ Priority Mail Express®
- ☐ Registered Mail™
- ☐ Registered Mail Restricted Delivery
- ☐ Return Receipt for Merchandise
- ☐ Signature Confirmation™
- ☐ Signature Confirmation Restricted Delivery

PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

HON. CAROL ALVARADO
SPRING ISD
PO BOX 12068
CAPITOL STATION
AUSTIN, TX 78711

9590 9402 5030 9063 8459 42

2. Article Number (Transfer from service label)

7019016000010730377

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X

☐ Agent
☐ Addressee

B. Received by (Printed Name)

C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

TX Comptroller Mail

DEC 30 2019

3. Service Type

- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☐ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Insured Mail
- ☐ Insured Mail Restricted Delivery (over $500)
- ☐ Priority Mail Express®
- ☐ Registered Mail™
- ☐ Registered Mail Restricted Delivery
- ☐ Return Receipt for Merchandise
- ☐ Signature Confirmation™
- ☐ Signature Confirmation Restricted Delivery

PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

MS. DONNA BAHORICH
SPRING ISD
PO BOX 79842
HOUSTON, TX 77279

9590 9402 5030 9063 8459 73

2. Article Number (Transfer from service label)

7019016000010730374 3

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X

☐ Agent
☐ Addressee

B. Received by (Printed Name)

C. Date of Delivery

1-3-20

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type

- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☐ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Insured Mail
- ☐ Insured Mail Restricted Delivery (over $500)
- ☐ Priority Mail Express®
- ☐ Registered Mail™
- ☐ Registered Mail Restricted Delivery
- ☐ Return Receipt for Merchandise
- ☐ Signature Confirmation™
- ☐ Signature Confirmation Restricted Delivery

PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt

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SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

HON. PAUL BETTENCOURT
SPRING ISD
PO BOX 12068 CAPITOL STATION
AUSTIN, TX 78711

9590 9402 5030 9063 8459 59

2. Article Number (Transfer from service label)

7019016000010730376

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X ☐ Agent ☐ Addressee

B. Received by (Printed Name) | C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

Comptroller Mail
DEC 30 2019

3. Service Type
- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☐ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Insured Mail
- ☐ Insured Mail Restricted Delivery (over $500)
- ☐ Priority Mail Express®
- ☐ Registered Mail™
- ☐ Registered Mail Restricted Delivery
- ☐ Return Receipt for Merchandise
- ☐ Signature Confirmation™
- ☐ Signature Confirmation Restricted Delivery

PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

REP. SAM HARLESS
SPRING ISD
RM. E2.402 P.O. BOX 2910
AUSTIN, TX 78768

9590 9402 5030 9063 8460 17

2. Article Number (Transfer from service label)

7019016000010730370S

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X ☑ Agent ☐ Addressee

B. Received by (Printed Name) Joseph Frausto | C. Date of Delivery 12-30-19

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☐ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Insured Mail
- ☐ Insured Mail Restricted Delivery (over $500)
- ☐ Priority Mail Express®
- ☐ Registered Mail™
- ☐ Registered Mail Restricted Delivery
- ☐ Return Receipt for Merchandise
- ☐ Signature Confirmation™
- ☐ Signature Confirmation Restricted Delivery

PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

REP. DAN HUBERTY
SPRING ISD
RM. E2.408 P.O. BOX 2910
AUSTIN, TX 78768

9590 9402 5030 9063 8460 24

2. Article Number (Transfer from service label)

7019016000010730369 9

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X ☑ Agent ☐ Addressee

B. Received by (Printed Name) Joseph Frausto | C. Date of Delivery 12-30-19

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☐ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Insured Mail
- ☐ Insured Mail Restricted Delivery (over $500)
- ☐ Priority Mail Express®
- ☐ Registered Mail™
- ☐ Registered Mail Restricted Delivery
- ☐ Return Receipt for Merchandise
- ☐ Signature Confirmation™
- ☐ Signature Confirmation Restricted Delivery

PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt

206

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SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:
REP. JARVIS JOHNSON
SPRING ISD
RM. E2.904
P.O. BOX 2910
HOUSTON, TX 78768

9590 9402 5030 9063 8460 31

2. Article Number *(Transfer from service label)*
7019016000010730368 2

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☑ Agent ☐ Addressee

B. Received by *(Printed Name)* Joseph Francis C. Date of Delivery 12-30-19

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Insured Mail
☐ Insured Mail Restricted Delivery (over $500)
☐ Priority Mail Express®
☐ Registered Mail™
☐ Registered Mail Restricted Delivery
☐ Return Receipt for Merchandise
☐ Signature Confirmation™
☐ Signature Confirmation Restricted Delivery

PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt

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SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:
BOARD PRES. RHONDA NEWMAN
SPRING ISD
16717 ELLA BLVD
HOUSTON, TX 77090

9590 9402 5030 9063 8460 00

2. Article Number *(Transfer from service label)*
7019016000010730371 2

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by *(Printed Name)* C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Insured Mail
☐ Insured Mail Restricted Delivery (over $500)
☑ Return Receipt for Merchandise
☐ Signature Confirmation™
☐ Signature Confirmation Restricted Delivery

PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt

---

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:
DAN PATRICK OFFICE OF
LIEUTENANT GOVERNOR
SPRING ISD
P.O. BOX 12068
AUSTIN, TX 78711

9590 9402 5030 9063 8459 28

2. Article Number *(Transfer from service label)*
7019016000010730403 0

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by *(Printed Name)* C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

TX Comptroller Mail
DEC 30 2019

3. Service Type
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Insured Mail
☐ Insured Mail Restricted Delivery (over $500)
☐ Priority Mail Express®
☐ Registered Mail™
☐ Registered Mail Restricted Delivery
☐ Return Receipt for Merchandise
☐ Signature Confirmation™
☐ Signature Confirmation Restricted Delivery

PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt

207

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SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:
REP. YVONNE SWANSON
SPRING ISD
RM. E.I. 406 P.O.BOX 2910
AUSTIN, TX 78768

9590 9402 5030 9063 8460 62

2. Artic
701(

PS Form [illegible]

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☑ Agent ☐ Addressee

B. Received by (Printed Name) Joseph Fronsto
C. Date of Delivery 12-30-19

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Priority Mail Express®
☐ Registered Mail™
☐ Registered Mail Restricted Delivery
☐ Return Receipt for Merchandise
[illegible]

[illegible] Receipt

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:
REP. SENFRONIA THOMPSON
SPRING ISD
RM- 35.6 P.O.BOX 2910
AUSTIN, TX 78768

9590 9402 5030 9063 8460 79

2. Article Number (Transfer from service label)
7019 0160 0000 1073 0364 4

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☑ Agent ☐ Addressee

B. Received by (Printed Name) Joseph Fronsto
C. Date of Delivery 12-30-19

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Insured Mail
☐ Insured Mail Restricted Delivery (over $500)
☐ Priority Mail Express®
☐ Registered Mail™
☐ Registered Mail Restricted Delivery
☐ Return Receipt for Merchandise
☐ Signature Confirmation™
☐ Signature Confirmation Restricted Delivery

Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:
SUPT. RODNEY E. WATSON
SPRING ISD
16717 ELLA BLVD.
HOUSTON, TX 77090

9590 9402 5030 9063 8459 97

2. Article Number (Transfer from service label)
7019 0160 0000 1073 0372 9

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name)
C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Insured Mail
☐ Insured Mail Restricted Delivery (over $500)
☐ Priority Mail Express®
☐ Registered Mail™
☐ Registered Mail Restricted Delivery
☐ Return Receipt for Merchandise
☐ Signature Confirmation™
☐ Signature Confirmation Restricted Delivery

Domestic Return Receipt

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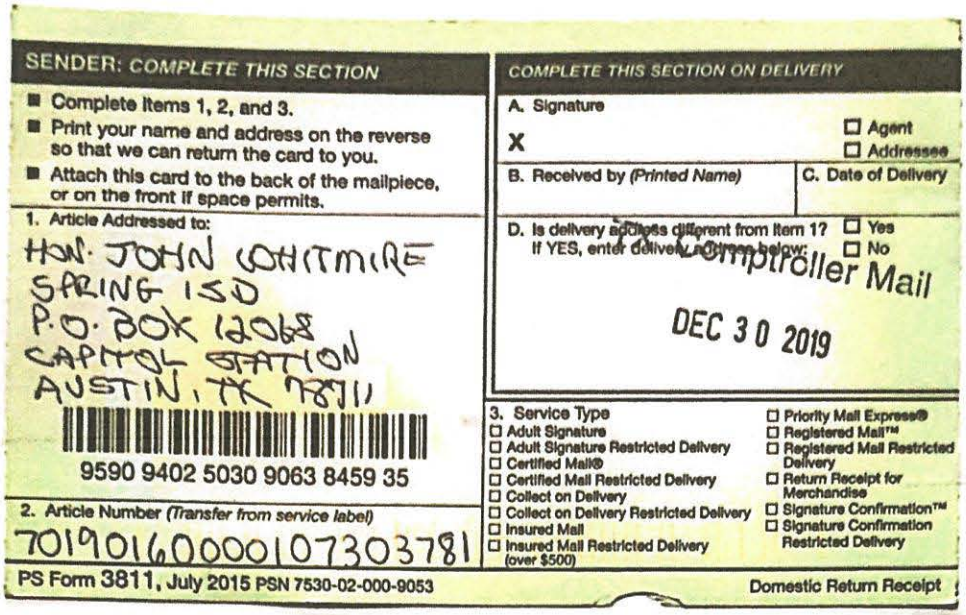

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

HON. JOHN WHITMIRE
SPRING ISD
P.O. BOX 12068
CAPITOL STATION
AUSTIN, TX 78711

9590 9402 5030 9063 8459 35

2. Article Number (Transfer from service label)

7019016000010730378l

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X ☐ Agent ☐ Addressee

B. Received by (Printed Name) C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

Comptroller Mail

DEC 30 2019

3. Service Type

- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☐ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Insured Mail
- ☐ Insured Mail Restricted Delivery (over $500)
- ☐ Priority Mail Express®
- ☐ Registered Mail™
- ☐ Registered Mail Restricted Delivery
- ☐ Return Receipt for Merchandise
- ☐ Signature Confirmation™
- ☐ Signature Confirmation Restricted Delivery

PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt

209

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SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

MS. DONNA BAHORICH
TOMBALL ISD
P.O. BOX 79842
HOUSTON, TX 77279

9590 9402 5030 9063 8461 16

2. Article Number *(Transfer from service label)*

7019016000010730360 6

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by *(Printed Name)* [illegible] C. Date of Delivery 1-3-20

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Insured Mail
☐ Insured Mail Restricted Delivery (over $500)
☐ Priority Mail Express®
☐ Registered Mail™
☐ Registered Mail Restricted Delivery
☐ Return Receipt for Merchandise
☐ Signature Confirmation™
☐ Signature Confirmation Restricted Delivery

Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

REP. CECIL BELL
TOMBALL ISD
RM. E2.708
P.O. BOX 2910
AUSTIN, TX 78768

9590 9402 5030 9063 8461 54

2. Article Number *(Transfer from service label)*

7019016000010730356 9

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☑ Agent ☐ Addressee

B. Received by *(Printed Name)* Joseph Fausto C. Date of Delivery 12-30-19

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Insured Mail
☐ Insured Mail Restricted Delivery (over $500)
☐ Priority Mail Express®
☐ Registered Mail™
☐ Registered Mail Restricted Delivery
☐ Return Receipt for Merchandise
☐ Signature Confirmation™
☐ Signature Confirmation Restricted Delivery

Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

HON. PAUL BETTENCOURT
TOMBALL ISD
P.O. BOX 12068
CAPITAL STATION
AUSTIN, TX 78711

9590 9402 5030 9063 8461 09

2. Article Number *(Transfer from service label)*

7019016000010730361 3

PS Form 3811, July 2015 PSN 7530-02-000-9053

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by *(Printed Name)* TX C... C. Date of Delivery

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

DEC 30 2019

3. Service Type
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Insured Mail
☐ Insured Mail Restricted Delivery (over $500)
☐ Priority Mail Express®
☐ Registered Mail™
☐ Registered Mail Restricted Delivery
☐ Return Receipt for Merchandise
☐ Signature Confirmation™
☐ Signature Confirmation Restricted Delivery

Domestic Return Receipt

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SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

HON. BRANDON CREIGHTON
TOMBALL ISD
P.O. BOX 12068
CAPITOL STATION
AUSTIN, TX 78711

9590 9402 5030 9063 8460 93

2. Article Number *(Transfer from service label)*

7019016000010730365 1

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X ☐ Agent ☐ Addressee

B. Received by *(Printed Name)* TX Comptroller Mail

C. Date of Delivery

DEC 30 2019

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type

☐ Adult Signature	☐ Priority Mail Express®
☐ Adult Signature Restricted Delivery	☐ Registered Mail™
☐ Certified Mail®	☐ Registered Mail Restricted Delivery
☐ Certified Mail Restricted Delivery	☐ Return Receipt for Merchandise
☐ Collect on Delivery	☐ Signature Confirmation™
☐ Collect on Delivery Restricted Delivery	☐ Signature Confirmation Restricted Delivery
☐ Insured Mail	
☐ Insured Mail Restricted Delivery (over $500)	

PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt

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SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

REP. SAM HARLESS
TOMBALL ISD
RM. E2.402 BOX 2910
AUSTIN, TX 78768

9590 9402 5030 9063 8461 61

2. Article Number *(Transfer from service label)*

7019016000010730355 2

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X ☑ Agent ☐ Addressee

B. Received by *(Printed Name)* Joseph Fruste

C. Date of Delivery 12-30-19

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type

☐ Adult Signature	☐ Priority Mail Express®
☐ Adult Signature Restricted Delivery	☐ Registered Mail™
☐ Certified Mail®	☐ Registered Mail Restricted Delivery
☐ Certified Mail Restricted Delivery	☐ Return Receipt for Merchandise
☐ Collect on Delivery	☐ Signature Confirmation™
☐ Collect on Delivery Restricted Delivery	☐ Signature Confirmation Restricted Delivery
☐ Insured Mail	
☐ Insured Mail Restricted Delivery (over $500)	

PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt

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SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

BOARD PRES. MARK LELOAN DOWSK
TOMBALL ISD
310 S. CHERRY STREET
TOMBALL, TX 77375

9590 9402 5030 9063 8461 47

2. Article Number *(Transfer from service label)*

7019016000010730357 6

COMPLETE THIS SECTION ON DELIVERY

A. Signature

X ☐ Agent ☐ Addressee

B. Received by *(Printed Name)* TOMBALL ISD-TAX

C. Date of Delivery 12-26

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type

☐ Adult Signature	☐ Priority Mail Express®
☐ Adult Signature Restricted Delivery	☐ Registered Mail™
☐ Certified Mail®	☐ Registered Mail Restricted Delivery
☐ Certified Mail Restricted Delivery	☐ Return Receipt for Merchandise
☐ Collect on Delivery	☐ Signature Confirmation™
☐ Collect on Delivery Restricted Delivery	☐ Signature Confirmation Restricted Delivery
☐ Insured Mail	
☐ Insured Mail Restricted Delivery (over $500)	

PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt

Scanned with CamScanner

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:
REP. TOM OLIVERSON
TOMBALL ISD
RM. E2. 412
P.O. BOX 2910
AUSTIN, TX 78768

9590 9402 5030 9063 8461 78

2. Article Number (Transfer from service label)
7019016000010730354S

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☑ Agent ☐ Addressee

B. Received by (Printed Name) Joseph Fuentes
C. Date of Delivery 12-30-19

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Insured Mail
☐ Insured Mail Restricted Delivery (over $500)
☐ Priority Mail Express®
☐ Registered Mail™
☐ Registered Mail Restricted Delivery
☐ Return Receipt for Merchandise
☐ Signature Confirmation™
☐ Signature Confirmation Restricted Delivery

PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:
LT. GOV. DAN PATRICK
TOMBALL ISD
OFFICE OF LT. GOVERNOR
P.O. BOX 12068
AUSTIN, TX 78711

9590 9402 5030 9063 8460 86

2. Article Number (Transfer from service label)
7019016000010730363 7

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X ☐ Agent ☐ Addressee

B. Received by (Printed Name) TX Comptroller Mail
C. Date of Delivery DEC 30 2019

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Insured Mail
☐ Insured Mail Restricted Delivery (over $500)
☐ Priority Mail Express®
☐ Registered Mail™
☐ Registered Mail Restricted Delivery
☐ Return Receipt for Merchandise
☐ Signature Confirmation™
☐ Signature Confirmation Restricted Delivery

PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:
SUPT. MARTHA SALAZAR-ZAMORA
TOMBALL ISD
310 S. CHERRY ST.
TOMBALL, TX 77375

9590 9402 5030 9063 8461 30

2. Article Number (Transfer from service label)
7019016000010730358 3

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☐ Agent ☐ Addressee

B. Received by (Printed Name) TOMBALL ISD-TAX
C. Date of Delivery 12-26

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
☐ Adult Signature
☐ Adult Signature Restricted Delivery
☐ Certified Mail®
☐ Certified Mail Restricted Delivery
☐ Collect on Delivery
☐ Collect on Delivery Restricted Delivery
☐ Insured Mail
☐ Insured Mail Restricted Delivery (over $500)
☐ Priority Mail Express®
☐ Registered Mail™
☐ Registered Mail Restricted Delivery
☐ Return Receipt for Merchandise
☐ Signature Confirmation™
☐ Signature Confirmation Restricted Delivery

PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt

Scanned with CamScanner

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:
REP. VALORIE SWANSON
TOMBALL ISD
RM. E1.406
P.O. BOX 2910
AUSTIN, TX 78768

9590 9402 5030 9063 8461 85

2. Article Number *(Transfer from service label)*
7019 0160 0001 0730 3538

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X [signature] ☑ Agent ☐ Addressee

B. Received by *(Printed Name)* Joseph Finetto

C. Date of Delivery 12-30-19

D. Is delivery address different from item 1? ☐ Yes
If YES, enter delivery address below: ☐ No

3. Service Type
- ☐ Adult Signature
- ☐ Adult Signature Restricted Delivery
- ☐ Certified Mail®
- ☐ Certified Mail Restricted Delivery
- ☐ Collect on Delivery
- ☐ Collect on Delivery Restricted Delivery
- ☐ Insured Mail
- ☐ Insured Mail Restricted Delivery (over $500)
- ☐ Priority Mail Express®
- ☐ Registered Mail™
- ☐ Registered Mail Restricted Delivery
- ☐ Return Receipt for Merchandise
- ☐ Signature Confirmation™
- ☐ Signature Confirmation Restricted Delivery

PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt

Scanned with CamScanner

Attachment 6: Published Notice(s) of Public Meetings

At a minimum, applicants must hold one public meeting within the charter school's proposed geographic boundary to discuss the application for the proposed Generation 25 open-enrollment charter school.

This meeting must take place no earlier than **18 months** before the charter application submission date. Consequently, any public meetings that were held before **July 21, 2018** are not eligible for consideration.

Anyone may attend and participate in the public meeting.

ATTENTION: All submitted notices must be dated prior to **January 21, 2020**.

Provide a scanned/photocopy of the official public notice/advertisement that was printed in the newspaper. The copy of the notice that is provided in this application **must** include the name of the publication and the publication date. Each public notice must include:

- Name of the proposed school/campus;
- Name of the sponsoring entity;
- Date, time, and place of public meeting; and
- Names of all board members from the sponsoring entity.

All public notices/advertisements must be published in a newspaper of general distribution within the geographic boundary of the proposed charter school. Any public notice in newspaper(s) with limited circulation (*Greensheet, Dallas Observer, Austin Chronicle,* etc.) will be ineligible for consideration.

All public notices/advertisements must be published in a newspaper that is distributed in print format. Newspapers available only in digital format are not acceptable.

ADDITIONAL REQUIREMENT: Applicants must notify, via their government email, all members of the Texas State Board of Education (SBOE) and the Texas state legislature who represent the geographic area to be served by the proposed school. *Applicants must include charterapplication@tea.texas.gov in the CC line of the email*. Each email must include:

- Name of the proposed school/campus;
- Name of the sponsoring entity;
- Date, time, and place of public meeting; and
- Names of all board members from the sponsoring entity.

Legal Notices

To place legal notices email legals@chron.com or call 713.224.6868.

LEGAL NOTICES | LEGAL NOTICES | LEGAL NOTICES | LEGAL NOTICES | LEGAL NOTICES | LEGAL NOTICES | LEGAL NOTICES | LEGAL NOTICES | LEGAL NOTICES | LEGAL NOTICES

PUBLIC NOTICE OF PROPOSED RATE INCREASE
NATURAL GAS UTILITY RATES
AVISO PUBLICO DEL AUMENTO DE TARIFA PROPUESTO
TARIFAS DE SERVICIOS DE GAS NATURAL

On November 14, 2019, CenterPoint Energy Resources Corp., d/b/a CenterPoint Energy Entex and CenterPoint Energy Texas Gas ("CenterPoint Texas" or the "Company"), filed a Statement of Intent to increase Rates ("Statement of Intent"), with the Railroad Commission of Texas ("Commission") and cities for the gas utility rates charged by the Company to customers within the Beaumont/East Texas Division for the following unincorporated areas and cities:

Aines, Anahuac, Arp, Atlanta, Avinger*, Beaumont, Bevil Oaks, Blackfoot, Bon Wier, Bridge City, Brookeland, Bloomburg, Buna, Call, Carlisle, Carthage, Center, Central, China, Cleveland, Colmesneil, Corrigan, Crockett, Cut and Shoot, Daisetta, Deweyville, Diboll, Dodge, Douglassville, East Mountain*, Eastham Farms, Edgewood, Elkhart*, Ellis Ferguson Farms, Elysian Fields, Enchanted Rock, Etoile, Evadale, Fairchilds, Fuller Springs, Gladewater, Gilmer*, Goodrich, Grand Saline, Grapeland*, Groveton, Hallsville, Harleton, Hawkins, Hemphill, Henderson, Hughes Springs*, Huntsville, Jacksonville, Jasper*, Jefferson, Jonesville, Kilgore, Kirbyville*, Latexo*, Leary, Leggett, Liberty, Livelake, Lindale, Livingston, Lone Star, Longview, Lovelady*, Lufkin, Lumberton*, Marshall, Mauriceville, Mineola, Mount Pleasant, Mount Vernon, Naples, New Boston, Newton, Nome, Orange, Orangefield, Overton, Pine Forest, Pinehurst*, Pittsburg, Price, Queen City*, Red Lick, Redwater, Rivers Prairie, Rose Hill Acres, Rural, San Augustine*, Scottsville, Silsbee, Sour Lake, Stark, Starrville, Sulphur Springs, Sweetwater, Tatum, Tenaha, Timpson, Trinity*, Troup*, Tyler, Uncertain, Union Grove, Victoria Gardens, Vidor*, Warren City*, Weatherford, West Orange*, White Oak, Wills Point*, Winfield, Winnsboro, Woodville*, Yantis

*Cities that have ceded their original jurisdiction of utility rate regulation to the Commission.

The proposed increase in rates will affect all standard sales service residential, small commercial and large volume customers within the unincorporated cities and unincorporated areas of the Beaumont/East Texas Division. The proposed effective date of the requested rate changes is December 19, 2019. The proposed base rates and tariffs are revenue neutral to increase the Company's annual total appropriate non-gas revenues for the Beaumont/East Texas Division by approximately $6.8 million or 3.1% excluding gas cost. The proposed change in rates does not result in a "rate change" as that term is defined by Section 104.101 of the Texas Utilities Code because the proposed changes will increase the total appropriate non-gas revenues of the Company by more than two and one half percent. The proposed change in rates will not take effect in the cities which have ceded original jurisdiction within the meaning of Section 103.003 of the Texas Utilities Code. The Company proposes that the rates be applied uniformly within the unincorporated areas and within the municipalities that have ceded original jurisdiction to the Commission. If a city exercising original jurisdiction over the Company's rates adopts rates different than those requested by the Company in this filing, the Company will request that the Commission establish rates for customers in such city that are comparable to those established by the Commission for similarly situated customers residing outside the city limits. If a city exercising original jurisdiction over the Company's rates adopts rates different than those requested by the Company in this filing, the Company will request that the Commission establish rates for customers in such city that are comparable to those established by the Commission for similarly situated customers residing outside the city limits.

The Company proposes to implement the rates included in Table 1 below:

TABLE 1 - Proposed Rate Changes for Unincorporated and Unincorporated Area Customers

Customer Class	Number of Customers Affected	Current Customer Charge	Proposed Customer Charge	Current Volumetric Charge (per Ccf)	Proposed Volumetric Charge (per Ccf)
Residential	160,313	$24.01	$26.75	$0.1303 at 14.65 pressure base $0.1289 at 14.73 pressure base $0.1276 at 14.95 pressure base	$0.10695 at 14.65 pressure base $0.10787 at 14.73 pressure base $0.10978 at 14.95 pressure base
General Service-Small	19,756	$36.56	$31.50	$0.0630 at 14.65 pressure base $0.0624 at 14.73 pressure base $0.0617 at 14.95 pressure base	$0.09105 at 14.65 pressure base $0.09136 at 14.73 pressure base $0.09295 at 14.95 pressure base
General Service-Large Volume	463	$132.90	$47.00	$0.03910 at 14.65 pressure base	$0.03978 at 14.65 pressure base

Applicable to all cities and unincorporated areas

TABLE 2 - Impact on Average Bill for Beaumont PGA Area

Customer Class (Average Monthly Usage Mcf or Ccf)	Current Average Monthly Bill with Gas Cost	Proposed Average Monthly Bill with Gas Cost	Proposed Monthly Increase	Percentage Increase with Gas Cost	Percentage Change without Gas Cost
$14.65 PSI: Residential 30 Ccf	$42.17	$46.81	$3.64	7%	12%
$14.65 PSI: General Service-Small 150 Ccf	$122.93	$117.78	($5.15)	-4%	1%
$14.65 PSI: General Service-Large Volume 2,321 Ccf	$1,298.17	$1,189.83	($108.34)	-8%	21%

The above calculations in Table 2 are based on a current average cost of gas of $0.46282 per Ccf and a proposed average cost of gas of $0.41312 per Ccf for customers taking service at a pressure base of 14.65 PSI. The current average cost of gas is $0.4722 per Ccf and the proposed average cost of gas is $0.44407 per Ccf for customers taking service at a pressure base of 14.65 PSI.

Table 2 above is for the following unincorporated areas and cities:

Ames, Anahuac, Beaumont, Bon Wier Gardens, Bevil Oaks, Bridge City, Buna, China, Cleveland, Colmesneil, Corrigan, Dayton, Freeport, Goodrich, Jasper, Kirbyville, Liberty, Livingston, Lumberton, Mauriceville, Nederland, New Willard, North Cleveland, Orange, Orangefield, Pine Forest, Pinehurst, Rose City, Rose Hill Acres, Sarratoga, Shepherd, Silsbee, Sour Lake, Stowell, Victory Gardens, Vidor, West Orange, and Wilkinson

TABLE 2 - Impact on Average Bill for East Texas PGA Area

Customer Class (Average Monthly Usage Mcf or Ccf)	Current Average Monthly Bill with Gas Cost	Proposed Average Monthly Bill with Gas Cost	Proposed Monthly Increase	Percentage Increase with Gas Cost	Percentage Change without Gas Cost
$14.65 PSI: Residential 36 Ccf	$46.46	$47.87	$1.41	3%	12%
$14.65 PSI: General Service-Small 149 Ccf	$130.84	$111.23	($19.61)	-8%	3%
$14.65 PSI: General Service-Large Volume 2,597 Ccf	$1,512.91	$1,320.92	($191.99)	-13%	-18%

The above calculations in Table 2 are based on a current average cost of gas of $0.50222 per Ccf and a proposed average cost of gas of $0.44407 per Ccf.

Table 2 above is for the following unincorporated areas and cities:

Arp, Bellville, Bon Wier, Branson, Carlhouse, Center, Central, Clarksville City, Crockett, De Berry, Diboll, Dodge, East Mountain, Eastham Farms, Edgewood, Elkhart, Ellis Ferguson Farm, Elysian Fields, Fruitvale, Fuller Springs, Gladewater, Grand Saline, Grapeland, Groveton, Hallsville, Hawkins, Hemphill, Henderson, Hideaway, Hudson, Huntsville, Jacksonville, Jonesville, Kilgore, Latexo, Lindale, Longview, Lovelady, Lufkin, Marshall, McLeod, Mineola, Naconiche, Neches, New London, Overton, Price, Redland, Riverside, Rusk, San Augustine, Scottsville, Tatum, Tenaha, Timpson, Trawick, Troup, Union Grove, Van, Warren City, Wasson, White Oak, and Wills Point

TABLE 2 - Impact on Average Bill for Tyler PGA Area

Customer Class (Average Monthly Usage Mcf or Ccf)	Current Average Monthly Bill with Gas Cost	Proposed Average Monthly Bill with Gas Cost	Proposed Monthly Increase	Percentage Increase with Gas Cost	Percentage Change without Gas Cost
$14.65 PSI: Residential 44 Ccf	$43.92	$32.11	$8.19	19%	11%
$14.65 PSI: General Service-Small 148 Ccf	$96.98	$110.69	$13.71	17%	-2%
$14.65 PSI: General Service-Large Volume 3,780 Ccf	$1,500.64	$1,898.06	$397.42	26%	-11%

The above calculations in Table 4 are based on a current average cost of gas of $0.52226 per Ccf and a proposed average cost of gas of $0.44407 per Ccf.

Table 4 above is for the following unincorporated areas and cities:

Bullard, Swan, Sylvan Hammons, and Tyler

TABLE 2 - Impact on Average Bill for North East Texas PGA Area

Customer Class (Average Monthly Usage Mcf or Ccf)	Current Average Monthly Bill with Gas Cost	Proposed Average Monthly Bill with Gas Cost	Proposed Monthly Increase	Percentage Increase with Gas Cost	Percentage Change without Gas Cost
$14.73 PSI: Residential 36 Ccf	$43.92	$49.13	$5.21	12%	22%
$14.73 PSI: General Service-Small 147 Ccf	$106.85	$116.95	$10.10	9%	-2%
$14.65 PSI: General Service-Large Volume 4,211 Ccf	$1,934.49	$2,104.16	$169.67	9%	-8%

The above calculations in Table 2 are based on a current average cost of gas of $0.46806 per Ccf and a proposed average cost of gas of $0.44407 per Ccf for customers having service at a pressure base of 14.65 PSI. The current average cost of gas is $0.47677 per Ccf and the proposed average cost of gas is $0.44407 per Ccf for customers having service at a pressure base of 14.73 PSI.

Table 2 above is for the following unincorporated areas and cities:

Atlanta, Avinger, Beaumont, Daingerfield, De Kalb, Douglassville, Gilmer, Hooks, Hughes Springs, Jefferson, Leary, Linden, Lone Star, Maud, Miller's Cove, Mount Pleasant, Mount Vernon, Naples, New Boston, Omaha, Ore City, Pittsburg, Queen City, Red Lick, Talco, Uncertain, Winfield, and Winnsboro.

In addition to the proposed change in base rates for the Residential, General Service-Small, and General Service-Large Volume rate classes, CenterPoint Texas is proposing to split its Residential, General Service-Small, and General Service-Large Volume rate schedules for the Beaumont/East Texas Division into separate rate schedules for 1) the unincorporated areas and 2) the unincorporated areas and the cities that have ceded jurisdiction to the Commission. If a city exercising certain modifications to the Company's proposed Purchased Gas Adjustment ("PGA") rate schedule in order to be consistent with tariffs in place in the Company's other Texas divisions that seeks language that provides for the inclusion of costs associated with the Company's participation in FERC matters, the gas cost portion of bad debt expense, and costs to be refunded to customers pursuant to orders previously issued by the Commission, and changes to the calculation of interest on over- or under- recoveries from the average monthly basis to an average annual basis. The Company also proposes additional language, similar to that already approved by the Commission for Texas Gas Service Company, recognizing that renewable natural gas sources may be added to CenterPoint Texas' gas supply portfolio at some point in the future. Similarly, it also proposes to add language to the PGA permitting recovery of carbon offset natural gas. The Company also proposes the consolidation of the Beaumont, East Texas, Tyler and North East Texas PGA areas into a single PGA area for purposes of the proposed Beaumont/East Texas PGA rate schedule. The Company proposes a new Franchise Fee Adjustment rate schedule that will allow the Company to adjust each customer's bill each month in an amount equal to the municipal franchise fees assessed for the service provided to the customer by the Company and requires the Company to maintain on file with the Commission a current listing of cities within the Beaumont/East Texas Division and their applicable franchise fees. The Company is proposing new rate schedules for 1) the unincorporated areas and the cities that have ceded jurisdiction to the Commission to implement the rate case expenses incurred in this proceeding as authorized by the regulatory authority. The amount of rate case expenses to be recovered, if any, is not known at this time. Rate Schedules R-2019.1 and R-2019.U, GSS-2019.1 and GSS-2019.U, and GSLV-629.1 and GSLV-629.U have also been updated to include language relating to the Hurricane Surcharge, Tax Refund, and Franchise Fee Adjustment rate schedules. The Company also proposes to update its Miscellaneous Service Charges and General Rules and Regulations related to its interactions with customers via the Company's website, service connections, its current practices related to line extensions, severe weather emergencies, and other non-substantive changes.

The Company also seeks authorization for a Safety and System Integrity Deferred Regulatory Asset that will track certain operations and maintenance expenses associated with activities necessary to comply with changes in state or federal regulations relating to natural gas pipeline safety and integrity.

The Company also proposes a rate schedule to collect the recovery of restoration expenses incurred as a direct result of Hurricane Harvey through a separate 12-month Hurricane Surcharge. These restoration expenses are not recoverable through any other source and include expenses and insurance deductibles under the Company's property damage and business interruption policies. As proposed, the Hurricane Surcharge would be in effect for only 12 months and would be $0.10 for General Service-Small customers, and $0.10 for General Service-Large Volume customers, per month.

Finally, in compliance with the Commission's Accounting Order in GUD No. 10695, the Company proposes a rate schedule to refund, over a three -year period, unprotected Excess Deferred Income Taxes ("EDIT") resulting from the Tax Cuts and Jobs Act of 2017 (TCJA). This refund will appear on the customer's bill as a separate line item called "Tax Refund."

Persons with specific questions or desiring additional information about this filing may contact the Company at 1-888-298-8776. Complete copies of the filed Statement of Intent, including all proposed rates and schedule changes, are available for inspection at CenterPoint Texas' offices, located at 1111 Louisiana St., Houston, Texas 77002 or on the Company's website at CenterPointEnergy.com/BETXRateCase. Any affected person within the environs may file written comments or a protest concerning the proposed rate change with the Docket Services Section of the Office of the Hearings Division, Railroad Commission of Texas, P.O. Box 12967, Austin, Texas 78711-2967, at any time within 30 days following the date on which this change would or has become effective, or January 16, 2020. Please reference GUD No. 10928. Any affected person within an incorporated area may contact his or her city council.

Este aviso tiene como fin informarle a los clientes de la División de Beaumont/ Este de Texas de CenterPoint Energy Resources Corp., d/b/a CenterPoint Energy Entex y CenterPoint Energy Texas Gas ("CenterPoint Texas" o la "Compañía") que la Compañía ha presentado una solicitud para aumentar las tarifas del servicio público de gas natural. Esta solicitud afecta a todos los clientes residenciales, así como a los pequeños comerciales y los consumidores de grandes volúmenes que forman parte de la División de Beaumont/ Este de Texas de la Compañía y que reciben servicios de gas natural. Las personas que deseen hacer preguntas específicas o recibir más información sobre esta solicitud pueden comunicarse con la Compañía llamando al 1-888-298-8776.

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BIDS & PROPOSALS

Humble ISD is accepting request for Competitive Sealed Proposals #2020-0034 – HIGH SCHOOL ATHLETIC IMPROVEMENTS by Thursday January 23rd, 2020 @ 2:00 PM CT. Proposals will be received via the Districts online proposal system. Please register at https://humble.isqprojects.net/ to receive project details. Information may be requested via fax (281) 641-1091 or e-mail bids.online@humbleisd.net.

Reference Number 2019-2139

The Houston Planning and Development Department has received a subdivision plat application to allow the replatting of "East End on the Bayou Sec 3". This proposal includes the replatting Lots 1 23, Reserves A, B, C of East End on the Bayou Sec 3 as recorded in Film Code No. 686051 of the Harris County Map Records and Lots 6, 7, 13, 14 and portion of Lots 5 and 12 of Factory Addition as recorded in Volume 3, Page 69 of the Harris County Deed Records. The new subdivision name is "East End on the Bayou Sec 3 replat no 1 and extension."

The property is located along Freund Street, east of N. Nagle Street and west of Middle Street.

The purpose of the replat is to create 15 lots and 3 reserves.

The applicant, Chris Galvia, with Gruller Surveying, can be contacted at 713 333 1466.

The public hearing has been set for Thursday January 9th, 2020 at 2:30 p.m. in City Hall Annex Building, 900 Bagby Street, City Council Chamber, Public Level, Houston, Texas.

The Houston Planning Commission has received an application to allow the replatting of Royal Oaks Landing, as recorded in Film Code No. 684792 of the Harris County Map Records for the purpose of adding an Amendatory Plan to create a new subdivision name to be called Royal Oaks Landing Replat No 1.

The City will send out written notice of a public hearing to all owners of property within 250' of the boundary of the plat and all parcels along or across from a block face that abuts any street or private roadway that abuts the boundary of the plat.

You may speak on this or any portion of the replat at the public hearing on Thursday, January 9, 2020 at 2:30 p.m. in the City Council Chamber, City Hall Annex, Public Level, 900 Bagby Street, Houston, Texas.

Contact the applicant Geoff Freeman w/ LJA Engineering at 713 358 8353 or the City of Houston Planning Department at (832)393 6600 for any additional information.

Public Meeting Announcement

Thrive With Autism, a nonprofit organization formed to help children with autism, announces their application for a charter school. Proposed to open in Fall 2021, the school will be called Thrive Center for Success. Open to all students, the school will focus on autism and will incorporate Applied Behavior Analysis and other services needed to help all children reach their full potential. Thrive With Autism is the governing entity and board members include Elaine Goldsmith, Stacy Grimes, Dr. Ronny Knox, Rev. Rudi Moore, and Jeff Springer. A meeting will be held on Thursday, January 16, 2020 from 6:00-7:00pm in Hayley Hall at Richwood United Methodist Church, 8910 FM 1488, Magnolia, Texas 77354. All interested citizens are invited to attend and participate.

On October 6, 2019, the Pennsylvania State Board of Dentistry indefinitely suspended, for no less than five years, the license of Joshua A. Robbins, PA license no. 050138424, of Tomball, Texas, based on disciplinary action taken by another state.

The Houston Planning commission has received an application to allow the partial replatting of Second Replat of David Crockett, being all of Lots 15 thru 19, in Block Six (6), as recorded in Volume 31, Page 35, of the Harris County Map Records for the purpose of creating eight (8) single family residential lots. The new subdivision name is David Crockett Second Replat partial replat no 5.

The City will send out written notice of a public hearing to all owners of property within 250' of the boundary of the plat and all parcels along or across from a block face that abuts any street or private roadway extending 500 feet from the plat as measured along the centerline of any street or private roadway that abuts the boundary of the plat.

You may speak on this replat at the public hearing on January 9, 2020, at 2:30 p.m. in the City Council Chamber, City Hall Annex, Public Level, 900 Bagby Street, Houston, Texas.

Contact the applicant at (713) 667-0800 or the City of Houston Planning & Development Department at (832) 393-6600 for any additional information.

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Houston Planning mission has received pplication to allow eplatting of Royal Landing, as record- Film Code No. 792 of the Harris nty Map Records for purpose of adding an enities Plan to erve "A". The new division name is al Oaks Landing lat No.1.

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AFFIDAVIT OF PUBLICATION

STATE OF TEXAS:

Before me, the undersigned authority, a Notary Public in and for the State of Texas, on this day personally appeared, the Newspaper Representative at the HOUSTON CHRONICLE, a daily newspaper published in Harris County, Texas, and generally circulated in the Counties of: HARRIS, TRINITY, WALKER, GRIMES, POLK, SAN JACINTO, WASHINGTON, MONTGOMERY, LIBERTY, AUSTIN, WALLER, CHAMBERS, COLORADO, BRAZORIA, FORT BEND, GALVESTON, WHARTON, JACKSON, and MATAGORDA and that the publication, of which the annexed herein, or attached to, is a true and correct copy, was published to-wit:

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Product	Date	Class	Page
Houston Chronicle	Dec 24 2019	Legal Notices	B 4

Victoria Bond A/R Clerk
NEWSPAPER REPRESENTATIVE

Sworn and subscribed to before me, this 24th Day of December A.D. 2019

CHARLES E WALICHOWSKI 129823547 NOTARY PUBLIC STATE OF TEXAS EXPIRES MAY 19, 2022

Charles E Walichowski
Notary Public in and for the State of Texas

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Attachment 7: Sample Course Scope and Sequence

Provide a sample scope and sequence for one course in a core content area that will be taught during the school's first year.

Attachment 7: Sample Course Scope and Sequence
TEKS Clusters 3rd Grade Mathematics- Unit 3- Pacing according to student progress and mastery of concepts
Unit 1 is embedded throughout the document.

3rd Grade Math

First Grading Period	Unit 2: Place Value (16 days)

Mathematical Process Standards

(A) apply mathematics to problems arising in everyday life, society, and the workplace;
(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;
(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;
(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;
(E) create and use representations to organize, record, and communicate mathematical ideas;
(F) analyze mathematical relationships to connect and communicate mathematical ideas; and
(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

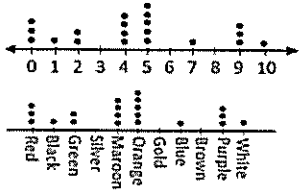
Unit Vocabulary/Word Wall

digits	dígitos	Vocabulary new to this unit - consider ALL applicable vocabulary	compare	comparar
ones	unidades		sum	suma o total
tens	decenas		number line	recta numérica
hundreds	centenas		round	redondear
thousands	miles / millares		estimate	estimar
ten thousands	decenas de millar		reasonable	razonable
hundred thousands	cientos de miles		approximate	aproximar
value	valor		coins	monedas
place value	valor de posición		penny	moneda de 1¢
base ten	diez de base		nickel	moneda de 5¢
standard form	forma estándar		dime	moneda de 10¢
expanded form	forma desarrollada		quarter	moneda de 25¢
expanded notation	notación desarrollada		half dollar	moneda de 50¢
word form	número en palabras		decimal point	punto decimal
period	período		dollar sign	símbolo de dólar
numeral	numeral		cent sign	signo de centavo
compose	componer		order	orden
decompose	descomponer		greatest	el mayor / la mayor
model	representar		least	menor
representation	representaciones		greater than (>)	mayor que (>)
relationship	relación		less than (<)	menor que (<)

Suggested Math Review Topics: addition and subtraction of two- and three-digit numbers with and without regrouping; place value to 1,200; composing or decomposing numbers to 1,200 in multiple ways; names and attributes of two- and three-dimensional figures; measurement to the nearest inch or centimeter, dot plots, frequency tables, bar graphs, pictographs

3.8 Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to:

Data Analysis: 3.8A and 3.8B should be taught together.

	GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS **3.8A summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals**	data set, categories, frequency table, dot plot, pictograph, bar graph, scaled intervals **Verbs** summarize, using	A frequency table shows how often an item, a number, or a range of numbers occurs. Tally marks and counts may be used to record frequencies. Students begin work with frequency tables in grade 3. This builds upon 1(8)(A) where students collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts. A dot plot may be used to represent frequencies. A number line may be used for counts related numbers. A line labeled with categories may be used as well if the context requires. Dots are recorded vertically above the number line to indicate frequencies. Dots may represent one count or multiple counts if so noted. 	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (John Van de Walle) pp. 385-392 **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.8A Instructional Information

(GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS)

3rd grade students are responsible for all 4 graphs (bar graph, pictograph, dot plot, and frequency table). They should be exposed to all graphs as equitably as possible and not be limited to certain ones throughout the year. Students should choose the type of graph that best serves the purpose of the data collected.

Students organized data in T-charts and with tally marks in the previous grades. Students will also have knowledge and understanding of pictographs and bar graphs from previous grades. Frequency tables and dot plots are new in 3rd grade. Students may have seen a frequency table when collecting data in previous grades, but may not have heard the term "frequency table" used in conjunction with it. A frequency table is a table that shows the total for each category or group of data. **Example A** below shows data collected using tally marks while **Example B** and **Example C** show frequency tables.

Example A

Sock Colors

Red	𝍸
White	𝍸 ||||
Blue	|||

Example B

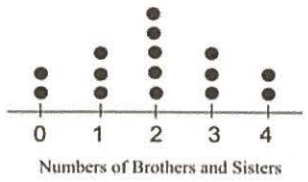
Sock Colors

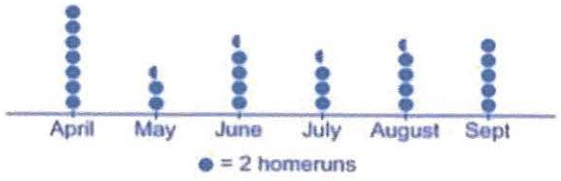
Red	𝍸	5
White	𝍸 ||||	9
Blue	|||	3

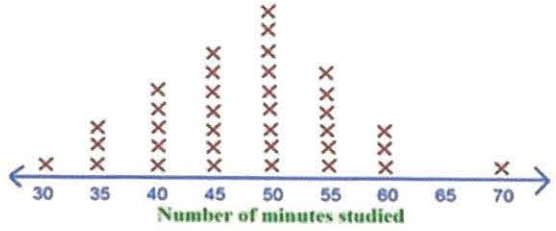
Example C

Kind of Candy	Number of Students
Gummy Bears©	22
Skittles©	18
Sour Patch Kids©	20
Laffy Taffy©	10

A dot plot is a representation of categorical or qualitative data with an axis usually on either the bottom or left side and uses a dot, or an X, stacked above the value to represent the number of items. One dot can represent more than one item of the data, if indicated (scaled intervals).







Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	GRAPHING TAUGHT ONGOING ALL YEAR IN ALL UNITS **3.8B solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals**	problems, categorical data, frequency table, dot plot, pictograph, bar graph, scaled intervals **Verbs** solve, using	Students begin work with pictographs in grade K and bar graphs in grade 1. Students begin work with frequency tables and dot plots in grade 3. This SE builds upon 2(10)(C), where students solve one- and two-step problems with scaled intervals.	**Teaching Student-Centered Mathematics (Grades 3-5) 1st Ed.** (John Van de Walle) pg. 385-392 **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.2B Instructional Information

(GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS)

The goal is to help students see that graphs and charts tell information and that different types of representations tell different things about the same data. The value of having students actually construct their own graphs is not so much that they learn the techniques, but that they are personally invested in the data and that they learn how a graph conveys information. Once a graph is constructed, the most important activity is discussing what it tells people who see it, especially those who were not involved in making the graph. Discussions about graphs of real data that the students have themselves been involved in gathering will help them analyze and interpret other graphs and charts they see in newspapers and on TV. (Van de Walle, pg. 385-386)

Our world is inundated with data. It is essential that we prepare students to be literate about what can be interpreted from data and what cannot be interpreted from data, what is important to pay attention to and what can be discarded as misleading. This is important for success in school, as well as being a mathematically literate citizen.(Van de Walle, pg. 392)

3.2 Number and Operations. The student applies mathematical process standards to represent and compare whole numbers and understand relationships related to place value.

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	3.2A compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate	numbers, sum, ten thousands, thousands, hundreds, tens, ones, objects, pictorial models, numbers, expanded notation **Verbs** compose, decompose, using	This SE builds on 2(2)(A), where students are expected to use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way and builds to 4(2)(B), where students are expected to represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths. Composing and decomposing whole numbers may focus on place value such as the relationship between standard notation and expanded notation. The number 789 may be decomposed into the sum of 500, 200, 50, 30, and 9 to prepare for work with compatible numbers when adding whole numbers with fluency. Please note: Expanded notation for 12,905 is (1 × 10,000) + (2 × 1000) + (9 × 100) + (5 × 1), while expanded form is 10,000 + 2000 + 900 + 5. Decomposition of whole numbers does not involve carrying digits to the next place holder. Each addend of the decomposition should only have one non-zero digit. For example, 789 may not be decomposed into the sum of 600, 90, 90, and 9 or the sum of 600, 180 and 9.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** Chapter 2 pp. 39-55 Hundred Grids Base Ten Blocks Place Value Chart 22 Place Value Lessons https://www.weareteachers.com/place-value-activities/ **Kim Sutton** Place Value With Pizzazz Dynamic Dice pp.126-129 **Math Process Standard Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

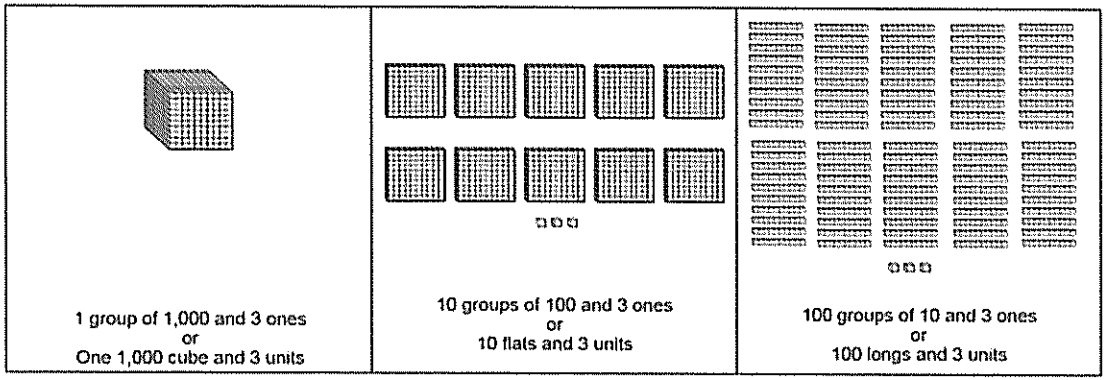
3.2A Instructional Information

(GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS)

Being able to recognize and generate equivalent representations of the same number is a component of number sense that will serve students well during tasks that require estimation, comparison, or computation. This ability linked to place-value understanding increases students' flexibility in dealing with numbers because they can easily generate equivalent representations that will make their work easier. Challenge students to find as many different ways to represent a given number as possible. (Van de Walle, pg. 152)

Compose: Sets of objects may be joined together to make a larger group. The two sets are the parts and the whole is the larger set that is created.
Decompose: Sets of objects can also be broken into smaller subsets and together still contain the total amount.
To show mastery of this standard, students must compose and decompose numbers using objects, pictorial models, and numbers including writing the numbers in standard notation.

Although place value is not specifically mentioned in the standard, when students are creating multiple ways to write a number according to the number of hundreds, tens, ones, etc., they are applying their understanding of place value.

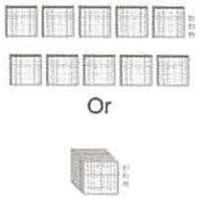
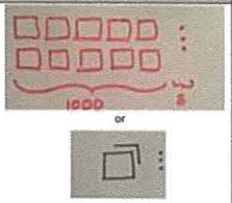


1 group of 1,000 and 3 ones
or
One 1,000 cube and 3 units

10 groups of 100 and 3 ones
or
10 flats and 3 units

100 groups of 10 and 3 ones
or
100 longs and 3 units

The more flexible students are with numbers, the easier they may be able to recall their math facts and perform operations.
The table below shows concrete and pictorial models along with expanded and standard notation for the number 1,003. As students are learning to write expanded notation, they should write the numbers below the pictorial model so that the more abstract expanded notation is merely an extension of the pictorial model that the student drew. Through student experiences of composing and decomposing numbers, making concrete models, and drawing pictorial models, students gain an in-depth understanding of how numbers work together to create other numbers, which paves the way for fluency with operations.

Concrete Model	Pictorial Model	Expanded Form	Expanded Notation	Standard Form
 Or	 or	1,000 + 3	(1 x 1,000) + (3 x 1)	1,003

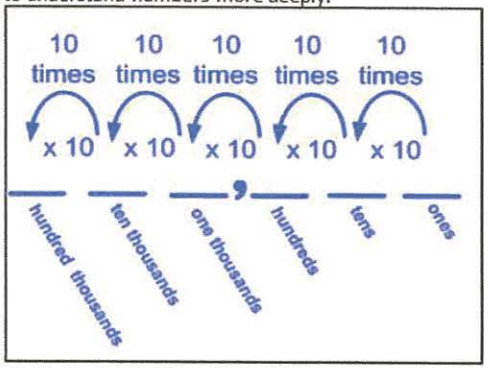
Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	3.2B describe the mathematical relationships found in the base-10 place value system through the hundred thousands place	mathematical relationships, base-10 place value system, hundred thousands place **Verbs** describe	The mathematical relationships include interpreting the value of each place-value position as ten times the position to the right. For example, 3,000 is 10 times 300 or 100,000 is 100 times 1,000. This SE builds to 4(2)(A), where students are expected to interpret the value of each place-value position as 10 times the position to its right and as one tenth the value of the place to its left.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** pp. 151-170 **Kim Sutton** Place Value with Pizzazz Dynamic Dice **The Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.2B Instructional Information

(GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS)

Physical models for base-ten concepts play a key role in helping students develop the idea of "a ten" as both a single entity and as a set of 10 units. Remember, though, that the models do not show the concept to the students; the students must mentally construct the "10-makes-one-relationship" and impose it on the model. A good base-ten model for ones, tens, hundreds, [and beyond] is one that is proportional. That is, a model for ten should be physically 10 times larger that the model for a one, and a hundred model should be 10 times larger than the ten model. Proportional materials allow students to check that ten of any given piece is equivalent to one piece in the column to the left (10 tens equals 1 hundred). (Van de Walle, pg. 158)

The digits in our base-10 place value system have a special mathematical relationship. As the digits move from ones to tens to hundreds, each place is 10 times the value of the place to its right. A 5 in the tens place has 10 times the value of a 5 in the ones place. A 5 in the hundreds place has 10 times the value of a 5 in the tens place. This Student Expectation asks students to understand these relationships to understand numbers more deeply.



Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
S	**3.2C represent a number on a number line as being between two consecutive multiples of 10; 100; 1,000; or 10,000 and use words to describe relative size of numbers in order to round whole numbers**	number, number line, multiples, 10, 100, 1,000, 10,000, relative size, words, whole numbers **Verbs** represent, use, describe, round	This builds on number line understandings from grade 2 with 2(2)(E), where students are expected to locate the position of a given whole number on an open number line, and 2(2)(F), where students are expected to name the whole number that corresponds to a specific point on a number line and builds to 4(2)(H), where students are expected to determine the corresponding decimal to the tenths or hundredths place of a specified point on a number line. Words may include phrases such as "closer to," "is about," or "is nearly." For example, 18,352 is between 10,000 and 20,000 on the number line. 18,352 is closer to 20,000.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (Van de Walle) p. 155 **Kim Sutton** Dynamic Dice pp. 132-135 **Math Process Standard Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

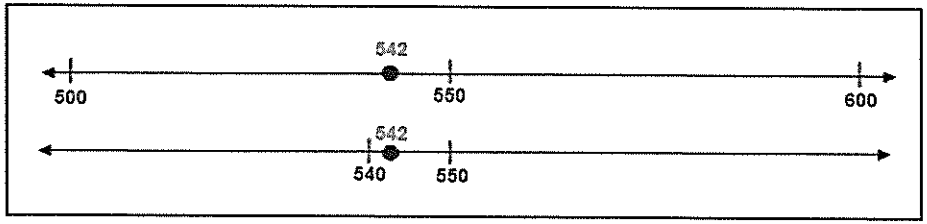
3.2C Instructional Information

(GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS)

The goal of this standard is a conceptual view of rounding numbers. Students are asked to round numbers based on how close the number is to a multiple of 10, rather than relying on rules to round the numbers. They also use words to describe the relative size of numbers, e.g., 497 is about 500.

Example/Activity

The two open number lines below show the number 542. The top graph shows 542 graphed between 500 and 600. Because 542 is closer to the number 500 than it is to 600 on the number line, 542 rounds to 500, not 600. The bottom number line shows 542 graphed between 540 and 550. Since 542 is closer to 540 than it is to 550, 542 rounds to 540, not 550.



Students are also asked to describe the relative size of numbers using words. For the example above, we might say that 542 is "about 540" or "approximately 540."

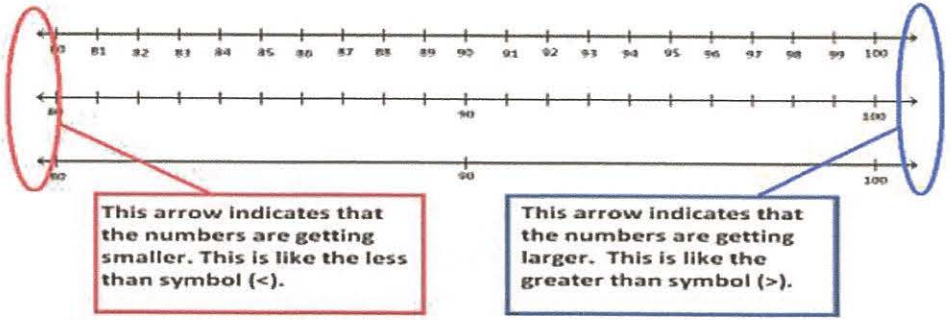
Readiness or Supporting	Student Expectation	Nouns	TEA Supporting	Resources
	3.2D compare and order whole numbers up to 100,000 and represent comparisons using the symbols >, <, or =	whole numbers, 100,000, comparisons, symbols <, >, or = **Verbs** compare, order, represent, using	This SE builds on 2(2)(D), where students are expected to use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols and builds to 4(2)(C), where students are expected to compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols >, <, or =.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** pp. 151-170 **Kim Sutton** Place Value with Pizzazz Dynamic Dice **The Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.2D Instructional Information

To show mastery of this state standard, students should be able to place numbers in order from least to greatest and greatest to least and use >, <, or = to tell whether numbers are greater than, less than, or equal to each other. Students use the traditional greater than, less than, and equals symbols to tell the comparison that they have made.

Example/Activity

Although students often know which numbers are larger or smaller than others, many students struggle when asked to write the numbers from greatest to least or least to greatest. It may help students to graph the numbers on an open number line and then make the list of numbers. Note: The symbols < and > should be taught without the use of "alligators." Think of the symbols as the ends of a number line.



Sentence Stems

Sentence stems may be helpful in teaching children to verbalize their thoughts. "_____ is more than (less than) _____. I know this because _____ has _____ hundreds and _____ tens and _____ ones and, _____ has _____ hundreds and _____ tens and _____ ones." "These two sets are equal. I know this because..." "The _____ set is smaller (or less than) the _____ set. I know this because..." "There are less (fewer) _____ than _____. I know this because..."

3.4 Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to:				
Readiness or Supporting	**Student Expectation**	**Nouns**	**TEA Supporting Information**	**Resources**
	3.4C determine the value of a collection of coins and bills	value, collection, coins, bills **Verbs** determine	Building upon 2(5)(A) and 2(5)(B), students may be asked to record the value of a collection of coins using a cent symbol or a dollar sign with a decimal.	Third Grade money activities https://www.education.com/activity/third-grade/money-math/ Real Money **Math Process Standard Series** Representations pg. 62, Communication, Problem Solving, Connections, Reasoning & Proof

3.4C Instructional Information

A great way to remind students how to count coins is to practice skip counting by 5's and 10's and by 25's. Students should be allowed to use invented strategies to find the value of the bills, rather than having a certain order prescribed for them. Depending on what coins are in the collection, it may be easier to start with quarters or a different coin. Students might also the value for each of the kinds of coins and add the values together.

41 ¢

Students can use the "Hairs on a Coin" method to help count a collection of coins, based on skip counting by 5's. Each coin gets a "hair" for every 5¢ in value. A quarter would get 5 hairs, a dime would get 2 hairs, and a nickel gets 1 hair. Pennies get a dot since they have a value less than 5¢. Students then the collection of coins skip counting by 5's and add in any pennies at the end to find the total.

Example/Activity

Your students may or may not need to use an organized way to record their solution. A detailed chart appears below, which your students may or may not need. However, students who trouble keeping track of the amounts they have counted might benefit from using this ki) be able to see compatible numbers more easily if they chart (or re values of the coins.

Money	[illegible]	Value
quarters	3	$0.75
dimes	5	$0.50
nickels	3	$0.15
pennies	2	$0.02
ten-dollar bills	3	$30.00
	Total	$31.42

$1.42

TEKS in Cluster	Cluster Descriptor	Brief Explanation of Cluster Purpose:
Integrated throughout unit: • 3.8A Readiness • 3.8B Supporting	**Data Analysis**	The TEKS 3.8A & 3.8B are grouped together so there is a fluid process of summarizing data and solving one- and two- step problems when working with frequency tables, dot plots, pictographs and bar graphs with scaled intervals. It is the expectation of the math department that data be incorporated into every unit of instruction. This can be done in conjunction with the math content being taught in the unit or may require a designated day of instruction.
10 Days: • 3.4A Readiness • 3.4B Supporting • 3.5A Readiness	**Addition & Subtraction**	The purpose of clustering these three TEKS together is to not isolate specific skills. The math department encourages asking students to estimate (3.4A) for solutions for any problem situation in order to make checking for reasonableness a fluid process. Both 3.4A and 3.5A are written with understanding of solving one-step and two-step problems. The strategies listed in these two standards is what makes them different. So, teaching them simultaneously and addressing the different strategies should help students achieve better mastery of the skill.
3 Days: • 3.4B Supporting	**Estimating Solutions**	Now that students have become familiar with estimating, they will focus specifically on contextual situations that require estimation. Again, this will promote checking for reasonableness.
6 ½ Days: • 3.5E Readiness	**Paired Number Tables**	Paired number tables are introduced for the first time in 3rd grade. Now that students have spent time developing their understanding of addition & subtraction, they can apply those skills to paired number tables involving these operations. This standard (3.5E) is listed in isolation, as there are no other TEKS in this unit associated with this standard. It is recommended that this standard be taught after the other TEKS in this unit.

First Grading Period	Unit 3: Addition & Subtraction (19 1/2 days)

Mathematical Process Standards

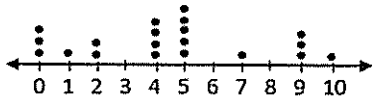
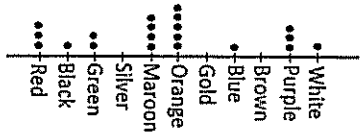
(A) apply mathematics to problems arising in everyday life, society, and the workplace;
(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;
(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;
(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;
(E) create and use representations to organize, record, and communicate mathematical ideas;
(F) analyze mathematical relationships to connect and communicate mathematical ideas; and
(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Unit Vocabulary/Word Wall

addend	sumandos	**Vocabulary new to this unit** --- **Consider ALL applicable vocabulary**	number sentence	oración numérica
addition	suma		pattern	patrón
algorithm	algoritmo		pictorial model	modelo pictórico
approximate	aproximar		place value	valor de posición
associative property	propiedad de identidad (o del cero) de la suma		reasonable	razonable
commutative property	propiedad conmutativa (o de orden) de la suma		regrouping	reagrupar
compatible numbers	números compatibles		round	redondear
difference	diferencia		strategy	estrategia
estimate	estimar		strip diagram	diagrama de tiras
equal	igual		subtraction	resta
equation	ecuación		sum	suma o total
identity property	propiedad de identidad		table	tabla
inverse operations	operaciones inversas		total	total
number line	recta numérica		unknown	incógnita
number pair	razonable			

Suggested Math Review Topics: dot plots, frequency tables, bar graphs, pictographs; addition and subtraction with regrouping; compose and decompose numbers to 100,000; compare and order whole numbers to 100,000; represent a number on a number line; value of a collection of coins and bills

3.8 Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to:

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
R	**GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS** **3.8A summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals**	data set, categories, frequency table, dot plot, pictograph, bar graph, scaled intervals **Verbs** summarize, using	A frequency table shows how often an item, a number, or a range of numbers occurs. Tally marks and counts may be used to record frequencies. Students begin work with frequency tables in grade 3. This builds upon 1(8)(A) where students collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts. A dot plot may be used to represent frequencies. A number line may be used for counts related numbers. A line labeled with categories may be used as well if the context requires. Dots are recorded vertically above the number line to indicate frequencies. Dots may represent one count or multiple counts if so noted.  	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (John Van de Walle) pp. 385-392 **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.8A Instructional Information

(GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS)

3rd grade students are responsible for all 4 graphs (bar graph, pictograph, dot plot, and frequency table) and should be exposed to all graphs as equitably as possible and should not be limited to certain ones throughout the year. Students should choose the type of graph that best serves the purpose of the data collected.

Students organized data in T-charts and with tally marks in the previous grades. Students will also have knowledge and understanding of pictographs and bar graphs from previous grades. Frequency tables and dot plots are new in 3rd grade. Students may have seen a frequency table when collecting data in previous grades, but may not have heard the term "frequency table" used in conjunction with it. A frequency table is a table that shows the total for each category or group of data. Example A below shows data collected using tally marks, as done in previous grades. Example B and Example C show frequency tables.

Example A

Sock Colors

Red	𝍸
White	𝍸 ||||
Blue	|||

Example B

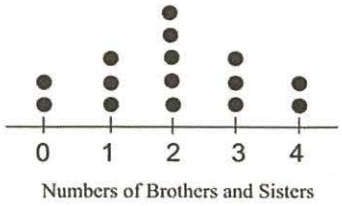
Sock Colors

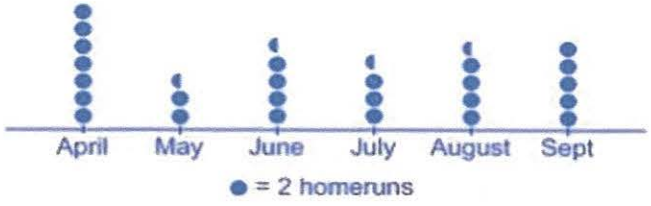
Red	𝍸 5
White	𝍸 |||| 9
Blue	||| 3

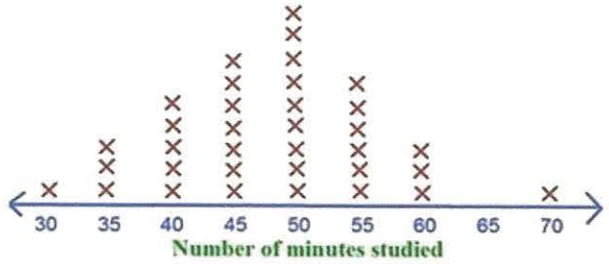
Example C

Kind of Candy	Number of Students
Gummy Bears©	22
Skittles©	18
Sour Patch Kids©	20
Laffy Taffy©	10

A dot plot is a representation of categorical or qualitative data with an axis usually on either the bottom or left side and uses a dot, or an X, stacked above the value to represent the number of items. One dot can represent more than one item of the data, if indicated (scaled intervals)







Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	GRAPHING TAUGHT ONGOING ALL YEAR IN ALL UNITS **3.8B solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals**	problems, categorical data, frequency table, dot plot, pictograph, bar graph, scaled intervals **Verbs** solve, using	Students begin work with pictographs in grade K and bar graphs in grade 1. Students begin work with frequency tables and dot plots in grade 3. This SE builds upon 2(10)(C), where students solve one-step problems with intervals of one.	**Teaching Student-Centered Mathematics (Grades 3-5) 1st Ed.** (John Van de Walle) pp. 385-392 **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.8B Instructional Information

(GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS)

The goal is to help students see that graphs and charts tell information and that different types of representations tell different things about the same data. The value of having students actually construct their own graphs is not so much that they learn the techniques, but that they are personally invested in the data and that they learn how a graph conveys information. Once a graph is constructed, the most important activity is discussing what it tells people who see it, especially those who were not involved in making the graph. Discussions about graphs of real data that the students have themselves been involved in gathering will help them analyze and interpret other graphs and charts they see in newspapers and on TV. (Van de Walle, pg. 385-386)

Our world is inundated with data. It is essential that we prepare students to be literate about what can be interpreted from data and what cannot be interpreted from data, what is important to pay attention to and what can be discarded as misleading. This is important for success in school, as well as being a mathematically literate citizen.(Van de Walle, pg. 392)

3.4 Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to:

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	3.4A solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction	one-step problems, two-step problems, addition, subtraction, strategies, place value, properties of operations, relationship, fluency **Verbs** solve, use	Two-step problems may include addition, subtraction, or a combination of the two. The SE specifies that the numbers to be added or subtracted must be "whole numbers within 1,000." The SE includes specific approaches to solving the one-step and two-step problems: strategies based on place value, properties of operations, and the relationship between addition and subtraction. The one-step problem prompts students to add numbers such as 237 and 547. If using strategies based on place value, a student might add the hundreds to get 700, the tens to get 70, and the ones to get 14 and then combine 700, 70, and 14 to have a sum of 784. If using a strategy based on properties of operations, a student may consider that 237 + 547 is equivalent to 237 + (500 + 47) = (237 + 500) + 47 = 737 + 47 = 784. If using a strategy based on the relationship between addition and subtraction, a student might subtract 63 from 547 and add it to 237 to have 300 and 484, which add to 784. "Procedural fluency refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently" (National Research Council, 2001, pg. 121).	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (Van de Walle) Chapter 2 pg. 13-27 Chapter 11 pg. 171-18 TouchMath Math Tools for Students in the Autistic Spectrum Disorder https://www.teacherspayteachers.com/Product/3rd-Grade-Math-Centers-3rd-Grade-Math-Games-BUNDLE-2370086?aref=rhqnlryc This resource includes 14 math centers that review the Number and Operations: Base Ten Standards for 3rd grade. Each center includes a teacher notes page with a picture of the center in action, a student directions page, the center cards or pieces, recording sheets, and answer key when applicable. The nature of some of the centers don't allow for answer keys. The only manipulatives needed for the centers are dice and a paperclip to create a spinner. Math Leveled Daily Curriculum by The Autism Helper

				Kim Sutton Math Drills to Thrill Dynamic Dice **Math Process Standard Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof **Mathematics... A Way of Thinking** by: Robert Baratta-Lorton

3.4A Instructional Information

Estimating for Reasonable Answers

Prior to adding or subtracting, having students estimate answers helps them maintain a focus on the numbers being added and subtracted, rather than just the digits. This estimation step has the added benefit of bolstering students' number sense as they use their understanding of numbers to determine "about" what the answer might be.

Estimation should always take place before the actual calculation and then be compared to the student's solution for reasonableness. This is a best practice that is highly encouraged during math review.

Strategies in third grade for estimation can include rounding to the nearest ten or hundred or using compatible numbers. See instructional information for 3.4B for details on these strategies.

Example/Activity:

Turn to your partner and estimate 376 + 523. Is this sum going to be more than 800 or less than 800? About what will it be?

Turn to a partner, and estimate the difference for 638 – 426. What do you need to think about when you are estimating the difference?

Have students find the sum or difference to see if their answer was reasonable.

For each problem below decide whether the best estimate is under or over the number given. After you have estimated, find the exact answer. Was your answer reasonable? Why or why not?

4,592 + 6,299 = Over 500 Under 500	623 – 462 = Over 100 Under 100
26 + 78 + 52 = Over 150 Under 150	982 – 428 = Over 500 Under 500
187 + 321 + 359 = Over 900 Under 900	1,348 – 298 – 418 = Over 700 Under 700

3.4A Instructional Information (continued)

(GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS)

Fluency is defined in the state standard as skill in carrying out procedures flexibly, accurately, efficiently, and appropriately. Students in third grade solve problems by using strategies that are based on place value, properties of operations, and the relationship between addition and subtraction.
Notice that algorithms are not included in the list of strategies that students use. However, this does not mean that students cannot use the algorithms. It does mean that they must be able to use place value, properties, and the relationship between addition and subtraction.

Example/Activity:

Place Value Strategies: When students use place value strategies, they are aware that they are combining things that are alike—10s with 10s, 100s with 100s, etc. They combine numbers with the same place value. There is no "carrying" or "borrowing"; students "regroup" or "trade" according to place value.

Properties of Operations: When students are flexible with their numbers, they are probably using the properties of operations without knowing it. For example, a formal definition of the commutative property is: **a + b = b + a**
Third graders understand that 35 + 46 has the same value as 46 + 35. This is also true for multiplication, but not subtraction and division. A formal definition of the associative property is: **(a + b) + c = a + (b + c)**
This formal definition means something very simple: numbers can be added in any order. Although the definition only shows three numbers—a, b, and c—this is also true if there are 4 or more numbers. Using the example above, we can rewrite this example:

435 + 346
(400 + 30 + 5) + (300 + 40 + 6)
(400 + 300) + (30 + 40) + (5 + 6)
700 +70 + 11
781

Writing this out is complicated, but adults do this kind of mental math all the time. Now the state standard allows for students to do this and it is okay for them not to have to write it out. They do need to explain their method.

Relationship Between Addition and Subtraction: Addition and subtraction are inverses of each other. This means that students can use adding up to a number when the subtraction is too difficult. For example, 1,000 – 857 can be thought of as an addition problem:

857 + ? = 1,000
857 + 100 = 957
957 + 40 = 997
997 + 3 = 1,000
So 1,000 – 857 = (100 + 40 + 3) or 143

3.4A Instructional Information (continued)

Algorithm: The algorithm is a time-honored, efficient, specific method for doing an operation. Once students have a good understanding of numbers and can be flexible with them, the algorithm can be a faster way of doing the operation. However, if students lack this understanding, the algorithm is a process that is easily tangled in students' heads. When the algorithm is taught with a clear basis in place value, it is much easier for students to remember. An expanded version of the traditional algorithm for addition is shown below. Notice how place value is evident in the way the addition is recorded.

```
  255
   39      } problem written in the typical way
+ 146
5 + 9 + 6 = 20   ⟶ ones only
50 + 30 + 40 = 120   ⟶ tens only
200 + 100 = 300   ⟶ hundreds only
440   ⟶ simple addition
```

This is not exactly the traditional algorithm. However, it is similar, and it is place value that clearly drives the solution method. When students have difficulty understanding regrouping, this expanded version of the traditional algorithm can be very helpful. Another version of the traditional algorithm uses expanded notation. Notice again how place value is evident in the way the addition is recorded.

```
255 = 200 + 50 + 5
 39 =       30 + 9
146 = 100 + 40 + 6
    = 300 + 120 + 20 = 440
```

Some students may even need to expand 300 + 120 + 40 to solve the problem. The scaffold of expanded notation should help most struggling students. Here is an expanded version of the traditional method for subtraction, which mirrors the regrouping done when using base-10 blocks and is based on place value. Notice how the regrouping over zeroes makes more sense. This is written in the most expanded form possible to explain the process. There are certainly shorter ways of writing the same process, but they would have been more difficult to explain here. Once students have experience with this expanded form, they may then be able to create their own shortcuts, which will probably be closer to the traditional algorithm.

```
  905
- 167     } Problem is written in the typical way.
900 +  + 5
100 + 60 + 7     } Each number has been expanded.
800 + 100 + 5
100 + 60 + 7     } 900 has been rewritten as 800 + 100.
800 + 90 + 15
100 + 60 + 7     } 100 has been rewritten as 90 + 10. The 10 is added to 5 to make 15.
700 + 30 + 8
738     } Numbers are subtracted and the expanded answer is written in standard form.
```

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	3.4B round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems	10, 100, compatible numbers, solution, addition and subtraction problems **Verbs** round, use, estimate	The choice of rounding or using compatible numbers belongs to the student.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed. (Van de Walle)** Chapter 2 pp. 13-27 Chapter 11 pp. 171-181 **Kim Sutton :** Dynamic Dice **Math Leveled Daily Curriculum** Level 1, 2 and 3 by The Autism Helper **Math Process Standard Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

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3.4 B Instructional Information

(GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS)

The focus of 3.4B is estimation. The methods used to estimate are rounding and compatible numbers. See 3.2C for a thorough discussion of rounding.

Note: Students may come up with different estimates after rounding or using compatible numbers. This is perfectly acceptable, except when students are specifically told what place to round the number to.

According to Van de Walle (pp. 195), "the goal of computational estimation is to be able to flexibly and quickly produce an approximate result that will work for the situation and give a sense of reasonableness." Adults round and estimate all the time; children have to be taught to estimate. When a child says, "It only costs a dollar," the parent says, "It's $1.99. That's almost $2, not $1." The child has made almost a 100% error in judging the cost of the item. The parent didn't use a rule to estimate the cost. The parent knew through experience that $1.99 is one penny away from $2 and $0.99 from $1. Unfortunately, multiple choice test questions have given teachers and students a skewed purpose for estimation. Many students have been taught to do the arithmetic and then choose an answer that is close to the actual answer. What is the problem with this? Students are not taught the skill of estimation. They are taught that the purpose of this topic in mathematics is to get the answer to a test question correct, not to have a real-life, super useful skill!

Compatible Numbers

To be useful in estimation, rounding should be flexible and conceptually well-understood. To round a number simply means to select a compatible number. (Note that the term "compatible" is not a mathematical term. It refers to numbers that would make the problem easier to compute mentally.) The compatible number can be any close number and need not be a multiple of 10, 100, 1,000, or 10,000. (Van de Walle, pg. 155)

146 + 852
146 is approximately 150.
852 is approximately 850.
850 and 150 are compatible numbers.
850 + 150 = 1,000, so the sum of 146 and 852 is about 1,000.

3.4B Instructional Information Continued

(GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS)

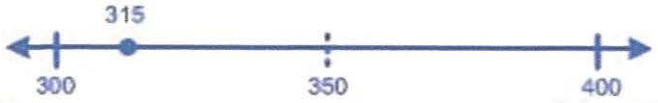
How do students know whether to use rounding or compatible numbers to estimate? The answer is that it does not matter which one they use. The goal is to come up with a reasonable estimate for a sum or difference. It won't matter on a standardized test either. When students are allowed to be flexible with numbers, if they estimate a different number than the answer choices that are available, they may feel comfortable choosing a number that isn't exactly their estimate but is close to their estimate.

Megan has 315 stamps in her collection. Trevor has 188 stamps in his collection. About how many more stamps does Megan have than Trevor?

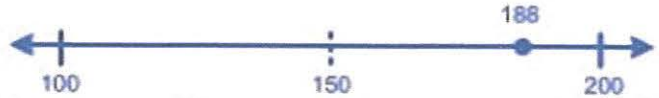
Sample solution:

315 stamps – 188 stamps

The greatest common place value of 315 and 188 is the hundreds place; therefore, round to the nearest 100 before computation.



The number 315 rounded to the nearest 100 is 300, because 315 is closer to 300 than 400 and is before the halfway point of 350.



The number 188 rounded to the nearest 100 is 200, because 188 is closer to 200 than 100 and is past the halfway point of 150.

300 – 200

300 – 200 = 100

Megan has about 100 more stamps than Trevor.

3.5 Algebraic reasoning. The student applies mathematical process standards to analyze and create patterns and relationships. The student is expected to:				
Readiness or Supporting	**Student Expectation**	**Nouns**	**TEA Supporting Information**	**Resources**
	3.5A represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations	one-step and two-step problems, addition, subtraction, whole numbers, pictorial models, 1,000, number lines, equations **Verbs** represent, using	The SE includes the use of number lines and equations to represent the problems.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed. (Van de Walle)** Chapter 2 pp. 13-27 Chapter 11 pp. 171-181 **Math Process Standard Series:** Representations pg. 38, Communication, Problem Solving, Connections, Reasoning & Proof **Mathematics... A Way of Thinking** by: Robert Baratta-Lorton

3.5 A Instructional Information

(GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS)

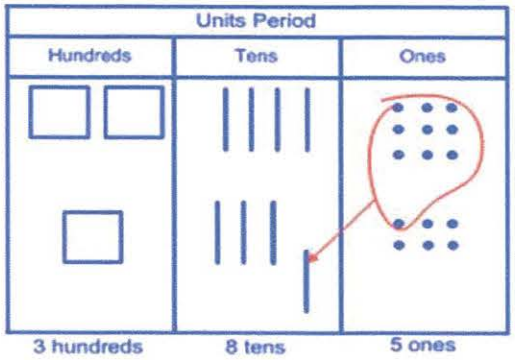
In 3.4A, students solve problems using strategies based on place value, properties of operations, and the inverse relationship between addition and subtraction. This standard, 3.5A, requires that students use models to perform the operations—pictorial models, number lines, and equations. Students should label their answers with a label that makes sense for the problem situation.

Examples:

Pictorial Model and Strip Diagram

There are 249 large dogs signed up to compete in the dog show. There are 136 more small dogs than large dogs signed up to complete. How many small dogs are signed up to compete in the dog show?

249 large dogs + 136 more = __small dogs



$$\begin{array}{r} {\scriptstyle 1\ 1} \\ 249 \\ +\ 136 \\ \hline 385 \end{array}$$

$$\begin{array}{r} {\scriptstyle 1\ 1} \\ 249 \\ +\ 136 \\ \hline 385 \end{array}$$

There are 385 small dogs signed up to compete in the dog show.

3.5A Instructional Information Continued

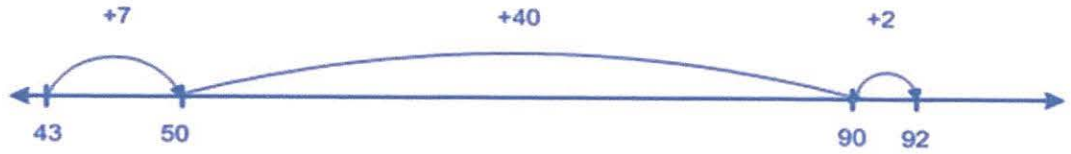
(GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS)

Number Line Models

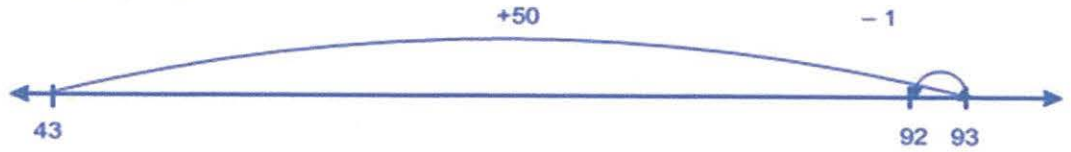
Ricardo counted the cars that drove past his house one weekend. He counted 43 cars on Saturday and 49 cars on Sunday. How many cars did Ricardo count during the weekend?

43 cars + 49 cars = __total cars

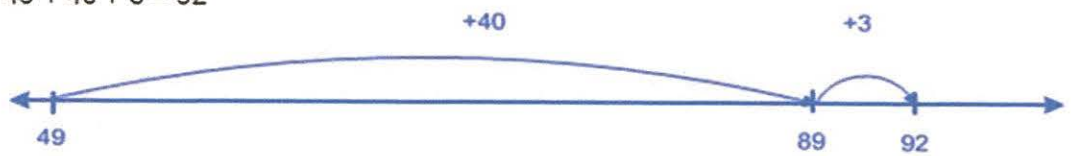
43 + 7 + 40 + 2 = 92



43 + 50 – 1 = 92



49 + 40 + 3 = 92



Ricardo counted 92 cars during the weekend.

3.5A Instructional Information Continued

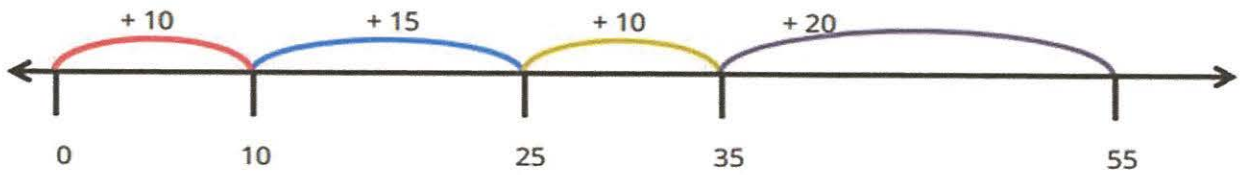
(GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS)

In preparation for TEKS 3.7C in Unit 9, include problem situations involving the addition and subtraction of intervals of time.

Example:

LaDanian's trainer wants him to walk for 10 minutes, run for 15 minutes, walk for 10 minutes, and run for 20 minutes. How long will it take LaDanian to complete the session if he does not take any breaks?

For the number line, start at 0 and add each amount of time in the order they occur.



10 minutes + 15 minutes + 10 minutes + 20 minutes
10 + 15 + 10 + 20 = 55 minutes

LaDanian's training session takes 55 minutes.

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
R	**(ONLY ADDITION AND SUBTRACTION TABLES AT THIS TIME)** **3.5E represent real-world relationships using number pairs in a table and verbal descriptions**	number pairs, table relationships **Verbs** represent	When paired with 3(1)(A), the expectation is that students apply this skill in a problem arising in everyday life, society, and the workplace. When paired with 3(1)(D), the expectation is that students extend the relationship represented in a table to explore and communicate the implications of the relationship. This SE builds to 4(5)(B) where students represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence. Real-world relationships include situations such as the following: 1 insect has 6 legs, 2 insects have 12 legs, 3 insects have 18 legs, 4 insects have 24 legs, etc.	**Teaching Student-Centered Mathematics (Grades 3-5)** (Van de Walle) pp. 306-308 **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof **Mathematics... A Way of Thinking** by: Robert Baratta-Lorton

3.5E Instructional Information

(ONLY ADDITION AND SUBTRACTION TABLES AT THIS TIME)

When paired with revised SE 3(1)(D), the expectation is that students extend the relationship represented in a table to explore and communicate the implications of the relationship.

Addison is older than her brother Cason. For each amount Cason earns for doing chores, Addison earns $2 more than her brother.

Amount Cason Earned	Amount Addison Earned	Verbal Description
$2	$4	For each amount earned by Cason, Addison will earn + $2 more.
$5	$7	
$6	$8	

If the pattern continues, how much will Addison earn if Cason has $9? Addison will earn $11 because $9 + $2 more = $11.

Unit 4: Multiplication & Division

(19 days) Pacing according to student progress and mastery of concepts

Purpose Statement: In order to reach the depth of the TEKS in the time provided, it is important to cluster (group) TEKS and not teach them in isolation. Below you will find a suggested pacing order, cluster descriptor and explanation to help guide your instruction. In order to build a strong conceptual understanding, it is recommended that concepts of multiplication and division be taught together. During this unit, students will work with one-step problems involving facts up to 10 x 10 and the related division facts. There is no two-digit by one-digit multiplication at this time. You will return to these skills and add in two-step problems and two-digit by one-digit multiplication in Unit 6: Extending Multiplication & Division.

TEKS in Cluster	Cluster Descriptor	Brief Explanation of Cluster Purpose:
Integrated throughout unit: • 3.8A Readiness • 3.8B Supporting	**Data Analysis**	The TEKS 3.8A & 3.8B are grouped together so there is a fluid process of summarizing data and solving one- and two- step problems when working with frequency tables, dot plots, pictographs and bar graphs with scaled intervals. It is the expectation of the math department that data be incorporated into every unit of instruction. This can be done in conjunction with the math content being taught in the unit or may require a designated day of instruction.
8 Days: • 3.4D Supporting • 3.4E Supporting • 3.4F Supporting • 3.4H Supporting • 3.4K Readiness • 3.5B Readiness	**Conceptual Understanding of Multiplication and Division**	The conceptual understanding of multiplication and division using the strategies stated in the TEKS (see instructional information on pages that follow) should be taught simultaneously, or with strong connections, in order to build understanding for our students. These TEKS are grouped together since they involve both multiplication and division representations, strategies, and problem solving. While teaching these strategies the teacher should always use contextual, real-world situations.
1 Day: • 3.4I Supporting	**Even and Odd Using Divisibility**	This standard (3.4I) is listed in isolation, as there are no other TEKS in this unit that are associated with this standard.
2 Days: • 3.4J Supporting • 3.5D Supporting	**Relationship Between Multiplication and Division**	These TEKS are grouped together as it is recommended that students use the relationship between multiplication and division to determine unknowns in any position of a multiplication or division equation.
3 Days: • 3.4K Readiness • 3.5B Readiness	**Problem Solving (Equal Groups Structure Problems)**	These TEKS are grouped together because both involve problem solving. Now that the students understand the concept of multiplication and division and have experienced them through contextual, real-world situations using different strategies and approaches, they are ready to bridge toward application level equal groups problems. Remember, one-step problems only at this time.

2 Days: • 3.4K Readiness • 3.5C Supporting	**Problem Solving (Comparison Structure Problems)**	These TEKS are grouped together since students can describe a one-step multiplication comparison using words (see instructional information on the pages that follow for examples of these problem types).
3 Days: • 3.5E Readiness	**Paired Number Tables**	Now that students have spent time developing their understanding of multiplication and division, they can apply those skills to paired number tables involving these operations. This standard (3.5E) is listed in isolation, as there are no other TEKS in this unit that are recommended to associate with this standard.

Second Grading Period	Unit 4: Multiplication & Division (19 days)

Mathematical Process Standards

(A) apply mathematics to problems arising in everyday life, society, and the workplace;
(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;
(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;
(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;
(E) create and use representations to organize, record, and communicate mathematical ideas;
(F) analyze mathematical relationships to connect and communicate mathematical ideas; and
(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Unit Vocabulary/Word Wall

multiplication	multiplicativo
factors	factores
product	productos
multiples	múltiplos
skip counting	resta repetida
repeated addition	suma repetida
arrays	matriz
rows	hileras
columns	columna
groups of	grupos de
patterns	patrón multiplicativo
division	división
fact family	familia de operaciones
divisor	divisor
divisible	divisible (por)
even number	par (número)
odd number	número impar
dividend	dividendo

Vocabulary new to this unit

- - -

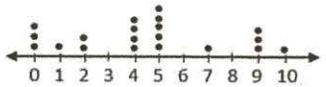
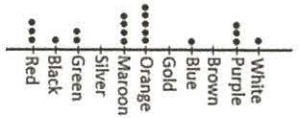
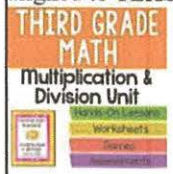
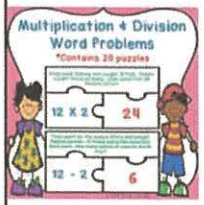
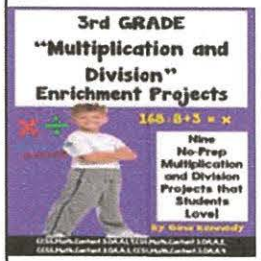
Consider ALL applicable vocabulary

digits	dígitos
operation	operaciones
related facts	hecho relacionado
area model	modelo del área
number line	número de línea
commutative property	propiedad conmutativa de la multiplicación
distributive property	propiedad distributiva
identity property	propiedad de identidad de la multiplicación
associative property	propiedad asociativa de la multiplicación
zero property	propiedad del cero en la multiplicación
represent	representar
inverse operation	operación inversa
pictorial models	modelo pictorial
divisibility rules	reglas de divisibilidad
automaticity	automaticidad
properties of operations	propiedades de las operaciones
strip diagrams	diagrama de tira
recall	retirada

Unit Vocabulary/Word Wall Continued				
quotient	cociente	**Vocabulary new to this unit - - - Consider ALL applicable vocabulary**	representations	representaciones
multiplication table	tabla de multiplicar		partition	tabique
equal shares	cantidades iguales / partes iguales		partial product	producto parcial
equal groups	grupo igual		mental math	cálculo mental
repeated subtraction	resta repetida		substitute	sustituir
relationships	relaciones		round	redondear
compensation	compensación		reasonableness	razonabilidad
strategies	estrategia		estimate	estimar
multiply	multiplicar		expanded algorithm	algoritmo ampliado
partial product	producto parcial		standard algorithm	algoritmo convencional
compensation	compensación		proficiency	compentencia
equation	ecuación		number pair	pares de numeros
pattern	patrón			

Math Review: During this unit, classroom Math Review should be based on the specific academic needs of each class from a variety of sources; including but not limited to benchmarks, common assessments, informal assessments, and teacher observations.

3.8 Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to:

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS **3.8A summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals**	data set, categories, frequency table, dot plot, pictograph, bar graph, scaled intervals **Verbs** summarize, us	A frequency table shows how often an item, a number, or a range of numbers occurs. Tally marks and counts may be used to record frequencies. Students begin work with frequency tables in grade 3. This builds upon 1(8)(A) where students collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts. A dot plot may be used to represent frequencies. A number line may be used for counts related numbers. A line labeled with categories may be used as well if the context requires. Dots are recorded vertically above the number line to indicate frequencies. Dots may represent one count or multiple counts if so noted.   	**Teaching Student-Centered Mathematics (Grades 3-5) 1st Ed.** (John Van de Walle) pp. 385-392 These resources are from teacherspayteachers.com Individual centers and games, worksheets and hands on activities aligned to TEKS    **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.8A Instructional Information

3rd grade students are responsible for all 4 graphs (bar graph, pictograph, dot plot, and frequency table) and should be exposed to all graphs as equitably as possible and should not be limited to certain ones throughout the year. Students should choose the type of graph that best serves the purpose of the data collected.

Students organized data in T-charts and with tally marks in the previous grades. Students will also have knowledge and understanding of pictographs and bar graphs from previous grades. Frequency tables and dot plots are new in 3rd grade. Students may have seen a frequency table when collecting data in previous grades, but may not have heard the term "frequency table" used in conjunction with it. A frequency table is a table that shows the total for each category or group of data. Example A below shows data collected using tally marks, as done in previous grades. Example B and Example C show frequency tables.

Example A

Sock Colors

Red	𝍸
White	𝍸 ||||
Blue	|||

Example B

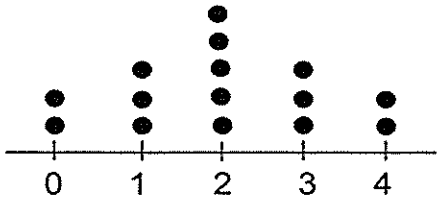
Sock Colors

Red	𝍸	5
White	𝍸 ||||	9
Blue	|||	3

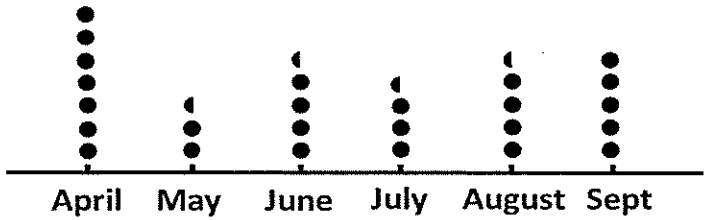
Example C

Kind of Candy	Number of Students
Gummy Bears©	22
Skittles©	18
Sour Patch Kids©	20
Laffy Taffy©	10

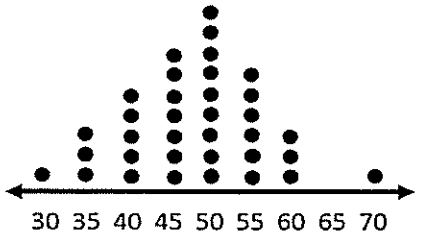
A dot plot is a representation of categorical or qualitative data with an axis usually on either the bottom or left side and uses a dot, or an X, stacked above the value to represent the number of items. One dot can represent more than one item of the data, if indicated (scaled intervals).



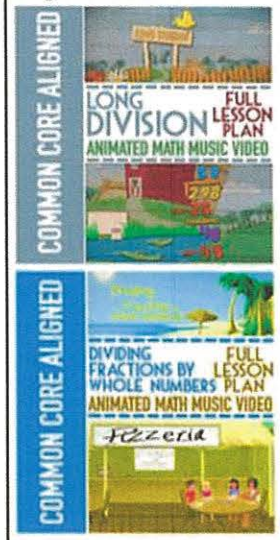
Number of Brothers and Sisters



● = 2 homeruns



Number of Minutes Studied

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
S	**GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS** **3.8B solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals**	problems, categorical data, frequency table, dot plot, pictograph, bar graph, scaled intervals **Verbs** summarize, using	Students begin work with pictographs in grade K and bar graphs in grade 1. Students begin work with frequency tables and dot plots in grade 3. This SE builds upon 2(10)(C), where students solve one-step problems with intervals of one.	**Teaching Student-Centered Mathematics (Grades 3-5) 1st Ed.** (John Van de Walle) pp. 385-392 Aligned to Common Core but adaptable for TEKS  teacherpayteachers.com **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof
3.8B Instructional Information				

(GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS)

The goal is to help students see that graphs and charts tell information and that different types of representations tell different things about the same data. The value of having students actually construct their own graphs is not so much that they learn the techniques, but that they are personally invested in the data and that they learn how a graph conveys information. Once a graph is constructed, the most important activity is discussing what it tells people who see it, especially those who were not involved in making the graph. Discussions about graphs of real data that the students have themselves been involved in gathering will help them analyze and interpret other graphs and charts they see in newspapers and on TV. (Van de Walle, pg. 385-386)

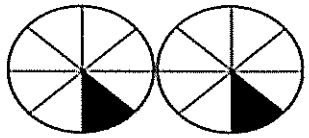
Our world is inundated with data. It is essential that we prepare students to be literate about what can be interpreted from data and what cannot be interpreted from data, what is important to pay attention to and what can be discarded as misleading. This is important for success in school, as well as being a mathematically literate citizen.(Van de Walle, pg. 392)

The multiplication and division unit has been split between Unit 4 & 6 in order to scaffold the multiplication and division standards to be more approachable to students. Below are the TEKS included in Unit 4: Multiplication & Division and Unit 6: Extending Multiplication & Division as well as the level to which each student expectation is taught at that time. District Benchmarks will be created based on the this chart.

TEKS	Unit 4: Multiplication & Division	Unit 6: Extending Multiplication & Division
3.4D	FULL STANDARD	FULL STANDARD
3.4E	FULL STANDARD	FULL STANDARD
3.4F	FULL STANDARD	FULL STANDARD
3.4G	**THIS STUDENT EXPECTATION IS NOT TAUGHT IN THIS UNIT. IT WILL BE ADDRESSED IN UNIT 6: EXTENDING MULTIPLICATION & DIVISION.**	FULL STANDARD
3.4H	DIVISION FACTS RELATED TO FACTS UP TO 10 X 10 AT THIS TIME	FULL STANDARD
3.4I	FULL STANDARD	FULL STANDARD
3.4J	FULL STANDARD	FULL STANDARD
3.4K	ONE-STEP PROBLEMS-MULTIPLICATION FACTS UP TO 10 X 10 AND THE RELATED DIVISION FACTS AT THIS TIME	FULL STANDARD
3.5B	ONE-STEP PROBLEMS-MULTIPLICATION FACTS UP TO 10 X 10 AND THE RELATED DIVISION FACTS AT THIS TIME	FULL STANDARD
3.5C	MULTIPLICATION FACTS UP TO 10 X 10 AT THIS TIME	FULL STANDARD
3.5D	MULTIPLICATION FACTS UP TO 10 X 10 AND THE RELATED DIVISION FACTS AT THIS TIME	FULL STANDARD
3.5E	MULTIPLICATION FACTS UP TO 10 X 10 AND THE RELATED DIVISION FACTS AT THIS TIME	FULL STANDARD

Multiplication and division are closely related mathematically and should be taught simultaneously for the entirety of the unit.

3.4 Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to:

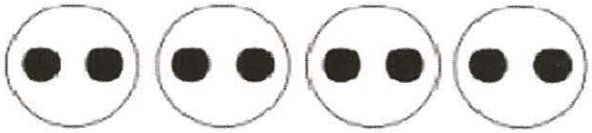
Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	3.4D determine the total number of objects when equally sized groups of objects are combined or arranged in arrays up to 10 by 10	total number, objects, groups, arrays **Verbs** determine, combined, arranged	Arrays should reflect the combination of equally-sized groups of objects. An example of a group of objects might include 2 groups of pizza slices with 7 slices in each group.  When paired with 3(1)(D) and 3(1)(E), students may be expected to represent the solution using a number sentence. For example, 2 × 7 = 14.	**Teaching Student-Centered Mathematics (Grades 3-5)** 2nd Ed. (John Van de Walle) pp.180-188 **Task Cards Multiplication and Division** This resource includes **5 sets (66 task cards)** aligned to the Texas 3rd grade multiplication and division TEKS (standards) and STAAR. Use as **review, practice, enrichment, math centers, intervention,** or **guided math!** Five sets of task card (centers) are included that can be used individually or grouped together. **Exit Tickets by Marvel Math** **Time 4 Learning online curriculum for students with autism** **Math Process Standard Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.4D Instructional Information

This standard, 3.4D, extends the second grade standard 2.6A by providing very specific, concrete models of multiplication: equal-sized groups and arrays to develop an understanding of the meanings of multiplication and division of whole numbers.

Equal Groups Example:

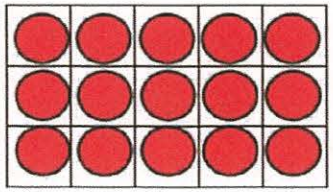
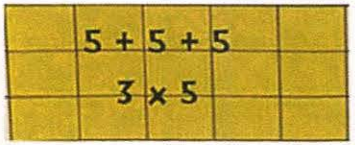
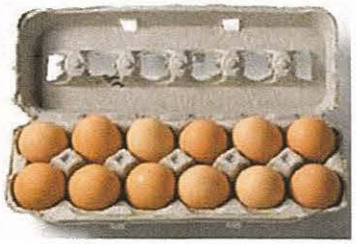
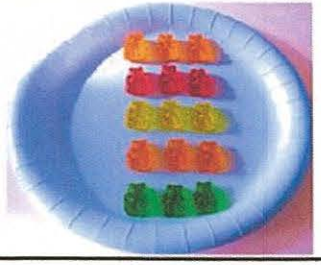
The equal-groups model lends itself to sorting a variety of concrete objects into equal groups and reinforces the concept of multiplication as a way to find the total number of items in a collection of groups, with the same amount in each group, and the total number of items can be found by repeated addition or skip counting.



4 groups of 2
or 2 + 2 + 2 + 2
or 4 x 2

Array Examples:

The array model consists of rows and columns (e.g., three rows of five columns for a 3-by-5 array) that mirror repeated addition.

3 x 5 array with counters on grid paper	Another 3 x 5 array using grid paper (can also be thought of as an area model)	2 x 6 array from egg carton	Real-life array
			

3.4D Instructional Information

Contextual Problem Example:

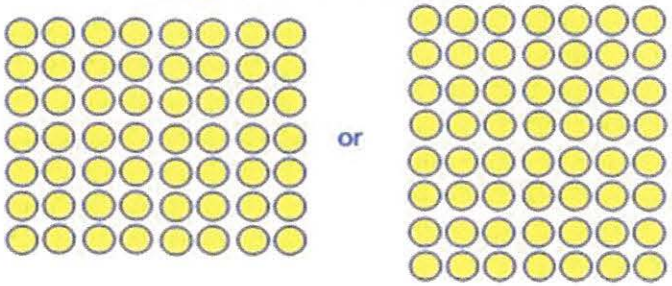
Arrays help build an understanding of the commutative property. To bring relevancy and interest to these problems, use story problems that are meaningful to your students. It will liven up the conversation about solution methods and provide context.

Marisela separated her counters into 7 piles. Each pile contained 8 counters. How many total counters did Marisela have?

Sample solution:

7 piles x 8 counters = __ total counters or 8 counters x 7 piles = __ total counters

Arrange counters into an array.

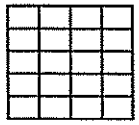
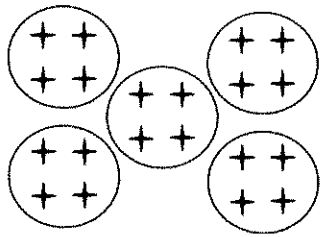
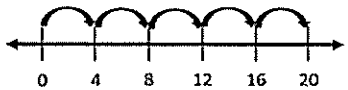


or

7 groups of 8 counters

7 x 8 = 56 or 8 x 7 = 56

Marisela had a total of 56 counters.

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	3.4E represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting	multiplication facts, variety of approaches, repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, skip counting **Verbs** represent, using	Examples of 5 × 4 using the listed strategies: Area Models:  Repeated Addition: 4 + 4 + 4 + 4 + 4 Equal-sized groups:  Equal jumps on a number line:  Arrays: Skip counting: 4, 8, 12, 16, 20 An array is used to organize objects enabling student to link skip-counting and multiplication. There is no mathematical requirement for 5 x 4 to be modelled as 5 rows and 4 columns.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (John Van de Walle) pp.180-188 **Math Process Standard Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof **Mathematics... A Way of Thinking** by: Robert Baratta-Lorton

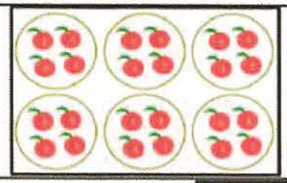
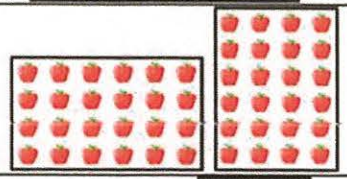
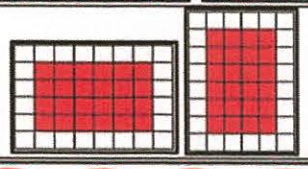
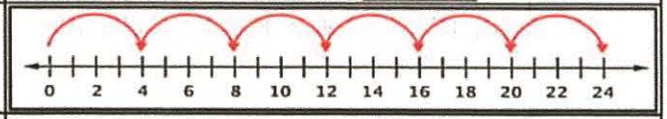
3.4E Instructional Information

This standard provides concrete experiences with multiplication facts and gives suggestions for the models that students should use: repeated addition, equal-sized groups, arrays (which builds understanding of area [3.6C]), area models (which build understanding of area [3.6C]), equal jumps on a number line, and skip counting.

This "variety of approaches" is designed to ensure that students have a concrete and pictorial understanding of multiplication facts BEFORE they are expected to abstractly "recall facts . . . with automaticity" in 3.4F. You may find that one model makes sense to one child, and a different model makes sense to another. When students experience a variety of models, they have more chances to understand the concept of multiplication. Use story problems here to bring relevancy and context to these multiplication problems. Problems in context are more interesting and help bring meaning to the multiplication.

Example/Activity:

Models of 6 x 4

Model	Examples
Repeated addition	4 + 4 + 4 + 4 + 4 + 4 = 24
Equal-sized groups	
Arrays	
Area model	
Equal jumps on a number line	
Skip counting	4, 8, 12, 16, 20, 24

Note: Students may mix up 6 x 4 with 4 x 6. It's okay—that's one of the properties of operations called the commutative property. In some other countries, 6 groups of 4 is 4 x 6, not the traditional American 6 x 4. The answer is the same— 24—no matter how you look

In the example above, it does not matter if the array shows 6 x 4 or 4 x 6 since it is not given in a contextual situation. The emphasis in this case is on using a representation to determine the product.

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	3.4F recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts	facts, division facts **Verbs** recall, multiply, automaticity	The level of skill with "automaticity" requires recall of basic multiplication facts up to 10 × 10 with speed and accuracy at an unconscious level. Automaticity is part of procedural fluency. As such, it should not be overly emphasized as an isolated skill. When paired with 3(1)(A), students may be asked to recall these facts when solving problems. The unknown may be determined using the relationship between multiplication and division.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (John Van de Walle) pp.138-148, 180-188 **Math Process Standard Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.4F Instructional Information

What does recalling facts with automaticity mean? It means that students can recall their basic facts within about 3 seconds and without counting. Students may use basic fact strategies if it helps them recall their facts more quickly. Notice that students have to recall multiplication and division facts, but automaticity only applies to multiplication facts.

Computational fluency is the ability to think flexibly in order to choose appropriate strategies to solve problems accurately and efficiently. The development of computational fluency relies on quick access to number facts. There are patterns and relationships that exist in the facts. These relationships can be used to learn and retain the facts. By studying patterns and relationships, students build a foundation for fluency with multiplication and division facts.

Example/Activity:
The following reasoning strategies for both multiplication and division come from Teaching Student- Centered Mathematics, 2nd edition, by Van de Walle, Lovin, Karp, and Bay-Williams. This book suggests that multiplication facts should be mastered by "relating new facts to existing knowledge" (p. 138). The book also says that students should begin with story problems and concrete materials as in TEKS 3.4 D and E. By experiencing the same type of situation repeatedly, students may make connections between the strategies they use to solve the problems and basic fact strategies.

Multiplication Facts Strategies

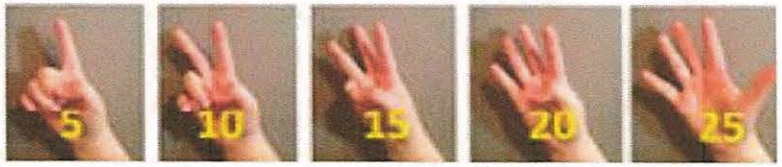
Strategy	Examples
Doubles x | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 1 | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 2 | 0 | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 3 | 0 | 3 | 6 | 9 | 12 | 15 | 18 | 21 | 24 | 27 | 30 4 | 0 | 4 | 8 | 12 | 16 | 20 | 24 | 28 | 32 | 36 | 40 5 | 0 | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 6 | 0 | 6 | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54 | 60 7 | 0 | 7 | 14 | 21 | 28 | 35 | 42 | 49 | 56 | 63 | 70 8 | 0 | 8 | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72 | 80 9 | 0 | 9 | 18 | 27 | 36 | 45 | 54 | 63 | 72 | 81 | 90 10 | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 Students already know these facts when they have automaticity with addition. There are two different types of story problems associated with doubles. The first has 2 as the group size; the second has 2 as the number of groups.	5 + 5 = 10 5 x 2 = 10 2 x 5 = 10 *2 as the group size:* The teacher put students in groups of 2. When she finished, there were 6 groups. How many students are there? *2 as the number of groups:* Jane shared gummy worms with her friend, Jack. Each of them ended up with 4 worms. How many gummy worms did Jane have at the beginning?

Fives

The 5s facts have either 0 or 5 in their ones digit.

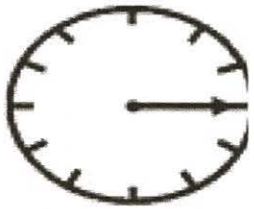
x	0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10
2	0	2	4	6	8	10	12	14	16	18	20
3	0	3	6	9	12	15	18	21	24	27	30
4	0	4	8	12	16	20	24	28	32	36	40
5	0	5	10	15	20	25	30	35	40	45	50
6	0	6	12	18	24	30	36	42	48	54	60
7	0	7	14	21	28	35	42	49	56	63	70
8	0	8	16	24	32	40	48	56	64	72	80
9	0	9	18	27	36	45	54	63	72	81	90
10	0	10	20	30	40	50	60	70	80	90	100

Fives can be learned through skip counting.



Connections can also be made by counting minutes on a clock.

1 x 5 = ____



3 x 5 = ___

Students may also count nickels.

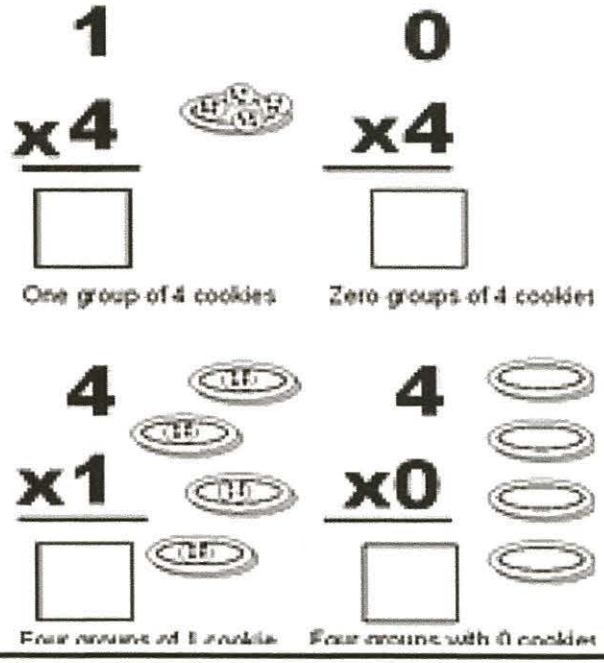
Zeros and Ones

Although these facts seem simple to remember, students sometimes get these facts mixed in their heads with *adding* 0 or 1.

x	0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10
2	0	2	4	6	8	10	12	14	16	18	20
3	0	3	6	9	12	15	18	21	24	27	30
4	0	4	8	12	16	20	24	28	32	36	40
5	0	5	10	15	20	25	30	35	40	45	50
6	0	6	12	18	24	30	36	42	48	54	60
7	0	7	14	21	28	35	42	49	56	63	70
8	0	8	16	24	32	40	48	56	64	72	80
9	0	9	18	27	36	45	54	63	72	81	90
10	0	10	20	30	40	50	60	70	80	90	100

It is absolutely necessary to use story problems that help students discern between adding 1 and multiplying by 1, and adding 0 and multiplying by 0. It is difficult for students to understand why 6 + 1 is one more and 6 × 1 is still 6. Then we ask students to understand that 6 + 0 is still 6, but 6 x 0 is also 0! This is why story problems are so helpful. They give meaning to the mathematics.

Another way to attack the issue is to focus on the meaning of multiplication and use the words "groups of." For example, 1 group of 4 is 4; 4 groups of 1 is 4.



Nines

These are some of the easiest facts to learn because there are so many patterns involved with 9s.

x	0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10
2	0	2	4	6	8	10	12	14	16	18	20
3	0	3	6	9	12	15	18	21	24	27	30
4	0	4	8	12	16	20	24	28	32	36	40
5	0	5	10	15	20	25	30	35	40	45	50
6	0	6	12	18	24	30	36	42	48	54	60
7	0	7	14	21	28	35	42	49	56	63	70
8	0	8	16	24	32	40	48	56	64	72	80
9	0	9	18	27	36	45	54	63	72	81	90
10	0	10	20	30	40	50	60	70	80	90	100

One strategy for the nines is to use a "near fact". Students can multiply by 10 and then take away one set. For example, think of 9 x 4 as 10 x 4. Ten groups of 4 is 40, however, that's one too many groups of 4. The answer is 40 minus the extra group of 4, which is 36.

4 x 10 = 40

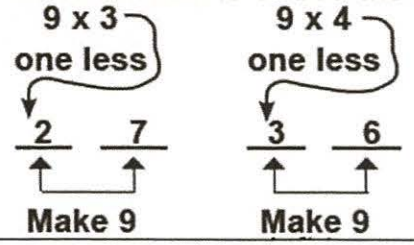
40 - 4 = 36, so 9 x 4 = 36

If students continue to struggle with their nines, there are several patterns shown below that can be utilized.

Look at the pattern in the chart. The ones digits are in blue. They count down to 0. The tens digits are in orange. They count up to 9. A great extension for students is to figure out why this pattern is true. Students need to write this chart for themselves so that they can see the pattern.

0x9	0
1x9	9
2x9	18
3x9	27
4x9	36
5x9	45
6x9	54
7x9	63
8x9	72
9x9	81
10x9	90

There is another interesting pattern in the chart, too. The digits in the 9s add to 9! See the fact cards below.



Tens

The 10s also follow a simple pattern of each product ending in 0.

x	0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10
2	0	2	4	6	8	10	12	14	16	18	20
3	0	3	6	9	12	15	18	21	24	27	30
4	0	4	8	12	16	20	24	28	32	36	40
5	0	5	10	15	20	25	30	35	40	45	50
6	0	6	12	18	24	30	36	42	48	54	60
7	0	7	14	21	28	35	42	49	56	63	70
8	0	8	16	24	32	40	48	56	64	72	80
9	0	9	18	27	36	45	54	63	72	81	90
10	0	10	20	30	40	50	60	70	80	90	100

The tens are easy for students. Skip counting by tens is already an acquired skill. Students can also see the pattern in the 100s chart or with base ten blocks.

Using known facts to derive the other facts.
The last 25 facts can be learned by relating to a fact that students already know.

x	0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10
2	0	2	4	6	8	10	12	14	16	18	20
3	0	3	6	9	12	15	18	21	24	27	30
4	0	4	8	12	16	20	24	28	32	36	40
5	0	5	10	15	20	25	30	35	40	45	50
6	0	6	12	18	24	30	36	42	48	54	60
7	0	7	14	21	28	35	42	49	56	63	70
8	0	8	16	24	32	40	48	56	64	72	80
9	0	9	18	27	36	45	54	63	72	81	90
10	0	10	20	30	40	50	60	70	80	90	100

There are several strategies that can be used to learn the remaining facts:

- doubles plus one more set
- half then double
- close fact

Double and One More Set
Use this for the 3's facts that are left over: 3 x 3, 3 x 4, 3 x 6, 3 x 7, 3 x 8.
Do the doubles facts (3 x 2) and then add one more set of 3 (6 + 3 = 9).

Half Then Double
Use this when one of the factors is even.
Example with 7 x 4:
Half 4 to get 2; Multiply 2 x 7 = 14; Double 14 to get 28.

Close Fact
Students choose a fact they already know that is close to the one they are working on. Then they add or subtract another set to get the answer. Students should think of the multiplication fact as "groups of" so they don't get confused about which set to add or subtract.
Example with 8 x 7:
The student knows 9 x 7 is 63. She thinks "9 groups of 7." She is looking for 8 groups of 7, so she needs to subtract one group of 7 to get 56.

The most powerful division fact strategy is fact families. It plays off the flexibility with numbers that students have been developing since kindergarten. As students recall their multiplication facts more quickly, their division facts may become automatic too.

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	DIVISION FACTS RELATED TO FACTS UP TO 10 X 10 AT THIS TIME **3.4H determine the number of objects in each group when a set of objects is partitioned into equal shares or a set of objects is shared equally**	number of objects, group, set of objects, equal shares **Verbs** partitioned, determine, shared	Students are expected to think with both forms of division: partitioning into equal shares (determining the number of groups with a given number of objects in each group) and sharing equally (determining the number of items in each group when the objects are shared equally among a given number). When paired with 3(1)(D) and 3(1)(E), students may be asked to use number sentences to record the solutions.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (Joh Van de Walle) pp. 188-195 **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof **Mathematics... A Way of Thinking** by: Robert Baratta-Lorton

3.4H Instructional Information Continued

DIVISION FACTS RELATED TO FACTS UP TO 10 X 10 AT THIS TIME

3.4 H provides a concrete or pictorial model for division using basic facts. It focuses on two types of equal-groups division problems:

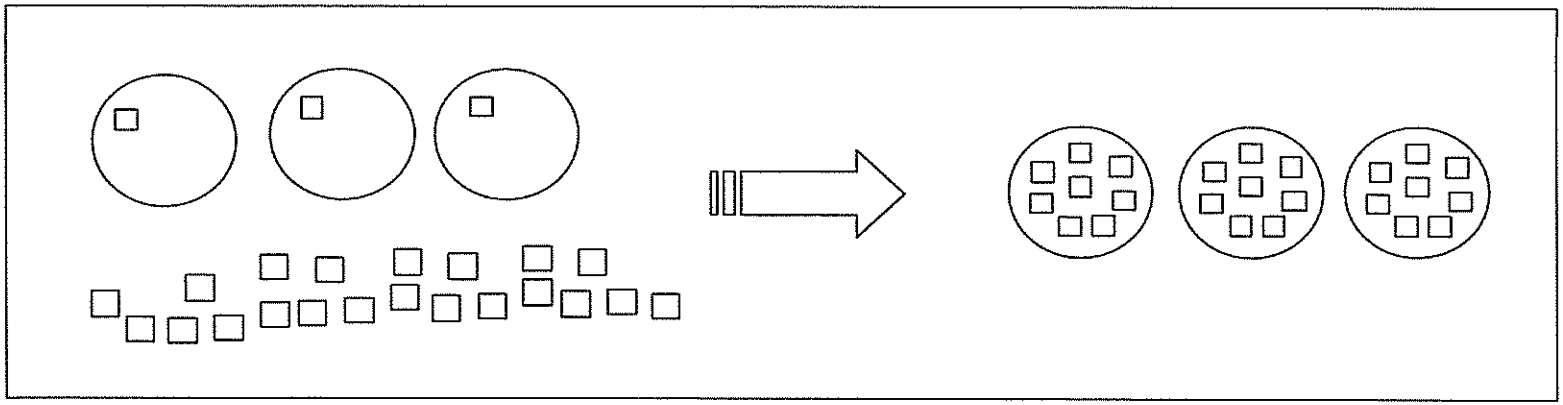
- "How many in each group?" or partitive/fair share division problems
- "How many groups?" or measurement division problems

Students should be able to analyze and describe the similarities and differences between both types of division. Allowing students opportunities to model and solve the two different kinds of division problems in a variety of different contexts will deepen students' understanding of division.

Partitive/Fair Share Divsion Example:

Sarah is making 3 bracelets. Each bracelet will have the same number of beads. If Sarah has 24 beads, how many beads will she use for each bracelet?

To solve this problem, students can "fair share" the 24 beads to partition them into 3 groups. They start by putting 1 object at a time in each group. They continue to partition, or "fair share" the objects into equal groups until none are left. The quotient is the number of objects in each group. As can be seen from the diagram below, 24 ÷ 3 = 8, so Sarah will put 8 beads on each bracelet.



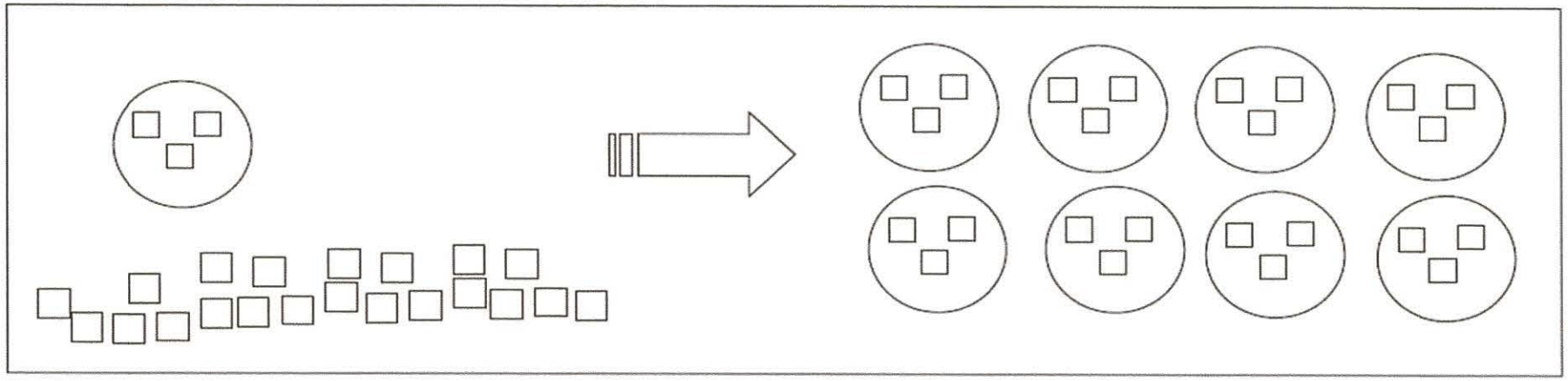
Partitive model to show that 24 beads divided into 3 groups give 8 beads in each group: 24 ÷ 3 = 8

3.4H Instructional Information Continued

Measurement Division Example:

Sarah is making bracelets. She wants to put 3 red beads on each bracelet. If Sarah has 24 red beads, how many bracelets can she make with the red beads?

To solve this problem, students can use a grouping, or measurement, model. They start with 24 objects. They make 1 group of 3, then another group of 3, then another, until they have used all 24 objects. This act of using a group of 3 over and over again to "measure" the larger group of 24 is similar to laying down a unit of length over and over again and counting how many units have been used to measure a length. The quotient is the number of groups of 3 that students can make from 24. As can be seen from the diagram below, 2.14, $24 \div 3 = 8$, and Sarah will be able to make 8 bracelets with 3 red beads on each.



Measurement model to show that 24 beads divided into groups of 3 make 8 groups: $24 \div 3 = 8$

Although the situations are different, the division equations used to represent the problems are the same. In the partitive model, students deal out objects into 3 equal groups to find the number in each group. In the measurement model, students separate out equal groups of 3 objects to discover how many equal groups are possible.

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	3.4I determine if a number is even or odd using divisibility rules	even number, odd rules, divisibility rules **Verbs** determine, using	To determine if a number is even, one may apply the divisibility rule for 2: A number is divisible by 2 if the ones digit is even (0, 2, 4, 6, or 8). This SE builds on 2(7)(A) where students determine whether a number up to 40 is even or odd using pairings of objects to represent the number.	**Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.4I Instructional Information

In second grade, students used objects to tell if numbers up to 40 were even or odd. Students counted out objects such as counters and put them in pairs. Even numbers produced pairs of counters; odd numbers always had one leftover counter. Students used a partnering of manipulatives to tell if a number is even or odd. Third grade builds on second grade by introducing divisibility rules. Even numbers are divisible by 2; *odd numbers* are not.

Note that the focus of determining even or odd has switched from the pattern of counters to using divisibility rules. This is the first experience students have with the word "divisibility" and with divisibility rules.

Teacher Actions/Questions	Student Actions/Questions
Teacher asks students to count out the counters for these numbers: 8, 11, 14, 15, 16, and 17. Students should put the counters in pairs.	Students create the numbers and record their work in the chart.
Teacher asks students why 8, 14, and 16 do not have a single counter and why 11, 15, and 17 have one.	Students may answer that 8, 14, and 16 are even and the other numbers are odd.
Teacher asks, "*What does division mean?*" As students answer, the teacher should listen for someone to say that they broke the counters into groups of 2.	Students respond that division means to break a quantity up into equal-size groups. They broke the counters into groups of 2.

3.4l Instructional Information Continued

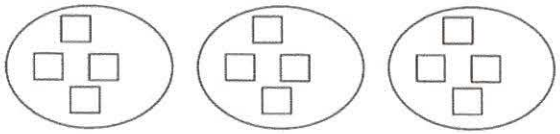
Teacher Actions/Questions	Student Actions/Questions
Teacher asks, "*If something is broken into groups of 2, what number have we divided by?*"	Students respond that they have divided the numbers by 2.
Teacher asks, *"What is the same about the even numbers?"*	Students respond that they can all be divided by 2.
Teacher asks students to think of other numbers that can be divided by 2 and records the numbers that they say on the board. Students should be encouraged to think of large numbers, too. Record about 10 different even numbers.	Students respond with a list of even numbers.
Teacher then asks students to think of numbers that cannot be divided by 2. Record about 10 different odd numbers.	Students respond with a list of odd numbers.
Teacher circles the last digits of the numbers and asks students if they see a pattern.	Students should notice that the numbers that can be divided by 2 (even numbers) end in 0, 2, 4, 6, and 8. They should also notice that numbers that cannot be divided by 2 (odd numbers) end in 1, 3, 5, 7, and 9.
	Students should practice telling whether a number is even or odd by looking at the last digit. They need to explain that even numbers are divisible by 2.

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	3.4J determine a quotient using the relationship between multiplication and division	quotient, relationship, multiplication, division **Verbs** determine, using	The identification of the relationship between multiplication and division lays the foundation for determining a quotient based on this relationship. For example, the quotient of 40 ÷ 8 can be found by determining what factor makes 40 when multiplied by 8.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (Joh Van de Walle) pp. 142-148 **Math Process Standards Series** Representations pp. 60-62, 67-68, Communication, Problem Solving, Connections, Reasoning & Proof **Kim Sutton:** Math Drills to Thrill pp.142-147; 168-174 **Mathematics... A Way of Thinking by:** Robert Baratta-Lorton

3.4J Instructional Information

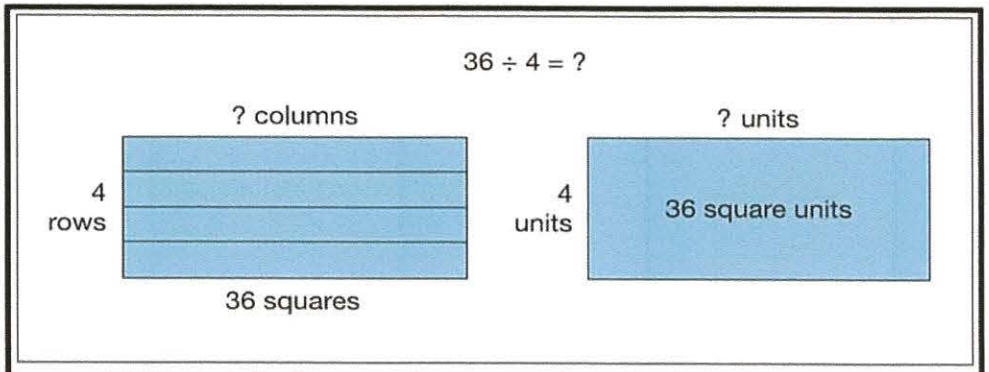
Students develop an understanding of division as the inverse of multiplication by separating a whole into equal groups. Students have seen the situation in the diagram below as 3 equal groups with 4 in each group and have used it to represent the question, "If there are 3 groups of 4, how many are there in all?" The answer to this question is represented by $3 \times 4 = 12$.

To learn about the two types of division situations, students can use the arrangement of 12 separated into 3 equal groups with 4 in each group to answer the question "If 12 is divided into 3 equal groups, how many are in each group?" The division equation that represents the answer to this question is $12 \div 3 = 4$ because $3 \times 4 = 12$. Alternatively, students can use the representation of 12 separated into 3 equal groups with 4 in each group to answer the question "If 12 is divided into equal groups of 4, how many groups are there?" The answer to this question is represented by $12 \div 4 = 3$ because $3 \times 4 = 12$.



Separating 12 into 3 equal groups gives 4 in each group: $12 \div 3 = 4$ because $3 \times 4 = 12$.
Separating 12 into equal groups of 4 gives 3 groups: $12 \div 4 = 3$ because $3 \times 4 = 12$.

Arrays and area models also help students connect the concepts of multiplication and division. As a result of their work in multiplication, students can see that the product of the number of rows (width) and the number of columns (length) in an array or area model gives the total number of squares in the array or rectangle. As shown in the figure below, students can apply this understanding as they use this model to find $36 \div 4$. Interpreted as an array, the model shows a total of 36 squares in 4 equal rows. The quotient (unknown factor) is the number of squares in each row, which is the number of columns.



Division as finding an unknown number of columns in an array or an unknown side length in a rectangular area

Multiplication and division are closely related mathematically and should be taught simultaneously. Connecting models for multiplication with models for division supports students' understanding of the mathematical relationship between the two operations. It also helps lead students to the realization that the division facts are really multiplication facts with "unknown" factors, and that, if they know the multiplication facts, they actually already know the division facts.

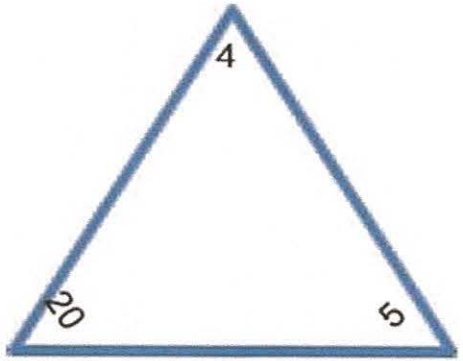
3.4J Instructional Information

Multiplication and division are inverses of each other. That is, they form related facts or "fact families." They are families because they are related to each other through their operations —multiplication and division. Here are a few examples of fact families: 4, 5, and 20; 8, 6, and 48; 1, 7, and 7.

When students see these numbers as groups, they can use them to solve both multiplication and division problems. Students may not be familiar with the term "fact family." They may need some practice seeing the numbers of a multiplication fact as a family.

Example/Activity:

Below is an example of a fact family triangle. Students can use triangles like these to practice their facts. Here is the way they work:
(1) Students pick up a card and cover one corner. (2) Students think of the number that is covered and say the math fact. For example, if the student covers up the 20, the student would say "4 x 5 = 20."



Teacher Note:

As students become more fluent with their multiplication facts, they may be able to use them flexibly to find quotients. Note that this standard does not require students to know their division facts with automaticity. The verb is determine, not recall. However, the emphasis for automaticity remains on multiplication facts. As multiplication facts become more automatic, the students will be able to use the fact families to remember their division facts.

3.4J Instructional Information Continued

Students can use the relationship between multiplication and division to help them solve division problems. In 3.4H students learned about the two types of division problems: (1) a set of objects that is partitioned into equal shares; or (2) a set of objects that is shared equally. Below you will see an example of each and how students can use multiplication to solve a division problem.

Example (1) a set of objects that is partitioned into equal shares:

Nicole needs to read 48 pages in 6 days. To meet her goal, how many pages with Nicole need to read each day?
Sample solution: What is the size of each group when the total of 48 is divided into 6 equal groups? 48 pages ÷ 6 days = ___ pages per day 48 ÷ 6 = ___ 6 x ___ = 48 6 x 8 = 48. Therefore, 48 ÷ 6 = 8. Nicole will need to read 8 pages each day to meet her goal.

Example (2) a set of objects that is shared equally:

Nicole needs to read 48 pages to finish her book. If she reads 6 pages each day, how many days will it take Nicole to finish her book?
Sample solution: How many groups with a size of 6 can be made from a total of 48? 48 pages ÷ 6 pages each day = ___ days 48 ÷ 6 = ___ 6 x ___ = 48 6 x 8 = 48. Therefore, 48 ÷ 6 = 8. It will take Nicole 8 days to finish her book.

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
R	**ONE-STEP PROBLEMS- MULTIPLICATION FACTS UP TO 10 X 10 AND THE RELATED DIVISION FACTS AT THIS TIME** **3.4K solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts**	one-step and two-step problems, multiplication, division, 100, strategies, objects, pictorial models, arrays, area models, equal groups properties of operations, facts **Verbs** solve, using, recall	This SE builds to 3(5)(B). The focus of 3(4)(K) is on developing number-based strategies to solve multiplication and division problems within 100. This may include multiplying a two-digit number by a one-digit number. As this SE lists "properties of operations" and "recall of facts" as potential strategies, a model is not necessarily required. The product and dividend may be less 100, but no operand (i.e. factor, divisor, or quotient) is limited to the multiplication/division facts. This may include addition or subtraction, but any problem doing so should clearly indicate the order in which the operations should be performed.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (John Van de Walle) pp.138-148, 180-188 **Math Process Standard Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof **Mathematics... A Way of Thinking** by: Robert Baratta-Lorton

3.4K Instructional Information

ONE-STEP PROBLEMS-MULTIPLICATION FACTS UP TO 10 X 10 AND THE RELATED DIVISION FACTS AT THIS TIME

Common types of multiplication and division situations

Common multiplication and division situations are shown below. There are three major types as shown in the rows of the table. As with addition and subtraction, each multiplication or division situation involves three quantities, each of which can be the unknown. Because there are two factors and one product in each situation (product = factor x factor), each type has one subtype solved by multiplication (Unknown Product) and two unknown factor subtypes solved by division.

	Unknown Product 3 x 6 = ?	Group Size Unknown ("How many in each group?" Division) 3 x ? = 18, and 18 ÷ 3 = ?	Number of Groups Unknown ("How many groups?" Division) ? x 6 = 18, and 18 ÷ 6 = ?
Equal Groups	There are 3 bags with 6 plums in each bag. How many plums are there in all? *Measurement example* You need 3 lengths of string, each 6 inches long. How much string will you need altogether?	If 18 plums are shared equally into 3 bags, then how many plums will be in each bag? *Measurement example* You have 18 inches of string, which you will cut into 3 equal pieces. How long will each piece of string be?	If 18 plums are to be packed 6 to a bag, then how many bags are needed? *Measurement example* You have 18 inches of string, which you will cut into pieces that are 6 inches long. How many pieces of string will you have?
Arrays,[4] Area[5]	*Array example* There are 3 rows of apples with 6 apples in each row. How many apples are there? *Area example* What is the area of a 3 cm by 6 cm rectangle?	*Array example* If 18 apples are arranged into 3 equal rows, how many apples will be in each row? *Area example* A rectangle has area 18 square centimeters. If one side is 3 cm long, how long is a side next to it?	*Array example* If 18 apples are arranged into equal rows of 6 apples, how many rows will there be? *Area example* A rectangle has area 18 square centimeters. If one side is 6 cm long, how long is a side next to it?
Compare	A blue hat costs $6. A red hat costs 3 times as much as the blue hat. How much does the red hat cost? *Measurement example* A rubber band is 6 cm long. How long will the rubber band be when it is stretched to be 3 times as long?	A red hat costs $18 and that is 3 times as much as a blue hat costs. How much does a blue hat cost? *Measurement example* A rubber band is stretched to be 18 cm long and that is 3 times as long as it was at first. How long was the rubber band at first?	A red hat costs $18 and a blue hat costs $6. How many times as much does the red hat cost as the blue hat? *Measurement example* A rubber band was 6 cm long at first. Now it is stretched to be 18 cm long. How many times as long is the rubber band now as it was at first?

3.4K Instructional Information

Although 3.4K does not specifically state that students are solving word problems, the only way to create a one-step problem is by using story problems.

This state standard has students solvE problems using many strategies:

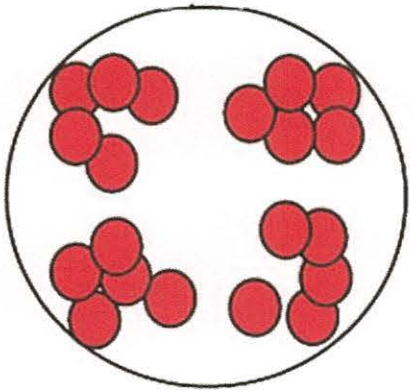
- objects
- pictorial models that include arrays, area models, and equal groups
- property of operations
- recall of facts

See 3.4D, E, F, G, and H for detailed explanations of each of these strategies.

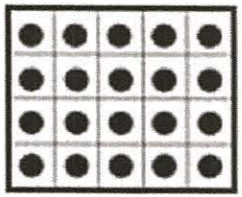
Example/Activity:

Below is an example of the same multiplication problem solved by using all of the methods listed in the standard. As you read the explanations and the models, notice how the context of the problem, including the units, is kept with the models in the solution. Notice also the similarities between the different models. Each of the strategies below solve the following problem:

Katy and her dad took 2 of Katy's friends to the movies with them. The cost of the movie was $5. If Katy's dad paid for all of them to go to the movie, how much did Katy's dad spend?

Explanation	Model
Objects This solution uses counters as objects. The cost of admission is on the left. There are 4 groups to represent the 4 people and 5 counters in each group because admission is $5. The total spent on movie tickets is $20. Note that this diagram is also being used for the equal groups strategy.	Cost of Admission 4 people x $5 each = $20 

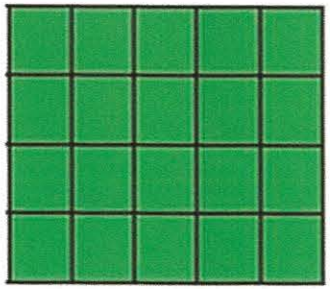
Arrays
This diagram has an array for the cost of admission. The total number of dots represents the total cost of the admission.



Cost of Admission
4 people x $5 each = $20

Area Models
The grid represents the cost of admission. The rows are the people. The number of boxes in each row is the cost.

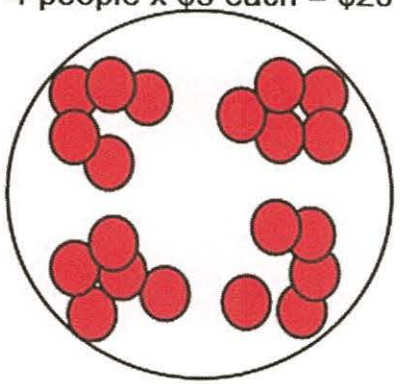
The total number of squares in the grids is the total cost of admission.

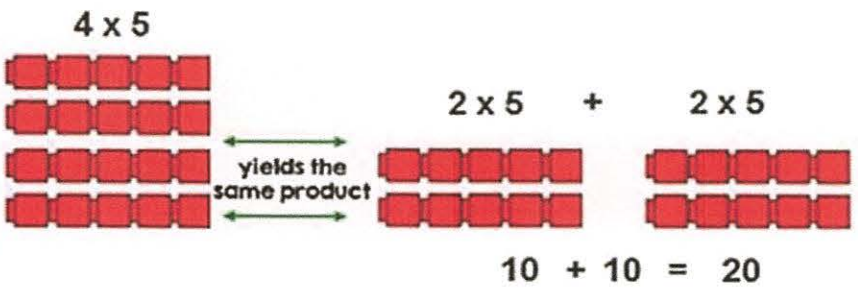


Cost of Admission
4 people x $5 each = $20

Equal Groups
This diagram shows 4 groups of 5 counters. The number of objects in the subset represents the cost. The number of groups represents the number of people.

Cost of Admission
4 people x $5 each = $20



Properties of Operations This solution method uses the distributive property. Remember that students do not need to know the names of the properties. They need to be flexible with numbers, which means they are using the properties. Students also do not need to be able to show the detail that has been shown in this example. This level of detail is written to thoroughly explain the example. Knowing that 2 x 5 = 10, one can find 4 x 5 as 2 x (5 + 5) = (2 x 5) + (2 x 5) = 10 + 10 = 20.	 (4 people x $5) (2 x 5) + (2 x 5) 2 x (10+10) 4 x 5 = 20 $20 is the total cost.
Recall of Facts	4 people x $5 = $20 (cost of admission)

3.4 K Instructional Information Continued

Example/Activity:

Below is an example of the two types of division problems solved by using all of the methods listed in the standard. As you read the explanations and the models, notice how the context of the problem, including the units, is kept with the models in the solution. Notice also the similarities between the different models. Each of the solutions below solves the following problems:

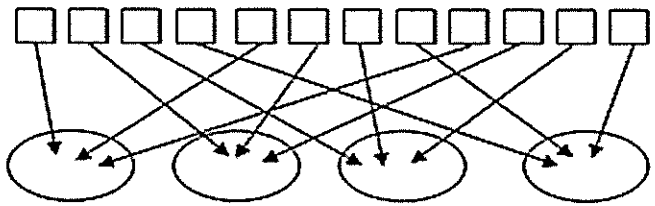
Partitive/Fair Share Example:

Brian had 12 stickers. He gave the same number of stickers to his 4 friends. How many stickers did each friend get?

Measurement Division Example:

Brian had 12 stickers. He gave 3 stickers to each friend. How many friends got stickers?

Objects:



12 ÷ 4 = 3

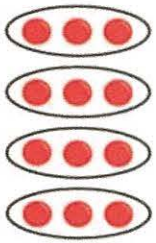
In fair share division, 12 objects are shared equally amoung 4 groups. The quotient is the number of counters in each group.

12 ÷ 3 = 4

In measurement division, groups of 3 objects are measured out. The quotient is the number of groups made.

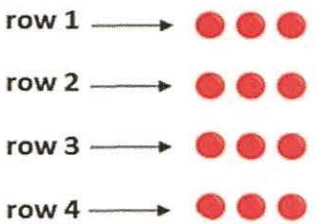
3.4K Instructional Information Continued

Arrays:



In fair share division, the array represents 12 counters placed equally into 4 rows. The quotient is the number of counters in each row.

12 ÷ 4 = 3



In measurement division, the array represents 12 counters in which groups of 3 have been measured out. The quotient is the number of rows.

12 ÷ 3 = 4

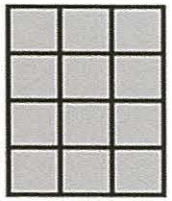
Area Models:

3 squares in each row

12 ÷ 4 = 3

In fair share division, the area model represents 12 squares placed equally into 4 rows. The quotient is the number of squares in each row.

4 rows of 3



12 ÷ 3 = 4

In measurement division, the area model represents 12 squares in groups of 3. The quotient is the number of rows.

Properties of Operations for Division:

Reminders about when properties work and don't work can be included incidentally while talking about number properties.

Commutative Property:

Teachers can remind students that for addition and multiplication, the order doesn't change the answer but in the case of subtraction and division order really does matter.

Example:

Contrast 8 ÷ 4 and 4 ÷ 8, by physically sharing 8 objects between 4 students and 4 objects between 8 students. Note how they do not give the same answer. Ask how the two answers are related.

Associative Property

Example:

If a student needs to divide 24 by 8 and then by 2, discuss the different answers that arise from (24 ÷ 8) ÷ 2 and 24 ÷ (8 ÷ 2). Here the student is to note that you cannot change the groupings in division in the same way that you can change the groupings in multiplication.

3.5 Algebraic reasoning. The student applies mathematical process standards to analyze and create patterns and relationships. The student				
Readiness or Supporting	**Student Expectation**	**Nouns**	**TEA Supporting Information**	**Resources**
R	**ONE-STEP PROBLEMS- MULTIPLICATION FACTS UP TO 10 X 10 AND THE RELATED DIVISION FACTS AT THIS TIME** **3.5B represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations**	one-and two-step multiplication and division problems, arrays, strip diagrams, equations **Verbs** represent, solve, using	SE 3(5)(B) is an extension of 3(4)(K). The focus of 3(5)(B) is on developing representations that build to numeric equations for multiplication and division situations by connecting arrays to strip diagrams.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** pp. 123-124 Mathematics... A Way of Thinking by: Robert Baratta-Lorton **Kim Sutton** Dynamic Dice **Math Process Standard Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

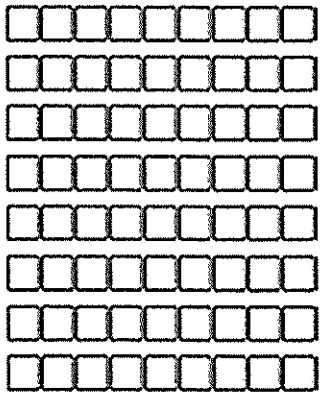
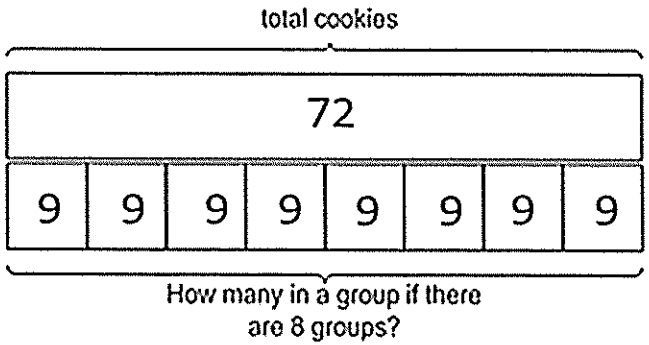
3.5 B Instructional Information

ONE-STEP PROBLEMS-MULTIPLICATION FACTS UP TO 10 X 10 AND THE RELATED DIVISION FACTS AT THIS TIME

In standards 3.4D, E, F, and H, students solve problems using strategies based on arrays and equal shares. This standard, 3.5B, requires that students use other models to perform the operations- arrays, strip diagrams, and equations. These models focus on the meaning of multiplication and division and are more algebraic than are the other models.

Example/Activity:

Below is an example of the same problem solved by using all of the methods listed in the standard. As you read the explanations and the models, notice also the similarities between the two models. Each of the representations below solve the following problem:

Ms. Peterson baked 8 pans of cookies for the school's Fall Festival. Each pan contained 9 cookies. How many cookies did Ms. Peterson bake?	Ms. Peterson baked 72 cookies for the school's Fall Festival on 8 pans. If she baked the same number of cookies on each pan, how many cookies were on each pan?
Sample Solution: 8 pans x 9 cookies = ___ total cookies  8 rows of 9 equals 72 therefore, 8 x 9 = 72. Ms. Peterson baked 72 cookies for the school's Fall Festival.	Sample Solution: 72 total cookies ÷ 8 pans = ___ cookies per pan  72 separated into 8 groups equals 9 therefore, 72 ÷ 8 = 9. There were 9 cookies on each pan.

3.5 B Instructional Information Continued

Example/Activity continued from previous page:

Equations

Writing equations for arithmetic actions can often be difficult for students. They know how to solve the problem and can even tell the steps. But writing one equation that matches the problem can be difficult. One option to help students get started is to let them solve the problem first and then help them write the equation.

Students should use words for the missing part of the equation. This helps tie the equation back to the story.

Here is one way to write the equation:

8 x 9 = total number of cookies

Another way to write the equation is:

Number of pans	x	Number of cookies on each pan	=	Total number of cookies

Teachers often teach students to find "key words" in story problem. Some teachers even post lists of key words with their corresponding meanings. However, the key word strategy sends a terribly wrong message about doing mathematics. The most important approach to solving any contextual problem is to analyze it and make sense of it. The key word approach encourages students to ignore the meaning and structure of the problem and look for an easy way out. Mathematics is about reasoning and making sense of situations. Sense-making strategies always work! Key words are often misleading. Many times the key word or phrase in a problem suggests an operation that is incorrect. Many problems have no key words so a student who has been taught to rely on key words is left with no strategies.(Van de Walle, p. 122) The following problem suggests an operation that is incorrect:

There are three boxes of chicken nuggets on the table. Each box contains six chicken nuggests. How many nuggets are there in all?

The phrase "in all" may lead some students to add 3 and 6 instead of multiplying 3 and 6.

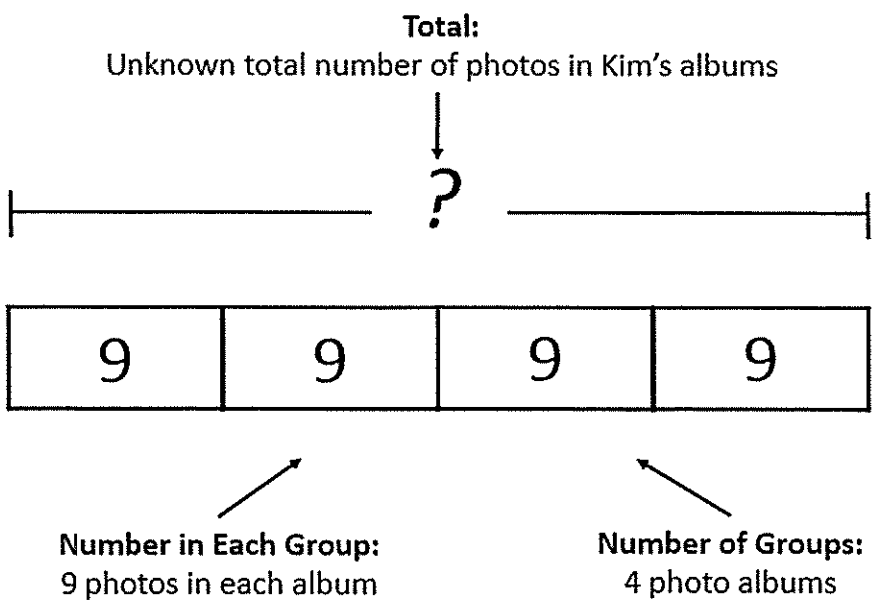
Key words don't work with two-step or more advanced problems, so using this approach on simpler problems sets students up for failure with more complex problems because they are not learning how to read for meaning. (Van de Walle, p. 122)

Equal Groups Model (Total Unknown):

Given the number of groups and the number in each group, find the total.

With this problem structure, students will use multiplication to solve.

Example: Kim has 4 photo albums. Each album has 9 pictures. How many photos are in her 4 albums?



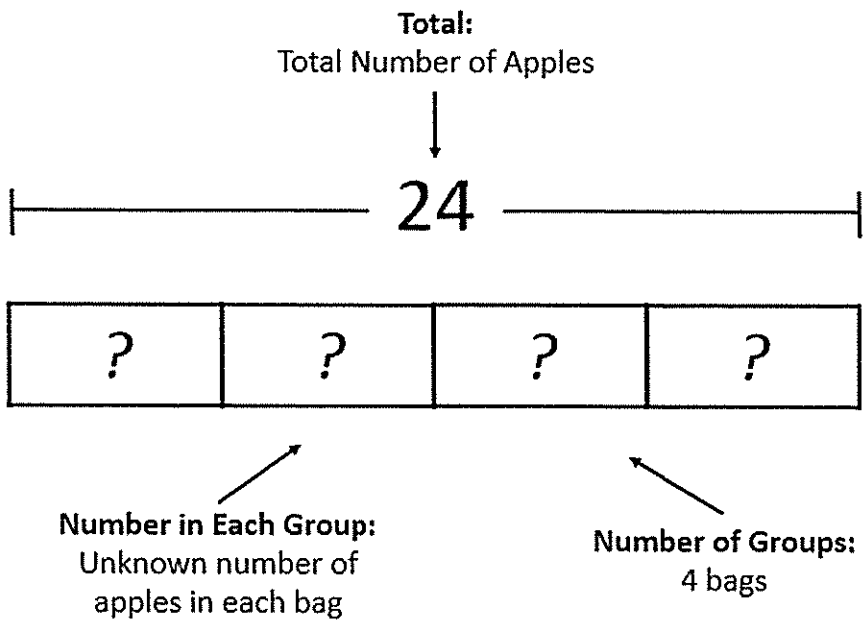
$$9 \times 4 = ?$$

Equal Groups Model (Number in Each Group Unknown):

Given the number of groups and the total, find the number in each group.

With this problem structure, students will use division to solve.

Example: Pam had 4 bags and put the same number of apples in each bag. She ended up with 24 apples in bags. How many did she put in each bag?



$$4 \times ? = 24$$

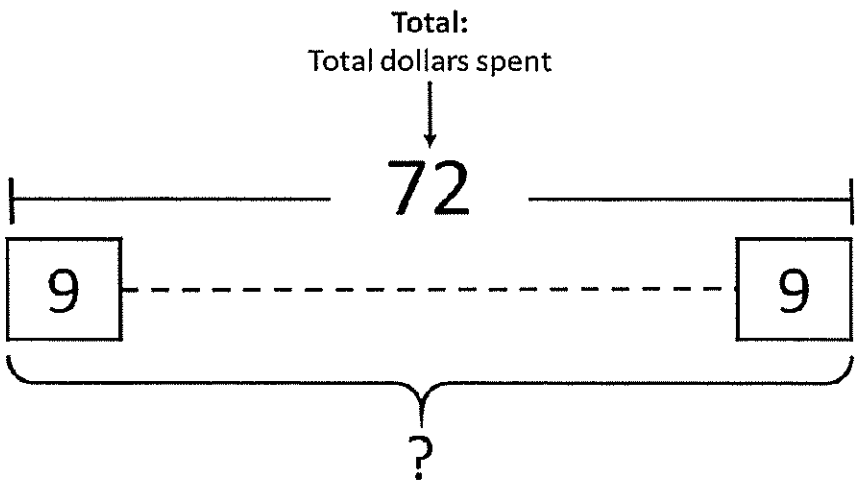
$$24 \div 4 = ?$$

Equal Groups Model
(Number of Groups Unknown):

Given the number in each group and the total, find the number of groups.

With this problem structure, students will use division to solve.

Example: Fred bought some books that each cost $9. He spent $72 altogether. How many books did he buy?



Number in Each Group:
9 dollars per book

Unknown Number of Groups:
Number of books

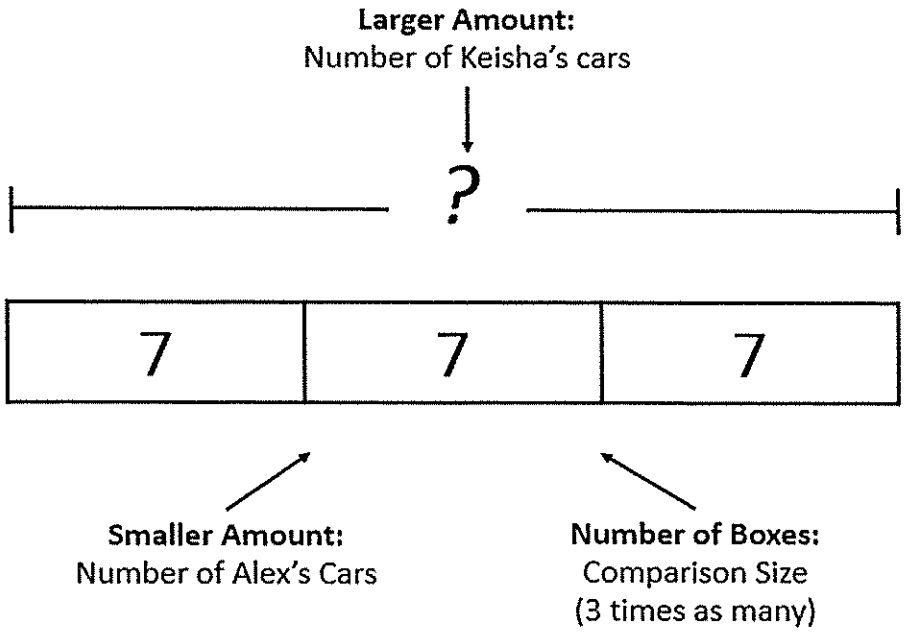
$$9 \times ? = 72$$
$$72 \div 9 = ?$$

Comparison Model
(Larger Amount Unknown):

Given the smaller amount and the comparison size, find the larger amount.

With this problem structure, students will use multiplication to solve.

Example: Alex has 7 toy cars. Keisha has 3 times as many. How many cars does Keisha have?



$$7 \times 3 = ?$$

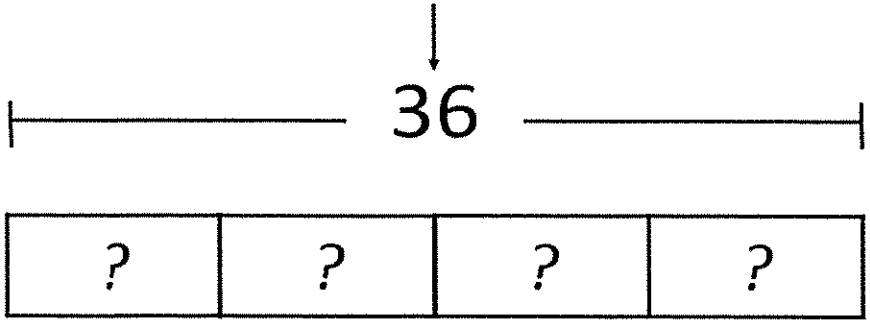
Comparison Model (Smaller Amount Unknown):

Given the larger amount and the comparison size, find the smaller amount.

With this problem structure, students will use division to solve.

Example: Barney has 36 old coins. This is 4 times more coins than Steve has. How many old coins does Steve have?

Larger Amount:
Barney's Number of Coins



Let *s* represent the Smaller Amount:
Steve's number of coins

Number of Boxes:
Comparison Size
(4 times more)

$4 \times ? = 36$

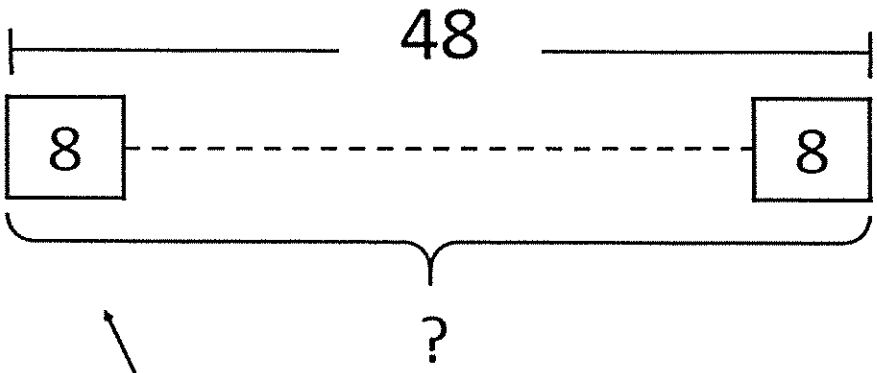
$36 \div 4 = ?$

Comparison Model (Comparison Size Unknown):

Given the larger amount and the smaller amount, find the comparison size. With this problem structure, students will use division to solve.

Example: Ann's teacher is 48 years old. Ann is 8 years old. Ann's teacher is how many times older than Ann?

Larger Amount:
Ann's Teacher's Age



Smaller Amount:
Ann's Age

Unknown Comparison Size:
How many times older Ann's teacher is than Ann

$8 \times ? = 48$

$48 \div 8 = ?$

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
S	**MULTIPLICATION FACTS UP TO 10 X 10 AT THIS TIME** **3.5C describe a multiplication expression as a comparison such as 3 x 24 represents 3 times as much as 24**	multiplication expressions, comparison **Verbs** describe, represents	This SE builds on 2(6)(A) where multiplication is represented as repeated addition, 3 x 24 may be described as 3 groups of 24. The focus of this SE is on the numerical relationship between 24 and the product 3 x 24. The product of 3 x 24 will be 3 times as much as 24. This lays the foundation for future work in grade 5 with fraction multiplication and determining part of a number.	**Math Process Standard Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.5C Instructional Information

MULTIPLICATION FACTS UP TO 10 X 10 AT THIS TIME

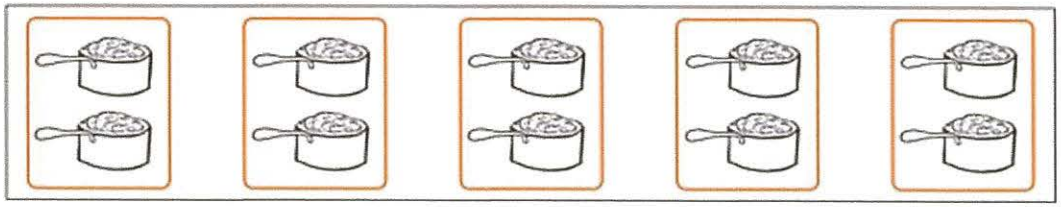
In 3.5B, students use problem solving to extend their understanding of basic multiplication and division facts to multiplicative comparison problems, which most students find more difficult to interpret than joining equal groups. In a multiplicative comparison (or scalar) situation, one amount is expressed as a certain number of times as much as another amount. The scalar interpretation of multiplication is an important application for students to encounter and begin to understand, as it can build depth of understanding when learning multiplication by a fraction in 5th grade.

Instead of students doing the actual computation, this student expectation focuses on understanding and describing what the expression means.

Example/Activity:

Theresa used 2 cups of flour to bake cookies. The number of cups of flour Ellen used to bake cookies can be represented by the expression 5 x 2. What does 5 x 2 mean?

We know that the quantity of flour that Ellen used is five times as great as the quantity of flour that Theresa used which was two cups. Or more simply, Ellen used five times as much flour as Theresa.



The comparison is based on one set being a particular multiplier of the other. The underlying question for multiplicative comparison problems is what factor would multiply one quantity in order to result in the other.

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	MULTIPLICATION FACTS UP TO 10 X 10 AND THE RELATED DIVISION FACTS AT THIS TIME **3.5D determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product**	unknown whole number, multiplication equation, division equation, whole numbers, factor, product **Verbs** determine, relating,	If the multiplication or division equation relates to multiplication facts up to 10 x 10, students may apply their knowledge of facts and the relationship between multiplication and division to determine the unknown number. Students may be expected to use the relationship between multiplication and division for a problem such as 12 = [] ÷ 6. The student knows that if 12 = [] ÷ 6, then 12 x 6= [], so [] = 72. Students may also be expected to solve problems where they state that the value 4 makes 3 x [] = 12 a true equation.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** pp. 282-300 **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.5D Instructional Information

MULTIPLICATION FACTS UP TO 10 X 10 AND THE RELATED DIVISION FACTS AT THIS TIME

3.5D provides students with practice using fact families for multiplication and division. For this state standard, students are beginning to see that number sentences may be written in different ways. Each of the number sentences below is part of the same fact family. Students may naturally be drawn to the third and the last number sentences. As students become more fluent in knowing their fact families, they will be able to fill in these number sentences more easily.

3 x ❐ = 21	Jack has 3 times as many marbles as Charlie. Jack has 21 marbles. How many marbles does Charlie have?
❐ x 3 = 21	Leah has some videos. Sam has 21 videos which is triple the number that Leah has.
7 x 3 = ❐	Joseph has 7 bags with 3 frogs in each bag. How many frogs does he have?
21 ÷ ❐ = 3	There are 21 cookies on the tray. Some kids shared them and got 3 cookies each. How many kids shared the cookies?
21 ÷ 3 = ❐	There are 21 cookies on the tray. Three kids shared them, each getting the same number of cookies. How many cookies did each of them get?

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
R	**MULTIPLICATION FACTS UP TO 10 X 10 AND THE RELATED DIVISION FACTS AT THIS TIME** **3.5E represent real-world relationships using number pairs in a table and verbal descriptions.**	real-world relationships, number pairs, table, verbal descriptions **Verbs** represent, using	When paired with 3(1)(A), the expectation is that students apply this skill in a problem arising in everyday life, society, and the workplace. When paired with 3(1)(D), the expectation is that students extend the relationship represented in a table to explore and communicate the implications of the relationship. SE 3(5)(E) builds to 4(5)(B) where students represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence. Real-world relationships include situations such as the following: 1 insect has 6 legs, 2 insects have 12 legs, 3 insects have 18 legs, 4 insects have 24 legs, etc.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** pp. 282-300 **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof **Mathematics... A Way of Thinking** by: Robert Baratta-Lorton

3.5E Instructional Information

MULTIPLICATION FACTS UP TO 10 X 10 AND THE RELATED DIVISION FACTS AT THIS TIME

This state standard should be combined with 3.5C, which provides the verbal description for the real-world relationships in this standard.

Example/Activity:

<table>
<tr><th>Real-World Relationships</th><th>Table</th><th>Verbal Description (from TEKS Student Expectation 3.5C)</th></tr>
<tr><td>Number of feet on a cat</td><td><table><tr><th># of cats</th><th># of feet</th></tr><tr><td>1</td><td>4</td></tr><tr><td>2</td><td>8</td></tr><tr><td>3</td><td>12</td></tr></table></td><td>There are 4 times as many feet as there are cats.</td></tr>
<tr><td>Number of students per bus seat</td><td><table><tr><th># of bus seats</th><th># of students</th></tr><tr><td>1</td><td>2</td></tr><tr><td>2</td><td>4</td></tr><tr><td>3</td><td>6</td></tr></table></td><td>There are twice as many students as there are bus seats.
There are half as many bus seats as there are students.</td></tr>
<tr><td>Number of legs on an insect</td><td><table><tr><th># of insects</th><th># of legs</th></tr><tr><td>1</td><td>6</td></tr><tr><td>2</td><td>12</td></tr><tr><td>3</td><td>18</td></tr></table></td><td>There are six times as many legs as there are insects.</td></tr>
</table>

3rd Grade Unit 5: Fractions

22 ½ days minimum: Pacing according to student progress and mastery of concepts

Purpose Statement: In order to reach the depth of the TEKS in the time provided, it is important to cluster (group) TEKS and not teach them in isolation. Below is a suggested pacing order, cluster descriptor and explanation to help guide instruction. The conceptual understanding of fractions is crucial for students to be able to compare fractions, represent equivalent fractions, or partition an object or set of objects

TEKS in Cluster	Cluster Descriptor	Brief Explanation of Cluster Purpose:
Integrated throughout unit: • 3.8A Readiness • 3.8B Supporting	**Data Analysis**	The TEKS 3.8A & 3.8B are grouped together so there is a fluid process of summarizing data and solving one- and two- step problems when working with frequency tables, dot plots, pictographs and bar graphs with scaled intervals. It is the expectation of the math department that data be incorporated into every unit of instruction. This can be done in conjunction with the math content being taught in the unit or may require a designated day of instruction.
9 Days: • 3.3A Supporting • 3.3B Supporting • 3.3C Supporting • 3.3D Supporting • 3.7A Supporting	**Conceptual Understanding and Representations of Fractions**	These TEKS are grouped together because these standards lay the foundation for fraction sense. In second grade, students represent fractions with concrete objects and words. Second graders only worked with halves, fourths, and eighths of a whole. The numerical representation of a numerator and denominator is new to third graders. Fractions of a set is also new. Introduce unit fractions when representing fractions in this cluster, but students will go into more depth with unit fractions in the next cluster.
2 Days: • 3.3C Supporting • 3.3D Supporting	**Unit Fractions**	Students need to understand that unit fractions are the core of fraction understanding in third grade and beyond. These TEKS are grouped together because 3.3C lays the understanding of unit fractions while 3.3D emphasizes decomposing a fraction into a sum of unit fractions.
5 Days: • 3.3F Readiness • 3.3G Supporting	**Equivalent Fractions**	Without the conceptual understanding of the previous 11 days, students will struggle with equivalent fractions. Third grade is the first time equivalent fractions are introduced in the TEKS. These TEKS are grouped together as students should explain why two fractions are equivalent (3.3G) as they represent equivalent fractions (3.3F).

4 Days: • 3.3H Readiness	**Comparing Fractions**	This standard (3.3H) is listed in isolation, as there are no other comparing fractions TEKS in third grade.
2 ½ Days: • 3.3E Supporting	**Solving Problems Involving Partitioning**	This standard (3.3E) is listed in isolation as it involves the partitioning of an object or set of objects. It is suggested that this standard be taught after the other fraction TEKS.

Unit 5: Fractions (22 1/2 days)

Mathematical Process Standards

(A) apply mathematics to problems arising in everyday life, society, and the workplace;

(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;

(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;

(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language asappropriate;

(E) create and use representations to organize, record, and communicate mathematical ideas;

(F) analyze mathematical relationships to connect and communicate mathematical ideas; and

(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Unit Vocabulary/Word Wall

fractions	fracción	**Vocabulary new to this unit**	eighths	octavos
unit fraction	fracción de unidad		length	longitud
numerator	numerador		segment	segmento
denominator	denominador		divide	divisoria
equivalent fractions	fracciones equivalentes		equal parts	partes iguales
regions	regiones		less than	menos que
whole	todo	**- - -**	greater than	más que
part	partes		equal to	igual
sets	conjuntos		halves	mitades
create	crear	**Consider ALL applicable vocabulary**	third	tercios
representations	representaciones		fourths	cuartas
number line	número de linea		sixths	sextas
locate	localizar		divided	dividido
objects	objetos		pictorial models	modelo pictórico
partition	separe		equal area	partes con áreas iguales
equal distance	distancia igual		parts of the whole	partes de un entero
size of the whole	tomaño de un entero			

3.3 Number and operations. The student applies mathematical process standards to represent and explain fractional units. The student is expected to:				
Readiness or Supporting	**Student Expectation**	**Nouns**	**TEA Supporting Information**	**Resources**
S	**3.3A represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines**	fractions, denominators, concrete objects, pictorial models, strip diagrams, number line **Verbs** represent, using	The denominators may be 2, 3, 4, 6, or 8. The limitation of denominators in this SE does not limit denominators of other SEs. Concrete models may include linear models to build to the use of strip diagrams and number lines.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (John Van de Walle) pp. 202-23 **Kim Sutton** Fractions: A Part of the Whole www.teacherspayteachers.com Lesson Alignment Guides for TEKS, ✎ I Can Statements for each Interactive Notebook Lesson (all on one page and individual pages for each statement) ✎ Vocabulary Frayer Models for Unit Vocabulary ✎ Photos of Frayer Models ✎ Teacher Directions (Lesson Plans) for each Interactive Notebook Activity including Objective, Vocabulary, Standards Covered and Full Details for Teacher Input and Student Output ✎ FULL COLOR Pictures of Flippables and/or INB Lesson in action ✎ Understanding Fractions Flippable and Journal ✎ Finding Equivalent Fractions

				Activity ✎ Comparing Fractions Mini Book Activity and Comparing Fractions Data Activity ✎ Fractions on a Number Line and Placing Fractions Journal ✎ Pattern Block Fractions Mini Book and Pattern Block Fraction Creations ✎ Graphing Fractions with Bar Graphs and Interpreting Bar Graphs ✎ Graphing Fractions with Pictures and Interpreting Picture Graphs ✎ Inch to Inches Measurement to the Nearest 1/4 Inch Activity and Measurements to Line Plots Activity **All activities are aligned to 3rd Grade Texas Essential Knowledge and Skills (TEKS) Academic Standards meant to be able to be used in any 3rd grade classroom.** **TEKS:** 3.3a, 3.3b, 3.3c, 3.3d, 3.3e, 3.3f, 3.3g, 3.3h, 3.5e, 3.7a, 3.8a, and 3.8b

				 Students use illustrated task card set that is fun, standard-focused, and thoughtfully differentiated. USES: ★ Stations for Your Math Centers ★ Differentiation (Questions 1-10, 11-20, and 21-30 are uniquely grouped by difficulty) ★ Independent practice ★ Guided Practice ★ Skills Practice ★ Assessments ★ Review / Intervention ★ SBAC and PARCC Test Prep ★ Fast Finishers / Enrichment ★ Scaffolding Students Up To Rest of Class ★ Scavenger Hunts / Scoot ★ Adding Select Card Images (JPG Images) to Assign in Google Classroom ★ Enhancing your Nearpod Lesson ★ Adding Images to Your Boom Cards Activities and Adding Interactive Features ★ Small Group Activity for the Flipped Classroom Student use illustrated task cards

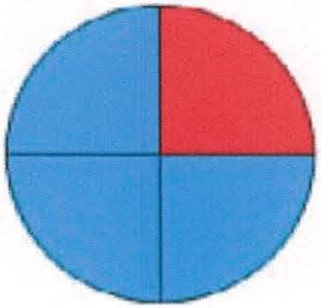
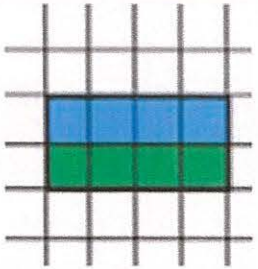
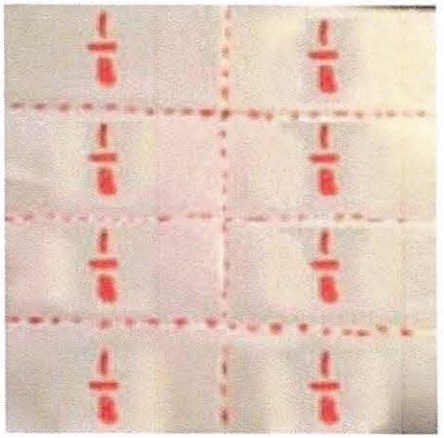
3.3A Instructional Information

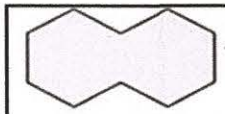
This standard bridges concrete and pictorial models of fractions. For this state standard, students will work with fractions that equal 1 or are smaller than 1, but not 0.
Students only work with models for this standard. Students are introduced to set models in third grade (second grade works with fractions of a whole only).

Important notes about the concept of fractional parts:

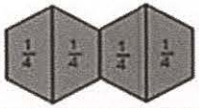
- Students should understand clearly that a whole is being partitioned into equal-sized parts. It is critical that students know that the parts must be the same size. When students divide a whole into parts by drawing the parts, they may not be able to draw the parts exactly equal in size. However they should still understand that the parts are the same size. Centimeter grid paper is a great tool for students to use when drawing and dividing a whole into fractional parts.
- Students should understand clearly what the whole is and that the whole changes for each model. They should be taught to identify the whole in the problem first.
- Students should understand that the name of the fractional part comes from the number of equal parts in the whole. For example, if the whole is divided into 4 equal parts, the fractional parts are called fourths. If the whole is divided into 8 equal parts, the fractional parts are called eighths.
- Students should be exposed to three different kinds of models for fractions: area models, length models, and set models. They should also experience different types of each one of these models. Examples of each type are shown on the following pages in the continuing Instructional Information.
- Students should count the fractional parts out loud (one-fourth, two-fourths, three-fourths, four-fourths) and it should be clear that four-fourths represents the whole.
- In second grade, students were expected to name fractional parts **only** using words such as three-eighths, not symbolically with a numerator and a denominator.

Examples of Area Models

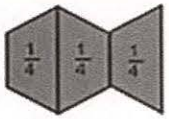
Circle Models	Grid Models	Paper Folding
	 This grid is a great model for fractions. Using the grid above, students can see four-eighths and one-half are the same amount. With practice, they will also see that two-fourths is the same as one-half or four-eighths.	



Two connected hexagons defined as one whole:

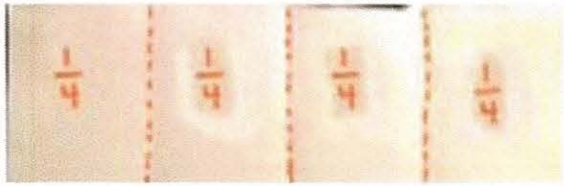
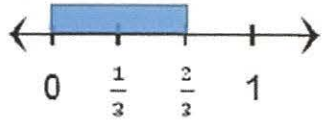
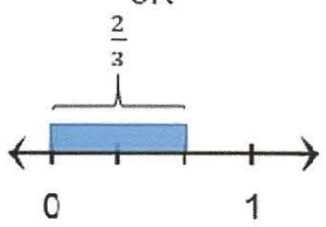


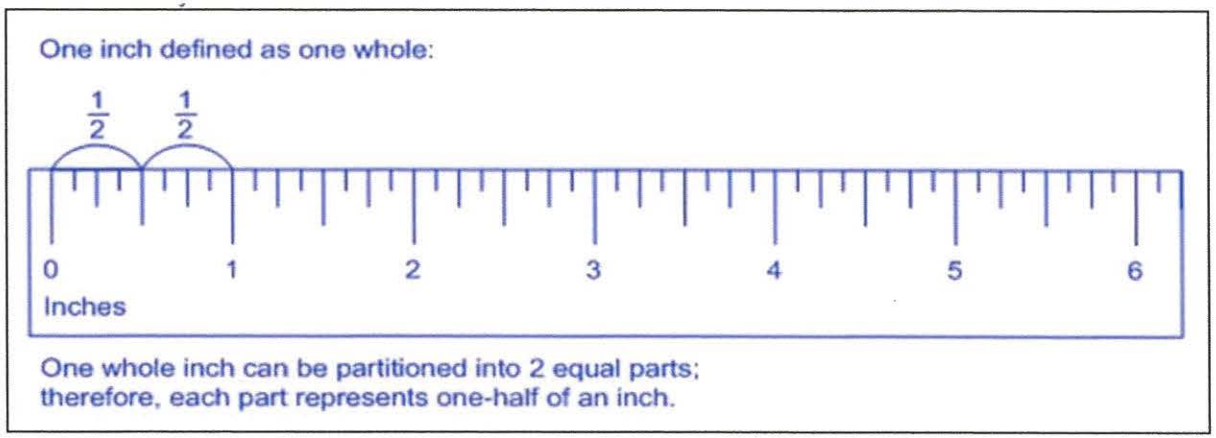
Four trapezoids will cover the two hexagons; therefore, four trapezoids represent $\frac{4}{4}$ or 1.



Four trapezoids will cover the two hexagons; therefore, three trapezoids represent $\frac{3}{4}$.

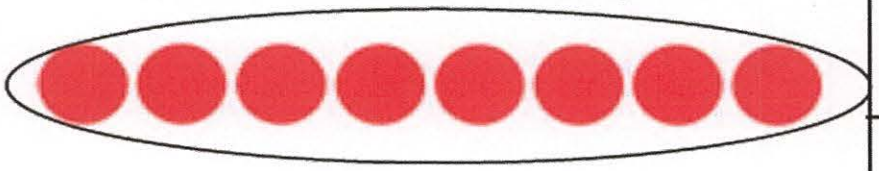
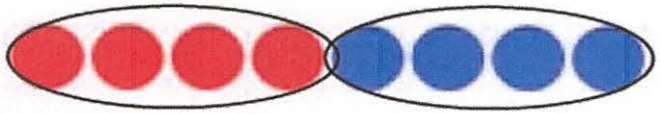
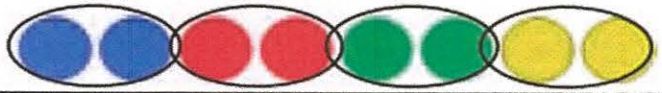
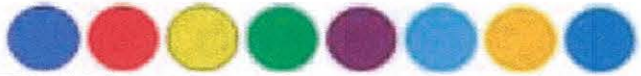
Four trapezoids will cover the two hexagons; therefore, two trapezoids represent $\frac{2}{4}$.

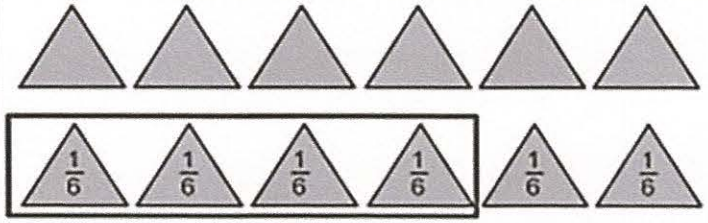
Strip Diagrams or Fraction Strips	Cuisenaire® Rods	Number Lines
 This is also an area model. However the emphasis here is on dividing the strip into four equal sections that line up.	one whole or 1	 OR 



Examples of Set Models

Set models are different from length and area models in that a set model contains a set of objects, and the whole is the total number of objects in the set. Be sure to emphasize that the set of counters is 1 and not 8.

Counters-whole	Counters-fractional parts
The whole is made up of 8 red counters. Students should be taught to view these as a whole rather than as 8 individual objects. 	This set is divided into halves. There are 4 counters in each half. 
	This set is divided into fourths. There are two counters in each fourth. 
	This set is divided into eighths. There is one counter in each eighth. 



A set of 6 green triangles defined as one whole:

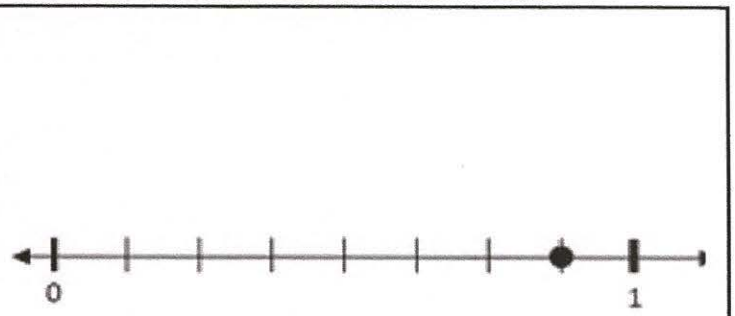
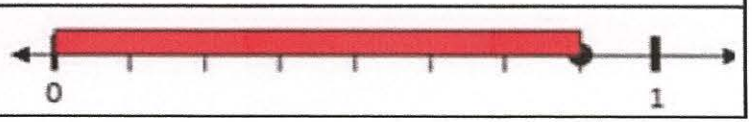
A set of 6 triangles can be partitioned into six parts; therefore, four triangles represent $\frac{4}{6}$ of the set.

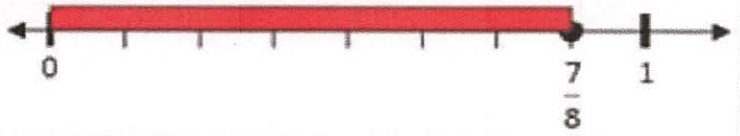
Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	3.3B determine the corresponding fraction greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 given a specified point on a number line	corresponding fraction, denominators, specified point, number line **Verbs** determine	The limitations placed on denominators in this SE do not limit the denominators in other SEs. The focus of this SE is on the part to whole representations using tick marks on a number line.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (John Van de Walle) pp. 202-230 **Math Process Standards Series** Representations pp. 33-34,53-54, 62-64, 104-106, Communication, Problem Solving, Connections, Reasoning & Proof **Kim Sutton** Fractions: A Part of the Whole www.teacherpayteachers.com *10 Math Centers for Special Education* Multimedia Fractions Activity Pack: Video, Song, Activities, Worksheets, and Posters Music: NUMBERROCK *Grab and Go Mini Task Box Sets*: Math skills Mini task Boxes for Assessment and Instruction in Special Education. (one-on-one instruction, assessment tool, math center and daily math skill practice with data recording. **AutismEducators.com** *Math skills mini task boxes* one-on-one instruction, as an assessment tool, Math Center, or daily math skills practice as your Special Education and Autism Resource. Comes with data recording cards to document student progress and IEP Goals for each mini task box! Students will match the correct response card.

3.3B Instructional Information

For this state standard, students will work with fractions that equal 1 or are smaller than 1, but do not equal 0. Finding fractions on a number line can be difficult for students because they focus on the wrong thing. They are graphing a point. But to find the point, they need to examine the spaces on the number line. This Student Expectation introduces students to formal fraction notation. In second grade, students only used words to name fractions. Students should also be introduced to the vocabulary words numerator and denominator. The numerator is the top number of a fraction and can be thought of as the "counting number", or the number of fractional parts under consideration. The denominator is the bottom number of the fraction and represents the type of part being counted or represented.

Examining the Spaces to Determine the Fractional Points on a Number Line

1. The whole is the length between 0 and 1. The fractional parts are the spaces between 0 and 1. First, students have to identify how many fractional parts there are. Why do we count the spaces and not the hash marks? Think about walking and counting your steps. When you start, you're standing at 0. Then you put one foot out to take a step. The space between your feet is 1 step. The same thing is true on a number line. We count the spaces between the hash marks to see how many spaces 1 has been divided into. This number line has been divided into 8 spaces. So 8 is the denominator of the fraction.	
2. Now we determine the numerator. It is helpful here to use a marker or colored pencil to highlight the spaces.	

3. Count the spaces using fractions, not whole numbers. Why? If students count with whole numbers, they will hear whole numbers and they will think whole numbers. They will lose the meaning of fractions and lose the fact that the fractions are smaller than one. They will see the fractions as two numbers, a numerator and a denominator, not as a number itself.	Say, "one-eighth, two-eighths, three-eighths," Do not say, "1, 2, 3. . ."
4. Identify the fraction on the number line.	

An extension of this standard is for students to be given a fraction and told to find where it belongs on the number line.

Which letter corresponds with $\frac{6}{8}$ on the number line?

Answer:

Point G corresponds with the fraction $\frac{6}{8}$.

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	3.3C explain that the unit fraction 1/b represents the quantity formed by one part of a whole that has been partitioned into b equal parts where b is a non-zero whole number	unit fraction, quantity, part, whole, equal parts, whole numbers **Verbs** explain, represents, formed, partitioned	This SE focuses on unit fractions. Fractions may have denominators of 2, 3, 4, 6, or 8 and are not limited to these values. Students are expected to describe or explain the fraction 1/b. For example, 1/4 is the quantity formed by one part of a whole that has been partitioned, or divided, into 4 equal parts. A fraction may be part of a whole object or part of a whole set of objects.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (John Van de Walle) pp. 202-230 **Kim Sutton** Fractions: A Part of the Whole **Autism Education.com** Numerical Understanding ***Instructional Tools:*** Pattern Blocks Large Number Lines with digit cards for manipulation of fractions. Fraction Strips and towers Fraction circles Rulers (1/2; ¼; 1/8)

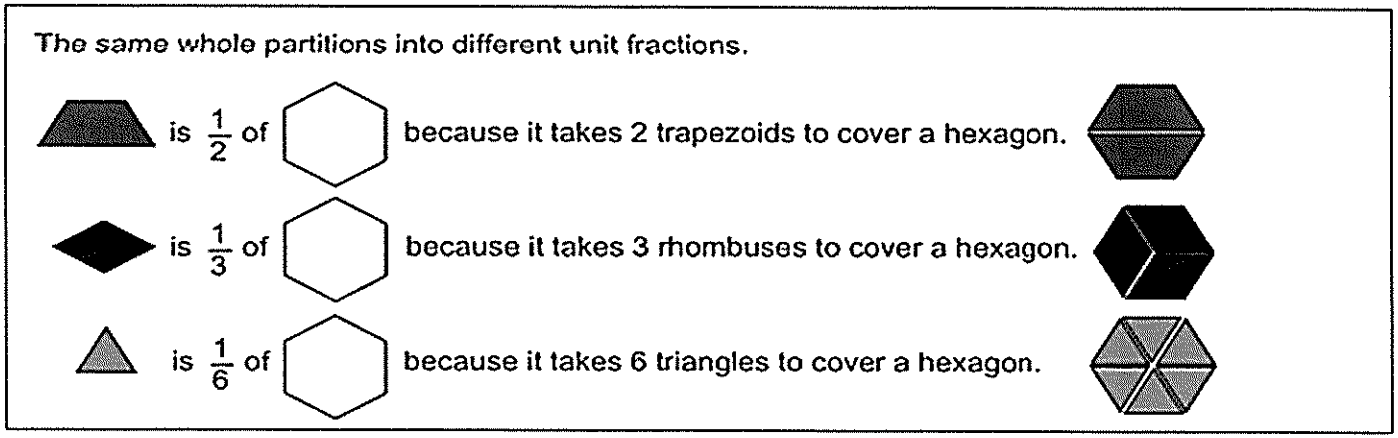
3.3C Instructional Information

Unit fraction: a fraction with one as the numerator; it represents to quanity formed by one part of a whole

b equal parts: the number of pieces the whole has been partitioned or divided into

where b is a non-zero whole number: Fractions cannot have 0 for a denominator as it is impossible for an object to have 0 parts. This phrase is written into this standard because it is mathematically correct to include it. However, for the purposes of third grade instruction, students do not need to understand this or be exposed to it. If students ask about 0 for the denominator, ask them to draw an object that has 0 parts. (They may try to draw a circle and say that it has no parts. But the circle itself is 1 part.) They won't be able to do it, naturally.

For this standard, students are identifying unit fractions—fractions with a numerator of one.



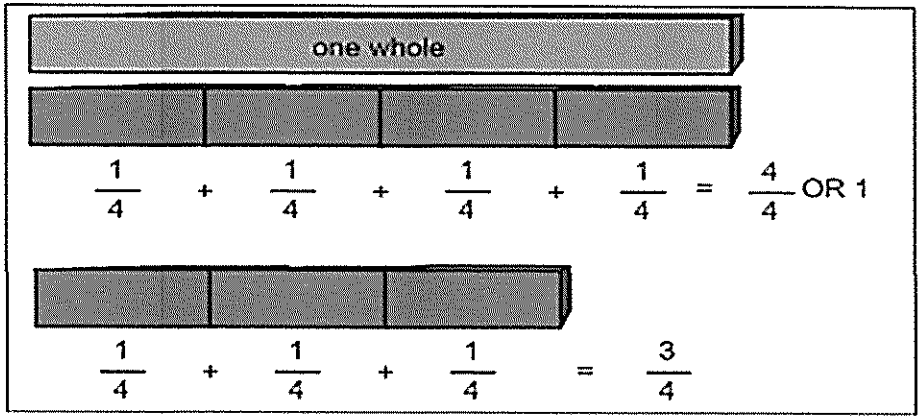
Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	3.3D compose and decompose a fraction a/b with a numerator greater than zero and less than or equal to b as a sum of parts1/b	fraction, numerator, sum, parts **Verbs** compose, decompose	This SE focuses on non-unit fractions greater than zero and less than or equivalent to one. Students may be expected to describe fractional parts of whole objects. Students are expected to compose and decompose fractions. For example, 3/5 = 1/5 + 1/5 + 1/5. Fractions may have denominators of 2, 3, 4, 6, or 8 and are not limited to these values. A fraction may be part of a whole object or part of a set of objects to build to 3(3)(E). This SE builds to 4(3)(A), where students represent a fraction a/b as a sum of fractions 1/b, where a and b are whole numbers and b > 0, including when a > b.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (John Van de Walle) pp. 202-230 **Kim Sutton** Fractions: A Part of the Whole **Children's Books That Teach Fractions** • **Fraction** Fun by David Adler and Nancy Tobin. ... • Full House: An Invitation to **Fractions** by Dayle Ann Dodds. ... • Working with **Fractions** by David Adler. ... • The Wishing Club: A Story About **Fractions** by Donna Jo Napoli. ... • The Lion's Share by Matthew McElligott. ... • **Fraction** Action by Loreen Leedy. ... • Wholey Cow: **Fractions** Are Fun by Taryn Souder.

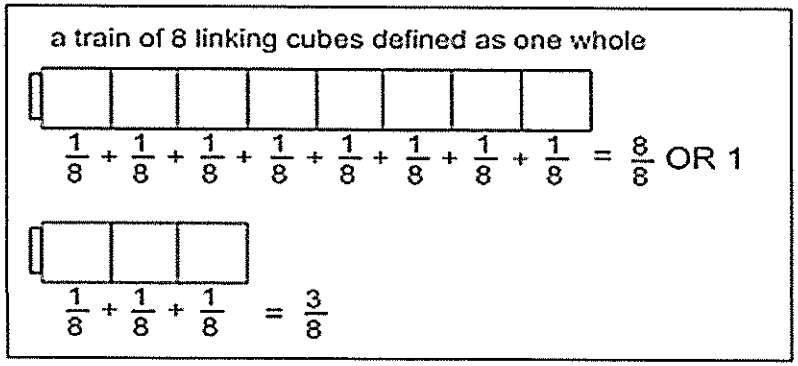
3.3D Instructional Information

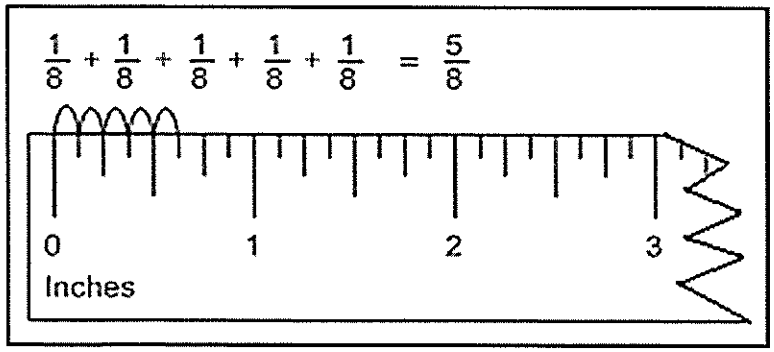
Compose: Sets of objects may be joined together to make a larger group . The two sets are the parts and the whole is the larger set that is created.

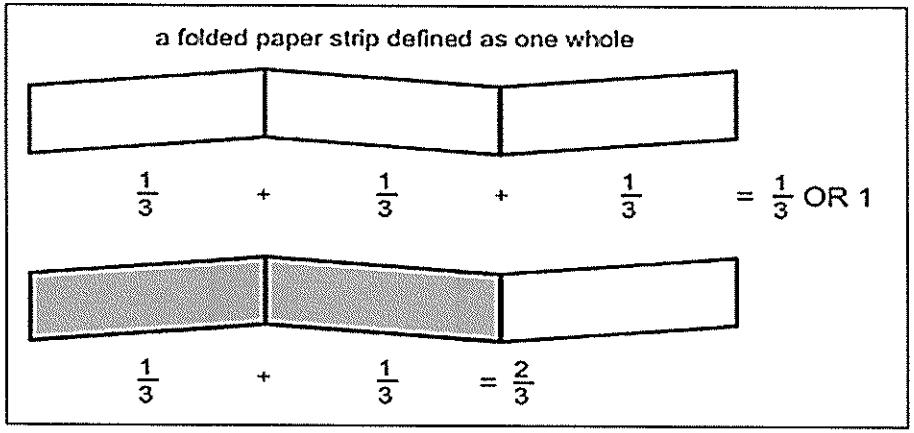
Decompose: Sets of objects can also be broken into smaller subsets and still contain the total amount.

For 3.3D, students are composing and decomposing fractions using the unit fractions from 3.3C. Although the standard talks about "a sum of parts 1/b," it does not mean that students are formally adding fractions. The purpose of this state standard is to build number sense with fractions.









Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
S	**3.3E solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8**	problems, object, set of objects, recipients, pictorial representations, fractions, denominators **Verbs** solve, partitioning, using	SE 3(3)(E) focuses on solving problems with fractional parts of whole objects or sets of objects. Fractions should have denominators of 2, 3, 4, 6, or 8. The limitation of denominators in this SE does not limit denominators of other SEs. A fraction may be a part of a whole object or part of a whole set of objects. Fractions are not limited to being between 0 and 1. In this way, the SE is an extension of 2(3)(C), where students are expected to count beyond one whole. Examples of problems include situations such as 2 children sharing 5 cookies.	**Right Brained Fractions by Sarah K. Major** **Carson Dellosa-Fractions Flash Cards** **Fraction Craft for Full House "An Invitation to Fractions** **Mathematics... A Way of Thinking by:** Robert Baratta-Lorton

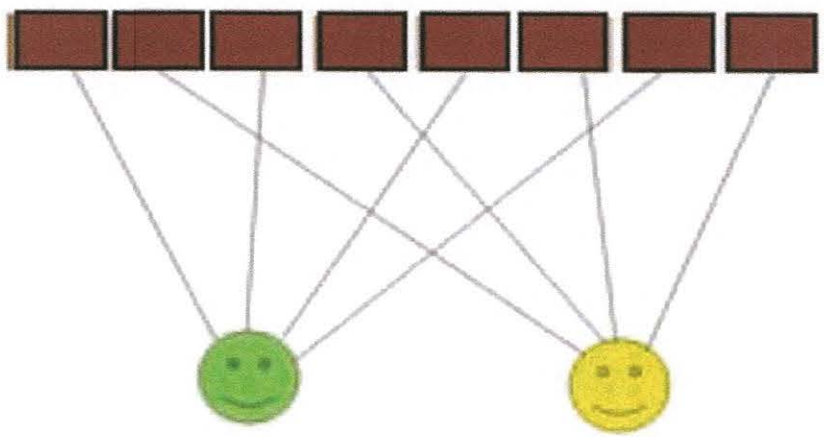
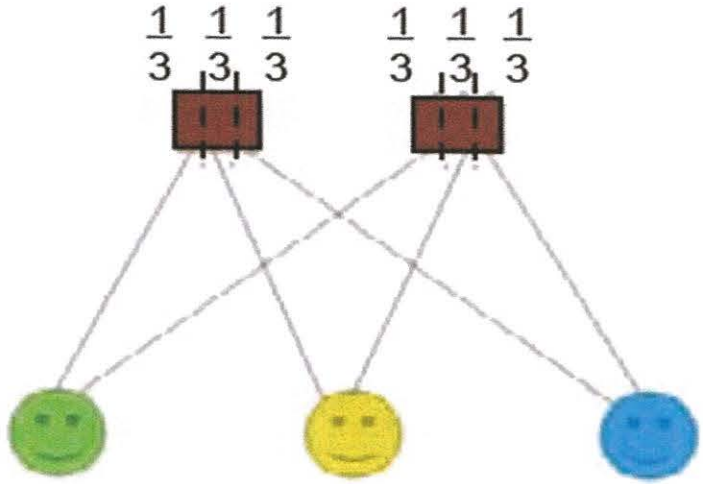
3.3E Instructional Information

Partition: break up into smaller pieces

This state standard specifically states that students should work with **pictorial models**. They may also record their work using proper fractional notation. They should not be required to solve the problems without pictorial models.

Example/Activity:

Keep the focus on the whole. For this problem, the whole will be one cracker. Although it looks like a set model for fractions, it is not. It is a rectangular model. One rectangle is one whole. If you choose to use this or other problems like this with students, they should be supplied with the whole instead of drawing it themselves at the beginning of their learning. All of the "wholes" used during the problem should be exactly the same size. Students should cut the whole apart into the correct number of pieces or draw the "cuts". Each piece should be labeled with its fractional part as should the total amount each person receives. The solution shown are not the only way to solve the problem. Students may wish to cut the crackers apart, put the pieces with the persons, and then count the fractional parts. Each piece should be labeled with its fractional part (unit fraction).

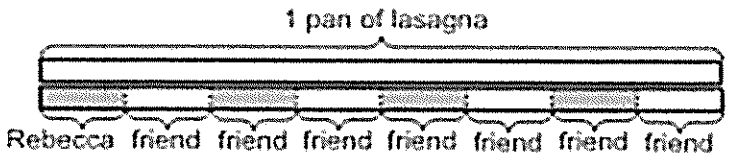
Problem 1: A student shares 8 crackers with a friend.	**Problem 2:** A student shares 2 crackers with two friends.
This diagram shows two people—a student and her friend—sharing 8 crackers.  **Each student gets 4 crackers**	This diagram shows 3 people sharing 2 crackers.  **Each student gets $\frac{1}{3} + \frac{1}{3}$ or $\frac{2}{3}$ cracker.**

3.3E Instructional Information Continued

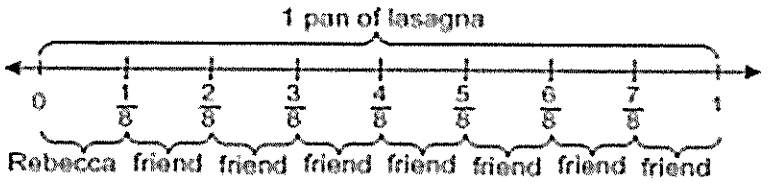
Examples of partitioning a set of objects in mathematical and real-world problem situations:

Rebecca baked a pan of lasagna. If she wants to share the lasagna with 7 friends, what fractional amount of the lasagna will each person receive?

Sample answer:
One pan of lasagna defined as one whole:



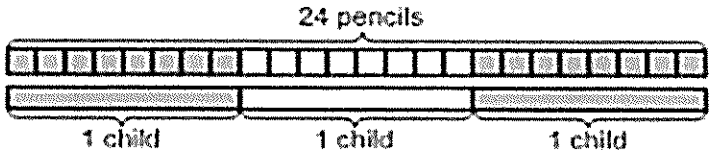
Rebecca and her friends will each receive $\frac{1}{8}$ of the lasagna.



Rebecca and her friends will each receive $\frac{1}{8}$ of the lasagna.

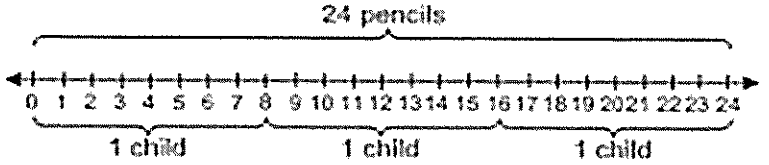
There are 24 pencils in a package. If Ms. Frankeny shares the pencils equally among her 3 children, what fractional part of the pencils will each child receive? How many pencils will each child receive?

Sample answer:
A set of 24 pencils defined as one whole:



Each child will receive $\frac{1}{3}$ of the pencils.

Therefore, each child will receive 8 pencils.



Each child will receive $\frac{1}{3}$ of the pencils.

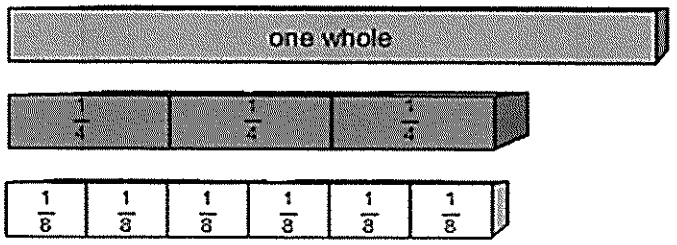
Therefore, each child will receive 8 pencils.

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
R	**3.3F represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines**	equivalent fractions, denominators, variety of objects, pictorial models, number line, whole, same point, portion, area model **Verbs** represent, using, explain	Fractions are greater than zero and less than or equal to one. The limitation of denominators in this SE does not limit denominators of other SEs.	**Continue with resources from previous pages** **Mathematics... A Way of Thinking** by: Robert Baratta-Lorton

3.3F Instructional Information

For both of the equivalent fractions standards—3.3F and 3.3G—students are working with **concrete and pictorial models** and providing explanations about why the fractions are equivalent. Students are not required to find equivalent fractions mathematically. When students are working with models of equivalent fractions, keep the whole the same size between the two fractions that are being compared. Students need to experiment with models to find which pieces they can combine to get a larger piece. Be sure that they use the same size pieces, not two different sizes, to try to create the larger piece. Why? Because when the whole is cut up, it must be cut into same-size pieces.

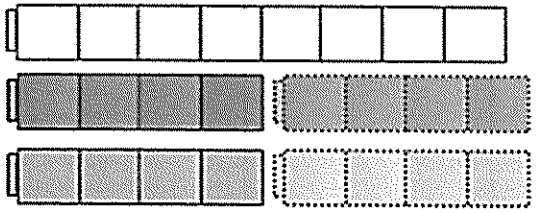
Cuisenaire rods:



$\frac{3}{4}$ is equivalent to $\frac{6}{8}$ because they represent the same amount of the whole.

Linking cubes:

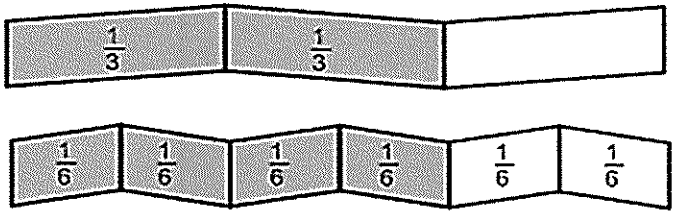
a train of 8 linking cubes defined as one whole



$\frac{1}{2}$ is equivalent to $\frac{2}{4}$ because they represent the same amount of the whole.

Folded paper:

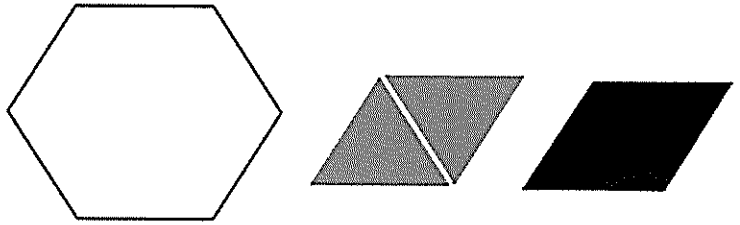
a folded paper strip defined as one whole



$\frac{2}{3}$ is equivalent to $\frac{4}{6}$ because they represent the same amount of the whole.

Pattern blocks:

a yellow hexagon defined as one whole

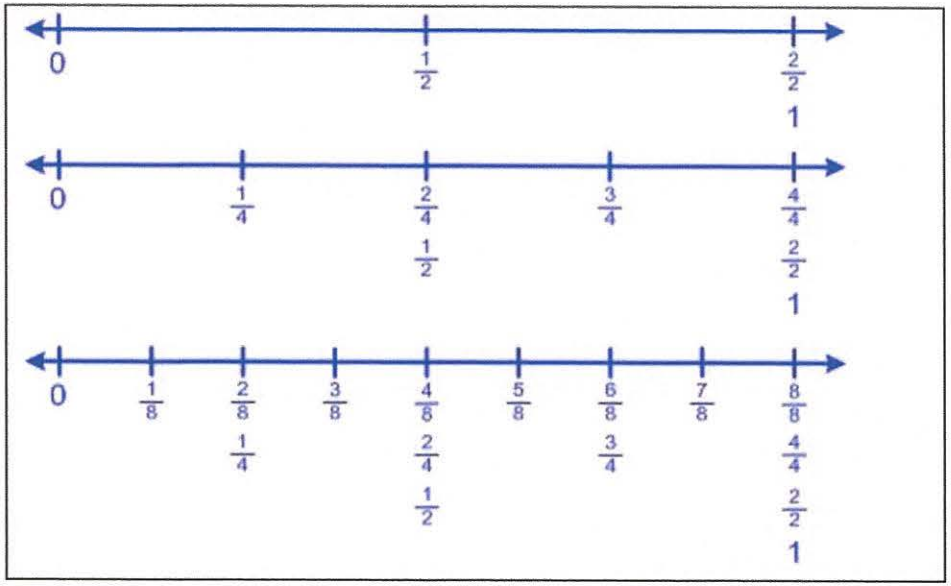


$\frac{2}{6}$ is equivalent to $\frac{1}{3}$ because they represent the same amount of the whole.

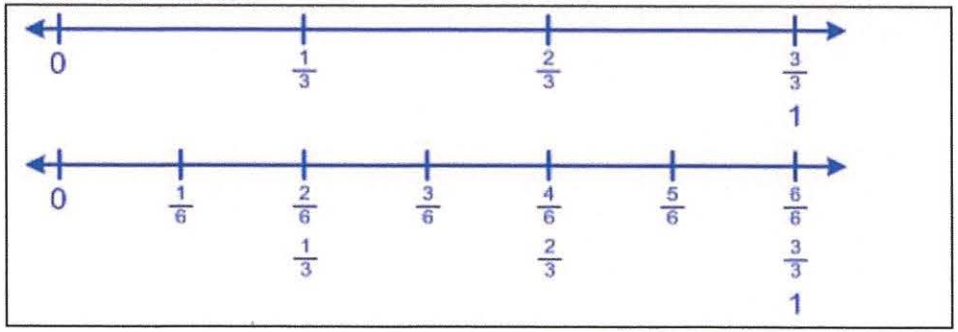
3.3F Instructional Information Continued

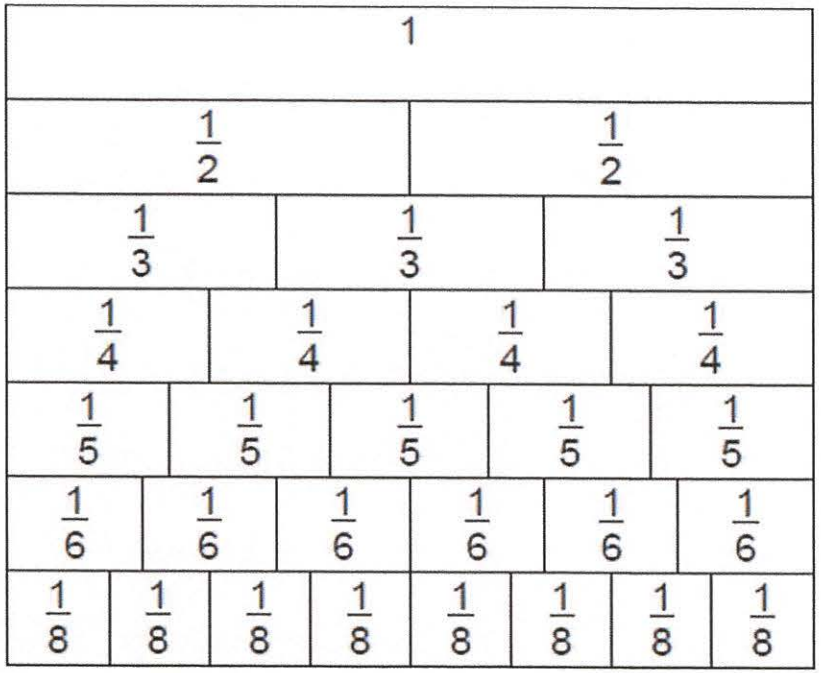
Number lines:

Multiples of $\frac{1}{2}$ on a Number Line



Multiples of $\frac{1}{3}$ on a Number Line

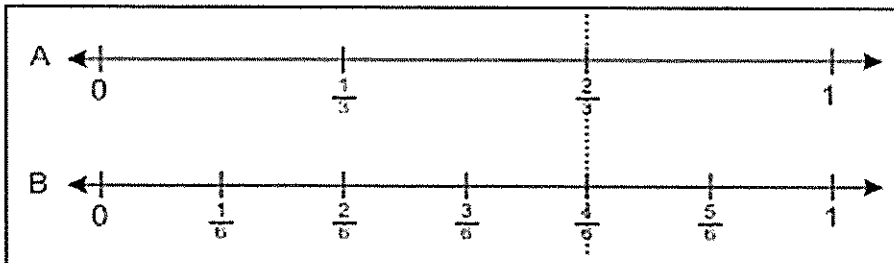




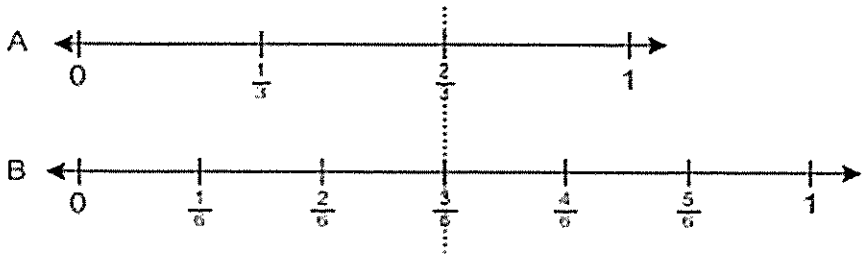
Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	3.3G explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent the same portion of a same size whole for an area model	equivalent fractions, denominators, variety of objects, pictorial models, number line, whole, same point, portion, area model **Verbs** represent, using, explain	The emphasis with this SE is on the understanding that equivalent fractions must be describing the same whole. 6/8 does not equal ¾ when the 6/8 is part of a candy bar and the ¾ is part of a pizza. While they both describe ¾ of their respective wholes, the amounts described by 6/8 and ¾ are not the same.	**Use resources stated in previous pages**

3.3G Instructional Information

Equivalency using a number line:

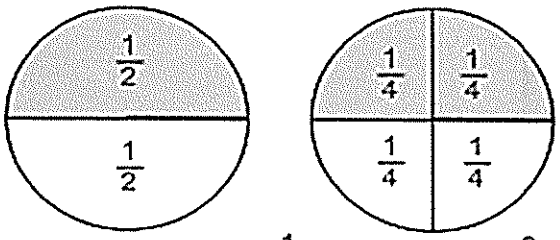


With the number lines of the same length, $\frac{2}{3}$ is equivalent to $\frac{4}{6}$.

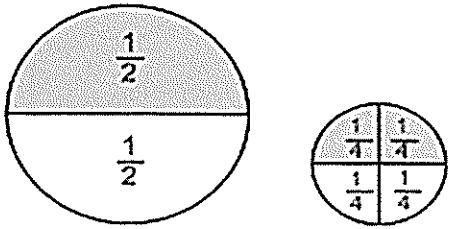


With number lines of different lengths, $\frac{2}{3}$ is NOT equivalent to $\frac{4}{6}$.

Equivalency using an area model:



With the same size whole, $\frac{1}{2}$ is equivalent to $\frac{2}{4}$.

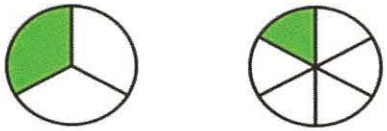


With different sized wholes, $\frac{1}{2}$ is NOT equivalent to $\frac{2}{4}$.

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	3.3H compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models	fractions, numerator, denominator, problems, size, conclusion, symbols, words, objects, pictorial models **Verbs** compare, having, reasoning, justifying, using	Fractions may have denominators of 2, 3, 4, 6, or 8 and are not limited to these values. Examples include situations such as comparing the size of one piece when sharing a candy bar equally among four people or equally among three people.	

3.3H Instructional Information

Remember that unit fractions are fractions that have 1 as the numerator. When comparing unit fractions, students should remember that when the denominator is large, the whole has been cut into smaller pieces. So when it comes to comparing unit fractions, a larger denominator means a smaller fraction. This can be confusing for students.



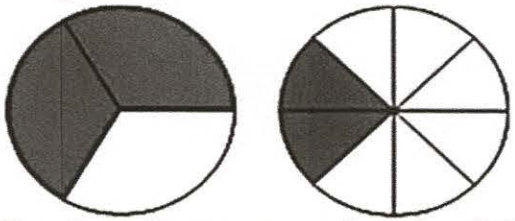
$\frac{1}{3}$ $\frac{1}{6}$

In the example above, one-third is larger than one-sixth because the unit fraction is larger so $\frac{1}{3} > \frac{1}{6}$

Comparisic

Compare $\frac{2}{3}$ and $\frac{2}{8}$. Justify comparison using symbols, words, and objects/pictorial model.

Sample answer:



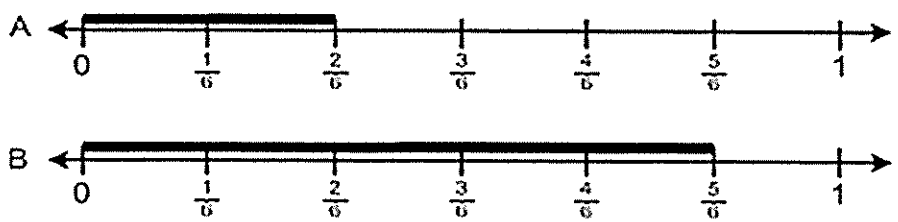
They have the same number of parts because the numerators are the same, so compare the size of the parts or denominators. A third is larger than an eighth. Therefore, $\frac{2}{3} > \frac{2}{8}$, or $\frac{2}{8} < \frac{2}{3}$.

3.3H Instructional Information Continued

Comparision of two fractions using a pictorial model (number line), words, and symbols:

Compare $\frac{2}{6}$ and $\frac{5}{6}$. Justify comparison using symbols, words, and objects/pictorial model.

Sample answer:

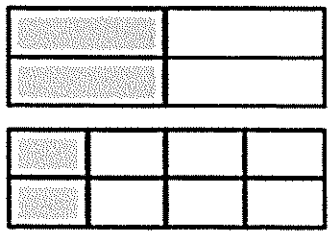


They have the same size parts because the denominators are the same, so compare the number of parts or numerators. Two parts is fewer than 5 parts. Therefore, $\frac{2}{6} < \frac{5}{6}$, or $\frac{5}{6} > \frac{2}{6}$.

Comparison of two fractions in mathematical and real-world problem situation:

Ms. Simpson baked a chocolate cake and a strawberry cake of the same size. She cut the chocolate cake into four equal sized pieces and the strawberry cake into 8 equal sized pieces. Two people ate chocolate cake, and two people ate strawberry cake. Which flavor cake had the most eaten? Explain.

Sample solution:



$\frac{2}{4} > \frac{2}{8}$

Although you have the same number of pieces (same numerators), two-fourths is greater than two-eighths because each fourth piece is larger than each eighth piece (denominators). Therefore, the chocolate cake had the most eaten.

Attachment 7: Sample Course Scope and Sequence
TEKS Clusters 3rd Grade Mathematics- Unit 3- Pacing according to student progress and mastery of concepts
Unit 1 is embedded throughout the document.

3rd Grade Math

First Grading Period	Unit 2: Place Value (16 days)

Mathematical Process Standards

(A) apply mathematics to problems arising in everyday life, society, and the workplace;
(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;
(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;
(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;
(E) create and use representations to organize, record, and communicate mathematical ideas;
(F) analyze mathematical relationships to connect and communicate mathematical ideas; and
(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

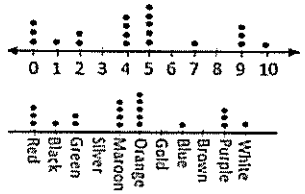
Unit Vocabulary/Word Wall

digits	dígitos	**Vocabulary new to this unit - consider ALL applicable vocabulary**	compare	comparar
ones	unidades		sum	suma o total
tens	decenas		number line	recta numérica
hundreds	centenas		round	redondear
thousands	miles / millares		estimate	estimar
ten thousands	decenas de millar		reasonable	razonable
hundred thousands	cientos de miles		approximate	aproximar
value	valor		coins	monedas
place value	valor de posición		penny	moneda de 1¢
base ten	diez de base		nickel	moneda de 5¢
standard form	forma estándar		dime	moneda de 10¢
expanded form	forma desarrollada		quarter	moneda de 25¢
expanded notation	notación desarrollada		half dollar	moneda de 50¢
word form	número en palabras		decimal point	punto decimal
period	período		dollar sign	símbolo de dólar
numeral	numeral		cent sign	signo de centavo
compose	componer		order	orden
decompose	descomponer		greatest	el mayor / la mayor
model	representar		least	menor
representation	representaciones		greater than (>)	mayor que (>)
relationship	relación		less than (<)	menor que (<)

Suggested Math Review Topics: addition and subtraction of two- and three-digit numbers with and without regrouping; place value to 1,200; composing or decomposing numbers to 1,200 in multiple ways; names and attributes of two- and three-dimensional figures; measurement to the nearest inch or centimeter, dot plots, frequency tables, bar graphs, pictographs

3.8 Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to:

Data Analysis: 3.8A and 3.8B should be taught together.

	GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS **3.8A summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals**	data set, categories, frequency table, dot plot, pictograph, bar graph, scaled intervals **Verbs** summarize, using	A frequency table shows how often an item, a number, or a range of numbers occurs. Tally marks and counts may be used to record frequencies. Students begin work with frequency tables in grade 3. This builds upon 1(8)(A) where students collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts. A dot plot may be used to represent frequencies. A number line may be used for counts related numbers. A line labeled with categories may be used as well if the context requires. Dots are recorded vertically above the number line to indicate frequencies. Dots may represent one count or multiple counts if so noted. 	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (John Van de Walle) pp. 385-392 **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.8A Instructional Information

(GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS)

3rd grade students are responsible for all 4 graphs (bar graph, pictograph, dot plot, and frequency table). They should be exposed to all graphs as equitably as possible and not be limited to certain ones throughout the year. Students should choose the type of graph that best serves the purpose of the data collected.

Students organized data in T-charts and with tally marks in the previous grades. Students will also have knowledge and understanding of pictographs and bar graphs from previous grades. Frequency tables and dot plots are new in 3rd grade. Students may have seen a frequency table when collecting data in previous grades, but may not have heard the term "frequency table" used in conjunction with it. A frequency table is a table that shows the total for each category or group of data. **Example A** below shows data collected using tally marks while **Example B** and **Example C** show frequency tables.

Example A

Sock Colors

Red	𝍸
White	𝍸 ||||
Blue	|||

Example B

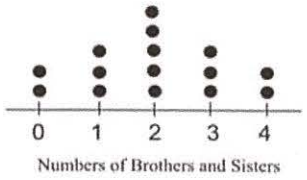
Sock Colors

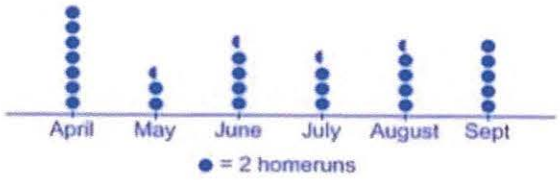
Red	𝍸	5
White	𝍸 ||||	9
Blue	|||	3

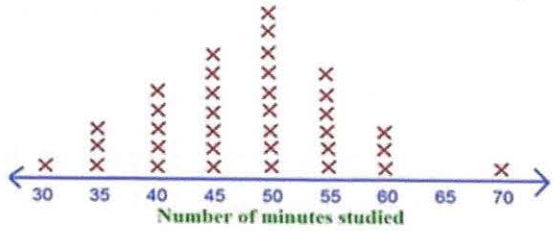
Example C

Kind of Candy	Number of Students
Gummy Bears©	22
Skittles©	18
Sour Patch Kids©	20
Laffy Taffy©	10

A dot plot is a representation of categorical or qualitative data with an axis usually on either the bottom or left side and uses a dot, or an X, stacked above the value to represent the number of items. One dot can represent more than one item of the data, if indicated (scaled intervals).







Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	GRAPHING TAUGHT ONGOING ALL YEAR IN ALL UNITS **3.8B solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals**	problems, categorical data, frequency table, dot plot, pictograph, bar graph, scaled intervals **Verbs** solve, using	Students begin work with pictographs in grade K and bar graphs in grade 1. Students begin work with frequency tables and dot plots in grade 3. This SE builds upon 2(10)(C), where students solve one- and two-step problems with scaled intervals.	**Teaching Student-Centered Mathematics (Grades 3-5) 1st Ed.** (John Van de Walle) pg. 385-392 **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.2B Instructional Information

(GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS)

The goal is to help students see that graphs and charts tell information and that different types of representations tell different things about the same data. The value of having students actually construct their own graphs is not so much that they learn the techniques, but that they are personally invested in the data and that they learn how a graph conveys information. Once a graph is constructed, the most important activity is discussing what it tells people who see it, especially those who were not involved in making the graph. Discussions about graphs of real data that the students have themselves been involved in gathering will help them analyze and interpret other graphs and charts they see in newspapers and on TV. (Van de Walle, pg. 385-386)

Our world is inundated with data. It is essential that we prepare students to be literate about what can be interpreted from data and what cannot be interpreted from data, what is important to pay attention to and what can be discarded as misleading. This is important for success in school, as well as being a mathematically literate citizen.(Van de Walle, pg. 392)

3.2 Number and Operations. The student applies mathematical process standards to represent and compare whole numbers and understand relationships related to place value.

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	3.2A compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate	numbers, sum, ten thousands, thousands, hundreds, tens, ones, objects, pictorial models, numbers, expanded notation **Verbs** compose, decompose, using	This SE builds on 2(2)(A), where students are expected to use concrete and pictorial models to compose and decompose numbers up to 1,200 in more than one way and builds to 4(2)(B), where students are expected to represent the value of the digit in whole numbers through 1,000,000,000 and decimals to the hundredths. Composing and decomposing whole numbers may focus on place value such as the relationship between standard notation and expanded notation. The number 789 may be decomposed into the sum of 500, 200, 50, 30, and 9 to prepare for work with compatible numbers when adding whole numbers with fluency. Please note: Expanded notation for 12,905 is (1 × 10,000) + (2 × 1000) + (9 × 100) + (5 × 1), while expanded form is 10,000 + 2000 + 900 + 5. Decomposition of whole numbers does not involve carrying digits to the next place holder. Each addend of the decomposition should only have one non-zero digit. For example, 789 may not be decomposed into the sum of 600, 90, 90, and 9 or the sum of 600, 180 and 9.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** Chapter 2 pp. 39-55 Hundred Grids Base Ten Blocks Place Value Chart 22 Place Value Lessons https://www.weareteachers.com/place-value-activities/ **Kim Sutton** Place Value With Pizzazz Dynamic Dice pp.126-129 **Math Process Standard Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

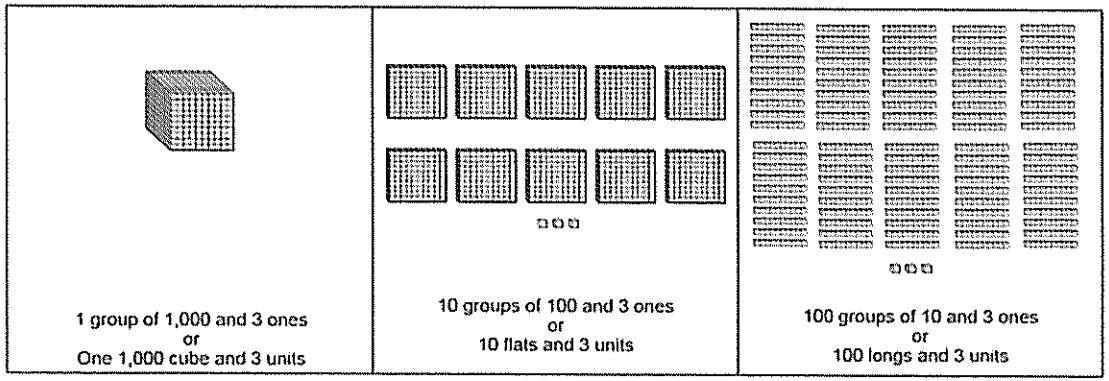
3.2A Instructional Information

(GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS)

Being able to recognize and generate equivalent representations of the same number is a component of number sense that will serve students well during tasks that require estimation, comparison, or computation. This ability linked to place-value understanding increases students' flexibility in dealing with numbers because they can easily generate equivalent representations that will make their work easier. Challenge students to find as many different ways to represent a given number as possible. (Van de Walle, pg. 152)

Compose: Sets of objects may be joined together to make a larger group. The two sets are the parts and the whole is the larger set that is created.
Decompose: Sets of objects can also be broken into smaller subsets and together still contain the total amount.
To show mastery of this standard, students must compose and decompose numbers using objects, pictorial models, and numbers including writing the numbers in standard notation.

Although place value is not specifically mentioned in the standard, when students are creating multiple ways to write a number according to the number of hundreds, tens, ones, etc., they are applying their understanding of place value.

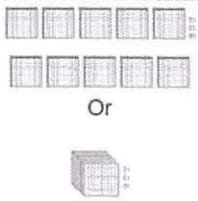
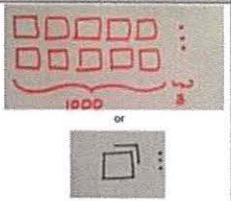


1 group of 1,000 and 3 ones
or
One 1,000 cube and 3 units

10 groups of 100 and 3 ones
or
10 flats and 3 units

100 groups of 10 and 3 ones
or
100 longs and 3 units

The more flexible students are with numbers, the easier they may be able to recall their math facts and perform operations.
The table below shows concrete and pictorial models along with expanded and standard notation for the number 1,003. As students are learning to write expanded notation, they should write the numbers below the pictorial model so that the more abstract expanded notation is merely an extension of the pictorial model that the student drew. Through student experiences of composing and decomposing numbers, making concrete models, and drawing pictorial models, students gain an in-depth understanding of how numbers work together to create other numbers, which paves the way for fluency with operations.

Concrete Model	Pictorial Model	Expanded Form	Expanded Notation	Standard Form
 Or		1,000 + 3	(1 x 1,000) + (3 x 1)	1,003

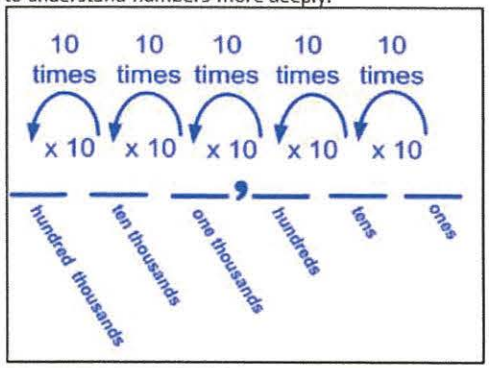
Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	3.2B describe the mathematical relationships found in the base-10 place value system through the hundred thousands place	mathematical relationships, base-10 place value system, hundred thousands place **Verbs** describe	The mathematical relationships include interpreting the value of each place-value position as ten times the position to the right. For example, 3,000 is 10 times 300 or 100,000 is 100 times 1,000. This SE builds to 4(2)(A), where students are expected to interpret the value of each place-value position as 10 times the position to its right and as one tenth the value of the place to its left.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** pp. 151-170 **Kim Sutton** Place Value with Pizzazz Dynamic Dice **The Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.2B Instructional Information

(GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS)

Physical models for base-ten concepts play a key role in helping students develop the idea of "a ten" as both a single entity and as a set of 10 units. Remember, though, that the models do not show the concept to the students; the students must mentally construct the "10-makes-one-relationship" and impose it on the model. A good base-ten model for ones, tens, hundreds, [and beyond] is one that is proportional. That is, a model for ten should be physically 10 times larger that the model for a one, and a hundred model should be 10 times larger than the ten model. Proportional materials allow students to check that ten of any given piece is equivalent to one piece in the column to the left (10 tens equals 1 hundred). (Van de Walle, pg. 158)

The digits in our base-10 place value system have a special mathematical relationship. As the digits move from ones to tens to hundreds, each place is 10 times the value of the place to its right. A 5 in the tens place has 10 times the value of a 5 in the ones place. A 5 in the hundreds place has 10 times the value of a 5 in the tens place. This Student Expectation asks students to understand these relationships to understand numbers more deeply.



Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
S	**3.2C represent a number on a number line as being between two consecutive multiples of 10; 100; 1,000; or 10,000 and use words to describe relative size of numbers in order to round whole numbers**	number, number line, multiples, 10, 100, 1,000, 10,000, relative size, words, whole numbers **Verbs** represent, use, describe, round	This builds on number line understandings from grade 2 with 2(2)(E), where students are expected to locate the position of a given whole number on an open number line, and 2(2)(F), where students are expected to name the whole number that corresponds to a specific point on a number line and builds to 4(2)(H), where students are expected to determine the corresponding decimal to the tenths or hundredths place of a specified point on a number line. Words may include phrases such as "closer to," "is about," or "is nearly." For example, 18,352 is between 10,000 and 20,000 on the number line. 18,352 is closer to 20,000.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (Van de Walle) p. 155 **Kim Sutton** Dynamic Dice pp. 132-135 **Math Process Standard Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

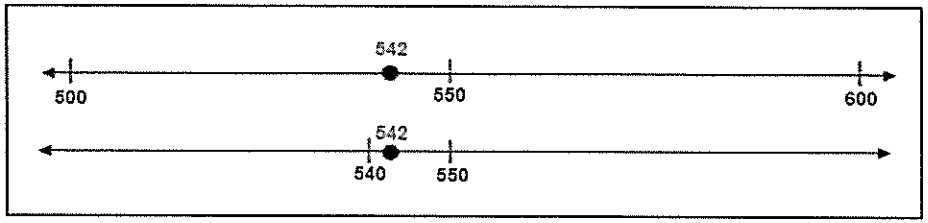
3.2C Instructional Information

(GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS)

The goal of this standard is a conceptual view of rounding numbers. Students are asked to round numbers based on how close the number is to a multiple of 10, rather than relying on rules to round the numbers. They also use words to describe the relative size of numbers, e.g., 497 is about 500.

Example/Activity

The two open number lines below show the number 542. The top graph shows 542 graphed between 500 and 600. Because 542 is closer to the number 500 than it is to 600 on the number line, 542 rounds to 500, not 600. The bottom number line shows 542 graphed between 540 and 550. Since 542 is closer to 540 than it is to 550, 542 rounds to 540, not 550.



Students are also asked to describe the relative size of numbers using words. For the example above, we might say that 542 is "about 540" or "approximately 540."

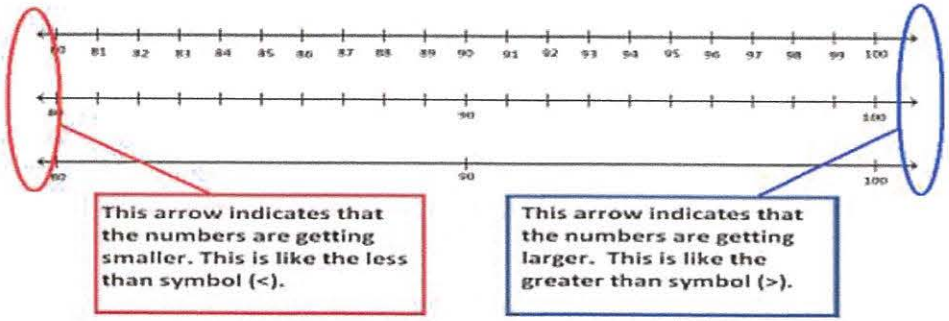
Readiness or Supporting	Student Expectation	Nouns	TEA Supporting	Resources
	3.2D compare and order whole numbers up to 100,000 and represent comparisons using the symbols >, <, or =	whole numbers, 100,000, comparisons, symbols <, >, or = **Verbs** compare, order, represent, using	This SE builds on 2(2)(D), where students are expected to use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols and builds to 4(2)(C), where students are expected to compare and order whole numbers to 1,000,000,000 and represent comparisons using the symbols >, <, or =.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** pp. 151-170 **Kim Sutton** Place Value with Pizzazz Dynamic Dice **The Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.2D Instructional Information

To show mastery of this state standard, students should be able to place numbers in order from least to greatest and greatest to least and use >, <, or = to tell whether numbers are greater than, less than, or equal to each other. Students use the traditional greater than, less than, and equals symbols to tell the comparison that they have made.

Example/Activity

Although students often know which numbers are larger or smaller than others, many students struggle when asked to write the numbers from greatest to least or least to greatest. It may help students to graph the numbers on an open number line and then make the list of numbers. Note: The symbols < and > should be taught without the use of "alligators." Think of the symbols as the ends of a number line.



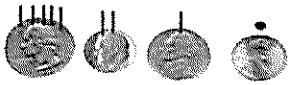
Sentence Stems

Sentence stems may be helpful in teaching children to verbalize their thoughts. "_____ is more than (less than) _____. I know this because _____ has _____hundreds and _____ tens and _____ ones and, _____ has _____hundreds and _____ tens and _____ ones." "These two sets are equal. I know this because..." "The _____ set is smaller (or less than) the _____ set. I know this because..." "There are less (fewer) _____ than _____. I know this because..."

3.4 Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to:				
Readiness or Supporting	**Student Expectation**	**Nouns**	**TEA Supporting Information**	**Resources**
	3.4C determine the value of a collection of coins and bills	value, collection, coins, bills **Verbs** determine	Building upon 2(5)(A) and 2(5)(B), students may be asked to record the value of a collection of coins using a cent symbol or a dollar sign with a decimal.	Third Grade money activities https://www.education.com/activity/third-grade/money-math/ Real Money **Math Process Standard Series** Representations pg. 62, Communication, Problem Solving, Connections, Reasoning & Proof

3.4C Instructional Information

A great way to remind students how to count coins is to practice skip counting by 5's and 10's and by 25's. Students should be allowed to use invented strategies to find the value of the bills, rather than having a certain order prescribed for them. Depending on what coins are in the collection, it may be easier to start with quarters or a different coin. Students might also the value for each of the kinds of coins and add the values together.



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Students can use the "Hairs on a Coin" method to help count a collection of coins, based on skip counting by 5's. Each coin gets a "hair" for every 5¢ in value. A quarter would get 5 hairs, a dime would get 2 hairs, and a nickel gets 1 hair. Pennies get a dot since they have a value less than 5¢. Students then the collection of coins skip counting by 5's and add in any pennies at the end to find the total.

Example/Activity

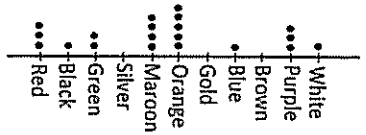
Your students may or may not need to use an organized way to record their solution. A detailed chart appears below, which your students may or may not need. However, students who trouble keeping track of the amounts they have counted might benefit from using this ki) be able to see compatible numbers more easily if they chart (or re values of the coins.

Money	[illegible]	Value	
quarters	3	$0.75	
dimes	5	$0.50	$1.42
nickels	3	$0.15	
pennies	2	$0.02	
ten-dollar bills	3	$30.00	
	Total	$31.42	

TEKS in Cluster	Cluster Descriptor	Brief Explanation of Cluster Purpose:
Integrated throughout unit: • 3.8A Readiness • 3.8B Supporting	**Data Analysis**	The TEKS 3.8A & 3.8B are grouped together so there is a fluid process of summarizing data and solving one- and two- step problems when working with frequency tables, dot plots, pictographs and bar graphs with scaled intervals. It is the expectation of the math department that data be incorporated into every unit of instruction. This can be done in conjunction with the math content being taught in the unit or may require a designated day of instruction.
10 Days: • 3.4A Readiness • 3.4B Supporting • 3.5A Readiness	**Addition & Subtraction**	The purpose of clustering these three TEKS together is to not isolate specific skills. The math department encourages asking students to estimate (3.4A) for solutions for any problem situation in order to make checking for reasonableness a fluid process. Both 3.4A and 3.5A are written with understanding of solving one-step and two-step problems. The strategies listed in these two standards is what makes them different. So, teaching them simultaneously and addressing the different strategies should help students achieve better mastery of the skill.
3 Days: • 3.4B Supporting	**Estimating Solutions**	Now that students have become familiar with estimating, they will focus specifically on contextual situations that require estimation. Again, this will promote checking for reasonableness.
6 ½ Days: • 3.5E Readiness	**Paired Number Tables**	Paired number tables are introduced for the first time in 3rd grade. Now that students have spent time developing their understanding of addition & subtraction, they can apply those skills to paired number tables involving these operations. This standard (3.5E) is listed in isolation, as there are no other TEKS in this unit associated with this standard. It is recommended that this standard be taught after the other TEKS in this unit.

First Grading Period	Unit 3: Addition & Subtraction (19 1/2 days)			
Mathematical Process Standards				
(A) apply mathematics to problems arising in everyday life, society, and the workplace; **(B)** use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution; **(C)** select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems; **(D)** communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate; **(E)** create and use representations to organize, record, and communicate mathematical ideas; **(F)** analyze mathematical relationships to connect and communicate mathematical ideas; and **(G)** display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.				
Unit Vocabulary/Word Wall				
addend	sumandos	**Vocabulary new to this unit** --- **Consider ALL applicable vocabulary**	number sentence	oración numérica
addition	suma		pattern	patrón
algorithm	algoritmo		pictorial model	modelo pictórico
approximate	aproximar		place value	valor de posición
associative property	propiedad de identidad (o del cero) de la suma		reasonable	razonable
commutative property	propiedad conmutativa (o de orden) de la suma		regrouping	reagrupar
compatible numbers	números compatibles		round	redondear
difference	diferencia		strategy	estrategia
estimate	estimar		strip diagram	diagrama de tiras
equal	igual		subtraction	resta
equation	ecuación		sum	suma o total
identity property	propiedad de identidad		table	tabla
inverse operations	operaciones inversas		total	total
number line	recta numérica		unknown	incógnita
number pair	razonable			
Suggested Math Review Topics: dot plots, frequency tables, bar graphs, pictographs; addition and subtraction with regrouping; compose and decompose numbers to 100,000; compare and order whole numbers to 100,000; represent a number on a number line; value of a collection of coins and bills				

3.8 Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to:

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS **3.8A summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals**	data set, categories, frequency table, dot plot, pictograph, bar graph, scaled intervals **Verbs** summarize, using	A frequency table shows how often an item, a number, or a range of numbers occurs. Tally marks and counts may be used to record frequencies. Students begin work with frequency tables in grade 3. This builds upon 1(8)(A) where students collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts. A dot plot may be used to represent frequencies. A number line may be used for counts related numbers. A line labeled with categories may be used as well if the context requires. Dots are recorded vertically above the number line to indicate frequencies. Dots may represent one count or multiple counts if so noted. 	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (John Van de Walle) pp. 385-392 **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.8A Instructional Information

(GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS)

3rd grade students are responsible for all 4 graphs (bar graph, pictograph, dot plot, and frequency table) and should be exposed to all graphs as equitably as possible and should not be limited to certain ones throughout the year. Students should choose the type of graph that best serves the purpose of the data collected.

Students organized data in T-charts and with tally marks in the previous grades. Students will also have knowledge and understanding of pictographs and bar graphs from previous grades. Frequency tables and dot plots are new in 3rd grade. Students may have seen a frequency table when collecting data in previous grades, but may not have heard the term "frequency table" used in conjunction with it. A frequency table is a table that shows the total for each category or group of data. Example A below shows data collected using tally marks, as done in previous grades. Example B and Example C show frequency tables.

Example A

Sock Colors

Red	𝍸
White	𝍸 ||||
Blue	|||

Example B

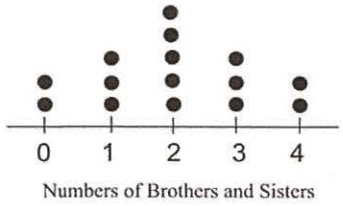
Sock Colors

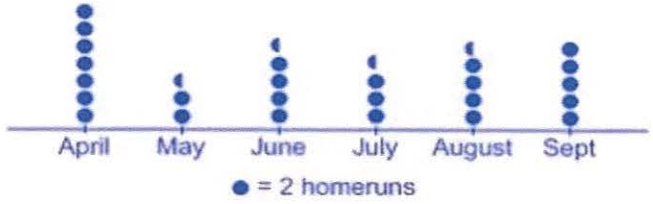
Red	𝍸 5
White	𝍸 |||| 9
Blue	||| 3

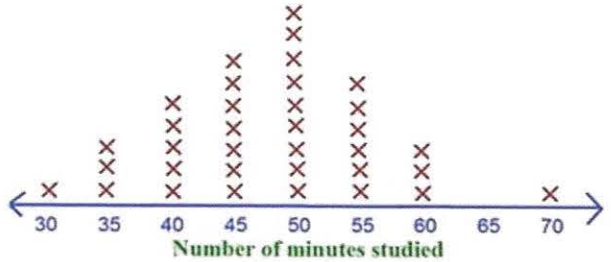
Example C

Kind of Candy	Number of Students
Gummy Bears©	22
Skittles©	18
Sour Patch Kids©	20
Laffy Taffy©	10

A dot plot is a representation of categorical or qualitative data with an axis usually on either the bottom or left side and uses a dot, or an X, stacked above the value to represent the number of items. One dot can represent more than one item of the data, if indicated (scaled intervals)







Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	GRAPHING TAUGHT ONGOING ALL YEAR IN ALL UNITS **3.8B solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals**	problems, categorical data, frequency table, dot plot, pictograph, bar graph, scaled intervals **Verbs** solve, using	Students begin work with pictographs in grade K and bar graphs in grade 1. Students begin work with frequency tables and dot plots in grade 3. This SE builds upon 2(10)(C), where students solve one-step problems with intervals of one.	**Teaching Student-Centered Mathematics (Grades 3-5) 1st Ed.** (John Van de Walle) pp. 385-392 **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

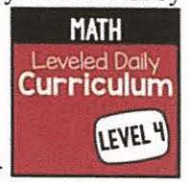
3.8B Instructional Information

(GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS)

The goal is to help students see that graphs and charts tell information and that different types of representations tell different things about the same data. The value of having students actually construct their own graphs is not so much that they learn the techniques, but that they are personally invested in the data and that they learn how a graph conveys information. Once a graph is constructed, the most important activity is discussing what it tells people who see it, especially those who were not involved in making the graph. Discussions about graphs of real data that the students have themselves been involved in gathering will help them analyze and interpret other graphs and charts they see in newspapers and on TV. (Van de Walle, pg. 385-386)

Our world is inundated with data. It is essential that we prepare students to be literate about what can be interpreted from data and what cannot be interpreted from data, what is important to pay attention to and what can be discarded as misleading. This is important for success in school, as well as being a mathematically literate citizen.(Van de Walle, pg. 392)

3.4 Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to:

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	3.4A solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction	one-step problems, two-step problems, addition, subtraction, strategies, place value, properties of operations, relationship, fluency **Verbs** solve, use	Two-step problems may include addition, subtraction, or a combination of the two. The SE specifies that the numbers to be added or subtracted must be "whole numbers within 1,000." The SE includes specific approaches to solving the one-step and two-step problems: strategies based on place value, properties of operations, and the relationship between addition and subtraction. The one-step problem prompts students to add numbers such as 237 and 547. If using strategies based on place value, a student might add the hundreds to get 700, the tens to get 70, and the ones to get 14 and then combine 700, 70, and 14 to have a sum of 784. If using a strategy based on properties of operations, a student may consider that 237 + 547 is equivalent to 237 + (500 + 47) = (237 + 500) + 47 = 737 + 47 = 784. If using a strategy based on the relationship between addition and subtraction, a student might subtract 63 from 547 and add it to 237 to have 300 and 484, which add to 784. "Procedural fluency refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently" (National Research Council, 2001, pg. 121).	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (Van de Walle) Chapter 2 pg. 13-27 Chapter 11 pg. 171-18 TouchMath Math Tools for Students in the Autistic Spectrum Disorder https://www.teacherspayteachers.com/Product/3rd-Grade-Math-Centers-3rd-Grade-Math-Games-BUNDLE-2370086?aref=rhqnlryc This resource includes 14 math centers that review the Number and Operations: Base Ten Standards for 3rd grade. Each center includes a teacher notes page with a picture of the center in action, a student directions page, the center cards or pieces, recording sheets, and answer key when applicable. The nature of some of the centers don't allow for answer keys. The only manipulatives needed for the centers are dice and a paperclip to create a spinner. Math Leveled Daily Curriculum by The Autism Helper 

				Kim Sutton Math Drills to Thrill Dynamic Dice **Math Process Standard Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof **Mathematics... A Way of Thinking** by: Robert Baratta-Lorton

3.4A Instructional Information

Estimating for Reasonable Answers

Prior to adding or subtracting, having students estimate answers helps them maintain a focus on the numbers being added and subtracted, rather than just the digits. This estimation step has the added benefit of bolstering students' number sense as they use their understanding of numbers to determine "about" what the answer might be.

Estimation should always take place before the actual calculation and then be compared to the student's solution for reasonableness. This is a best practice that is highly encouraged during math review.

Strategies in third grade for estimation can include rounding to the nearest ten or hundred or using compatible numbers. See instructional information for 3.4B for details on these strategies.

Example/Activity:

Turn to your partner and estimate 376 + 523. Is this sum going to be more than 800 or less than 800? About what will it be?

Turn to a partner, and estimate the difference for 638 – 426. What do you need to think about when you are estimating the difference?

Have students find the sum or difference to see if their answer was reasonable.

For each problem below decide whether the best estimate is under or over the number given. After you have estimated, find the exact answer. Was your answer reasonable? Why or why not?

4,592 + 6,299 = Over 500 Under 500	623 – 462 = Over 100 Under 100
26 + 78 + 52 = Over 150 Under 150	982 – 428 = Over 500 Under 500
187 + 321 + 359 = Over 900 Under 900	1,348 – 298 – 418 = Over 700 Under 700

3.4A Instructional Information (continued)

(GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS)

Fluency is defined in the state standard as skill in carrying out procedures flexibly, accurately, efficiently, and appropriately. Students in third grade solve problems by using strategies that are based on place value, properties of operations, and the relationship between addition and subtraction.
Notice that algorithms are not included in the list of strategies that students use. However, this does not mean that students cannot use the algorithms. It does mean that they must be able to use place value, properties, and the relationship between addition and subtraction.

Example/Activity:
Place Value Strategies: When students use place value strategies, they are aware that they are combining things that are alike—10s with 10s, 100s with 100s, etc. They combine numbers with the same place value. There is no "carrying" or "borrowing"; students "regroup" or "trade" according to place value.

Properties of Operations: When students are flexible with their numbers, they are probably using the properties of operations without knowing it. For example, a formal definition of the commutative property is: **a + b = b + a**
Third graders understand that 35 + 46 has the same value as 46 + 35. This is also true for multiplication, but not subtraction and division. A formal definition of the associative property is: **(a + b) + c = a + (b + c)**
This formal definition means something very simple: numbers can be added in any order. Although the definition only shows three numbers—a, b, and c—this is also true if there are 4 or more numbers. Using the example above, we can rewrite this example:

435 + 346
(400 + 30 + 5) + (300 + 40 + 6)
(400 + 300) + (30 + 40) + (5 + 6)
700 +70 + 11
781

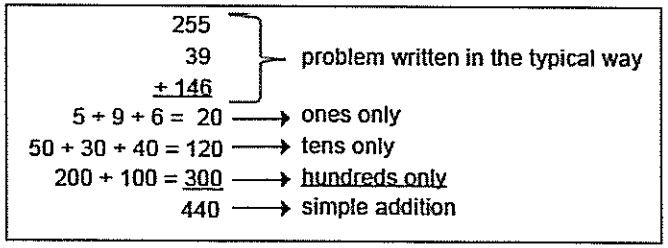
Writing this out is complicated, but adults do this kind of mental math all the time. Now the state standard allows for students to do this and it is okay for them not to have to write it out. They do need to explain their method.

Relationship Between Addition and Subtraction: Addition and subtraction are inverses of each other. This means that students can use adding up to a number when the subtraction is too difficult. For example, 1,000 – 857 can be thought of as an addition problem:

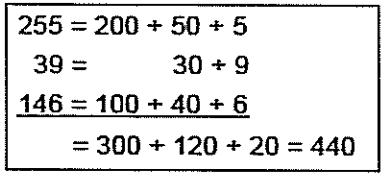
857 + ? = 1,000
857 + 100 = 957
957 + 40 = 997
997 + 3 = 1,000
So 1,000 – 857 = (100 + 40 + 3) or 143

3.4A Instructional Information (continued)

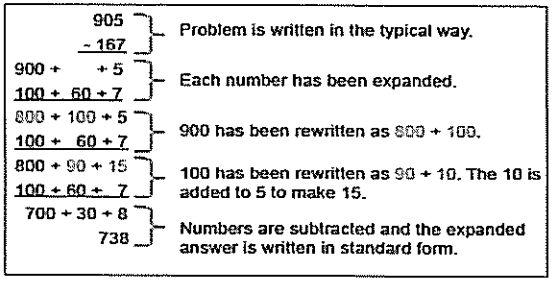
Algorithm: The algorithm is a time-honored, efficient, specific method for doing an operation. Once students have a good understanding of numbers and can be flexible with them, the algorithm can be a faster way of doing the operation. However, if students lack this understanding, the algorithm is a process that is easily tangled in students' heads. When the algorithm is taught with a clear basis in place value, it is much easier for students to remember. An expanded version of the traditional algorithm for addition is shown below. Notice how place value is evident in the way the addition is recorded.



This is not exactly the traditional algorithm. However, it is similar, and it is place value that clearly drives the solution method. When students have difficulty understanding regrouping, this expanded version of the traditional algorithm can be very helpful. Another version of the traditional algorithm uses expanded notation. Notice again how place value is evident in the way the addition is recorded.



Some students may even need to expand 300 + 120 + 40 to solve the problem. The scaffold of expanded notation should help most struggling students. Here is an expanded version of the traditional method for subtraction, which mirrors the regrouping done when using base-10 blocks and is based on place value. Notice how the regrouping over zeroes makes more sense. This is written in the most expanded form possible to explain the process. There are certainly shorter ways of writing the same process, but they would have been more difficult to explain here. Once students have experience with this expanded form, they may then be able to create their own shortcuts, which will probably be closer to the traditional algorithm.



Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	3.4B round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems	10, 100, compatible numbers, solution, addition and subtraction problems **Verbs** round, use, estimate	The choice of rounding or using compatible numbers belongs to the student.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed. (Van de Walle)** Chapter 2 pp. 13-27 Chapter 11 pp. 171-181 **Kim Sutton :** Dynamic Dice **Math Leveled Daily Curriculum** Level 1, 2 and 3 by The Autism Helper **Math Process Standard Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.4 B Instructional Information

(GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS)

The focus of 3.4B is estimation. The methods used to estimate are rounding and compatible numbers. See 3.2C for a thorough discussion of rounding.

Note: Students may come up with different estimates after rounding or using compatible numbers. This is perfectly acceptable, except when students are specifically told what place to round the number to.

According to Van de Walle (pp. 195), "the goal of computational estimation is to be able to flexibly and quickly produce an approximate result that will work for the situation and give a sense of reasonableness." Adults round and estimate all the time; children have to be taught to estimate. When a child says, "It only costs a dollar," the parent says, "It's $1.99. That's almost $2, not $1." The child has made almost a 100% error in judging the cost of the item. The parent didn't use a rule to estimate the cost. The parent knew through experience that $1.99 is one penny away from $2 and $0.99 from $1. Unfortunately, multiple choice test questions have given teachers and students a skewed purpose for estimation. Many students have been taught to do the arithmetic and then choose an answer that is close to the actual answer. What is the problem with this? Students are not taught the skill of estimation. They are taught that the purpose of this topic in mathematics is to get the answer to a test question correct, not to have a real-life, super useful skill!

Compatible Numbers

To be useful in estimation, rounding should be flexible and conceptually well-understood. To round a number simply means to select a compatible number. (Note that the term "compatible" is not a mathematical term. It refers to numbers that would make the problem easier to compute mentally.) The compatible number can be any close number and need not be a multiple of 10, 100, 1,000, or 10,000. (Van de Walle, pg. 155)

146 + 852
146 is approximately 150.
852 is approximately 850.
850 and 150 are compatible numbers.
850 + 150 = 1,000, so the sum of 146 and 852 is about 1,000.

3.4B Instructional Information Continued

(GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS)

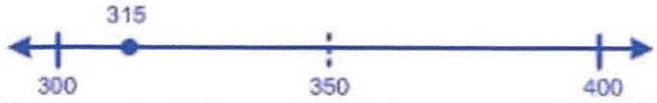
How do students know whether to use rounding or compatible numbers to estimate? The answer is that it does not matter which one they use. The goal is to come up with a reasonable estimate for a sum or difference. It won't matter on a standardized test either. When students are allowed to be flexible with numbers, if they estimate a different number than the answer choices that are available, they may feel comfortable choosing a number that isn't exactly their estimate but is close to their estimate.

Megan has 315 stamps in her collection. Trevor has 188 stamps in his collection. About how many more stamps does Megan have than Trevor?

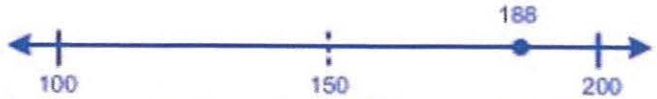
Sample solution:

315 stamps – 188 stamps

The greatest common place value of 315 and 188 is the hundreds place; therefore, round to the nearest 100 before computation.



The number 315 rounded to the nearest 100 is 300, because 315 is closer to 300 than 400 and is before the halfway point of 350.



The number 188 rounded to the nearest 100 is 200, because 188 is closer to 200 than 100 and is past the halfway point of 150.

300 – 200

300 – 200 = 100

Megan has about 100 more stamps than Trevor.

3.5 Algebraic reasoning. The student applies mathematical process standards to analyze and create patterns and relationships. The student is expected to:				
Readiness or Supporting	**Student Expectation**	**Nouns**	**TEA Supporting Information**	**Resources**
R	**3.5A represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations**	one-step and two-step problems, addition, subtraction, whole numbers, pictorial models, 1,000, number lines, equations **Verbs** represent, using	The SE includes the use of number lines and equations to represent the problems.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed. (Van de Walle)** Chapter 2 pp. 13-27 Chapter 11 pp. 171-181 **Math Process Standard Series:** Representations pg. 38, Communication, Problem Solving, Connections, Reasoning & Proof **Mathematics... A Way of Thinking** by: Robert Baratta-Lorton

3.5 A Instructional Information

(GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS)

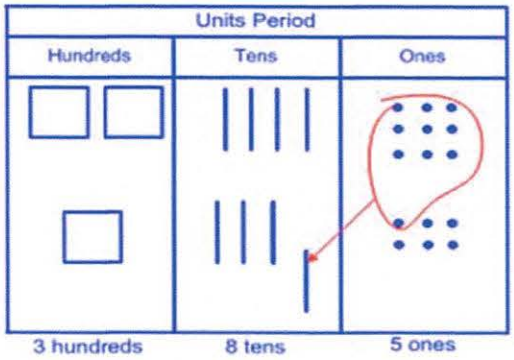
In 3.4A, students solve problems using strategies based on place value, properties of operations, and the inverse relationship between addition and subtraction. This standard, 3.5A, requires that students use models to perform the operations—pictorial models, number lines, and equations. Students should label their answers with a label that makes sense for the problem situation.

Examples:

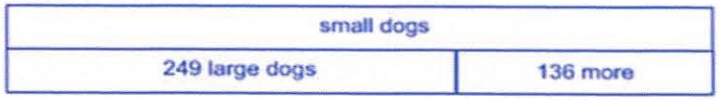
Pictorial Model and Strip Diagram

There are 249 large dogs signed up to compete in the dog show. There are 136 more small dogs than large dogs signed up to complete. How many small dogs are signed up to compete in the dog show?

249 large dogs + 136 more = __small dogs



$$\begin{array}{r} {\scriptstyle 1\ 1\ \ } \\ 249 \\ +\ 136 \\ \hline 385 \end{array}$$



$$\begin{array}{r} {\scriptstyle 1\ 1\ \ } \\ 249 \\ +\ 136 \\ \hline 385 \end{array}$$

There are 385 small dogs signed up to compete in the dog show.

3.5A Instructional Information Continued

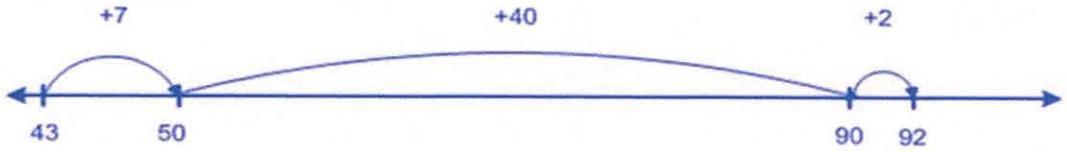
(GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS)

Number Line Models

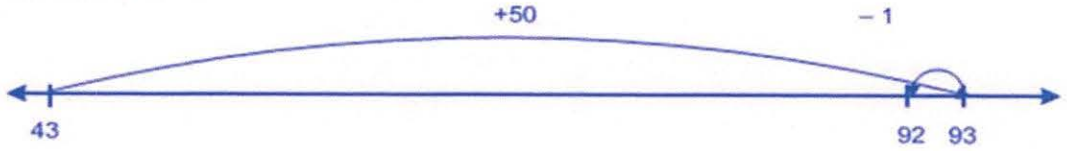
Ricardo counted the cars that drove past his house one weekend. He counted 43 cars on Saturday and 49 cars on Sunday. How many cars did Ricardo count during the weekend?

43 cars + 49 cars = __total cars

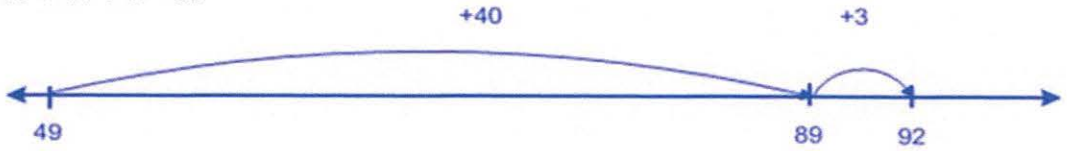
43 + 7 + 40 + 2 = 92



43 + 50 – 1 = 92



49 + 40 + 3 = 92



Ricardo counted 92 cars during the weekend.

3.5A Instructional Information Continued

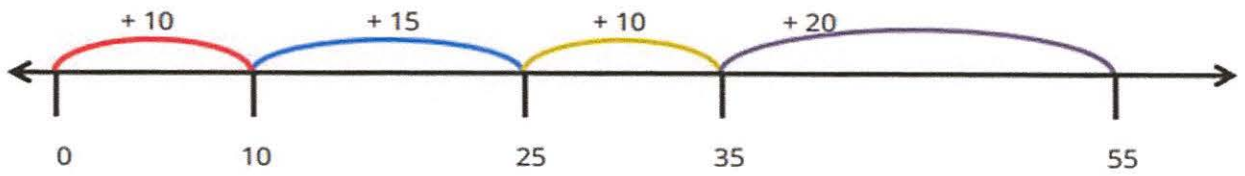
(GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS)

In preparation for TEKS 3.7C in Unit 9, include problem situations involving the addition and subtraction of intervals of time.

Example:

LaDanian's trainer wants him to walk for 10 minutes, run for 15 minutes, walk for 10 minutes, and run for 20 minutes. How long will it take LaDanian to complete the session if he does not take any breaks?

For the number line, start at 0 and add each amount of time in the order they occur.



10 minutes + 15 minutes + 10 minutes + 20 minutes
10 + 15 + 10 + 20 = 55 minutes

LaDanian's training session takes 55 minutes.

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
R	**(ONLY ADDITION AND SUBTRACTION TABLES AT THIS TIME)** **3.5E represent real-world relationships using number pairs in a table and verbal descriptions**	number pairs, table relationships **Verbs** represent	When paired with 3(1)(A), the expectation is that students apply this skill in a problem arising in everyday life, society, and the workplace. When paired with 3(1)(D), the expectation is that students extend the relationship represented in a table to explore and communicate the implications of the relationship. This SE builds to 4(5)(B) where students represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence. Real-world relationships include situations such as the following: 1 insect has 6 legs, 2 insects have 12 legs, 3 insects have 18 legs, 4 insects have 24 legs, etc.	**Teaching Student-Centered Mathematics (Grades 3-5)** (Van de Walle) pp. 306-308 **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof **Mathematics... A Way of Thinking** by: Robert Baratta-Lorton

3.5E Instructional Information

(ONLY ADDITION AND SUBTRACTION TABLES AT THIS TIME)

When paired with revised SE 3(1)(D), the expectation is that students extend the relationship represented in a table to explore and communicate the implications of the relationship.

Addison is older than her brother Cason. For each amount Cason earns for doing chores, Addison earns $2 more than her brother.

Amount Cason Earned	Amount Addison Earned	Verbal Description
$2	$4	For each amount earned by Cason, Addison will earn + $2 more.
$5	$7	
$6	$8	

If the pattern continues, how much will Addison earn if Cason has $9? Addison will earn $11 because $9 + $2 more = $11.

Unit 4: Multiplication & Division

(19 days) Pacing according to student progress and mastery of concepts

Purpose Statement: In order to reach the depth of the TEKS in the time provided, it is important to cluster (group) TEKS and not teach them in isolation. Below you will find a suggested pacing order, cluster descriptor and explanation to help guide your instruction. In order to build a strong conceptual understanding, it is recommended that concepts of multiplication and division be taught together. During this unit, students will work with one-step problems involving facts up to 10 x 10 and the related division facts. There is no two-digit by one-digit multiplication at this time. You will return to these skills and add in two-step problems and two-digit by one-digit multiplication in Unit 6: Extending Multiplication & Division.

TEKS in Cluster	Cluster Descriptor	Brief Explanation of Cluster Purpose:
Integrated throughout unit: • 3.8A Readiness • 3.8B Supporting	**Data Analysis**	The TEKS 3.8A & 3.8B are grouped together so there is a fluid process of summarizing data and solving one- and two- step problems when working with frequency tables, dot plots, pictographs and bar graphs with scaled intervals. It is the expectation of the math department that data be incorporated into every unit of instruction. This can be done in conjunction with the math content being taught in the unit or may require a designated day of instruction.
8 Days: • 3.4D Supporting • 3.4E Supporting • 3.4F Supporting • 3.4H Supporting • 3.4K Readiness • 3.5B Readiness	**Conceptual Understanding of Multiplication and Division**	The conceptual understanding of multiplication and division using the strategies stated in the TEKS (see instructional information on pages that follow) should be taught simultaneously, or with strong connections, in order to build understanding for our students. These TEKS are grouped together since they involve both multiplication and division representations, strategies, and problem solving. While teaching these strategies the teacher should always use contextual, real-world situations.
1 Day: • 3.4I Supporting	**Even and Odd Using Divisibility**	This standard (3.4I) is listed in isolation, as there are no other TEKS in this unit that are associated with this standard.
2 Days: • 3.4J Supporting • 3.5D Supporting	**Relationship Between Multiplication and Division**	These TEKS are grouped together as it is recommended that students use the relationship between multiplication and division to determine unknowns in any position of a multiplication or division equation.
3 Days: • 3.4K Readiness • 3.5B Readiness	**Problem Solving (Equal Groups Structure Problems)**	These TEKS are grouped together because both involve problem solving. Now that the students understand the concept of multiplication and division and have experienced them through contextual, real-world situations using different strategies and approaches, they are ready to bridge toward application level equal groups problems. Remember, one-step problems only at this time.

2 Days: • 3.4K Readiness • 3.5C Supporting	**Problem Solving (Comparison Structure Problems)**	These TEKS are grouped together since students can describe a one-step multiplication comparison using words (see instructional information on the pages that follow for examples of these problem types).
3 Days: • 3.5E Readiness	**Paired Number Tables**	Now that students have spent time developing their understanding of multiplication and division, they can apply those skills to paired number tables involving these operations. This standard (3.5E) is listed in isolation, as there are no other TEKS in this unit that are recommended to associate with this standard.

Second Grading Period	Unit 4: Multiplication & Division (19 days)

Mathematical Process Standards

(A) apply mathematics to problems arising in everyday life, society, and the workplace;
(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;
(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;
(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;
(E) create and use representations to organize, record, and communicate mathematical ideas;
(F) analyze mathematical relationships to connect and communicate mathematical ideas; and
(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

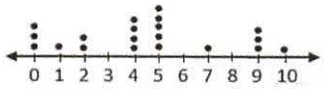
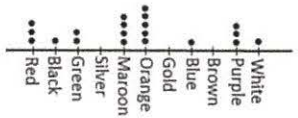
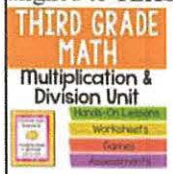
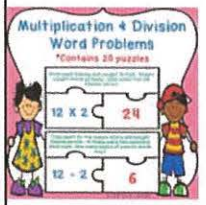
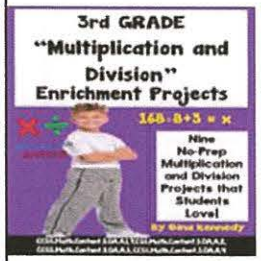
Unit Vocabulary/Word Wall

multiplication	multiplicativo	**Vocabulary new to this unit** - - - **Consider ALL applicable vocabulary**	digits	dígitos
factors	factores		operation	operaciones
product	productos		related facts	hecho relacionado
multiples	múltiplos		area model	modelo del área
skip counting	resta repetida		number line	número de línea
repeated addition	suma repetida		commutative property	propiedad conmutativa de la multiplicación
arrays	matriz		distributive property	propiedad distributiva
rows	hileras		identity property	propiedad de identidad de la multiplicación
columns	columna		associative property	propiedad asociativa de la multiplicación
groups of	grupos de		zero property	propiedad del cero en la multiplicación
patterns	patrón multiplicativo		represent	representar
division	división		inverse operation	operación inversa
fact family	familia de operaciones		pictorial models	modelo pictorial
divisor	divisor		divisibility rules	reglas de divisibilidad
divisible	divisible (por)		automaticity	automaticidad
even number	par (número)		properties of operations	propiedades de las operaciones
odd number	número impar		strip diagrams	diagrama de tira
dividend	dividendo		recall	retirada

Unit Vocabulary/Word Wall Continued				
quotient	cociente	**Vocabulary new to this unit - - - Consider ALL applicable vocabulary**	representations	representaciones
multiplication table	tabla de multiplicar		partition	tabique
equal shares	cantidades iguales / partes iguales		partial product	producto parcial
equal groups	grupo igual		mental math	cálculo mental
repeated subtraction	resta repetida		substitute	sustituir
relationships	relaciones		round	redondear
compensation	compensación		reasonableness	razonabilidad
strategies	estrategia		estimate	estimar
multiply	multiplicar		expanded algorithm	algoritmo ampliado
partial product	producto parcial		standard algorithm	algoritmo convencional
compensation	compensación		proficiency	compentencia
equation	ecuación		number pair	pares de numeros
pattern	patrón			

Math Review: During this unit, classroom Math Review should be based on the specific academic needs of each class from a variety of sources; including but not limited to benchmarks, common assessments, informal assessments, and teacher observations.

3.8 Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to:

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
R	**GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS** **3.8A summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals**	data set, categories, frequency table, dot plot, pictograph, bar graph, scaled intervals **Verbs** summarize, us	A frequency table shows how often an item, a number, or a range of numbers occurs. Tally marks and counts may be used to record frequencies. Students begin work with frequency tables in grade 3. This builds upon 1(8)(A) where students collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts. A dot plot may be used to represent frequencies. A number line may be used for counts related numbers. A line labeled with categories may be used as well if the context requires. Dots are recorded vertically above the number line to indicate frequencies. Dots may represent one count or multiple counts if so noted.   	**Teaching Student-Centered Mathematics (Grades 3-5) 1st Ed.** (John Van de Walle) pp. 385-392 These resources are from teacherspayteachers.com Individual centers and games, worksheets and hands on activities aligned to TEKS    **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.8A Instructional Information

3rd grade students are responsible for all 4 graphs (bar graph, pictograph, dot plot, and frequency table) and should be exposed to all graphs as equitably as possible and should not be limited to certain ones throughout the year. Students should choose the type of graph that best serves the purpose of the data collected.

Students organized data in T-charts and with tally marks in the previous grades. Students will also have knowledge and understanding of pictographs and bar graphs from previous grades. Frequency tables and dot plots are new in 3rd grade. Students may have seen a frequency table when collecting data in previous grades, but may not have heard the term "frequency table" used in conjunction with it. A frequency table is a table that shows the total for each category or group of data. Example A below shows data collected using tally marks, as done in previous grades. Example B and Example C show frequency tables.

Example A

Sock Colors

Red	𝍸
White	𝍸 ||||
Blue	|||

Example B

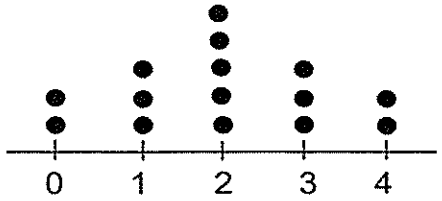
Sock Colors

Red	𝍸 5
White	𝍸 |||| 9
Blue	||| 3

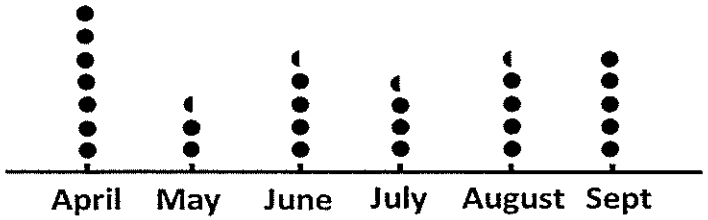
Example C

Kind of Candy	Number of Students
Gummy Bears©	22
Skittles©	18
Sour Patch Kids©	20
Laffy Taffy©	10

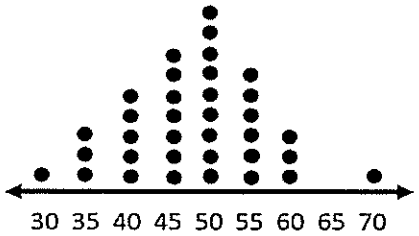
A dot plot is a representation of categorical or qualitative data with an axis usually on either the bottom or left side and uses a dot, or an X, stacked above the value to represent the number of items. One dot can represent more than one item of the data, if indicated (scaled intervals).



Number of Brothers and Sisters



● = 2 homeruns



Number of Minutes Studied

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS **3.8B solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals**	problems, categorical data, frequency table, dot plot, pictograph, bar graph, scaled intervals **Verbs** summarize, using	Students begin work with pictographs in grade K and bar graphs in grade 1. Students begin work with frequency tables and dot plots in grade 3. This SE builds upon 2(10)(C), where students solve one-step problems with intervals of one.	**Teaching Student-Centered Mathematics (Grades 3-5) 1st Ed.** (John Van de Walle) pp. 385-392 Aligned to Common Core but adaptable for TEKS teacherpayteachers.com **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof
3.8B Instructional Information				

(GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS)

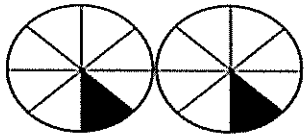
The goal is to help students see that graphs and charts tell information and that different types of representations tell different things about the same data. The value of having students actually construct their own graphs is not so much that they learn the techniques, but that they are personally invested in the data and that they learn how a graph conveys information. Once a graph is constructed, the most important activity is discussing what it tells people who see it, especially those who were not involved in making the graph. Discussions about graphs of real data that the students have themselves been involved in gathering will help them analyze and interpret other graphs and charts they see in newspapers and on TV. (Van de Walle, pg. 385-386)

Our world is inundated with data. It is essential that we prepare students to be literate about what can be interpreted from data and what cannot be interpreted from data, what is important to pay attention to and what can be discarded as misleading. This is important for success in school, as well as being a mathematically literate citizen.(Van de Walle, pg. 392)

The multiplication and division unit has been split between Unit 4 & 6 in order to scaffold the multiplication and division standards to be more approachable to students. Below are the TEKS included in Unit 4: Multiplication & Division and Unit 6: Extending Multiplication & Division as well as the level to which each student expectation is taught at that time. District Benchmarks will be created based on the this chart.

TEKS	Unit 4: Multiplication & Division	Unit 6: Extending Multiplication & Division
3.4D	FULL STANDARD	FULL STANDARD
3.4E	FULL STANDARD	FULL STANDARD
3.4F	FULL STANDARD	FULL STANDARD
3.4G	**THIS STUDENT EXPECTATION IS NOT TAUGHT IN THIS UNIT. IT WILL BE ADDRESSED IN UNIT 6: EXTENDING MULTIPLICATION & DIVISION.**	FULL STANDARD
3.4H	DIVISION FACTS RELATED TO FACTS UP TO 10 X 10 AT THIS TIME	FULL STANDARD
3.4I	FULL STANDARD	FULL STANDARD
3.4J	FULL STANDARD	FULL STANDARD
3.4K	ONE-STEP PROBLEMS-MULTIPLICATION FACTS UP TO 10 X 10 AND THE RELATED DIVISION FACTS AT THIS TIME	FULL STANDARD
3.5B	ONE-STEP PROBLEMS-MULTIPLICATION FACTS UP TO 10 X 10 AND THE RELATED DIVISION FACTS AT THIS TIME	FULL STANDARD
3.5C	MULTIPLICATION FACTS UP TO 10 X 10 AT THIS TIME	FULL STANDARD
3.5D	MULTIPLICATION FACTS UP TO 10 X 10 AND THE RELATED DIVISION FACTS AT THIS TIME	FULL STANDARD
3.5E	MULTIPLICATION FACTS UP TO 10 X 10 AND THE RELATED DIVISION FACTS AT THIS TIME	FULL STANDARD

Multiplication and division are closely related mathematically and should be taught simultaneously for the entirety of the unit.

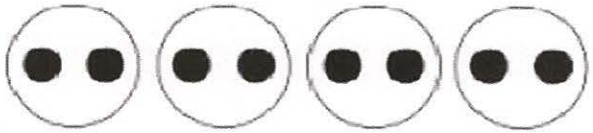
3.4 Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to:				
Readiness or Supporting	**Student Expectation**	**Nouns**	**TEA Supporting Information**	**Resources**
S	**3.4D determine the total number of objects when equally sized groups of objects are combined or arranged in arrays up to 10 by 10**	total number, objects, groups, arrays **Verbs** determine, combined, arranged	Arrays should reflect the combination of equally-sized groups of objects. An example of a group of objects might include 2 groups of pizza slices with 7 slices in each group.  When paired with 3(1)(D) and 3(1)(E), students may be expected to represent the solution using a number sentence. For example, 2 × 7 = 14.	**Teaching Student-Centered Mathematics (Grades 3-5)** 2nd Ed. (John Van de Walle) pp.180-188 **Task Cards Multiplication and Division** This resource includes **5 sets (66 task cards)** aligned to the Texas 3rd grade multiplication and division TEKS (standards) and STAAR. Use as **review, practice, enrichment, math centers, intervention,** or **guided math!** Five sets of task card (centers) are included that can be used individually or grouped together. **Exit Tickets by Marvel Math** **Time 4 Learning online curriculum for students with autism** **Math Process Standard Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.4D Instructional Information

This standard, 3.4D, extends the second grade standard 2.6A by providing very specific, concrete models of multiplication: equal-sized groups and arrays to develop an understanding of the meanings of multiplication and division of whole numbers.

Equal Groups Example:

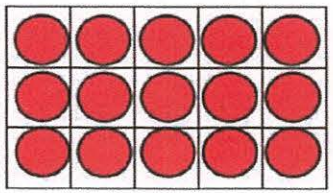
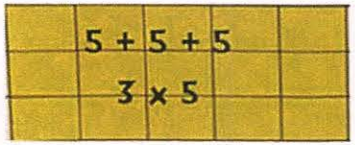
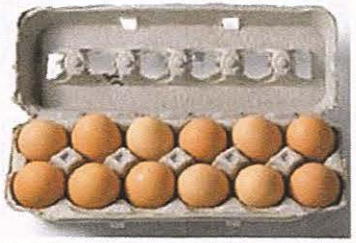
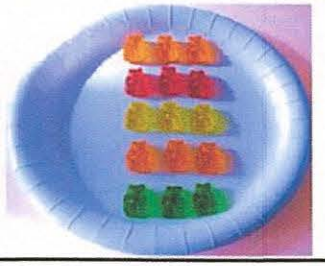
The equal-groups model lends itself to sorting a variety of concrete objects into equal groups and reinforces the concept of multiplication as a way to find the total number of items in a collection of groups, with the same amount in each group, and the total number of items can be found by repeated addition or skip counting.



4 groups of 2
or 2 + 2 + 2 + 2
or 4 x 2

Array Examples:

The array model consists of rows and columns (e.g., three rows of five columns for a 3-by-5 array) that mirror repeated addition.

3 x 5 array with counters on grid paper	Another 3 x 5 array using grid paper (can also be thought of as an area model)	2 x 6 array from egg carton	Real-life array
			

3.4D Instructional Information

Contextual Problem Example:

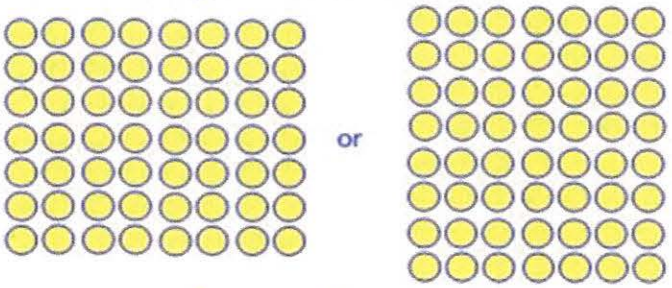
Arrays help build an understanding of the commutative property. To bring relevancy and interest to these problems, use story problems that are meaningful to your students. It will liven up the conversation about solution methods and provide context.

Marisela separated her counters into 7 piles. Each pile contained 8 counters. How many total counters did Marisela have?

Sample solution:

7 piles x 8 counters = __ total counters or 8 counters x 7 piles = __ total counters

Arrange counters into an array.

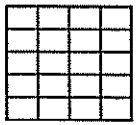
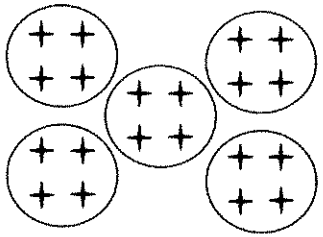


or

7 groups of 8 counters

7 x 8 = 56 or 8 x 7 = 56

Marisela had a total of 56 counters.

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	3.4E represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting	multiplication facts, variety of approaches, repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, skip counting **Verbs** represent, using	Examples of 5 × 4 using the listed strategies: Area Models:  Repeated Addition: 4 + 4 + 4 + 4 + 4 Equal-sized groups:  Equal jumps on a number line: Arrays: Skip counting: 4, 8, 12, 16, 20 An array is used to organize objects enabling student to link skip-counting and multiplication. There is no mathematical requirement for 5 x 4 to be modelled as 5 rows and 4 columns.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (John Van de Walle) pp.180-188 **Math Process Standard Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof **Mathematics... A Way of Thinking** by: Robert Baratta-Lorton

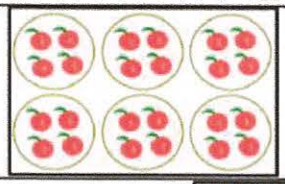
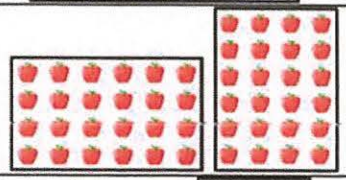
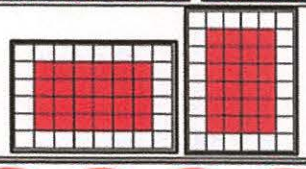
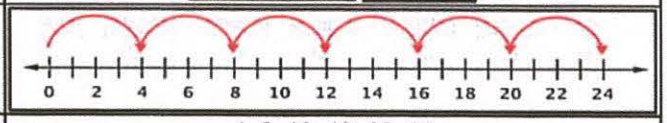
3.4E Instructional Information

This standard provides concrete experiences with multiplication facts and gives suggestions for the models that students should use: repeated addition, equal-sized groups, arrays (which builds understanding of area [3.6C]), area models (which build understanding of area [3.6C]), equal jumps on a number line, and skip counting.

This "variety of approaches" is designed to ensure that students have a concrete and pictorial understanding of multiplication facts BEFORE they are expected to abstractly "recall facts . . . with automaticity" in 3.4F. You may find that one model makes sense to one child, and a different model makes sense to another. When students experience a variety of models, they have more chances to understand the concept of multiplication. Use story problems here to bring relevancy and context to these multiplication problems. Problems in context are more interesting and help bring meaning to the multiplication.

Example/Activity:

Models of 6 x 4

Model	Examples
Repeated addition	4 + 4 + 4 + 4 + 4 + 4 = 24
Equal-sized groups	
Arrays	
Area model	
Equal jumps on a number line	
Skip counting	4, 8, 12, 16, 20, 24

Note: Students may mix up 6 x 4 with 4 x 6. It's okay—that's one of the properties of operations called the commutative property. In some other countries, 6 groups of 4 is 4 x 6, not the traditional American 6 x 4. The answer is the same— 24—no matter how you look

In the example above, it does not matter if the array shows 6 x 4 or 4 x 6 since it is not given in a contextual situation. The emphasis in this case is on using a representation to determine the product.

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	3.4F recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts	facts, division facts **Verbs** recall, multiply, automaticity	The level of skill with "automaticity" requires recall of basic multiplication facts up to 10 × 10 with speed and accuracy at an unconscious level. Automaticity is part of procedural fluency. As such, it should not be overly emphasized as an isolated skill. When paired with 3(1)(A), students may be asked to recall these facts when solving problems. The unknown may be determined using the relationship between multiplication and division.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (John Van de Walle) pp.138-148, 180-188 **Math Process Standard Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.4F Instructional Information

What does recalling facts with automaticity mean? It means that students can recall their basic facts within about 3 seconds and without counting. Students may use basic fact strategies if it helps them recall their facts more quickly. Notice that students have to recall multiplication and division facts, but automaticity only applies to multiplication facts.

Computational fluency is the ability to think flexibly in order to choose appropriate strategies to solve problems accurately and efficiently. The development of computational fluency relies on quick access to number facts. There are patterns and relationships that exist in the facts. These relationships can be used to learn and retain the facts. By studying patterns and relationships, students build a foundation for fluency with multiplication and division facts.

Example/Activity:
The following reasoning strategies for both multiplication and division come from Teaching Student- Centered Mathematics, 2nd edition, by Van de Walle, Lovin, Karp, and Bay-Williams. This book suggests that multiplication facts should be mastered by "relating new facts to existing knowledge" (p. 138). The book also says that students should begin with story problems and concrete materials as in TEKS 3.4 D and E. By experiencing the same type of situation repeatedly, students may make connections between the strategies they use to solve the problems and basic fact strategies.

Multiplication Facts Strategies

Strategy	Examples
Doubles x | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 1 | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 2 | 0 | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 3 | 0 | 3 | 6 | 9 | 12 | 15 | 18 | 21 | 24 | 27 | 30 4 | 0 | 4 | 8 | 12 | 16 | 20 | 24 | 28 | 32 | 36 | 40 5 | 0 | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 6 | 0 | 6 | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54 | 60 7 | 0 | 7 | 14 | 21 | 28 | 35 | 42 | 49 | 56 | 63 | 70 8 | 0 | 8 | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72 | 80 9 | 0 | 9 | 18 | 27 | 36 | 45 | 54 | 63 | 72 | 81 | 90 10 | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 Students already know these facts when they have automaticity with addition. There are two different types of story problems associated with doubles. The first has 2 as the group size; the second has 2 as the number of groups.	5 + 5 = 10 5 x 2 = 10 2 x 5 = 10 *2 as the group size:* The teacher put students in groups of 2. When she finished, there were 6 groups. How many students are there? *2 as the number of groups:* Jane shared gummy worms with her friend, Jack. Each of them ended up with 4 worms. How many gummy worms did Jane have at the beginning?

Fives

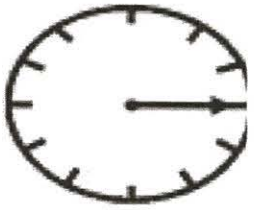
The 5s facts have either 0 or 5 in their ones digit.

x	0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10
2	0	2	4	6	8	10	12	14	16	18	20
3	0	3	6	9	12	15	18	21	24	27	30
4	0	4	8	12	16	20	24	28	32	36	40
5	0	5	10	15	20	25	30	35	40	45	50
6	0	6	12	18	24	30	36	42	48	54	60
7	0	7	14	21	28	35	42	49	56	63	70
8	0	8	16	24	32	40	48	56	64	72	80
9	0	9	18	27	36	45	54	63	72	81	90
10	0	10	20	30	40	50	60	70	80	90	100

Fives can be learned through skip counting.

Connections can also be made by counting minutes on a clock.

1 x 5 = ____



3 x 5 = ___

Students may also count nickels.

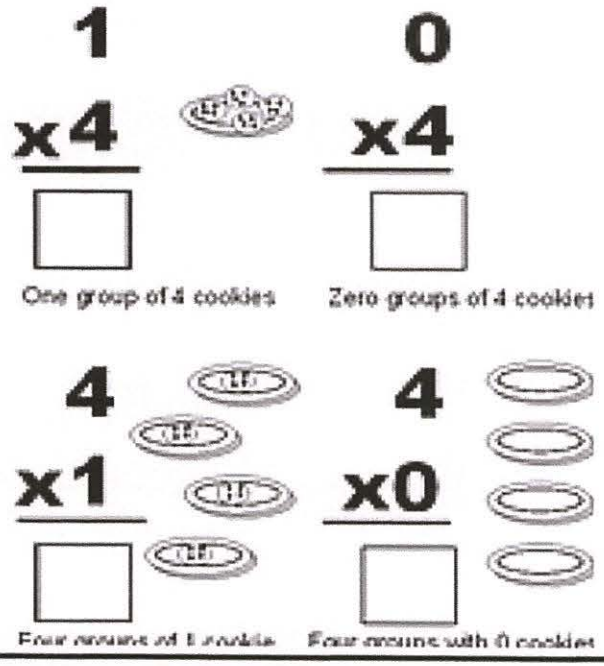
Zeros and Ones

Although these facts seem simple to remember, students sometimes get these facts mixed in their heads with *adding* 0 or 1.

x	0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10
2	0	2	4	6	8	10	12	14	16	18	20
3	0	3	6	9	12	15	18	21	24	27	30
4	0	4	8	12	16	20	24	28	32	36	40
5	0	5	10	15	20	25	30	35	40	45	50
6	0	6	12	18	24	30	36	42	48	54	60
7	0	7	14	21	28	35	42	49	56	63	70
8	0	8	16	24	32	40	48	56	64	72	80
9	0	9	18	27	36	45	54	63	72	81	90
10	0	10	20	30	40	50	60	70	80	90	100

It is absolutely necessary to use story problems that help students discern between adding 1 and multiplying by 1, and adding 0 and multiplying by 0. It is difficult for students to understand why 6 + 1 is one more and 6 × 1 is still 6. Then we ask students to understand that 6 + 0 is still 6, but 6 x 0 is also 0! This is why story problems are so helpful. They give meaning to the mathematics.

Another way to attack the issue is to focus on the meaning of multiplication and use the words "groups of." For example, 1 group of 4 is 4; 4 groups of 1 is 4.



Nines

These are some of the easiest facts to learn because there are so many patterns involved with 9s.

x	0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10
2	0	2	4	6	8	10	12	14	16	18	20
3	0	3	6	9	12	15	18	21	24	27	30
4	0	4	8	12	16	20	24	28	32	36	40
5	0	5	10	15	20	25	30	35	40	45	50
6	0	6	12	18	24	30	36	42	48	54	60
7	0	7	14	21	28	35	42	49	56	63	70
8	0	8	16	24	32	40	48	56	64	72	80
9	0	9	18	27	36	45	54	63	72	81	90
10	0	10	20	30	40	50	60	70	80	90	100

One strategy for the nines is to use a "near fact". Students can multiply by 10 and then take away one set. For example, think of 9 x 4 as 10 x 4. Ten groups of 4 is 40, however, that's one too many groups of 4. The answer is 40 minus the extra group of 4, which is 36.

4 x 10 = 40

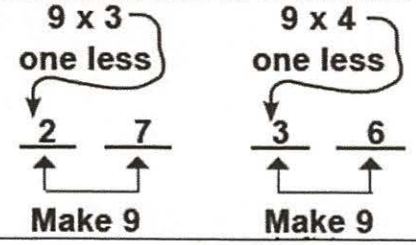
40 - 4 = 36, so 9 x 4 = 36

If students continue to struggle with their nines, there are several patterns shown below that can be utilized.

Look at the pattern in the chart. The ones digits are in blue. They count down to 0. The tens digits are in orange. They count up to 9. A great extension for students is to figure out why this pattern is true. Students need to write this chart for themselves so that they can see the pattern.

0x9	0
1x9	9
2x9	18
3x9	27
4x9	36
5x9	45
6x9	54
7x9	63
8x9	72
9x9	81
10x9	90

There is another interesting pattern in the chart, too. The digits in the 9s add to 9! See the fact cards below.



Tens

The 10s also follow a simple pattern of each product ending in 0.

x	0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10
2	0	2	4	6	8	10	12	14	16	18	20
3	0	3	6	9	12	15	18	21	24	27	30
4	0	4	8	12	16	20	24	28	32	36	40
5	0	5	10	15	20	25	30	35	40	45	50
6	0	6	12	18	24	30	36	42	48	54	60
7	0	7	14	21	28	35	42	49	56	63	70
8	0	8	16	24	32	40	48	56	64	72	80
9	0	9	18	27	36	45	54	63	72	81	90
10	0	10	20	30	40	50	60	70	80	90	100

The tens are easy for students. Skip counting by tens is already an acquired skill. Students can also see the pattern in the 100s chart or with base ten blocks.

Using known facts to derive the other facts.
The last 25 facts can be learned by relating to a fact that students already know.

x	0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10
2	0	2	4	6	8	10	12	14	16	18	20
3	0	3	6	9	12	15	18	21	24	27	30
4	0	4	8	12	16	20	24	28	32	36	40
5	0	5	10	15	20	25	30	35	40	45	50
6	0	6	12	18	24	30	36	42	48	54	60
7	0	7	14	21	28	35	42	49	56	63	70
8	0	8	16	24	32	40	48	56	64	72	80
9	0	9	18	27	36	45	54	63	72	81	90
10	0	10	20	30	40	50	60	70	80	90	100

There are several strategies that can be used to learn the remaining facts:

- doubles plus one more set
- half then double
- close fact

Double and One More Set
Use this for the 3's facts that are left over: 3 x 3, 3 x 4, 3 x 6, 3 x 7, 3 x 8.
Do the doubles facts (3 x 2) and then add one more set of 3 (6 + 3 = 9).

Half Then Double
Use this when one of the factors is even.
Example with 7 x 4:
Half 4 to get 2; Multiply 2 x 7 = 14; Double 14 to get 28.

Close Fact
Students choose a fact they already know that is close to the one they are working on. Then they add or subtract another set to get the answer. Students should think of the multiplication fact as "groups of" so they don't get confused about which set to add or subtract.
Example with 8 x 7:
The student knows 9 x 7 is 63. She thinks "9 groups of 7." She is looking for 8 groups of 7, so she needs to subtract one group of 7 to get 56.

The most powerful division fact strategy is fact families. It plays off the flexibility with numbers that students have been developing since kindergarten. As students recall their multiplication facts more quickly, their division facts may become automatic too.

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	DIVISION FACTS RELATED TO FACTS UP TO 10 X 10 AT THIS TIME **3.4H determine the number of objects in each group when a set of objects is partitioned into equal shares or a set of objects is shared equally**	number of objects, group, set of objects, equal shares **Verbs** partitioned, determine, shared	Students are expected to think with both forms of division: partitioning into equal shares (determining the number of groups with a given number of objects in each group) and sharing equally (determining the number of items in each group when the objects are shared equally among a given number). When paired with 3(1)(D) and 3(1)(E), students may be asked to use number sentences to record the solutions.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (Joh Van de Walle) pp. 188-195 **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof **Mathematics... A Way of Thinking** by: Robert Baratta-Lorton

3.4H Instructional Information Continued

DIVISION FACTS RELATED TO FACTS UP TO 10 X 10 AT THIS TIME

3.4 H provides a concrete or pictorial model for division using basic facts. It focuses on two types of equal-groups division problems:

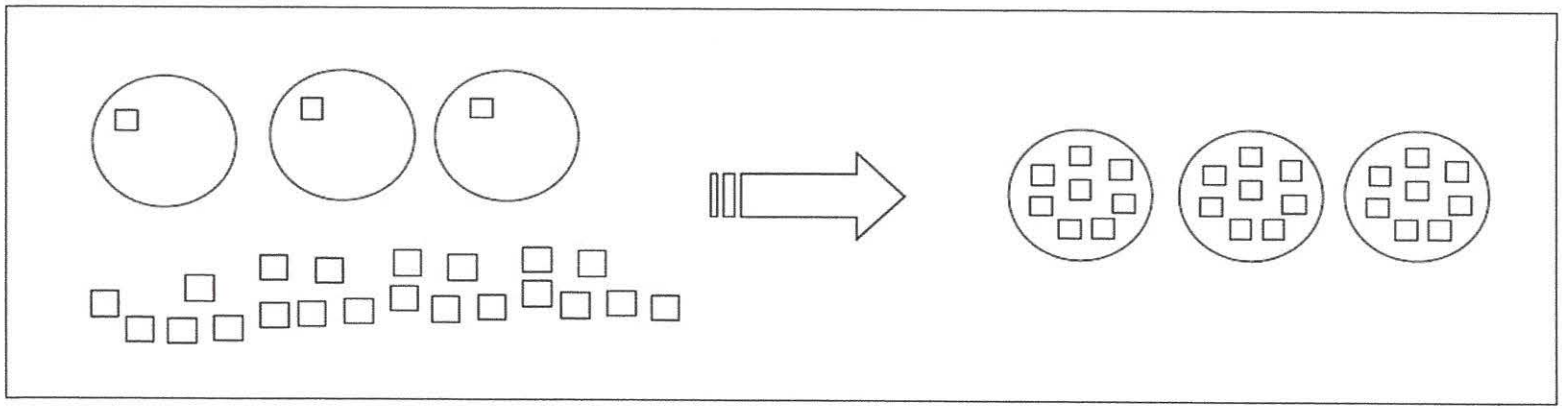
- "How many in each group?" or partitive/fair share division problems
- "How many groups?" or measurement division problems

Students should be able to analyze and describe the similarities and differences between both types of division. Allowing students opportunities to model and solve the two different kinds of division problems in a variety of different contexts will deepen students' understanding of division.

Partitive/Fair Share Divsion Example:

Sarah is making 3 bracelets. Each bracelet will have the same number of beads. If Sarah has 24 beads, how many beads will she use for each bracelet?

To solve this problem, students can "fair share" the 24 beads to partition them into 3 groups. They start by putting 1 object at a time in each group. They continue to partition, or "fair share" the objects into equal groups until none are left. The quotient is the number of objects in each group. As can be seen from the diagram below, 24 ÷ 3 = 8, so Sarah will put 8 beads on each bracelet.



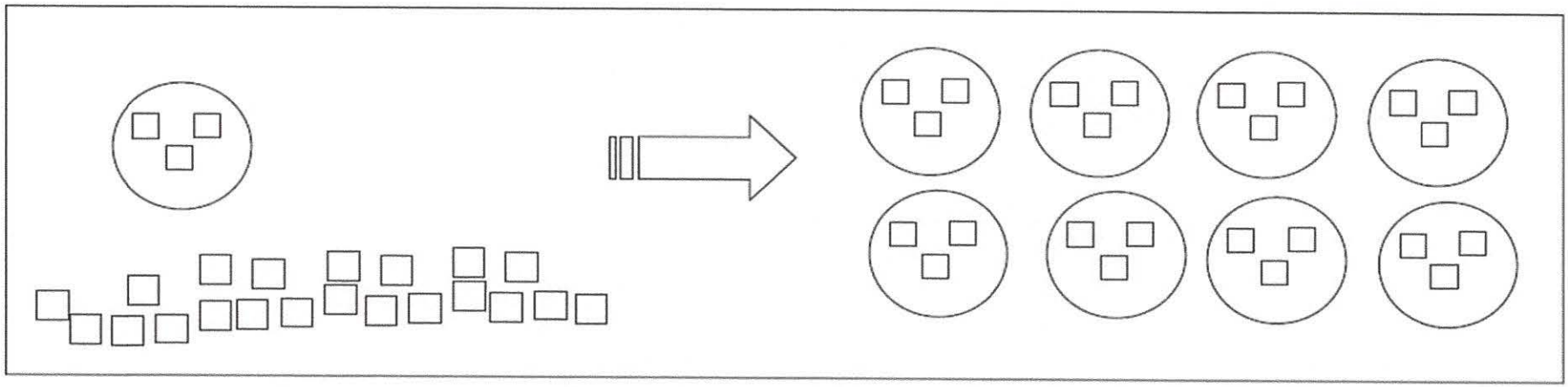
Partitive model to show that 24 beads divided into 3 groups give 8 beads in each group: 24 ÷ 3 = 8

3.4H Instructional Information Continued

Measurement Division Example:

Sarah is making bracelets. She wants to put 3 red beads on each bracelet. If Sarah has 24 red beads, how many bracelets can she make with the red beads?

To solve this problem, students can use a grouping, or measurement, model. They start with 24 objects. They make 1 group of 3, then another group of 3, then another, until they have used all 24 objects. This act of using a group of 3 over and over again to "measure" the larger group of 24 is similar to laying down a unit of length over and over again and counting how many units have been used to measure a length. The quotient is the number of groups of 3 that students can make from 24. As can be seen from the diagram below, 2.14, $24 \div 3 = 8$, and Sarah will be able to make 8 bracelets with 3 red beads on each.



Measurement model to show that 24 beads divided into groups of 3 make 8 groups: $24 \div 3 = 8$

Although the situations are different, the division equations used to represent the problems are the same. In the partitive model, students deal out objects into 3 equal groups to find the number in each group. In the measurement model, students separate out equal groups of 3 objects to discover how many equal groups are possible.

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	3.4I determine if a number is even or odd using divisibility rules	even number, odd rules, divisibility rules **Verbs** determine, using	To determine if a number is even, one may apply the divisibility rule for 2: A number is divisible by 2 if the ones digit is even (0, 2, 4, 6, or 8). This SE builds on 2(7)(A) where students determine whether a number up to 40 is even or odd using pairings of objects to represent the number.	**Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.4I Instructional Information

In second grade, students used objects to tell if numbers up to 40 were even or odd. Students counted out objects such as counters and put them in pairs. Even numbers produced pairs of counters; odd numbers always had one leftover counter. Students used a partnering of manipulatives to tell if a number is even or odd. Third grade builds on second grade by introducing divisibility rules. Even numbers are divisible by 2; odd numbers are not.

Note that the focus of determining even or odd has switched from the pattern of counters to using divisibility rules. This is the first experience students have with the word "divisibility" and with divisibility rules.

Teacher Actions/Questions	Student Actions/Questions
Teacher asks students to count out the counters for these numbers: 8, 11, 14, 15, 16, and 17. Students should put the counters in pairs.	Students create the numbers and record their work in the chart.
Teacher asks students why 8, 14, and 16 do not have a single counter and why 11, 15, and 17 have one.	Students may answer that 8, 14, and 16 are even and the other numbers are odd.
Teacher asks, "*What does division mean?*" As students answer, the teacher should listen for someone to say that they broke the counters into groups of 2.	Students respond that division means to break a quantity up into equal-size groups. They broke the counters into groups of 2.

3.4I Instructional Information Continued

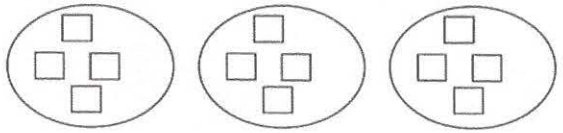
Teacher Actions/Questions	Student Actions/Questions
Teacher asks, "*If something is broken into groups of 2, what number have we divided by?*"	Students respond that they have divided the numbers by 2.
Teacher asks, *"What is the same about the even numbers?"*	Students respond that they can all be divided by 2.
Teacher asks students to think of other numbers that can be divided by 2 and records the numbers that they say on the board. Students should be encouraged to think of large numbers, too. Record about 10 different even numbers.	Students respond with a list of even numbers.
Teacher then asks students to think of numbers that cannot be divided by 2. Record about 10 different odd numbers.	Students respond with a list of odd numbers.
Teacher circles the last digits of the numbers and asks students if they see a pattern.	Students should notice that the numbers that can be divided by 2 (even numbers) end in 0, 2, 4, 6, and 8. They should also notice that numbers that cannot be divided by 2 (odd numbers) end in 1, 3, 5, 7, and 9.
	Students should practice telling whether a number is even or odd by looking at the last digit. They need to explain that even numbers are divisible by 2.

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	3.4J determine a quotient using the relationship between multiplication and division	quotient, relationship, multiplication, division **Verbs** determine, using	The identification of the relationship between multiplication and division lays the foundation for determining a quotient based on this relationship. For example, the quotient of 40 ÷ 8 can be found by determining what factor makes 40 when multiplied by 8.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (Joh Van de Walle) pp. 142-148 **Math Process Standards Series** Representations pp. 60-62, 67-68, Communication, Problem Solving, Connections, Reasoning & Proof **Kim Sutton:** Math Drills to Thrill pp.142-147; 168-174 **Mathematics... A Way of Thinking** by: Robert Baratta-Lorton

3.4J Instructional Information

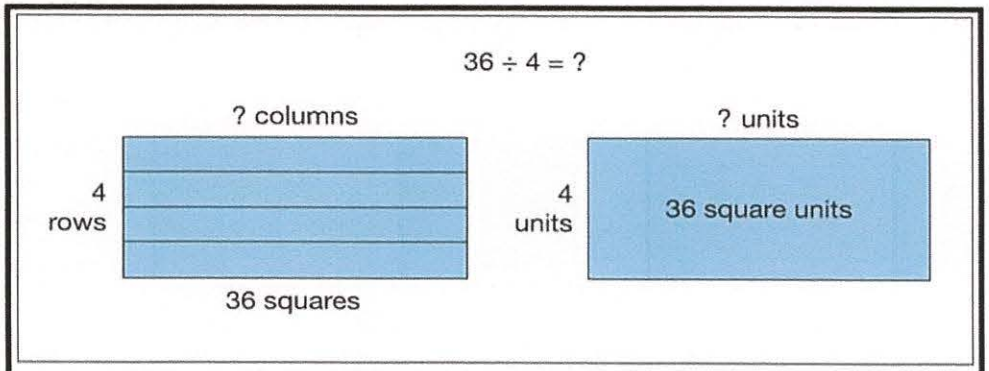
Students develop an understanding of division as the inverse of multiplication by separating a whole into equal groups. Students have seen the situation in the diagram below as 3 equal groups with 4 in each group and have used it to represent the question, "If there are 3 groups of 4, how many are there in all?" The answer to this question is represented by $3 \times 4 = 12$.

To learn about the two types of division situations, students can use the arrangement of 12 separated into 3 equal groups with 4 in each group to answer the question "If 12 is divided into 3 equal groups, how many are in each group?" The division equation that represents the answer to this question is $12 \div 3 = 4$ because $3 \times 4 = 12$. Alternatively, students can use the representation of 12 separated into 3 equal groups with 4 in each group to answer the question "If 12 is divided into equal groups of 4, how many groups are there?" The answer to this question is represented by $12 \div 4 = 3$ because $3 \times 4 = 12$.



Separating 12 into 3 equal groups gives 4 in each group: $12 \div 3 = 4$ because $3 \times 4 = 12$.
Separating 12 into equal groups of 4 gives 3 groups: $12 \div 4 = 3$ because $3 \times 4 = 12$.

Arrays and area models also help students connect the concepts of multiplication and division. As a result of their work in multiplication, students can see that the product of the number of rows (width) and the number of columns (length) in an array or area model gives the total number of squares in the array or rectangle. As shown in the figure below, students can apply this understanding as they use this model to find $36 \div 4$. Interpreted as an array, the model shows a total of 36 squares in 4 equal rows. The quotient (unknown factor) is the number of squares in each row, which is the number of columns.



Division as finding an unknown number of columns in an array or an unknown side length in a rectangular area

Multiplication and division are closely related mathematically and should be taught simultaneously. Connecting models for multiplication with models for division supports students' understanding of the mathematical relationship between the two operations. It also helps lead students to the realization that the division facts are really multiplication facts with "unknown" factors, and that, if they know the multiplication facts, they actually already know the division facts.

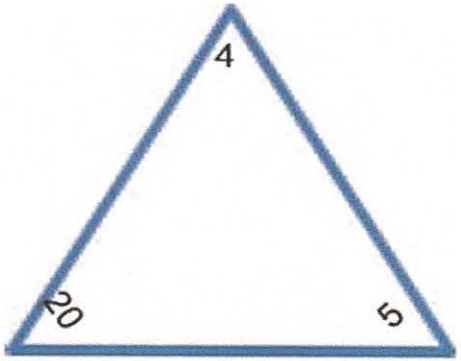
3.4J Instructional Information

Multiplication and division are inverses of each other. That is, they form related facts or "fact families." They are families because they are related to each other through their operations —multiplication and division. Here are a few examples of fact families: 4, 5, and 20; 8, 6, and 48; 1, 7, and 7.

When students see these numbers as groups, they can use them to solve both multiplication and division problems. Students may not be familiar with the term "fact family." They may need some practice seeing the numbers of a multiplication fact as a family.

Example/Activity:

Below is an example of a fact family triangle. Students can use triangles like these to practice their facts. Here is the way they work:
(1) Students pick up a card and cover one corner. (2) Students think of the number that is covered and say the math fact. For example, if the student covers up the 20, the student would say "4 x 5 = 20."



Teacher Note:

As students become more fluent with their multiplication facts, they may be able to use them flexibly to find quotients. Note that this standard does not require students to know their division facts with automaticity. The verb is determine, not recall. However, the emphasis for automaticity remains on multiplication facts. As multiplication facts become more automatic, the students will be able to use the fact families to remember their division facts.

3.4J Instructional Information Continued

Students can use the relationship between multiplication and division to help them solve division problems. In 3.4H students learned about the two types of division problems: (1) a set of objects that is partitioned into equal shares; or (2) a set of objects that is shared equally. Below you will see an example of each and how students can use multiplication to solve a division problem.

Example (1) a set of objects that is partitioned into equal shares:

Nicole needs to read 48 pages in 6 days. To meet her goal, how many pages with Nicole need to read each day?
Sample solution: What is the size of each group when the total of 48 is divided into 6 equal groups? 48 pages ÷ 6 days = ___ pages per day 48 ÷ 6 = ___ 6 x ___ = 48 6 x 8 = 48. Therefore, 48 ÷ 6 = 8. Nicole will need to read 8 pages each day to meet her goal.

Example (2) a set of objects that is shared equally:

Nicole needs to read 48 pages to finish her book. If she reads 6 pages each day, how many days will it take Nicole to finish her book?
Sample solution: How many groups with a size of 6 can be made from a total of 48? 48 pages ÷ 6 pages each day = ___ days 48 ÷ 6 = ___ 6 x ___ = 48 6 x 8 = 48. Therefore, 48 ÷ 6 = 8. It will take Nicole 8 days to finish her book.

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	ONE-STEP PROBLEMS-MULTIPLICATION FACTS UP TO 10 X 10 AND THE RELATED DIVISION FACTS AT THIS TIME **3.4K solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts**	one-step and two-step problems, multiplication, division, 100, strategies, objects, pictorial models, arrays, area models, equal groups properties of operations, facts **Verbs** solve, using, recall	This SE builds to 3(5)(B). The focus of 3(4)(K) is on developing number-based strategies to solve multiplication and division problems within 100. This may include multiplying a two-digit number by a one-digit number. As this SE lists "properties of operations" and "recall of facts" as potential strategies, a model is not necessarily required. The product and dividend may be less 100, but no operand (i.e. factor, divisor, or quotient) is limited to the multiplication/division facts. This may include addition or subtraction, but any problem doing so should clearly indicate the order in which the operations should be performed.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (John Van de Walle) pp.138-148, 180-188 **Math Process Standard Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof **Mathematics... A Way of Thinking** by: Robert Baratta-Lorton

3.4K Instructional Information

ONE-STEP PROBLEMS-MULTIPLICATION FACTS UP TO 10 X 10 AND THE RELATED DIVISION FACTS AT THIS TIME

Common types of multiplication and division situations

Common multiplication and division situations are shown below. There are three major types as shown in the rows of the table. As with addition and subtraction, each multiplication or division situation involves three quantities, each of which can be the unknown. Because there are two factors and one product in each situation (product = factor x factor), each type has one subtype solved by multiplication (Unknown Product) and two unknown factor subtypes solved by division.

	Unknown Product	**Group Size Unknown** ("How many in each group?" Division)	**Number of Groups Unknown** ("How many groups?" Division)
	3 x 6 = ?	**3 x ? = 18, and 18 ÷ 3 = ?**	**? x 6 = 18, and 18 ÷ 6 = ?**
Equal Groups	There are 3 bags with 6 plums in each bag. How many plums are there in all? *Measurement example* You need 3 lengths of string, each 6 inches long. How much string will you need altogether?	If 18 plums are shared equally into 3 bags, then how many plums will be in each bag? *Measurement example* You have 18 inches of string, which you will cut into 3 equal pieces. How long will each piece of string be?	If 18 plums are to be packed 6 to a bag, then how many bags are needed? *Measurement example* You have 18 inches of string, which you will cut into pieces that are 6 inches long. How many pieces of string will you have?
Arrays,[4] Area[5]	*Array example* There are 3 rows of apples with 6 apples in each row. How many apples are there? *Area example* What is the area of a 3 cm by 6 cm rectangle?	*Array example* If 18 apples are arranged into 3 equal rows, how many apples will be in each row? *Area example* A rectangle has area 18 square centimeters. If one side is 3 cm long, how long is a side next to it?	*Array example* If 18 apples are arranged into equal rows of 6 apples, how many rows will there be? *Area example* A rectangle has area 18 square centimeters. If one side is 6 cm long, how long is a side next to it?
Compare	A blue hat costs $6. A red hat costs 3 times as much as the blue hat. How much does the red hat cost? *Measurement example* A rubber band is 6 cm long. How long will the rubber band be when it is stretched to be 3 times as long?	A red hat costs $18 and that is 3 times as much as a blue hat costs. How much does a blue hat cost? *Measurement example* A rubber band is stretched to be 18 cm long and that is 3 times as long as it was at first. How long was the rubber band at first?	A red hat costs $18 and a blue hat costs $6. How many times as much does the red hat cost as the blue hat? *Measurement example* A rubber band was 6 cm long at first. Now it is stretched to be 18 cm long. How many times as long is the rubber band now as it was at first?

3.4K Instructional Information

Although 3.4K does not specifically state that students are solving word problems, the only way to create a one-step problem is by using story problems.
This state standard has students solvE problems using many strategies:

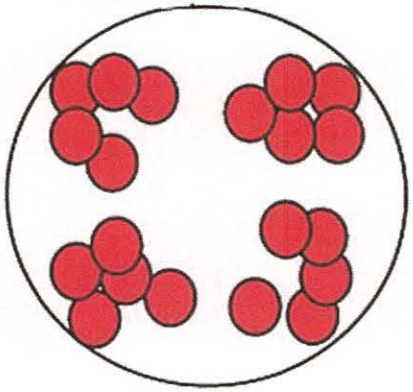
- objects
- pictorial models that include arrays, area models, and equal groups
- property of operations
- recall of facts

See 3.4D, E, F, G, and H for detailed explanations of each of these strategies.

Example/Activity:

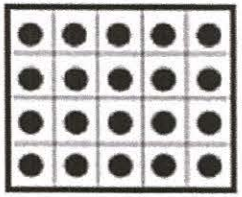
Below is an example of the same multiplication problem solved by using all of the methods listed in the standard. As you read the explanations and the models, notice how the context of the problem, including the units, is kept with the models in the solution. Notice also the similarities between the different models. Each of the strategies below solve the following problem:

Katy and her dad took 2 of Katy's friends to the movies with them. The cost of the movie was $5. If Katy's dad paid for all of them to go to the movie, how much did Katy's dad spend?

Explanation	Model
Objects This solution uses counters as objects. The cost of admission is on the left. There are 4 groups to represent the 4 people and 5 counters in each group because admission is $5. The total spent on movie tickets is $20. Note that this diagram is also being used for the equal groups strategy.	Cost of Admission 4 people x $5 each = $20 

Arrays

This diagram has an array for the cost of admission. The total number of dots represents the total cost of the admission.

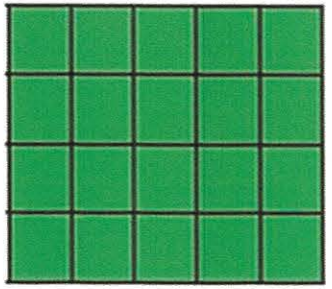


Cost of Admission
4 people x $5 each = $20

Area Models

The grid represents the cost of admission. The rows are the people. The number of boxes in each row is the cost.

The total number of squares in the grids is the total cost of admission.

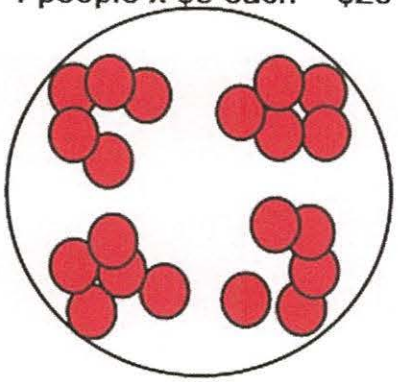


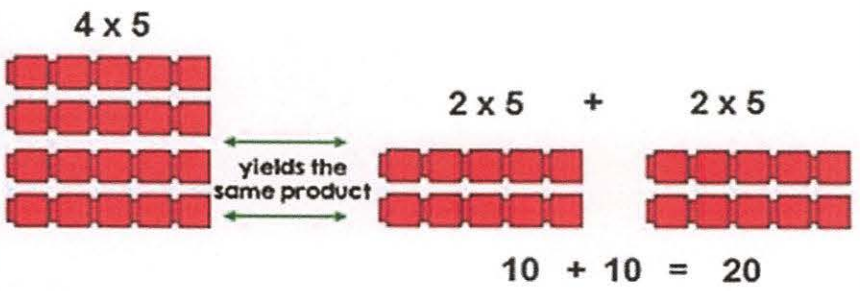
Cost of Admission
4 people x $5 each = $20

Equal Groups

This diagram shows 4 groups of 5 counters. The number of objects in the subset represents the cost. The number of groups represents the number of people.

Cost of Admission
4 people x $5 each = $20



Properties of Operations This solution method uses the distributive property. Remember that students do not need to know the names of the properties. They need to be flexible with numbers, which means they are using the properties. Students also do not need to be able to show the detail that has been shown in this example. This level of detail is written to thoroughly explain the example. Knowing that 2 x 5 = 10, one can find 4 x 5 as 2 x (5 + 5) = (2 x 5) + (2 x 5) = 10 + 10 = 20.	 (4 people x $5) (2 x 5) + (2 x 5) 2 x (10 + 10) 4 x 5 = 20 $20 is the total cost.
Recall of Facts	4 people x $5 = $20 (cost of admission)

3.4 K Instructional Information Continued

Example/Activity:

Below is an example of the two types of division problems solved by using all of the methods listed in the standard. As you read the explanations and the models, notice how the context of the problem, including the units, is kept with the models in the solution. Notice also the similarities between the different models. Each of the solutions below solves the following problems:

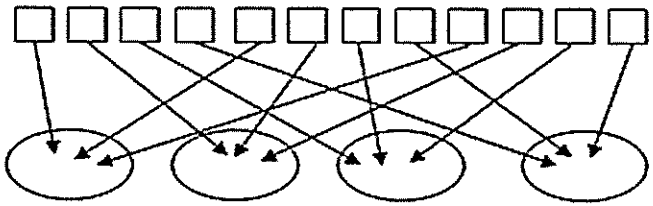
Partitive/Fair Share Example:

Brian had 12 stickers. He gave the same number of stickers to his 4 friends. How many stickers did each friend get?

Measurement Division Example:

Brian had 12 stickers. He gave 3 stickers to each friend. How many friends got stickers?

Objects:



12 ÷ 4 = 3

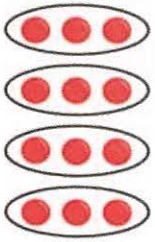
In fair share division, 12 objects are shared equally amoung 4 groups. The quotient is the number of counters in each group.

12 ÷ 3 = 4

In measurement division, groups of 3 objects are measured out. The quotient is the number of groups made.

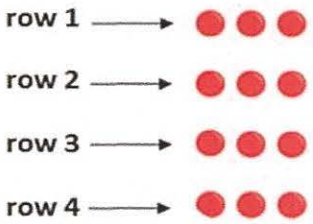
3.4K Instructional Information Continued

Arrays:



12 ÷ 4 = 3

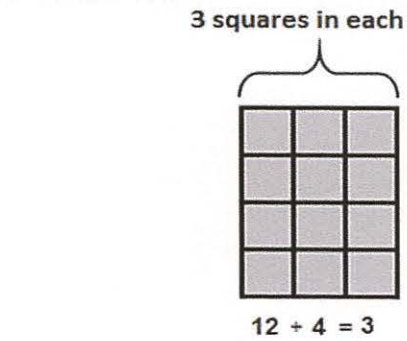
In fair share division, the array represents 12 counters placed equally into 4 rows. The quotient is the number of counters in each row.



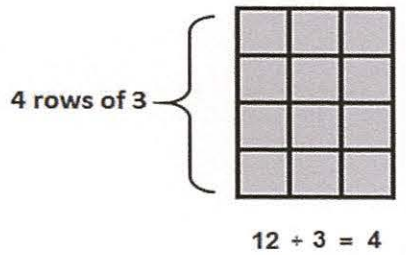
12 ÷ 3 = 4

In measurement division, the array represents 12 counters in which groups of 3 have been measured out. The quotient is the number of rows.

Area Models:



In fair share division, the area model represents 12 squares placed equally into 4 rows. The quotient is the number of squares in each row.



In measurement division, the area model represents 12 squares in groups of 3. The quotient is the number of rows.

Properties of Operations for Division:
Reminders about when properties work and don't work can be included incidentally while talking about number properties.

Commutative Property:
Teachers can remind students that for addition and multiplication, the order doesn't change the answer but in the case of subtraction and division order really does matter.

Example:
Contrast 8 ÷ 4 and 4 ÷ 8, by physically sharing 8 objects between 4 students and 4 objects between 8 students. Note how they do not give the same answer. Ask how the two answers are related.

Associative Property

Example:
If a student needs to divide 24 by 8 and then by 2, discuss the different answers that arise from (24 ÷ 8) ÷ 2 and 24 ÷ (8 ÷ 2). Here the student is to note that you cannot change the groupings in division in the same way that you can change the groupings in multiplication.

3.5 Algebraic reasoning. The student applies mathematical process standards to analyze and create patterns and relationships. The student				
Readiness or Supporting	**Student Expectation**	**Nouns**	**TEA Supporting Information**	**Resources**
	ONE-STEP PROBLEMS- MULTIPLICATION FACTS UP TO 10 X 10 AND THE RELATED DIVISION FACTS AT THIS TIME **3.5B represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations**	one-and two-step multiplication and division problems, arrays, strip diagrams, equations **Verbs** represent, solve, using	SE 3(5)(B) is an extension of 3(4)(K). The focus of 3(5)(B) is on developing representations that build to numeric equations for multiplication and division situations by connecting arrays to strip diagrams.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** pp. 123-124 **Mathematics... A Way of Thinking** by: Robert Baratta-Lorton **Kim Sutton** Dynamic Dice **Math Process Standard Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

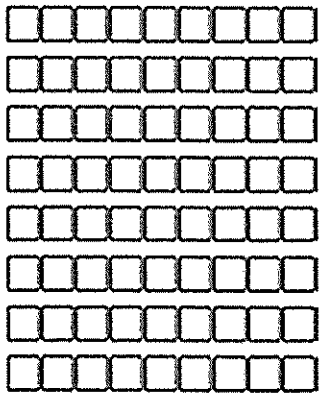
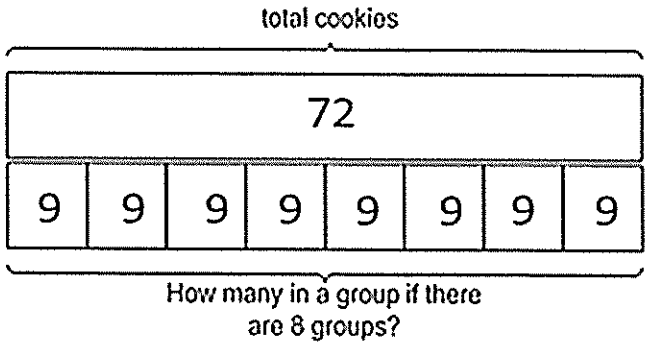
3.5 B Instructional Information

ONE-STEP PROBLEMS-MULTIPLICATION FACTS UP TO 10 X 10 AND THE RELATED DIVISION FACTS AT THIS TIME

In standards 3.4D, E, F, and H, students solve problems using strategies based on arrays and equal shares. This standard, 3.5B, requires that students use other models to perform the operations- arrays, strip diagrams, and equations. These models focus on the meaning of multiplication and division and are more algebraic than are the other models.

Example/Activity:

Below is an example of the same problem solved by using all of the methods listed in the standard. As you read the explanations and the models, notice also the similarities between the two models. Each of the representations below solve the following problem:

Ms. Peterson baked 8 pans of cookies for the school's Fall Festival. Each pan contained 9 cookies. How many cookies did Ms. Peterson bake?	Ms. Peterson baked 72 cookies for the school's Fall Festival on 8 pans. If she baked the same number of cookies on each pan, how many cookies were on each pan?
Sample Solution: 8 pans x 9 cookies = ___ total cookies  8 rows of 9 equals 72 therefore, 8 x 9 = 72. Ms. Peterson baked 72 cookies for the school's Fall Festival.	Sample Solution: 72 total cookies ÷ 8 pans = ___ cookies per pan  72 separated into 8 groups equals 9 therefore, 72 ÷ 8 = 9. There were 9 cookies on each pan.

3.5 B Instructional Information Continued

Example/Activity continued from previous page:

Equations

Writing equations for arithmetic actions can often be difficult for students. They know how to solve the problem and can even tell the steps. But writing one equation that matches the problem can be difficult. One option to help students get started is to let them solve the problem first and then help them write the equation.

Students should use words for the missing part of the equation. This helps tie the equation back to the story.

Here is one way to write the equation:

8 x 9 = total number of cookies

Another way to write the equation is:

Number of pans	x	Number of cookies on each pan	=	Total number of cookies

Teachers often teach students to find "key words" in story problem. Some teachers even post lists of key words with their corresponding meanings. However, the key word strategy sends a terribly wrong message about doing mathematics. The most important approach to solving any contextual problem is to analyze it and make sense of it. The key word approach encourages students to ignore the meaning and structure of the problem and look for an easy way out. Mathematics is about reasoning and making sense of situations. Sense-making strategies always work! Key words are often misleading. Many times the key word or phrase in a problem suggests an operation that is incorrect. Many problems have no key words so a student who has been taught to rely on key words is left with no strategies.(Van de Walle, p. 122) The following problem suggests an operation that is incorrect:

There are three boxes of chicken nuggets on the table. Each box contains six chicken nuggests. How many nuggets are there in all?

The phrase "in all" may lead some students to add 3 and 6 instead of multiplying 3 and 6.

Key words don't work with two-step or more advanced problems, so using this approach on simpler problems sets students up for failure with more complex problems because they are not learning how to read for meaning. (Van de Walle, p. 122)

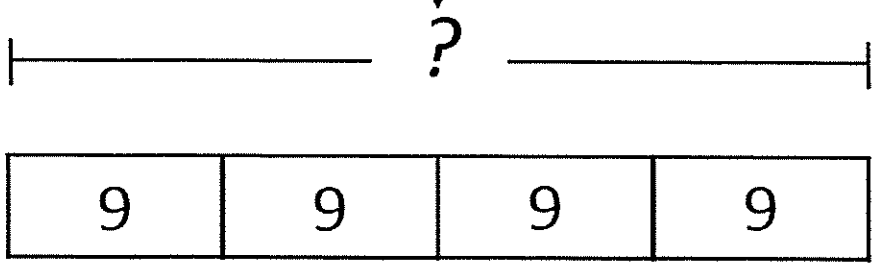
Equal Groups Model (Total Unknown):

Given the number of groups and the number in each group, find the total.

With this problem structure, students will use multiplication to solve.

Example: Kim has 4 photo albums. Each album has 9 pictures. How many photos are in her 4 albums?

Total:
Unknown total number of photos in Kim's albums



Number in Each Group:
9 photos in each album

Number of Groups:
4 photo albums

$$9 \times 4 = ?$$

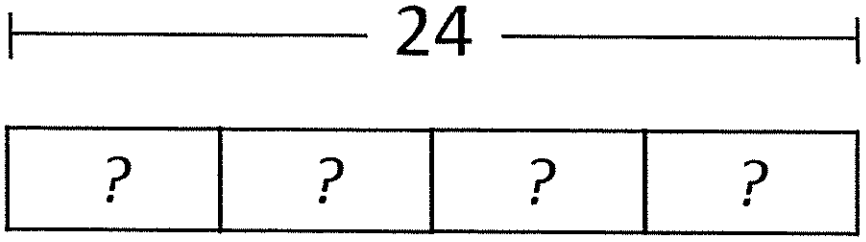
Equal Groups Model (Number in Each Group Unknown):

Given the number of groups and the total, find the number in each group.

With this problem structure, students will use division to solve.

Example: Pam had 4 bags and put the same number of apples in each bag. She ended up with 24 apples in bags. How many did she put in each bag?

Total:
Total Number of Apples



Number in Each Group:
Unknown number of apples in each bag

Number of Groups:
4 bags

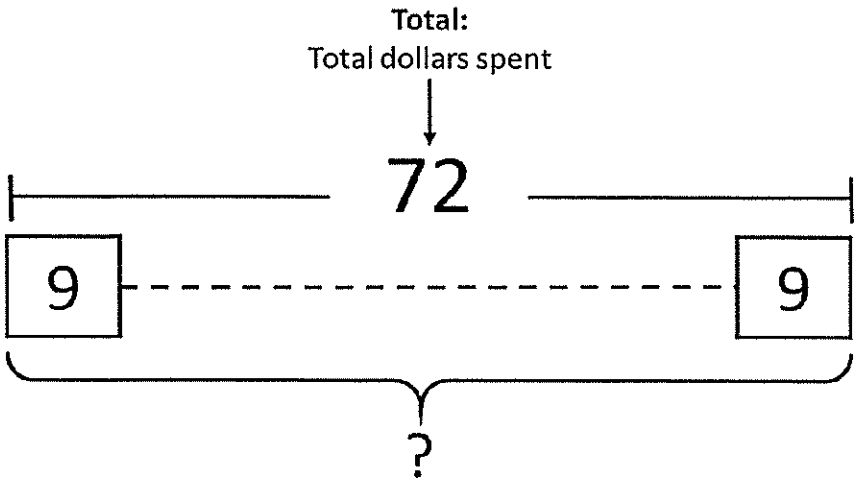
$$4 \times ? = 24$$
$$24 \div 4 = ?$$

Equal Groups Model (Number of Groups Unknown):

Given the number in each group and the total, find the number of groups.

With this problem structure, students will use division to solve.

Example: Fred bought some books that each cost $9. He spent $72 altogether. How many books did he buy?



Number in Each Group:
9 dollars per book

Unknown Number of Groups:
Number of books

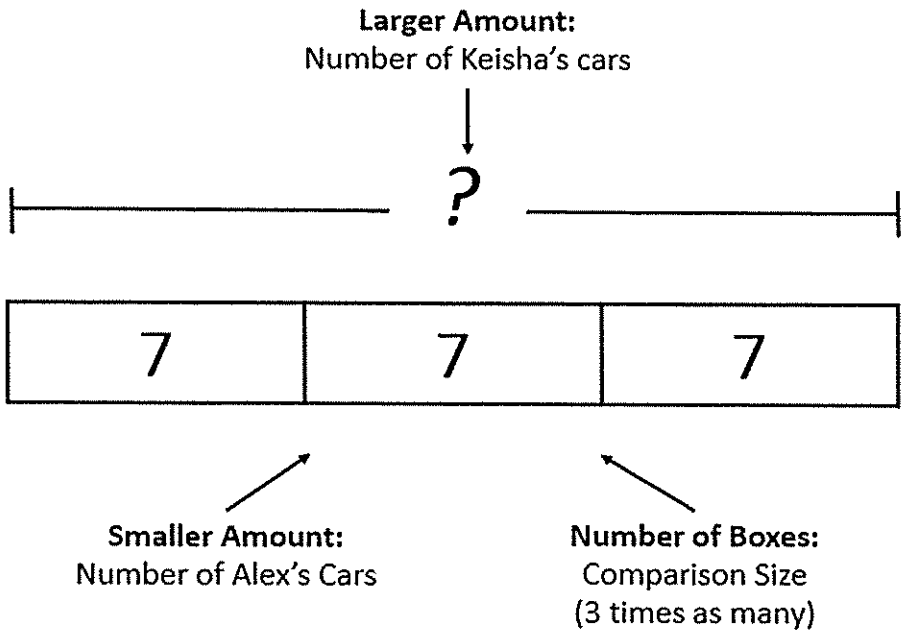
$$9 \times ? = 72$$
$$72 \div 9 = ?$$

Comparison Model (Larger Amount Unknown):

Given the smaller amount and the comparison size, find the larger amount.

With this problem structure, students will use multiplication to solve.

Example: Alex has 7 toy cars. Keisha has 3 times as many. How many cars does Keisha have?



$$7 \times 3 = ?$$

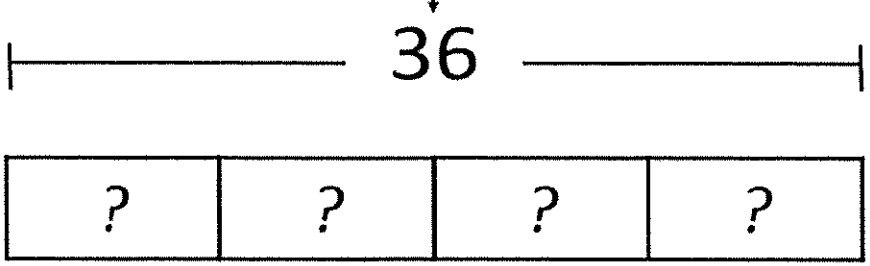
Comparison Model (Smaller Amount Unknown):

Given the larger amount and the comparison size, find the smaller amount.

With this problem structure, students will use division to solve.

Example: Barney has 36 old coins. This is 4 times more coins than Steve has. How many old coins does Steve have?

Larger Amount:
Barney's Number of Coins



Let *s* represent the Smaller Amount:
Steve's number of coins

Number of Boxes:
Comparison Size
(4 times more)

$4 \times ? = 36$

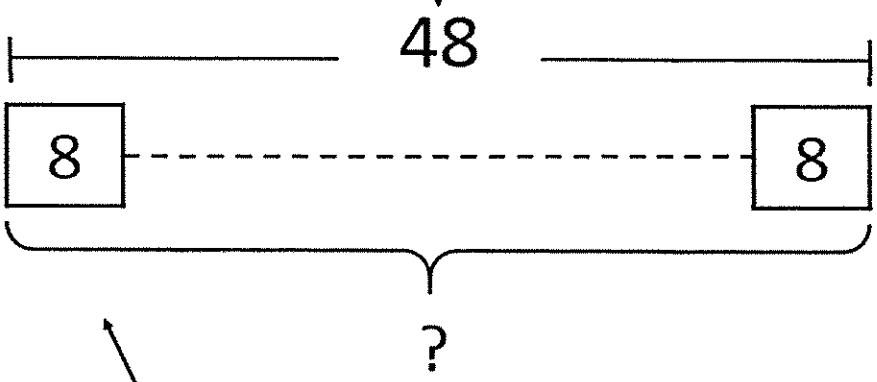
$36 \div 4 = ?$

Comparison Model (Comparison Size Unknown):

Given the larger amount and the smaller amount, find the comparison size. With this problem structure, students will use division to solve.

Example: Ann's teacher is 48 years old. Ann is 8 years old. Ann's teacher is how many times older than Ann?

Larger Amount:
Ann's Teacher's Age



Smaller Amount:
Ann's Age

Unknown Comparison Size:
How many times older Ann's teacher is than Ann

$8 \times ? = 48$

$48 \div 8 = ?$

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
S	**MULTIPLICATION FACTS UP TO 10 X 10 AT THIS TIME** **3.5C describe a multiplication expression as a comparison such as 3 x 24 represents 3 times as much as 24**	multiplication expressions, comparison **Verbs** describe, represents	This SE builds on 2(6)(A) where multiplication is represented as repeated addition, 3 x 24 may be described as 3 groups of 24. The focus of this SE is on the numerical relationship between 24 and the product 3 x 24. The product of 3 x 24 will be 3 times as much as 24. This lays the foundation for future work in grade 5 with fraction multiplication and determining part of a number.	**Math Process Standard Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.5C Instructional Information

MULTIPLICATION FACTS UP TO 10 X 10 AT THIS TIME

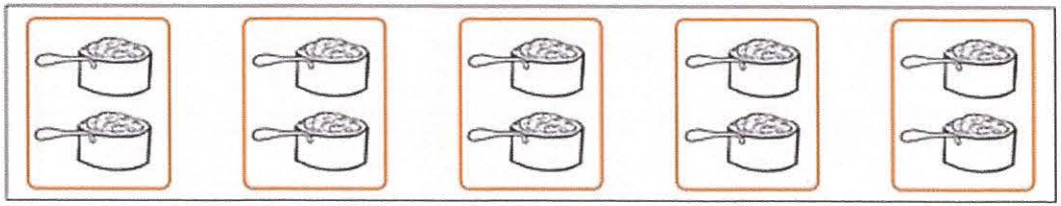
In 3.5B, students use problem solving to extend their understanding of basic multiplication and division facts to multiplicative comparison problems, which most students find more difficult to interpret than joining equal groups. In a multiplicative comparison (or scalar) situation, one amount is expressed as a certain number of times as much as another amount. The scalar interpretation of multiplication is an important application for students to encounter and begin to understand, as it can build depth of understanding when learning multiplication by a fraction in 5th grade.

Instead of students doing the actual computation, this student expectation focuses on understanding and describing what the expression means.

Example/Activity:

Theresa used 2 cups of flour to bake cookies. The number of cups of flour Ellen used to bake cookies can be represented by the expression 5 x 2. What does 5 x 2 mean?

We know that the quantity of flour that Ellen used is five times as great as the quantity of flour that Theresa used which was two cups. Or more simply, Ellen used five times as much flour as Theresa.



The comparison is based on one set being a particular multiplier of the other. The underlying question for multiplicative comparison problems is what factor would multiply one quantity in order to result in the other.

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	MULTIPLICATION FACTS UP TO 10 X 10 AND THE RELATED DIVISION FACTS AT THIS TIME **3.5D determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product**	unknown whole number, multiplication equation, division equation, whole numbers, factor, product **Verbs** determine, relating,	If the multiplication or division equation relates to multiplication facts up to 10 x 10, students may apply their knowledge of facts and the relationship between multiplication and division to determine the unknown number. Students may be expected to use the relationship between multiplication and division for a problem such as 12 = [] ÷ 6. The student knows that if 12 = [] ÷ 6, then 12 x 6= [], so [] = 72. Students may also be expected to solve problems where they state that the value 4 makes 3 x [] = 12 a true equation.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** pp. 282-300 **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.5D Instructional Information

MULTIPLICATION FACTS UP TO 10 X 10 AND THE RELATED DIVISION FACTS AT THIS TIME

3.5D provides students with practice using fact families for multiplication and division. For this state standard, students are beginning to see that number sentences may be written in different ways. Each of the number sentences below is part of the same fact family. Students may naturally be drawn to the third and the last number sentences. As students become more fluent in knowing their fact families, they will be able to fill in these number sentences more easily.

3 x ❐ = 21	Jack has 3 times as many marbles as Charlie. Jack has 21 marbles. How many marbles does Charlie have?
❐ x 3 = 21	Leah has some videos. Sam has 21 videos which is triple the number that Leah has.
7 x 3 = ❐	Joseph has 7 bags with 3 frogs in each bag. How many frogs does he have?
21 ÷ ❐ = 3	There are 21 cookies on the tray. Some kids shared them and got 3 cookies each. How many kids shared the cookies?
21 ÷ 3 = ❐	There are 21 cookies on the tray. Three kids shared them, each getting the same number of cookies. How many cookies did each of them get?

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
R	**MULTIPLICATION FACTS UP TO 10 X 10 AND THE RELATED DIVISION FACTS AT THIS TIME** **3.5E represent real-world relationships using number pairs in a table and verbal descriptions.**	real-world relationships, number pairs, table, verbal descriptions **Verbs** represent, using	When paired with 3(1)(A), the expectation is that students apply this skill in a problem arising in everyday life, society, and the workplace. When paired with 3(1)(D), the expectation is that students extend the relationship represented in a table to explore and communicate the implications of the relationship. SE 3(5)(E) builds to 4(5)(B) where students represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence. Real-world relationships include situations such as the following: 1 insect has 6 legs, 2 insects have 12 legs, 3 insects have 18 legs, 4 insects have 24 legs, etc.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** pp. 282-300 **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof **Mathematics... A Way of Thinking** by: Robert Baratta-Lorton

ESD

3.5E Instructional Information

MULTIPLICATION FACTS UP TO 10 X 10 AND THE RELATED DIVISION FACTS AT THIS TIME

This state standard should be combined with 3.5C, which provides the verbal description for the real-world relationships in this standard.

Example/Activity:

<table>
<tr><th>Real-World Relationships</th><th>Table</th><th>Verbal Description (from TEKS Student Expectation 3.5C)</th></tr>
<tr><td>Number of feet on a cat</td><td><table><tr><th># of cats</th><th># of feet</th></tr><tr><td>1</td><td>4</td></tr><tr><td>2</td><td>8</td></tr><tr><td>3</td><td>12</td></tr></table></td><td>There are 4 times as many feet as there are cats.</td></tr>
<tr><td>Number of students per bus seat</td><td><table><tr><th># of bus seats</th><th># of students</th></tr><tr><td>1</td><td>2</td></tr><tr><td>2</td><td>4</td></tr><tr><td>3</td><td>6</td></tr></table></td><td>There are twice as many students as there are bus seats.
There are half as many bus seats as there are students.</td></tr>
<tr><td>Number of legs on an insect</td><td><table><tr><th># of insects</th><th># of legs</th></tr><tr><td>1</td><td>6</td></tr><tr><td>2</td><td>12</td></tr><tr><td>3</td><td>18</td></tr></table></td><td>There are six times as many legs as there are insects.</td></tr>
</table>

3rd Grade Unit 5: Fractions

22 ½ days minimum: Pacing according to student progress and mastery of concepts

Purpose Statement: In order to reach the depth of the TEKS in the time provided, it is important to cluster (group) TEKS and not teach them in isolation. Below is a suggested pacing order, cluster descriptor and explanation to help guide instruction. The conceptual understanding of fractions is crucial for students to be able to compare fractions, represent equivalent fractions, or partition an object or set of objects

TEKS in Cluster	Cluster Descriptor	Brief Explanation of Cluster Purpose:
Integrated throughout unit: • 3.8A Readiness • 3.8B Supporting	**Data Analysis**	The TEKS 3.8A & 3.8B are grouped together so there is a fluid process of summarizing data and solving one- and two- step problems when working with frequency tables, dot plots, pictographs and bar graphs with scaled intervals. It is the expectation of the math department that data be incorporated into every unit of instruction. This can be done in conjunction with the math content being taught in the unit or may require a designated day of instruction.
9 Days: • 3.3A Supporting • 3.3B Supporting • 3.3C Supporting • 3.3D Supporting • 3.7A Supporting	**Conceptual Understanding and Representations of Fractions**	These TEKS are grouped together because these standards lay the foundation for fraction sense. In second grade, students represent fractions with concrete objects and words. Second graders only worked with halves, fourths, and eighths of a whole. The numerical representation of a numerator and denominator is new to third graders. Fractions of a set is also new. Introduce unit fractions when representing fractions in this cluster, but students will go into more depth with unit fractions in the next cluster.
2 Days: • 3.3C Supporting • 3.3D Supporting	**Unit Fractions**	Students need to understand that unit fractions are the core of fraction understanding in third grade and beyond. These TEKS are grouped together because 3.3C lays the understanding of unit fractions while 3.3D emphasizes decomposing a fraction into a sum of unit fractions.
5 Days: • 3.3F Readiness • 3.3G Supporting	**Equivalent Fractions**	Without the conceptual understanding of the previous 11 days, students will struggle with equivalent fractions. Third grade is the first time equivalent fractions are introduced in the TEKS. These TEKS are grouped together as students should explain why two fractions are equivalent (3.3G) as they represent equivalent fractions (3.3F).

4 Days: • 3.3H Readiness	**Comparing Fractions**	This standard (3.3H) is listed in isolation, as there are no other comparing fractions TEKS in third grade.
2 ½ Days: • 3.3E Supporting	**Solving Problems Involving Partitioning**	This standard (3.3E) is listed in isolation as it involves the partitioning of an object or set of objects. It is suggested that this standard be taught after the other fraction TEKS.

Unit 5: Fractions (22 1/2 days)

Mathematical Process Standards

(A) apply mathematics to problems arising in everyday life, society, and the workplace;

(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;

(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;

(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language asappropriate;

(E) create and use representations to organize, record, and communicate mathematical ideas;

(F) analyze mathematical relationships to connect and communicate mathematical ideas; and

(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Unit Vocabulary/Word Wall

fractions	fracción	**Vocabulary new to this unit**	eighths	octavos
unit fraction	fracción de unidad		length	longitud
numerator	numerador		segment	segmento
denominator	denominador		divide	divisoria
equivalent fractions	fracciones equivalentes		equal parts	partes iguales
regions	regiones		less than	menos que
whole	todo	---	greater than	más que
part	partes		equal to	igual
sets	conjuntos		halves	mitades
create	crear	**Consider ALL applicable vocabulary**	third	tercios
representations	representaciones		fourths	cuartas
number line	número de linea		sixths	sextas
locate	localizar		divided	dividido
objects	objetos		pictorial models	modelo pictórico
partition	separe		equal area	partes con áreas iguales
equal distance	distancia igual		parts of the whole	partes de un entero
size of the whole	tomaño de un entero			

3.3 Number and operations. The student applies mathematical process standards to represent and explain fractional units. The student is expected to:				
Readiness or Supporting	**Student Expectation**	**Nouns**	**TEA Supporting Information**	**Resources**
S	**3.3A represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines**	fractions, denominators, concrete objects, pictorial models, strip diagrams, number line **Verbs** represent, using	The denominators may be 2, 3, 4, 6, or 8. The limitation of denominators in this SE does not limit denominators of other SEs. Concrete models may include linear models to build to the use of strip diagrams and number lines.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (John Van de Walle) pp. 202-23 **Kim Sutton** Fractions: A Part of the Whole www.teacherspayteachers.com Lesson Alignment Guides for TEKS, ✎ I Can Statements for each Interactive Notebook Lesson (all on one page and individual pages for each statement) ✎ Vocabulary Frayer Models for Unit Vocabulary ✎ Photos of Frayer Models ✎ Teacher Directions (Lesson Plans) for each Interactive Notebook Activity including Objective, Vocabulary, Standards Covered and Full Details for Teacher Input and Student Output ✎ FULL COLOR Pictures of Flippables and/or INB Lesson in action ✎ Understanding Fractions Flippable and Journal ✎ Finding Equivalent Fractions

				Activity ✎ Comparing Fractions Mini Book Activity and Comparing Fractions Data Activity ✎ Fractions on a Number Line and Placing Fractions Journal ✎ Pattern Block Fractions Mini Book and Pattern Block Fraction Creations ✎ Graphing Fractions with Bar Graphs and Interpreting Bar Graphs ✎ Graphing Fractions with Pictures and Interpreting Picture Graphs ✎ Inch to Inches Measurement to the Nearest 1/4 Inch Activity and Measurements to Line Plots Activity **All activities are aligned to 3rd Grade Texas Essential Knowledge and Skills (TEKS) Academic Standards meant to be able to be used in any 3rd grade classroom.** **TEKS:** 3.3a, 3.3b, 3.3c, 3.3d, 3.3e, 3.3f, 3.3g, 3.3h, 3.5e, 3.7a, 3.8a, and 3.8b

				 Students use illustrated task card set that is fun, standard-focused, and thoughtfully differentiated. USES: ★ Stations for Your Math Centers ★ Differentiation (Questions 1-10, 11-20, and 21-30 are uniquely grouped by difficulty) ★ Independent practice ★ Guided Practice ★ Skills Practice ★ Assessments ★ Review / Intervention ★ SBAC and PARCC Test Prep ★ Fast Finishers / Enrichment ★ Scaffolding Students Up To Rest of Class ★ Scavenger Hunts / Scoot ★ Adding Select Card Images (JPG Images) to Assign in Google Classroom ★ Enhancing your Nearpod Lesson ★ Adding Images to Your Boom Cards Activities and Adding Interactive Features ★ Small Group Activity for the Flipped Classroom Student use illustrated task cards

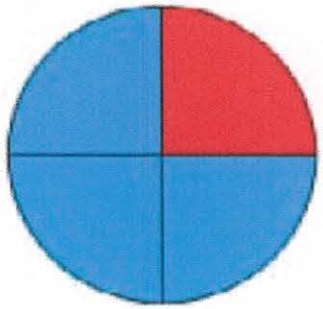
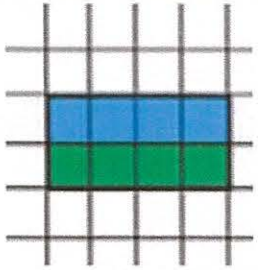
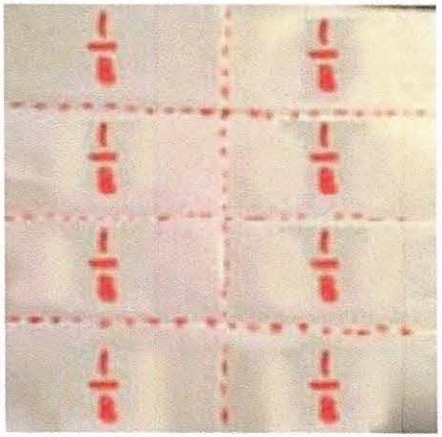
3.3A Instructional Information

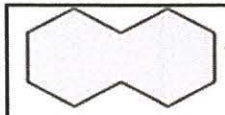
This standard bridges concrete and pictorial models of fractions. For this state standard, students will work with fractions that equal 1 or are smaller than 1, but not 0.
Students only work with models for this standard. Students are introduced to set models in third grade (second grade works with fractions of a whole only).

Important notes about the concept of fractional parts:

- Students should understand clearly that a whole is being partitioned into equal-sized parts. It is critical that students know that the parts must be the same size. When students divide a whole into parts by drawing the parts, they may not be able to draw the parts exactly equal in size. However they should still understand that the parts are the same size. Centimeter grid paper is a great tool for students to use when drawing and dividing a whole into fractional parts.
- Students should understand clearly what the whole is and that the whole changes for each model. They should be taught to identify the whole in the problem first.
- Students should understand that the name of the fractional part comes from the number of equal parts in the whole. For example, if the whole is divided into 4 equal parts, the fractional parts are called fourths. If the whole is divided into 8 equal parts, the fractional parts are called eighths.
- Students should be exposed to three different kinds of models for fractions: area models, length models, and set models. They should also experience different types of each one of these models. Examples of each type are shown on the following pages in the continuing Instructional Information.
- Students should count the fractional parts out loud (one-fourth, two-fourths, three-fourths, four-fourths) and it should be clear that four-fourths represents the whole.
- In second grade, students were expected to name fractional parts **only** using words such as three-eighths, not symbolically with a numerator and a denominator.

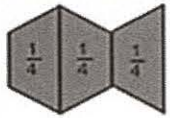
Examples of Area Models

Circle Models	Grid Models	Paper Folding
	 This grid is a great model for fractions. Using the grid above, students can see four-eighths and one-half are the same amount. With practice, they will also see that two-fourths is the same as one-half or four-eighths.	



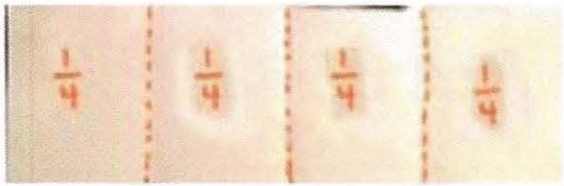
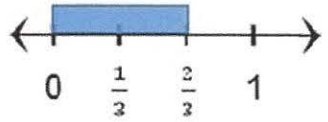
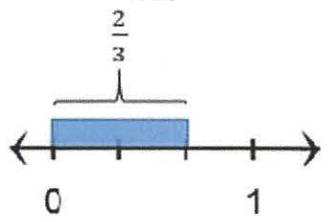
Two connected hexagons defined as one whole:

Four trapezoids will cover the two hexagons; therefore, four trapezoids represent $\frac{4}{4}$ or 1.

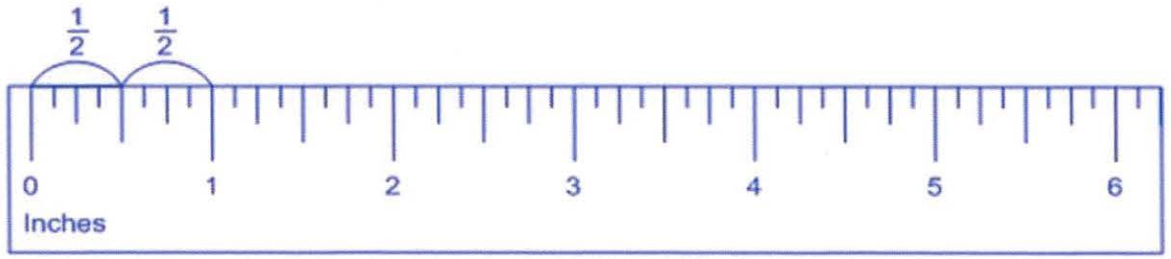


Four trapezoids will cover the two hexagons; therefore, three trapezoids represent $\frac{3}{4}$.

Four trapezoids will cover the two hexagons; therefore, two trapezoids represent $\frac{2}{4}$.

Strip Diagrams or Fraction Strips	Cuisenaire® Rods	Number Lines
 This is also an area model. However the emphasis here is on dividing the strip into four equal sections that line up.	one whole or 1	 OR 

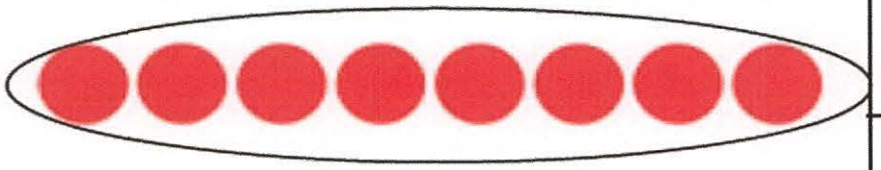
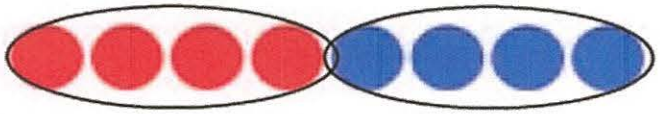
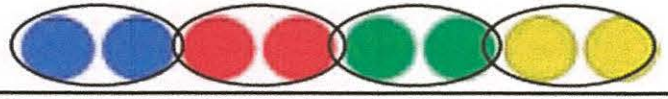
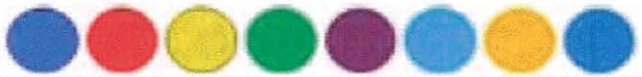
One inch defined as one whole:

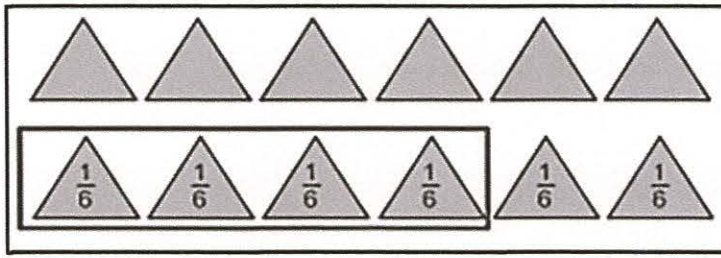


One whole inch can be partitioned into 2 equal parts; therefore, each part represents one-half of an inch.

Examples of Set Models

Set models are different from length and area models in that a set model contains a set of objects, and the whole is the total number of objects in the set. Be sure to emphasize that the set of counters is 1 and not 8.

Counters-whole	Counters-fractional parts
The whole is made up of 8 red counters. Students should be taught to view these as a whole rather than as 8 individual objects. 	This set is divided into halves. There are 4 counters in each half. 
	This set is divided into fourths. There are two counters in each fourth. 
	This set is divided into eighths. There is one counter in each eighth. 



A set of 6 green triangles defined as one whole:

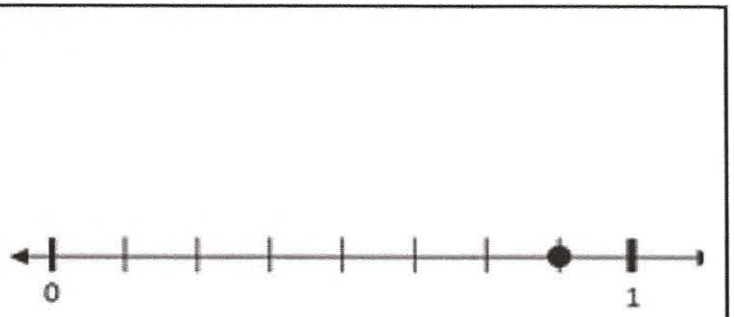
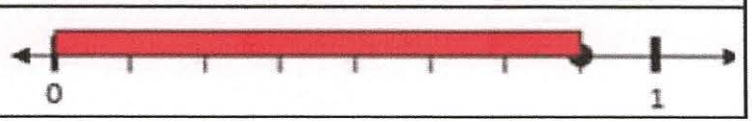
A set of 6 triangles can be partitioned into six parts; therefore, four triangles represent $\frac{4}{6}$ of the set.

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	3.3B determine the corresponding fraction greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 given a specified point on a number line	corresponding fraction, denominators, specified point, number line **Verbs** determine	The limitations placed on denominators in this SE do not limit the denominators in other SEs. The focus of this SE is on the part to whole representations using tick marks on a number line.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (John Van de Walle) pp. 202-230 **Math Process Standards Series** Representations pp. 33-34,53-54, 62-64, 104-106, Communication, Problem Solving, Connections, Reasoning & Proof **Kim Sutton** Fractions: A Part of the Whole www.teacherpayteachers.com *10 Math Centers for Special Education* Multimedia Fractions Activity Pack: Video, Song, Activities, Worksheets, and Posters Music: NUMBERROCK *Grab and Go Mini Task Box Sets*: Math skills Mini task Boxes for Assessment and Instruction in Special Education. (one-on-one instruction, assessment tool, math center and daily math skill practice with data recording. **AutismEducators.com** *Math skills mini task boxes* one-on-one instruction, as an assessment tool, Math Center, or daily math skills practice as your Special Education and Autism Resource. Comes with data recording cards to document student progress and IEP Goals for each mini task box! Students will match the correct response card.

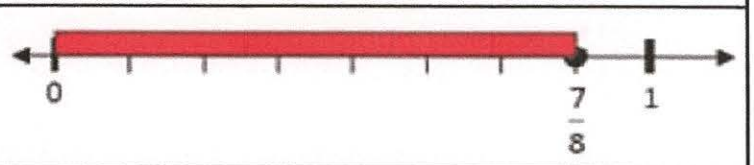
3.3B Instructional Information

For this state standard, students will work with fractions that equal 1 or are smaller than 1, but do not equal 0. Finding fractions on a number line can be difficult for students because they focus on the wrong thing. They are graphing a point. But to find the point, they need to examine the spaces on the number line. This Student Expectation introduces students to formal fraction notation. In second grade, students only used words to name fractions. Students should also be introduced to the vocabulary words numerator and denominator. The numerator is the top number of a fraction and can be thought of as the "counting number", or the number of fractional parts under consideration. The denominator is the bottom number of the fraction and represents the type of part being counted or represented.

Examining the Spaces to Determine the Fractional Points on a Number Line

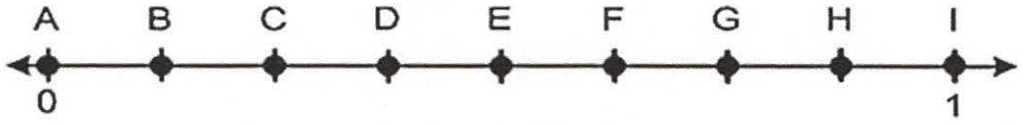
1. The whole is the length between 0 and 1. The fractional parts are the spaces between 0 and 1. First, students have to identify how many fractional parts there are. Why do we count the spaces and not the hash marks? Think about walking and counting your steps. When you start, you're standing at 0. Then you put one foot out to take a step. The space between your feet is 1 step. The same thing is true on a number line. We count the spaces between the hash marks to see how many spaces 1 has been divided into. This number line has been divided into 8 spaces. So 8 is the denominator of the fraction.	
2. Now we determine the numerator. It is helpful here to use a marker or colored pencil to highlight the spaces.	

3.3B Instructional Information Continued

3. Count the spaces using fractions, not whole numbers. Why? If students count with whole numbers, they will hear whole numbers and they will think whole numbers. They will lose the meaning of fractions and lose the fact that the fractions are smaller than one. They will see the fractions as two numbers, a numerator and a denominator, not as a number itself.	Say, "one-eighth, two-eighths, three-eighths," Do not say, "1, 2, 3. . ."
4. Identify the fraction on the number line.	

An extension of this standard is for students to be given a fraction and told to find where it belongs on the number line.

Which letter corresponds with $\frac{6}{8}$ on the number line?



Answer:

Point G corresponds with the fraction $\frac{6}{8}$.

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	3.3C explain that the unit fraction 1/b represents the quantity formed by one part of a whole that has been partitioned into b equal parts where b is a non-zero whole number	unit fraction, quantity, part, whole, equal parts, whole numbers **Verbs** explain, represents, formed, partitioned	This SE focuses on unit fractions. Fractions may have denominators of 2, 3, 4, 6, or 8 and are not limited to these values. Students are expected to describe or explain the fraction 1/b. For example, 1/4 is the quantity formed by one part of a whole that has been partitioned, or divided, into 4 equal parts. A fraction may be part of a whole object or part of a whole set of objects.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (John Van de Walle) pp. 202-230 **Kim Sutton** Fractions: A Part of the Whole **Autism Education.com** Numerical Understanding ***Instructional Tools:*** Pattern Blocks Large Number Lines with digit cards for manipulation of fractions. Fraction Strips and towers Fraction circles Rulers (1/2; ¼; 1/8)

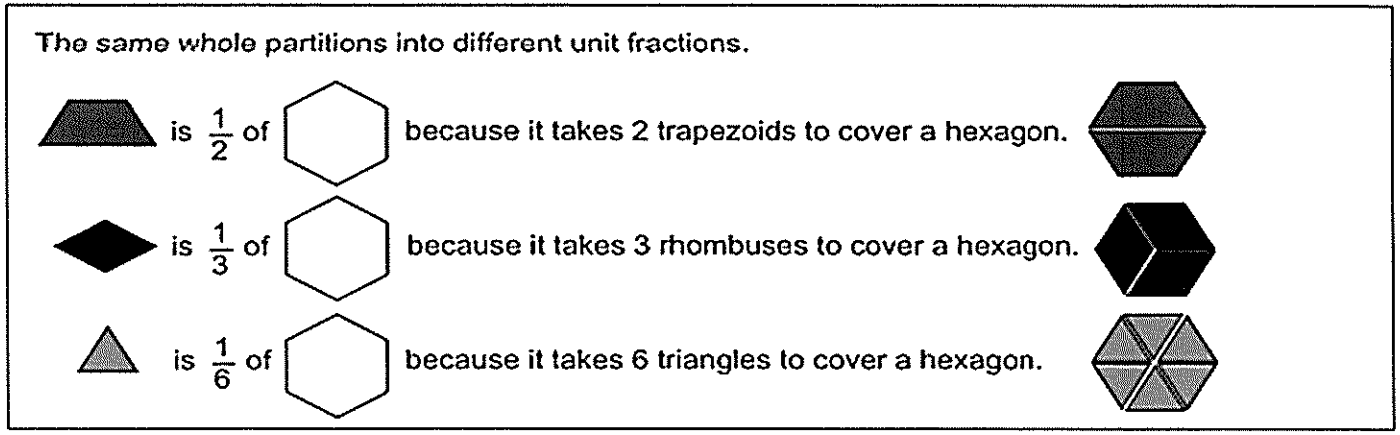
3.3C Instructional Information

Unit fraction: a fraction with one as the numerator; it represents to quanity formed by one part of a whole

b equal parts: the number of pieces the whole has been partitioned or divided into

where b is a non-zero whole number: Fractions cannot have 0 for a denominator as it is impossible for an object to have 0 parts. This phrase is written into this standard because it is mathematically correct to include it. However, for the purposes of third grade instruction, students do not need to understand this or be exposed to it. If students ask about 0 for the denominator, ask them to draw an object that has 0 parts. (They may try to draw a circle and say that it has no parts. But the circle itself is 1 part.) They won't be able to do it, naturally.

For this standard, students are identifying unit fractions—fractions with a numerator of one.



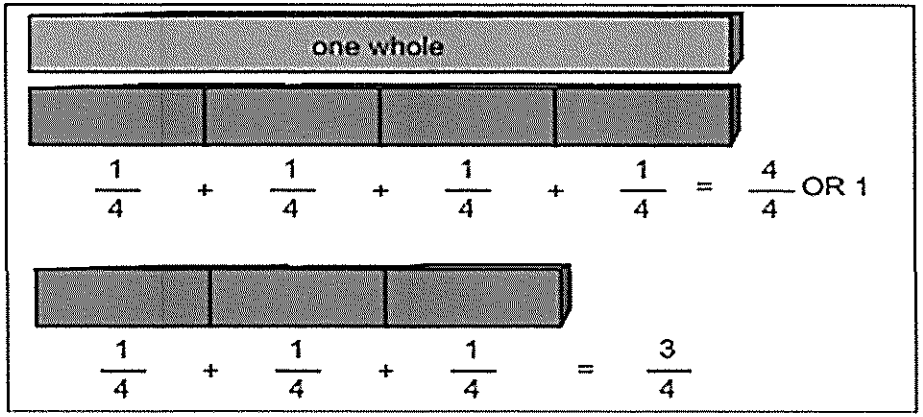
Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	3.3D compose and decompose a fraction a/b with a numerator greater than zero and less than or equal to b as a sum of parts 1/b	fraction, numerator, sum, parts **Verbs** compose, decompose	This SE focuses on non-unit fractions greater than zero and less than or equivalent to one. Students may be expected to describe fractional parts of whole objects. Students are expected to compose and decompose fractions. For example, 3/5 = 1/5 + 1/5 + 1/5. Fractions may have denominators of 2, 3, 4, 6, or 8 and are not limited to these values. A fraction may be part of a whole object or part of a set of objects to build to 3(3)(E). This SE builds to 4(3)(A), where students represent a fraction a/b as a sum of fractions 1/b, where a and b are whole numbers and b > 0, including when a > b.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (John Van de Walle) pp. 202-230 **Kim Sutton** Fractions: A Part of the Whole **Children's Books That Teach Fractions** • **Fraction** Fun by David Adler and Nancy Tobin. ... • Full House: An Invitation to **Fractions** by Dayle Ann Dodds. ... • Working with **Fractions** by David Adler. ... • The Wishing Club: A Story About **Fractions** by Donna Jo Napoli. ... • The Lion's Share by Matthew McElligott. ... • **Fraction** Action by Loreen Leedy. ... • Wholey Cow: **Fractions** Are Fun by Taryn Souder.

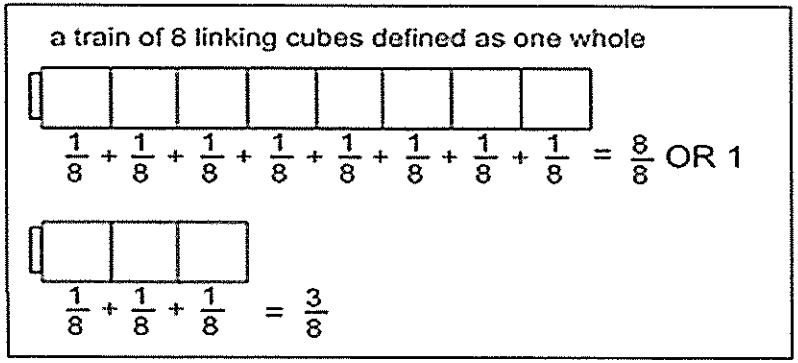
3.3D Instructional Information

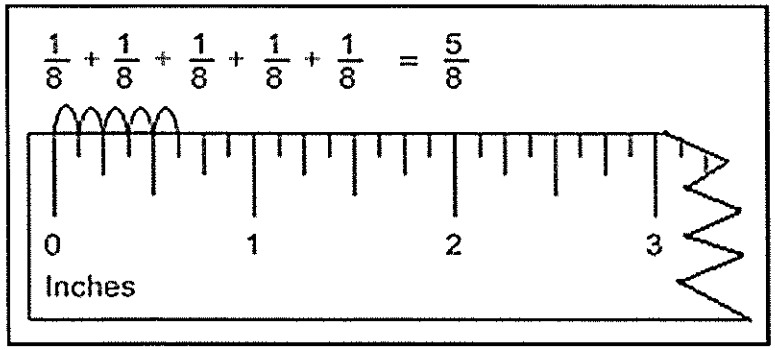
Compose: Sets of objects may be joined together to make a larger group . The two sets are the parts and the whole is the larger set that is created.

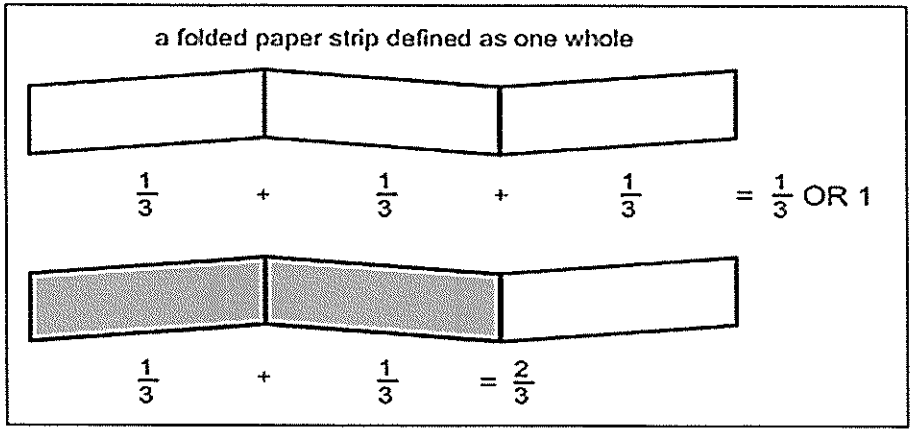
Decompose: Sets of objects can also be broken into smaller subsets and still contain the total amount.

For 3.3D, students are composing and decomposing fractions using the unit fractions from 3.3C. Although the standard talks about "a sum of parts 1/b," it does not mean that students are formally adding fractions. The purpose of this state standard is to build number sense with fractions.









Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
S	**3.3E solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8**	problems, object, set of objects, recipients, pictorial representations, fractions, denominators **Verbs** solve, partitioning, using	SE 3(3)(E) focuses on solving problems with fractional parts of whole objects or sets of objects. Fractions should have denominators of 2, 3, 4, 6, or 8. The limitation of denominators in this SE does not limit denominators of other SEs. A fraction may be a part of a whole object or part of a whole set of objects. Fractions are not limited to being between 0 and 1. In this way, the SE is an extension of 2(3)(C), where students are expected to count beyond one whole. Examples of problems include situations such as 2 children sharing 5 cookies.	**Right Brained Fractions by Sarah K. Major** **Carson Dellosa-Fractions Flash Cards** **Fraction Craft for Full House "An Invitation to Fractions** **Mathematics... A Way of Thinking** by: Robert Baratta-Lorton

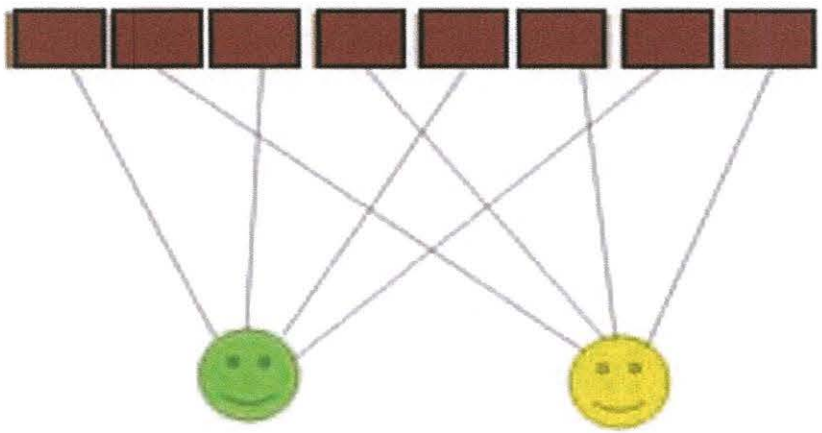
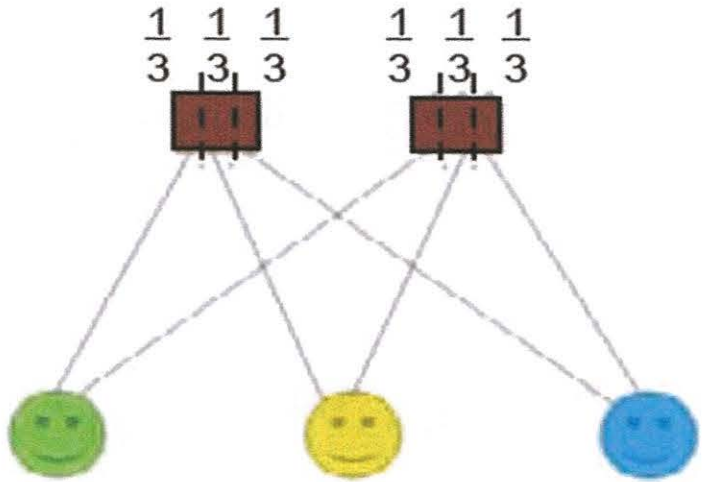
3.3E Instructional Information

Partition: break up into smaller pieces

This state standard specifically states that students should work with **pictorial models**. They may also record their work using proper fractional notation. They should not be required to solve the problems without pictorial models.

Example/Activity:

Keep the focus on the whole. For this problem, the whole will be one cracker. Although it looks like a set model for fractions, it is not. It is a rectangular model. One rectangle is one whole. If you choose to use this or other problems like this with students, they should be supplied with the whole instead of drawing it themselves at the beginning of their learning. All of the "wholes" used during the problem should be exactly the same size. Students should cut the whole apart into the correct number of pieces or draw the "cuts". Each piece should be labeled with its fractional part as should the total amount each person receives. The solution shown are not the only way to solve the problem. Students may wish to cut the crackers apart, put the pieces with the persons, and then count the fractional parts. Each piece should be labeled with its fractional part (unit fraction).

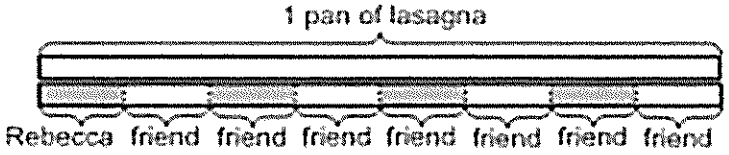
Problem 1: A student shares 8 crackers with a friend.	**Problem 2:** A student shares 2 crackers with two friends.
This diagram shows two people—a student and her friend—sharing 8 crackers.  **Each student gets 4 crackers**	This diagram shows 3 people sharing 2 crackers.  **Each student gets $\frac{1}{3} + \frac{1}{3}$ or $\frac{2}{3}$ cracker.**

3.3E Instructional Information Continued

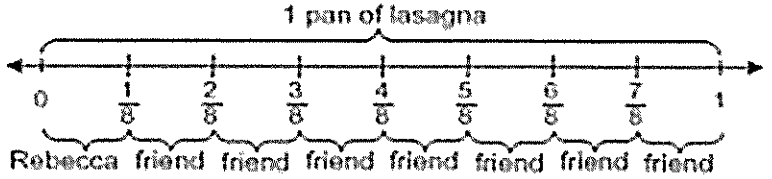
Examples of partitioning a set of objects in mathematical and real-world problem situations:

Rebecca baked a pan of lasagna. If she wants to share the lasagna with 7 friends, what fractional amount of the lasagna will each person receive?

Sample answer:
One pan of lasagna defined as one whole:



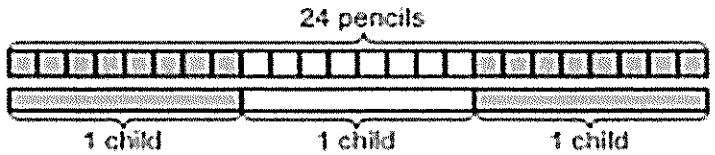
Rebecca and her friends will each receive $\frac{1}{8}$ of the lasagna.



Rebecca and her friends will each receive $\frac{1}{8}$ of the lasagna.

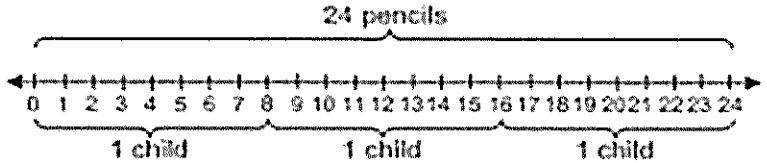
There are 24 pencils in a package. If Ms. Frankeny shares the pencils equally among her 3 children, what fractional part of the pencils will each child receive? How many pencils will each child receive?

Sample answer:
A set of 24 pencils defined as one whole:



Each child will receive $\frac{1}{3}$ of the pencils.

Therefore, each child will receive 8 pencils.



Each child will receive $\frac{1}{3}$ of the pencils.

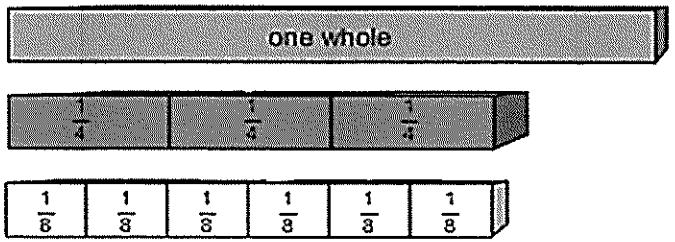
Therefore, each child will receive 8 pencils.

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
R	**3.3F represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines**	equivalent fractions, denominators, variety of objects, pictorial models, number line, whole, same point, portion, area model **Verbs** represent, using, explain	Fractions are greater than zero and less than or equal to one. The limitation of denominators in this SE does not limit denominators of other SEs.	**Continue with resources from previous pages** **Mathematics... A Way of Thinking** by: Robert Baratta-Lorton

3.3F Instructional Information

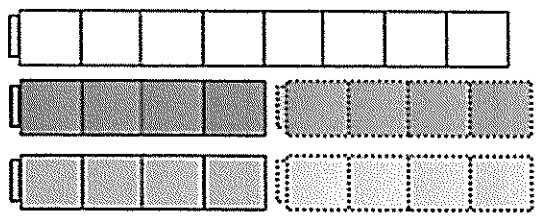
For both of the equivalent fractions standards—3.3F and 3.3G—students are working with **concrete and pictorial models** and providing explanations about why the fractions are equivalent. Students are not required to find equivalent fractions mathematically. When students are working with models of equivalent fractions, keep the whole the same size between the two fractions that are being compared. Students need to experiment with models to find which pieces they can combine to get a larger piece. Be sure that they use the same size pieces, not two different sizes, to try to create the larger piece. Why? Because when the whole is cut up, it must be cut into same-size pieces.

Cuisenaire rods:



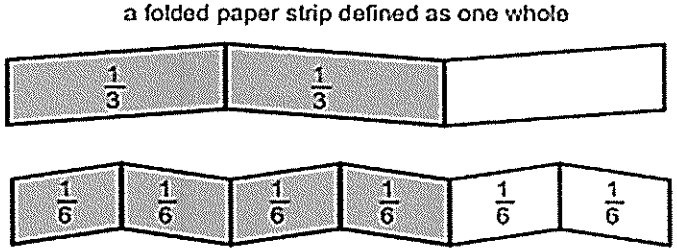
$\frac{3}{4}$ is equivalent to $\frac{6}{8}$ because they represent the same amount of the whole.

Linking cubes:



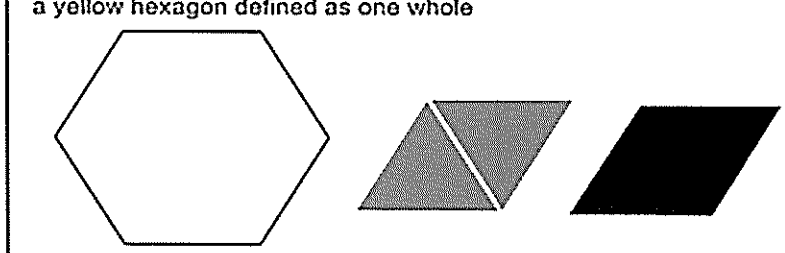
$\frac{1}{2}$ is equivalent to $\frac{2}{4}$ because they represent the same amount of the whole.

Folded paper:



$\frac{2}{3}$ is equivalent to $\frac{4}{6}$ because they represent the same amount of the whole.

Pattern blocks:

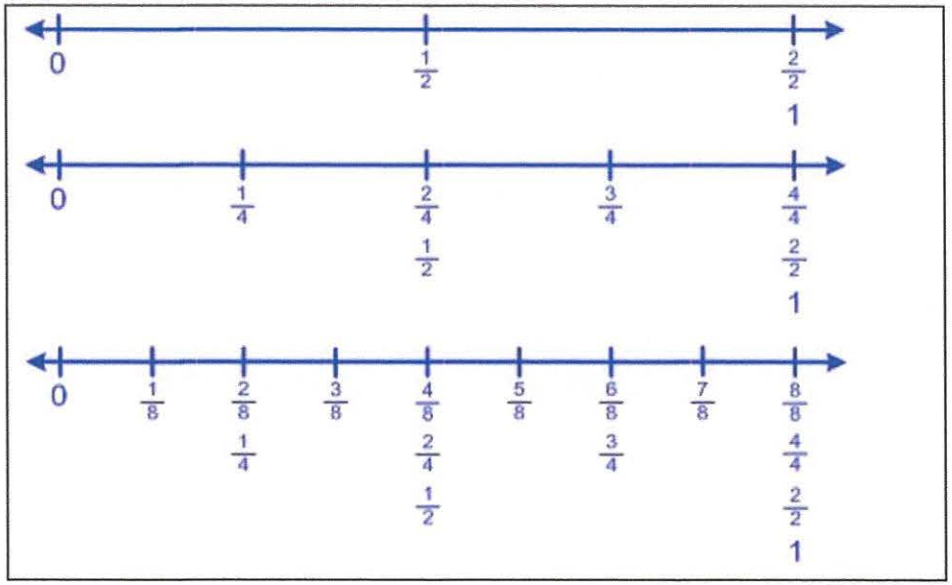


$\frac{2}{6}$ is equivalent to $\frac{1}{3}$ because they represent the same amount of the whole.

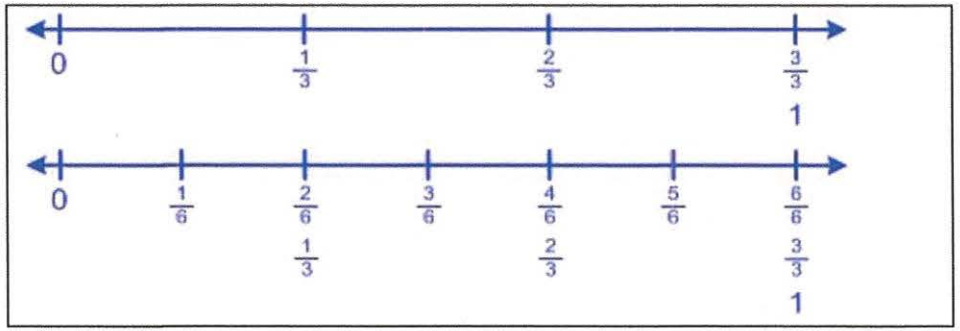
3.3F Instructional Information Continued

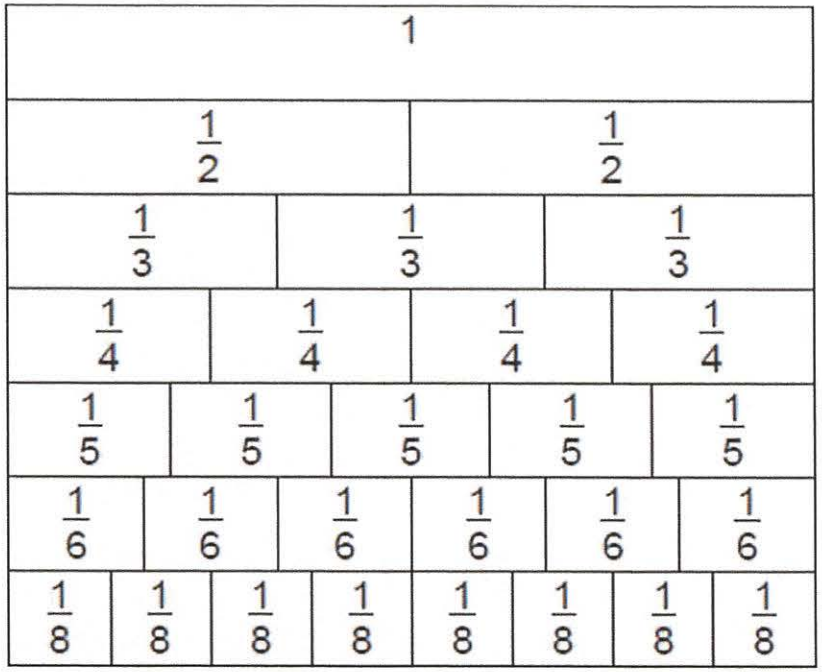
Number lines:

Multiples of $\frac{1}{2}$ on a Number Line



Multiples of $\frac{1}{3}$ on a Number Line

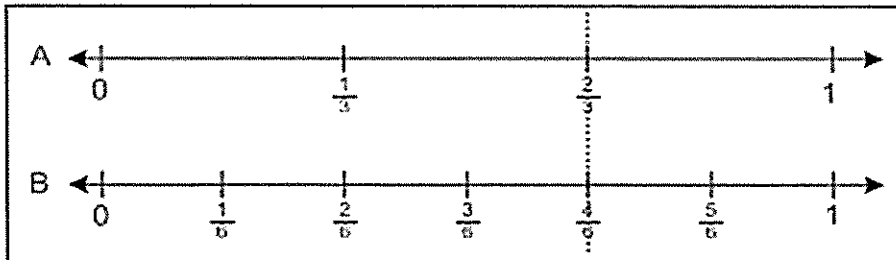




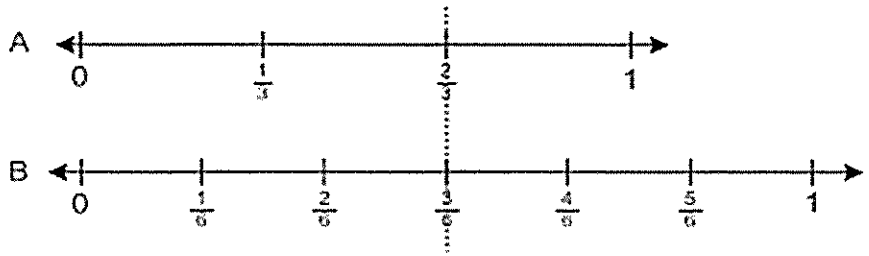
Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	3.3G explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent the same portion of a same size whole for an area model	equivalent fractions, denominators, variety of objects, pictorial models, number line, whole, same point, portion, area model **Verbs** represent, using, explain	The emphasis with this SE is on the understanding that equivalent fractions must be describing the same whole. 6/8 does not equal ¾ when the 6/8 is part of a candy bar and the ¾ is part of a pizza. While they both describe ¾ of their respective wholes, the amounts described by 6/8 and ¾ are not the same.	**Use resources stated in previous pages**

3.3G Instructional Information

Equivalency using a number line:

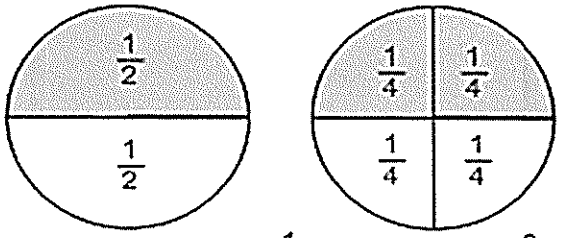


With the number lines of the same length, $\frac{2}{3}$ is equivalent to $\frac{4}{6}$.

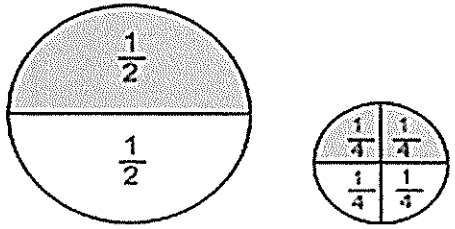


With number lines of different lengths, $\frac{2}{3}$ is NOT equivalent to $\frac{4}{6}$.

Equivalency using an area model:



With the same size whole, $\frac{1}{2}$ is equivalent to $\frac{2}{4}$.



With different sized wholes, $\frac{1}{2}$ is NOT equivalent to $\frac{2}{4}$.

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	3.3H compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models	fractions, numerator, denominator, problems, size, conclusion, symbols, words, objects, pictorial models **Verbs** compare, having, reasoning, justifying, using	Fractions may have denominators of 2, 3, 4, 6, or 8 and are not limited to these values. Examples include situations such as comparing the size of one piece when sharing a candy bar equally among four people or equally among three people.	

3.3H Instructional Information

Remember that unit fractions are fractions that have 1 as the numerator. When comparing unit fractions, students should remember that when the denominator is large, the whole has been cut into smaller pieces. So when it comes to comparing unit fractions, a larger denominator means a smaller fraction. This can be confusing for students.

$\frac{1}{3}$

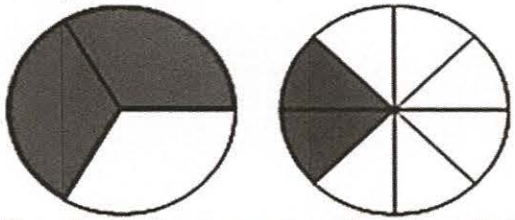
$\frac{1}{6}$

In the example above, one-third is larger than one-sixth because the unit fraction is larger so $\frac{1}{3} > \frac{1}{6}$

Comparisic

Compare $\frac{2}{3}$ and $\frac{2}{8}$. Justify comparison using symbols, words, and objects/pictorial model.

Sample answer:



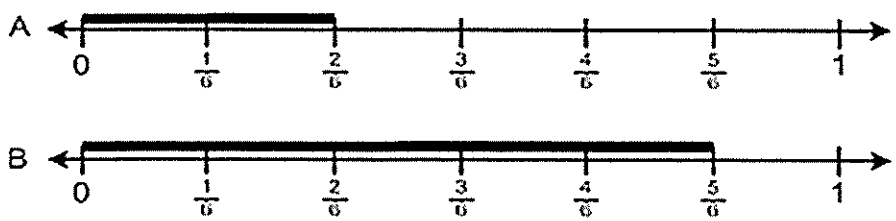
They have the same number of parts because the numerators are the same, so compare the size of the parts or denominators. A third is larger than an eighth. Therefore, $\frac{2}{3} > \frac{2}{8}$, or $\frac{2}{8} < \frac{2}{3}$.

3.3H Instructional Information Continued

Comparision of two fractions using a pictorial model (number line), words, and symbols:

Compare $\frac{2}{6}$ and $\frac{5}{6}$. Justify comparison using symbols, words, and objects/pictorial model.

Sample answer:

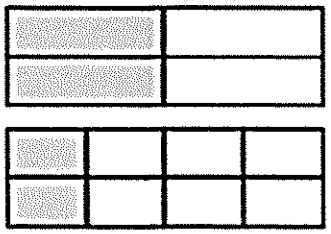


They have the same size parts because the denominators are the same, so compare the number of parts or numerators. Two parts is fewer than 5 parts. Therefore, $\frac{2}{6} < \frac{5}{6}$, or $\frac{5}{6} > \frac{2}{6}$.

Comparison of two fractions in mathematical and real-world problem situation:

Ms. Simpson baked a chocolate cake and a strawberry cake of the same size. She cut the chocolate cake into four equal sized pieces and the strawberry cake into 8 equal sized pieces. Two people ate chocolate cake, and two people ate strawberry cake. Which flavor cake had the most eaten? Explain.

Sample solution:



$\frac{2}{4} > \frac{2}{8}$

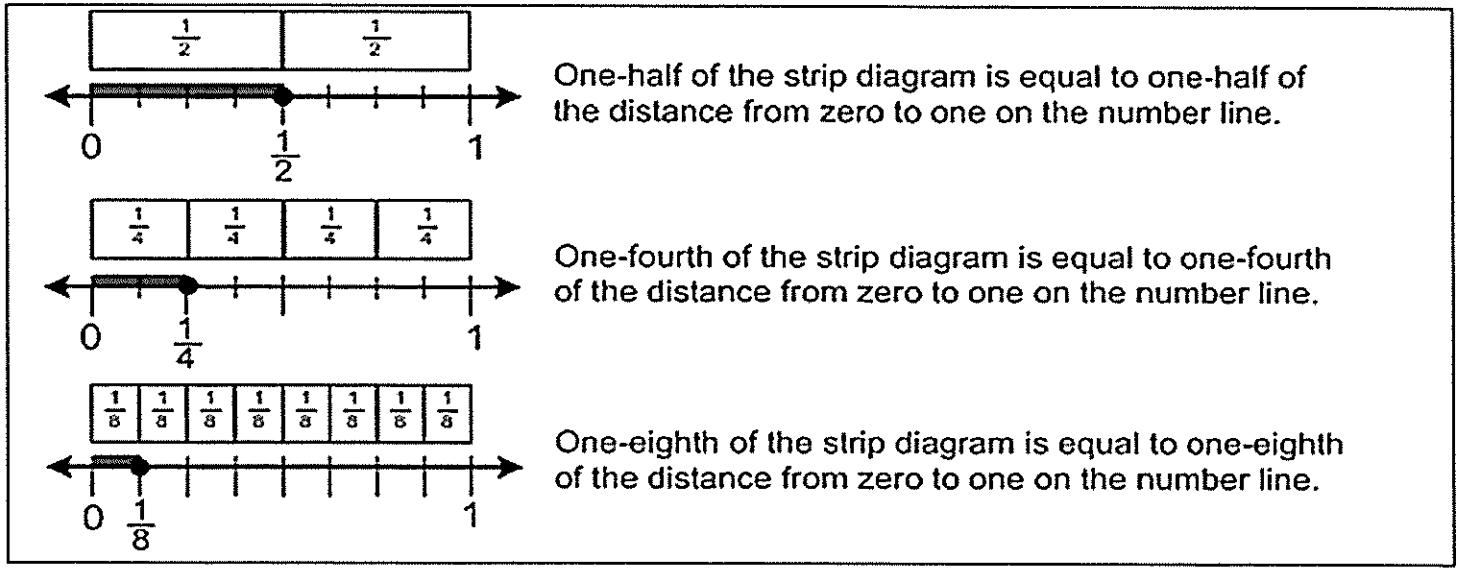
Although you have the same number of pieces (same numerators), two-fourths is greater than two-eighths because each fourth piece is larger than each eighth piece (denominators). Therefore, the chocolate cake had the most eaten.

3.7 Geometry and measurement. The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement. The student is expected to:				
Readiness or Supporting	**Student Expectation**	**Nouns**	**TEA Supporting Information**	**Resources**
	3.7A represent fractions of halves, fourths, and eighths as distances from zero on a number line	fractions, halves, fourths, eighths, distance, number line **Verbs** represent	The focus of this SE is on the length of the portion of a number between 0 and the location of the point. This SE builds to 4(3)(G) where any fraction or decimals to tenths or hundredths may be represented as distances from zero on a number line. This SE extends 2(3)(C), where students use words and concrete models to count fractional parts beyond one whole and recognize how many parts it takes to equal one whole, including fractions greater than one.	Life sized number lines and fraction digit cards Fraction matching flash cards

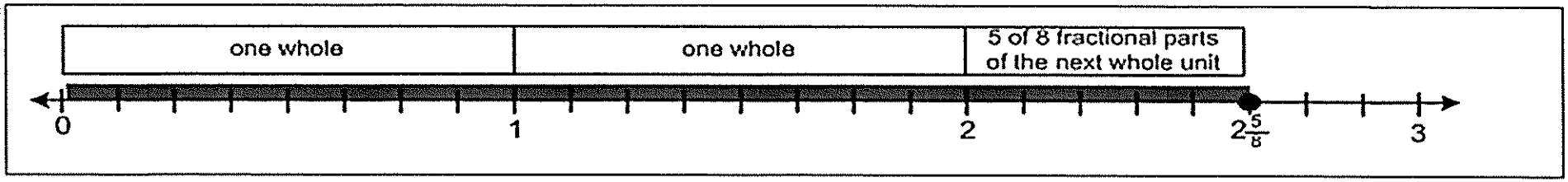
3.7A Instructional Information

3.3B gives a thorough description of fractions on the number line. This is foundational to understanding a ruler. The difference in 3.7A is in thinking about distance from 0. This distance, from 0 to 1, is the whole.

Example: Linear model used to illustrate fractions as a distance from 0 to 1 on a number line



Ex



3rd Grade Unit 6: Extending Multiplication & Division

(25 days) Pacing according to student progress and mastery of concepts

Purpose Statement: In order to reach the depth of the TEKS in the time provided, it is important to cluster (group) TEKS and not teach them in isolation. Below you will find a suggested pacing order, cluster descriptor and explanation to help guide your instruction. In order to build a strong conceptual understanding, it is recommended that multiplication and division be taught together. During this unit, students extend their work with multiplication and division to two-step problems within 100. Additionally, students are introduced to two-digit by one-digit multiplication at this time.

TEKS in Cluster	Cluster Descriptor	Brief Explanation of Cluster Purpose:
Integrated throughout unit: • 3.8A Readiness • 3.8B Supporting	**Data Analysis**	The TEKS 3.8A & 3.8B are grouped together so there is a fluid process of summarizing data and solving one- and two- step problems when working with frequency tables, dot plots, pictographs and bar graphs with scaled intervals. It is the expectation of the math department that data be incorporated into every unit of instruction. This can be done in conjunction with the math content being taught in the unit or may require a designated day of instruction.
2 Days: • 3.4D Supporting • 3.4E Supporting • 3.4F Supporting • 3.4H Supporting • 3.4K Readiness • 3.5B Readiness	**Reviewing Multiplication and Division Facts & Representations**	The conceptual understanding of multiplication and division using the strategies stated in the TEKS (see instructional information on pages that follow) should be taught simultaneously or with strong connections in order to build understanding for our students. These TEKS are grouped together since they involve both multiplication and division representations, strategies, and problem solving. While teaching these strategies the teacher should always use contextual, real-world situations.
1 Day: • 3.4I Supporting	**Even and Odd Using Divisibility**	This standard (3.4I) is listed in isolation, as there are no other TEKS in this unit that are associated with this standard.
1 Day: • 3.4J Supporting • 3.5D Supporting	**Relationship Between Multiplication and Division**	These TEKS are grouped together as it is recommended that students use the relationship between multiplication and division to determine unknowns in any position of a multiplication or division equation.
8 Days: • 3.4G Supporting	**Two-Digit by One-Digit Multiplication**	This standard (3.4G) is listed in isolation to introduce two-digit by one-digit multiplication. While teaching two-digit by one-digit multiplication, the teacher should always use contextual, real-world situations.

Third Grading Period — Unit 6: Extending Multiplication & Division (25 days)

Mathematical Process Standards

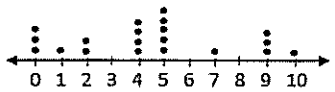
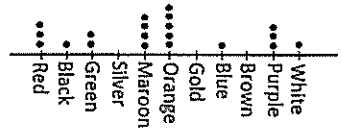
(A) apply mathematics to problems arising in everyday life, society, and the workplace;
(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;
(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;
(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;
(E) create and use representations to organize, record, and communicate mathematical ideas;
(F) analyze mathematical relationships to connect and communicate mathematical ideas; and
(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Unit Vocabulary/Word Wall

multiplication	multiplicativo	**Vocabulary new to this unit**	digits	dígitos
factors	factores		operation	operaciones
product	productos		related facts	hecho relacionado
multiples	múltiplos		area model	modelo del área
skip counting	resta repetida		number line	número de línea
repeated addition	suma repetida	- - -	commutative property	propiedad conmutativa de la multiplicación
arrays	matriz		distributive property	propiedad distributiva
rows	hileras	**Consider ALL applicable vocabulary**	identity property	propiedad de identidad de la multiplicación
columns	columna		associative property	propiedad asociativa de la multiplicación
groups of	grupos de		zero property	propiedad del cero en la multiplicación
patterns	patrón multiplicativo		represent	representar
division	división		inverse operation	operación inversa
fact family	familia de operaciones		pictorial models	modelo pictorial
divisor	divisor		divisibility rules	reglas de divisibilidad
divisible	divisible (por)		automaticity	automaticidad
even number	par (número)		properties of operations	propiedades de las operaciones
odd number	número impar		strip diagrams	diagrama de tira
dividend	dividendo		recall	retirada

Unit Vocabulary/Word Wall Continued				
quotient	cociente	**Vocabulary new to this unit --- Consider ALL applicable vocabulary**	representations	representaciones
multiplication table	tabla de multiplicar		partition	tabique
equal shares	cantidades iguales / partes iguales		partial product	producto parcial
equal groups	grupo igual		mental math	cálculo mental
repeated subtraction	resta repetida		substitute	sustituir
relationships	relaciones		round	redondear
compensation	compensación		reasonableness	razonabilidad
strategies	estrategia		estimate	estimar
multiply	multiplicar		expanded algorithm	algoritmo ampliado
partial product	producto parcial		standard algorithm	algoritmo convencional
compensation	compensación		proficiency	compentencia
equation	ecuación		number pair	pares de numeros
pattern	patrón			

Math Review: During this unit, classroom Math Review should be based on the specific academic needs of each class from a variety of sources; including but not limited to benchmarks, common assessments, informal assessments, and teacher observations.

3.8 Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to:				
Readiness or Supporting	**Student Expectation**	**Nouns**	**TEA Supporting Information**	**Resources**
	GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS **3.8A summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals**	data set, categories, frequency table, dot plot, pictograph, bar graph, scaled intervals **Verbs** summarize, using	A frequency table shows how often an item, a number, or a range of numbers occurs. Tally marks and counts may be used to record frequencies. Students begin work with frequency tables in grade 3. This builds upon 1(8)(A) where students collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts. A dot plot may be used to represent frequencies. A number line may be used for counts related numbers. A line labeled with categories may be used as well if the context requires. Dots are recorded vertically above the number line to indicate frequencies. Dots may represent one count or multiple counts if so noted.   	**Teaching Student-Centered Mathematics (Grades 3-5) 1st Ed.** (John Van de Walle) pp. 385-392 **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.8A Instructional Information

3rd grade students are responsible for all 4 graphs (bar graph, pictograph, dot plot, and frequency table) and should be exposed to all graphs as equitably as possible and should not be limited to certain ones throughout the year. Students should choose the type of graph that best serves the purpose of the data collected.

Students organized data in T-charts and with tally marks in the previous grades. Students will also have knowledge and understanding of pictographs and bar graphs from previous grades. Frequency tables and dot plots are new in 3rd grade. Students may have seen a frequency table when collecting data in previous grades, but may not have heard the term "frequency table" used in conjunction with it. A frequency table is a table that shows the total for each category or group of data. Example A below shows data collected using tally marks, as done in previous grades. Example B and Example C show frequency tables.

Example A

Sock Colors

Red	𝍸
White	𝍸 ||||
Blue	|||

Example B

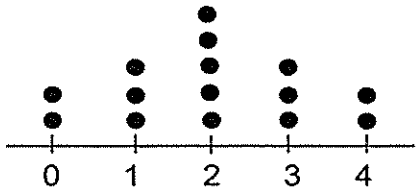
Sock Colors

Red	𝍸	5
White	𝍸 ||||	9
Blue	|||	3

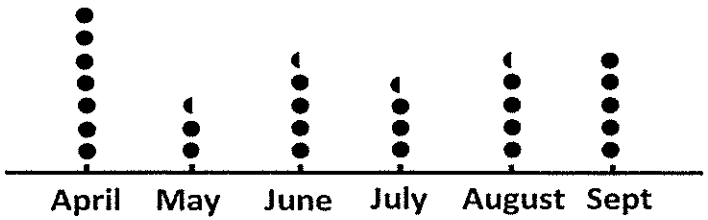
Example C

Kind of Candy	Number of Students
Gummy Bears©	22
Skittles©	18
Sour Patch Kids©	20
Laffy Taffy©	10

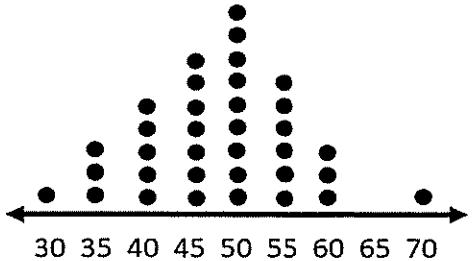
A dot plot is a representation of categorical or qualitative data with an axis usually on either the bottom or left side and uses a dot, or an X, stacked above the value to represent the number of items. One dot can represent more than one item of the data, if indicated (scaled intervals).



Number of Brothers and Sisters



● = 2 homeruns



Number of Minutes Studied

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
S	GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS **3.8B solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals**	problems, categorical data, frequency table, dot plot, pictograph, bar graph, scaled intervals **Verbs** summarize, using	Students begin work with pictographs in grade K and bar graphs in grade 1. Students begin work with frequency tables and dot plots in grade 3. This SE builds upon 2(10)(C), where students solve one-step problems with intervals of one.	**Teaching Student-Centered Mathematics (Grades 3-5) 1st Ed.** (John Van de Walle) pp. 385-392 Mathematics... A Way of Thinking by: Robert Baratta-Lorton **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.8B Instructional Information

(GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS)

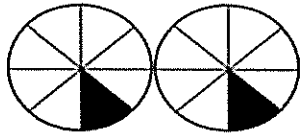
The goal is to help students see that graphs and charts tell information and that different types of representations tell different things about the same data. The value of having students actually construct their own graphs is not so much that they learn the techniques, but that they are personally invested in the data and that they learn how a graph conveys information. Once a graph is constructed, the most important activity is discussing what it tells people who see it, especially those who were not involved in making the graph. Discussions about graphs of real data that the students have themselves been involved in gathering will help them analyze and interpret other graphs and charts they see in newspapers and on TV. (Van de Walle, pg. 385-386)

Our world is inundated with data. It is essential that we prepare students to be literate about what can be interpreted from data and what cannot be interpreted from data, what is important to pay attention to and what can be discarded as misleading. This is important for success in school, as well as being a mathematically literate citizen.(Van de Walle, pg. 392)

The multiplication and division unit has been split between Unit 4 & 6 in order to scaffold the multiplication and division standards to be more approachable to students. Below are the TEKS included in Unit 4: Multiplication & Division and Unit 6: Extending Multiplication & Division as well as the level to which each student expectation is taught at that time. District Benchmarks will be created based on the this chart.

TEKS	Unit 4: Multiplication & Division	Unit 6: Extending Multiplication & Division
3.4D	FULL STANDARD	FULL STANDARD
3.4E	FULL STANDARD	FULL STANDARD
3.4F	FULL STANDARD	FULL STANDARD
3.4G	**THIS STUDENT EXPECTATION IS NOT TAUGHT IN THIS UNIT. IT WILL BE ADDRESSED IN UNIT 6: EXTENDING MULTIPLICATION & DIVISION.**	FULL STANDARD
3.4H	DIVISION FACTS RELATED TO FACTS UP TO 10 X 10 AT THIS TIME	FULL STANDARD
3.4I	FULL STANDARD	FULL STANDARD
3.4J	FULL STANDARD	FULL STANDARD
3.4K	ONE-STEP PROBLEMS-MULTIPLICATION FACTS UP TO 10 X 10 AND THE RELATED DIVISION FACTS AT THIS TIME	FULL STANDARD
3.5B	ONE-STEP PROBLEMS-MULTIPLICATION FACTS UP TO 10 X 10 AND THE RELATED DIVISION FACTS AT THIS TIME	FULL STANDARD
3.5C	MULTIPLICATION FACTS UP TO 10 X 10 AT THIS TIME	FULL STANDARD
3.5D	MULTIPLICATION FACTS UP TO 10 X 10 AND THE RELATED DIVISION FACTS AT THIS TIME	FULL STANDARD
3.5E	MULTIPLICATION FACTS UP TO 10 X 10 AND THE RELATED DIVISION FACTS AT THIS TIME	FULL STANDARD

Multiplication and division are closely related mathematically and should be taught simultaneously for the entirety of the unit.

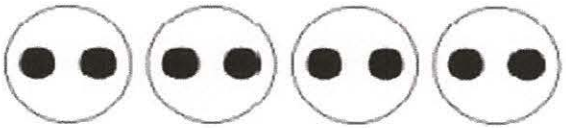
3.4 Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to:				
Readiness or Supporting	**Student Expectation**	**Nouns**	**TEA Supporting Information**	**Resources**
	3.4D determine the total number of objects when equally sized groups of objects are combined or arranged in arrays up to 10 by 10	total number, objects, groups, arrays **Verbs** determine, combined, arranged	Arrays should reflect the combination of equally-sized groups of objects. An example of a group of objects might include 2 groups of pizza slices with 7 slices in each group.  When paired with 3(1)(D) and 3(1)(E), students may be expected to represent the solution using a number sentence. For example, 2 × 7 = 14.	**Teaching Student-Centered Mathematics (Grades 3-5)** 2nd Ed. (John Van de Walle) pp.180-188 **Math Process Standard Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.4D Instructional Information

This standard, 3.4D, extends the second grade standard 2.6A by providing very specific, concrete models of multiplication: equal-sized groups and arrays to develop an understanding of the meanings of multiplication and division of whole numbers.

Equal Groups Example:

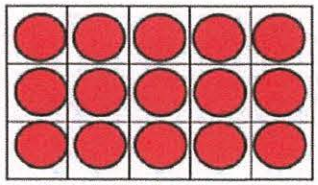
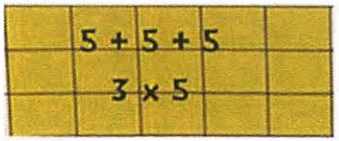
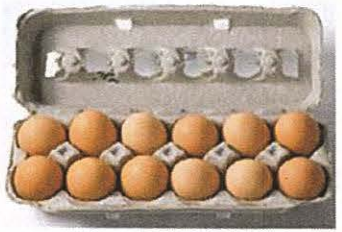
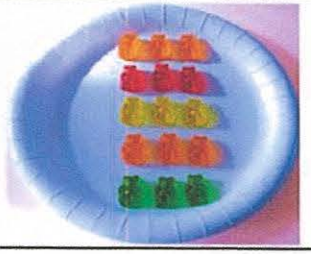
The equal-groups model lends itself to sorting a variety of concrete objects into equal groups and reinforces the concept of multiplication as a way to find the total number of items in a collection of groups, with the same amount in each group, and the total number of items can be found by repeated addition or skip counting.



4 groups of 2
or 2 + 2 + 2 + 2
or 4 x 2

Array Examples:

The array model consists of rows and columns (e.g., three rows of five columns for a 3-by-5 array) that mirror repeated addition.

3 x 5 array with counters on grid paper	Another 3 x 5 array using grid paper (can also be thought of as an area model)	2 x 6 array from egg carton	Real-life array
			

4.8

3.4D Instructional Information

Contextual Problem Example:

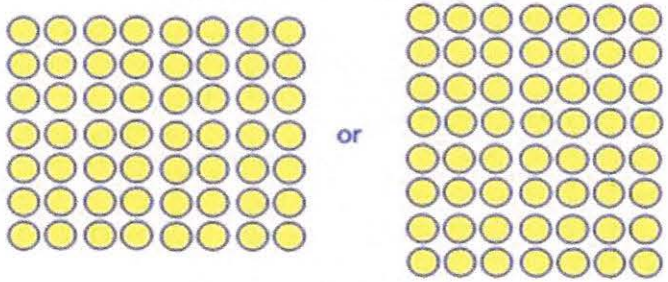
Arrays help build an understanding of the commutative property. To bring relevancy and interest to these problems, use story problems that are meaningful to your students. It will liven up the conversation about solution methods and provide context.

Marisela separated her counters into 7 piles. Each pile contained 8 counters. How many total counters did Marisela have?

Sample solution:

7 piles x 8 counters = __ total counters or 8 counters x 7 piles = __ total counters

Arrange counters into an array.

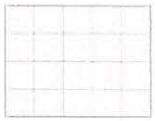
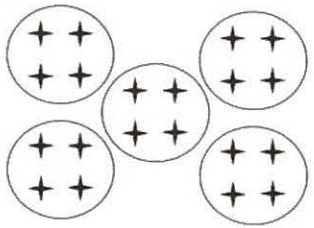
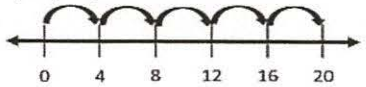
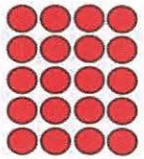


or

7 groups of 8 counters

7 x 8 = 56 or 8 x 7 = 56

Marisela had a total of 56 counters.

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
S	**3.4E represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting**	multiplication facts, variety of approaches, repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, skip counting **Verbs** represent, u	Examples of 5 × 4 using the listed strategies: Area Models:  Repeated Addition 4 + 4 + 4 Equal-sized groups:  Equal jumps on a number line:  Arrays:  Skip counting: 4, 8, 12, 16, 20 An array is used to organize objects enabling student to link skip-counting and multiplication. There is no mathematical requirement for 5 x 4 to be modeled as 5 rows and 4 columns.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (John Van de Walle) pp.180-188 **Multiplication Charts 1-12** Look for Patterns **Everyday Items** Use everyday items to create various groups to demonstrate 3 sets of 5 verses 5 sets of 3. **Hands2mind.com** – enlarged number lines and digit cards – colored counters – unit squares **Math Process Standard Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof **Mathematics... A Way of Thinking** by: Robert Baratta-Lorton

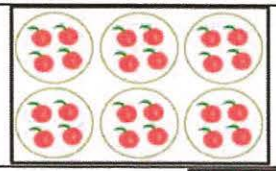
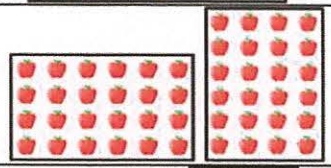
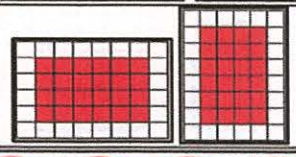
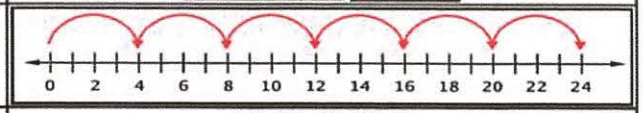
3.4E Instructional Information

This standard provides concrete experiences with multiplication facts and gives suggestions for the models that students should use: repeated addition, equal-sized groups, arrays (which builds understanding of area [3.6C]), area models (which build understanding of area [3.6C]), equal jumps on a number line, and skip counting.

This "variety of approaches" is designed to ensure that students have a concrete and pictorial understanding of multiplication facts BEFORE they are expected to abstractly "recall facts . . . with automaticity" in 3.4F. You may find that one model makes sense to one child, and a different model makes sense to another. When students experience a variety of models, they have more chances to understand the concept of multiplication. Use story problems here to bring relevancy and context to these multiplication problems. Problems in context are more interesting and help bring meaning to the multiplication.

Example/Activity:

Models of 6 x 4

Model	Examples
Repeated addition	4 + 4 + 4 + 4 + 4 + 4 = 24
Equal-sized groups	
Arrays	
Area model	
Equal jumps on a number line	
Skip counting	4, 8, 12, 16, 20, 24

Note: Students may mix up 6 x 4 with 4 x 6. It's okay—that's one of the properties of operations called the commutative property. In some other countries, 6 groups of 4 is 4 x 6, not the traditional American 6 x 4. The answer is the same— 24—no matter how you look at it.

In the example above, it does not matter if the array shows 6 x 4 or 4 x 6 since it is not given in a contextual situation. The emphasis in this case is on using a representation to determine the product.

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	3.4F recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts	facts, division facts **Verbs** recall, multiply, automaticity	The level of skill with "automaticity" requires recall of basic multiplication facts up to 10 × 10 with speed and accuracy at an unconscious level. Automaticity is part of procedural fluency. As such, it should not be overly emphasized as an isolated skill. When paired with 3(1)(A), students may be asked to recall these facts when solving problems. The unknown may be determined using the relationship between multiplication and division.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (John Van de Walle) pp.138-148, 180-188 **Flash Cards** - Three corner flash cards – www.amazon.com Printable & Online Math Flash Cards(www.helpingwithmath.com Fact Monster www.factmonster.com Practice your math facts with these flashcards. Find addition, subtraction, multiplication and division flashcards, from basic math facts to 3-digit problems. **Math Process Standard Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof
3.4F Instructional Information				

Multiplication Facts Strategies

Strategy	Examples
Doubles x 0 1 2 3 4 5 6 7 8 9 10 0 0 0 0 0 0 0 0 0 0 0 0 1 0 1 2 3 4 5 6 7 8 9 10 2 0 2 4 6 8 10 12 14 16 18 20 3 0 3 6 9 12 15 18 21 24 27 30 4 0 4 8 12 16 20 24 28 32 36 40 5 0 5 10 15 20 25 30 35 40 45 50 6 0 6 12 18 24 30 36 42 48 54 60 7 0 7 14 21 28 35 42 49 56 63 70 8 0 8 16 24 32 40 48 56 64 72 80 9 0 9 18 27 36 45 54 63 72 81 90 10 0 10 20 30 40 50 60 70 80 90 100 Students already know these facts when they have automaticity with addition. There are two different types of story problems associated with doubles. The first has 2 as the group size; the second has 2 as the number of groups.	5 + 5 = 10 5 x 2 = 10 2 x 5 = 10 *2 as the group size:* The teacher put students in groups of 2. When she finished, there were 6 groups. How many students are there? *2 as the number of groups:* Jane shared gummy worms with her friend, Jack. Each of them ended up with 4 worms. How many gummy worms did Jane have at the beginning?

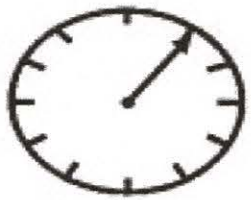
Fives

The 5s facts have either 0 or 5 in their ones digit.

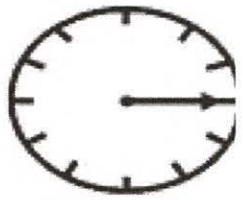
x	0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10
2	0	2	4	6	8	10	12	14	16	18	20
3	0	3	6	9	12	15	18	21	24	27	30
4	0	4	8	12	16	20	24	28	32	36	40
5	0	5	10	15	20	25	30	35	40	45	50
6	0	6	12	18	24	30	36	42	48	54	60
7	0	7	14	21	28	35	42	49	56	63	70
8	0	8	16	24	32	40	48	56	64	72	80
9	0	9	18	27	36	45	54	63	72	81	90
10	0	10	20	30	40	50	60	70	80	90	100

Fives can be learned through skip counting.

Connections can also be made by counting minutes on a clock.



1 x 5 = ____



3 x 5 = ___

Students may also count nickels.

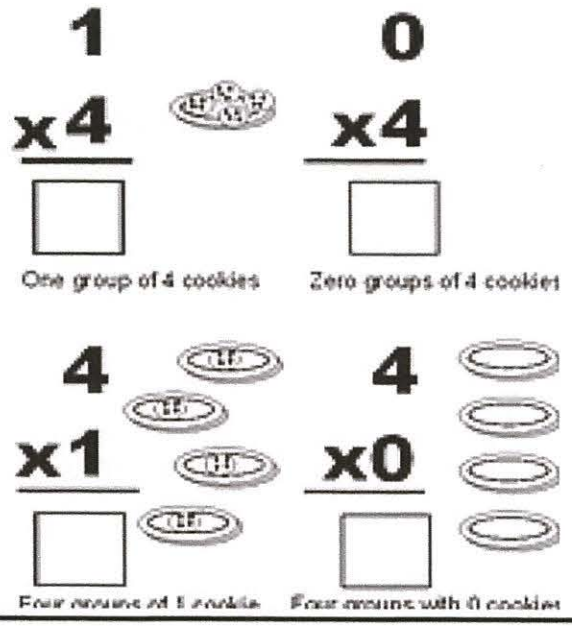
Zeros and Ones

Although these facts seem simple to remember, students sometimes get these facts mixed in their heads with *adding* 0 or 1.

x	0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10
2	0	2	4	6	8	10	12	14	16	18	20
3	0	3	6	9	12	15	18	21	24	27	30
4	0	4	8	12	16	20	24	28	32	36	40
5	0	5	10	15	20	25	30	35	40	45	50
6	0	6	12	18	24	30	36	42	48	54	60
7	0	7	14	21	28	35	42	49	56	63	70
8	0	8	16	24	32	40	48	56	64	72	80
9	0	9	18	27	36	45	54	63	72	81	90
10	0	10	20	30	40	50	60	70	80	90	100

It is absolutely necessary to use story problems that help students discern between adding 1 and multiplying by 1, and adding 0 and multiplying by 0. It is difficult for students to understand why 6 + 1 is one more and 6 × 1 is still 6. Then we ask students to understand that 6 + 0 is still 6, but 6 x 0 is also 0! This is why story problems are so helpful. They give meaning to the mathematics.

Another way to attack the issue is to focus on the meaning of multiplication and use the words "groups of." For example, 1 group of 4 is 4; 4 groups of 1 is 4.



Nines

These are some of the easiest facts to learn because there are so many patterns involved with 9s.

x	0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10
2	0	2	4	6	8	10	12	14	16	18	20
3	0	3	6	9	12	15	18	21	24	27	30
4	0	4	8	12	16	20	24	28	32	36	40
5	0	5	10	15	20	25	30	35	40	45	50
6	0	6	12	18	24	30	36	42	48	54	60
7	0	7	14	21	28	35	42	49	56	63	70
8	0	8	16	24	32	40	48	56	64	72	80
9	0	9	18	27	36	45	54	63	72	81	90
10	0	10	20	30	40	50	60	70	80	90	100

One strategy for the nines is to use a "near fact". Students can multiply by 10 and then take away one set. For example, think of 9 x 4 as 10 x 4. Ten groups of 4 is 40, however, that's one too many groups of 4. The answer is 40 minus the extra group of 4, which is 36.

4 x 10 = 40

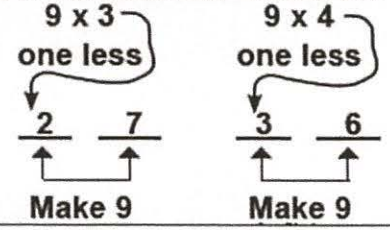
40 - 4 = 36, so 9 x 4 = 36

If students continue to struggle with their nines, there are several patterns shown below that can be utilized.

Look at the pattern in the chart. The ones digits are in blue. They count down to 0. The tens digits are in orange. They count up to 9. A great extension for students is to figure out why this pattern is true. Students need to write this chart for themselves so that they can see the pattern.

0x9	0
1x9	9
2x9	18
3x9	27
4x9	36
5x9	45
6x9	54
7x9	63
8x9	72
9x9	81
10x9	90

There is another interesting pattern in the chart, too. The digits in the 9s add to 9! See the fact cards below.



Tens

The 10s also follow a simple pattern of each product ending in 0.

x	0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10
2	0	2	4	6	8	10	12	14	16	18	20
3	0	3	6	9	12	15	18	21	24	27	30
4	0	4	8	12	16	20	24	28	32	36	40
5	0	5	10	15	20	25	30	35	40	45	50
6	0	6	12	18	24	30	36	42	48	54	60
7	0	7	14	21	28	35	42	49	56	63	70
8	0	8	16	24	32	40	48	56	64	72	80
9	0	9	18	27	36	45	54	63	72	81	90
10	0	10	20	30	40	50	60	70	80	90	100

The tens are easy for students. Skip counting by tens is already an acquired skill. Students can also see the pattern in the 100s chart or with base ten blocks.

3.4F Instructional Information Continued

Using known facts to derive the other facts.
The last 25 facts can be learned by relating to a fact that students already know.

x	0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10
2	0	2	4	6	8	10	12	14	16	18	20
3	0	3	6	9	12	15	18	21	24	27	30
4	0	4	8	12	16	20	24	28	32	36	40
5	0	5	10	15	20	25	30	35	40	45	50
6	0	6	12	18	24	30	36	42	48	54	60
7	0	7	14	21	28	35	42	49	56	63	70
8	0	8	16	24	32	40	48	56	64	72	80
9	0	9	18	27	36	45	54	63	72	81	90
10	0	10	20	30	40	50	60	70	80	90	100

There are several strategies that can be used to learn the remaining facts:

- doubles plus one more set
- half then double
- close fact

Double and One More Set
Use this for the 3's facts that are left over: 3 x 3, 3 x 4, 3 x 6, 3 x 7, 3 x 8.
Do the doubles facts (3 x 2) and then add one more set of 3 (6 + 3 = 9).

Half Then Double
Use this when one of the factors is even.
Example with 7 x 4:
Half 4 to get 2; Multiply 2 x 7 = 14; Double 14 to get 28.

Close Fact
Students choose a fact they already know that is close to the one they are working on. Then they add or subtract another set to get the answer. Students should think of the multiplication fact as "groups of" so they don't get confused about which set to add or subtract.
Example with 8 x 7:
The student knows 9 x 7 is 63. She thinks "9 groups of 7." She is looking for 8 groups of 7, so she needs to subtract one group of 7 to get 56.

The most powerful division fact strategy is fact families. It plays off the flexibility with numbers that students have been developing since kindergarten. As students recall their multiplication facts more quickly, their division facts may become automatic too.

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	3.4G use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties	strategies, algorithms, standard algorithm, two-digit numbers, one-digit numbers, mental math, partial product, commutative property, associative property, distributive property **Verbs** use, multiply,	Strategies and algorithms include mental math; partial products; the commutative, associative, and distributive properties; and the standard algorithm. For example, when prompted to multiply 97 x 3, a student may determine the product by multiplying 90 x 3 and 7 x 3 and adding 270 and 21 for an answer of 291. A student may also think of 97 x 3 as (100-3) x 3, multiplying 100 x 3 to get 300 and then subtracting 3 x 3 or 9 for an answer of 291.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (John Van de Walle) pp. 180-188 **McGraw Hill Education Online** **Khan Academy.com** **Math Process Standard Series** Representations pp. 45-46, Communication, Problem Solving, Connections, Reasoning & Proof **Kim Sutton:** Dynamic Dice p. 151

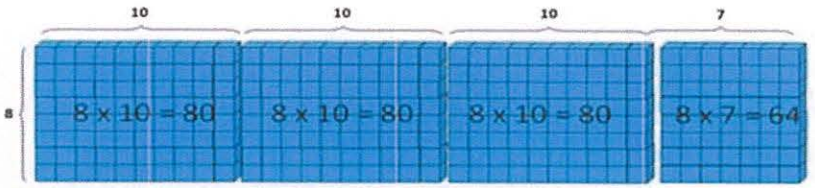
3.4G Instructional Information

Students in third grade are required to multiply two-digit numbers by one-digit numbers. They are to use:

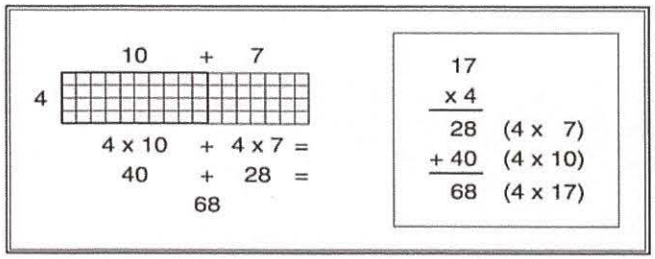
- strategies such as mental math, partial products, and the properties
- algorithms, including the standard algorithm

For students to develop understanding of procedures for multiplying multidigit numbers, area models are particularly powerful and can be used systematically to help students develop the standard algorithmic approach to multidigit multiplication. From the beginning of the development with this model, students can see why and how we multiply each place in one number by each place in the other number. This is the big idea behind the standard algorithmic approach to multidigit multiplication; it uses the distributive property of multiplication over addition.

Notice that the TEKS say "algorithms," not just a standard algorithm. Of the strategies shown below, the partial products most resembles the traditional algorithm. As with all standard algorithms, students should have plenty of experience with concrete and pictorial models prior to learning the standard algorithm. One concrete method using base-ten blocks is shown below.



One pictorial method for representing multiplication is the area model. It is a very powerful model for multidigit multiplication because it can show very clearly the partial products resulting from separately multiplying the digits in the different place-value positions. The diagram below shows an area model for the multiplication problem 4 × 17. The diagram shows 4 rows of 17 as separated into 4 rows of 10 and 4 rows of 7. By joining the 4 tens into 40 and the 4 sevens into 28, students find that 4 groups of 17 is a total of 40 + 28, or 68.



Strategy	Examples
Mental Math Mental math may be used when the numbers being multiplied are "simple" numbers or when students can do them in their heads.	25 x 8 Students may be able to multiply by 25 in their heads due to their experience working with quarters. 10 x 3 Students may be able to multiply by 10 in their heads because it makes sense to them or due to their experience working with the 100s chart.
Partial Products Partial products lends itself to the standard algorithm, but it provides a scaffold for students that is built on place value.	37 x 8 30 + 7 x 8 56 + 240 296 Write 37 in expanded notation. Multiply 8 × 7. Multiply 8 × 30. Add the partial products to get 296.

Commutative Property The formal definition of the commutative property is: $a \times b = b \times a$ This means that the order in which numbers are multiplied does not matter. The product is still the same. This means that $3 \times 4 = 4 \times 3$. Note: Do not try to formally teach the commutative property as a method of solving problems. Students will naturally use the property. When you observe students using the commutative property, ask them to share their strategy with the class. After hearing it from several students, they will begin to pick up on it and use it themselves.	Using again the example of 37×8, suppose a student knows 30×8, but he cannot remember 7×8. Then he notices that he can switch 7×8 to 8×7 (using the commutative property). He knows $8 \times 7 = 56$. So 37×8 is the same as 30×8 plus 8×7 or 296.
Associative Property The formal definition of the associative property is: $(a \times b) \times c = a \times (b \times c)$ This means that when all the numbers are multiplied together, the order in which you multiply does not matter. Note: Do not try to formally teach the associative property as a method of solving problems. Students will naturally use the property. When you observe students using the associative property, ask them to share their strategy with the class. After hearing it from several students, they will begin to pick up on it and use it themselves.	Using again the example of 37 x 8, suppose a student does not know his 8s facts. He can think of the problem as $37 \times (2 \times 4)$ Then he can find (37×2) to get 74 and then multiply 74×4 to get 296. While this may seem longer, doubling is fairly easy to do in your head. Be sure that students can explain what they did if they are not doing their work in the traditional way.

Distributive Property

The formal definition of the distributive property is:

$$a \times (b + c) = (a \times b) + (a \times c)$$

This means that when a number is multiplied by numbers that are added or subtracted, you can either

1. do the addition or subtraction first and then multiply, or
2. multiply each one of the added or subtracted numbers first, and then add.

Most adults can do this in their heads without knowing they are using the distributive property. Partial products work because of the distributive property.

Using again the example of 37 x 8,

$37 \times 8 = (30 + 7) \times 8$	Expand 37.
$= (30 \times 8) + (7 \times 8)$	Distribute the 8 to
$= 240 + 56$	the 30 and the 7.
$= 296$	Multiply and add.

$37 \times 8 = (40 - 3) \times 8$	Rewrite 37 as 40 - 3.
$= (40 \times 8) - (3 \times 8)$	Distribute the 8 to the
$= 320 - 24$	40 and the 3.
$= 296$	Multiply and add.

The distributive property of multiplication over addition refers to the idea that either of the two factors in a product can be split (decomposed) into two or more parts and each part is multiplied separately and then added. The result is the same as when the original factors are multiplied. The concept is very useful in relating one basic fact to another... (Van de Walle)

While most adults and some students can naturally use the distributive property to solve problems, many students will need direct instruction on how the property works. When you observe students using the distributive property, ask them to share their strategy with the class. After hearing it from several students, they will begin to pick up on it and use it themselves.

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	3.4H determine the number of objects in each group when a set of objects is partitioned into equal shares or a set of objects is shared equally	number of objects, group, set of objects, equal shares **Verbs** partitioned, determine, shared	Students are expected to think with both forms of division: partitioning into equal shares (determining the number of groups with a given number of objects in each group) and sharing equally (determining the number of items in each group when the objects are shared equally among a given number). When paired with 3(1)(D) and 3(1)(E), students may be asked to use number sentences to record the solutions.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (Joh Van de Walle) pp. 188-195 **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof **Mathematics... A Way of Thinking** by: Robert Baratta-Lorton

3.4H Instructional Information Continued

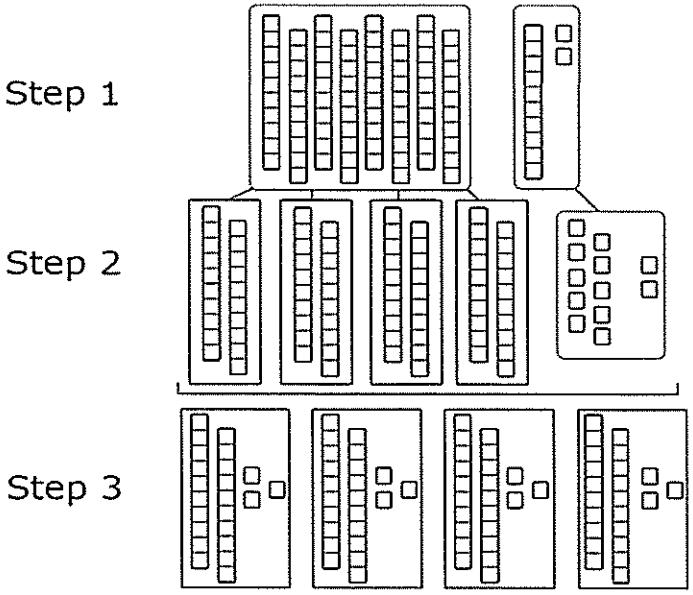
3.4 H provides a concrete or pictorial model for division using basic facts. It focuses on two types of equal-groups division problems:

- "How many in each group?" or partitive/fair share division problems
- "How many groups?" or measurement division problems

Students should be able to analyze and describe the similarities and differences between both types of division. Allowing students opportunities to model and solve the two different kinds of division problems in a variety of different contexts will deepen students' understanding of division.

Partitive/Fair Share Divsion Example:
The bag has 92 hair clips, and Laura and her three friends want to share them equally. How many hair clips will each person receive?

To solve this problem, students can "fair share" the 92 hair clips to partition them into 4 groups. They start by putting 1 ten in each group. The remaining ten is traded for ten ones and combined with the two ones already there. They continue to partition, or "fair share" the ones into the four equal groups until none are left. The quotient is the number of objects in each group. As can be seen from the diagram below, 92 ÷ 4 = 23, so each person will receive 23 hair clips.

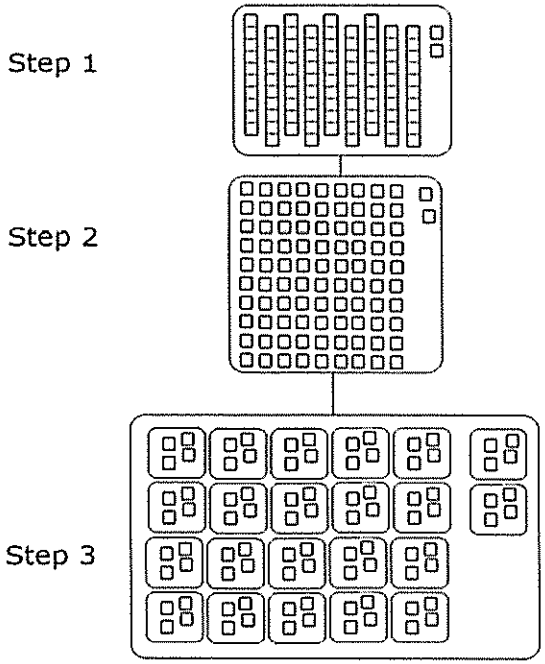


3.4H Instructional Information Continued

Measurement Division Example:

There are 92 hair clips. Laura wants to give each of her friends 4 hair clips. How many friends will receive hair clips?

To solve this problem, students can use a grouping, or measurement, model. They represent 92 using base-ten blocks. In order to "measure out" groups of 4, they must trade all of the tens for ones and combine them with the ones already there. They make 1 group of 4, then another group of 4, then another, until they have used all 92 ones. This act of using a group of 4 over and over again to "measure" the larger group of 92 is similar to laying down a unit of length over and over again and counting how many units have been used to measure a length. The quotient is the number of groups of 4 that students can make from 92. As can be seen from the diagram below, 92 ÷ 4 = 23, and Sarah will be able to give 23 friends hair clips.



Although the situations are different, the division equations used to represent the problems are the same. In the partitive model, students deal out objects into 4 equal groups to find the number in each group. In the measurement model, students separate out equal groups of 4 objects to discover how many equal groups are possible.

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	3.4I determine if a number is even or odd using divisibility rules	even number, odd rules, divisibility rules **Verbs** determine, using	To determine if a number is even, one may apply the divisibility rule for 2: A number is divisible by 2 if the ones digit is even (0, 2, 4, 6, or 8). This SE builds on 2(7)(A) where students determine whether a number up to 40 is even or odd using pairings of objects to represent the number.	**Divisibility Rule Chart Printable360.com/divisibility-rules-chart-printable** **Divisibility Rules Poster/Anchor Charts** www.mymathresources.com www.pinterest.com/28492311390201580 3 Divisibility Rules Jeopardy Template www.jeopardylabs.com/play/divsibility-rules7 **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof
3.4I Instructional Information				

In second grade, students used objects to tell if numbers up to 40 were even or odd. Students counted out objects such as counters and put them in pairs. Even numbers produced pairs of counters; odd numbers always had one leftover counter. Students used a partnering of manipulatives to tell if a number is even or odd. Third grade builds on second grade by introducing divisibility rules. Even numbers are divisible by 2; odd numbers are not.

Note that the focus of determining even or odd has switched from the pattern of counters to using divisibility rules. This is the first experience students have with the word "divisibility" and with divisibility rules.

Teacher Actions/Questions	Student Actions/Questions
Teacher asks students to count out the counters for these numbers: 8, 11, 14, 15, 16, and 17. Students should put the counters in pairs.	Students create the numbers and record their work in the chart.
Teacher asks students why 8, 14, and 16 do not have a single counter and why 11, 15, and 17 have one.	Students may answer that 8, 14, and 16 are even and the other numbers are odd.
Teacher asks, "*What does division mean?*" As students answer, the teacher should listen for someone to say that they broke the counters into groups of 2.	Students respond that division means to break a quantity up into equal-size groups. They broke the counters into groups of 2.

3.4l Instructional Information Continued

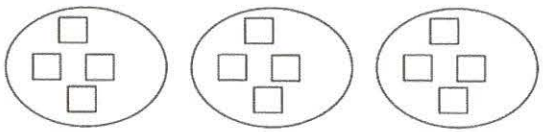
Teacher Actions/Questions	Student Actions/Questions
Teacher asks, "*If something is broken into groups of 2, what number have we divided by?*"	Students respond that they have divided the numbers by 2.
Teacher asks, *"What is the same about the even numbers?"*	Students respond that they can all be divided by 2.
Teacher asks students to think of other numbers that can be divided by 2 and records the numbers that they say on the board. Students should be encouraged to think of large numbers, too. Record about 10 different even numbers.	Students respond with a list of even numbers.
Teacher then asks students to think of numbers that cannot be divided by 2. Record about 10 different odd numbers.	Students respond with a list of odd numbers.
Teacher circles the last digits of the numbers and asks students if they see a pattern.	Students should notice that the numbers that can be divided by 2 (even numbers) end in 0, 2, 4, 6, and 8. They should also notice that numbers that cannot be divided by 2 (odd numbers) end in 1, 3, 5, 7, and 9.
	Students should practice telling whether a number is even or odd by looking at the last digit. They need to explain that even numbers are divisible by 2.

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	3.4J determine a quotient using the relationship between multiplication and division	quotient, relationship, multiplication, division **Verbs** determine, using	The identification of the relationship between multiplication and division lays the foundation for determining a quotient based on this relationship. For example, the quotient of 40 ÷ 8 can be found by determining what factor makes 40 when multiplied by 8.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (Joh Van de Walle) pp. 142-148 **Math Process Standards Series** Representations pp. 60-62, 67-68, Communication, Problem Solving, Connections, Reasoning & Proof **Kim Sutton:** Math Drills to Thrill pp.142-147; 168-174

3.4J Instructional Information

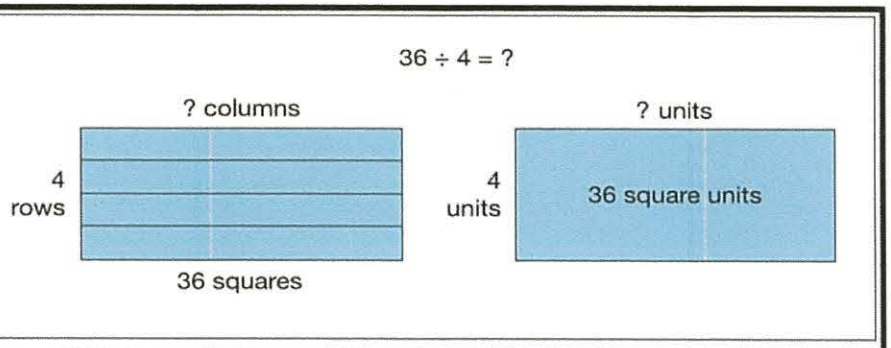
Students develop an understanding of division as the inverse of multiplication by separating a whole into equal groups. Students have seen the situation in the diagram below as 3 equal groups with 4 in each group and have used it to represent the question, "If there are 3 groups of 4, how many are there in all?" The answer to this question is represented by $3 \times 4 = 12$.

To learn about the two types of division situations, students can use the arrangement of 12 separated into 3 equal groups with 4 in each group to answer the question "If 12 is divided into 3 equal groups, how many are in each group?" The division equation that represents the answer to this question is $12 \div 3 = 4$ because $3 \times 4 = 12$. Alternatively, students can use the representation of 12 separated into 3 equal groups with 4 in each group to answer the question "If 12 is divided into equal groups of 4, how many groups are there?" The answer to this question is represented by $12 \div 4 = 3$ because $3 \times 4 = 12$.



Separating 12 into 3 equal groups gives 4 in each group: $12 \div 3 = 4$ because $3 \times 4 = 12$.
Separating 12 into equal groups of 4 gives 3 groups: $12 \div 4 = 3$ because $3 \times 4 = 12$.

Arrays and area models also h[illegible] product of the number of rows (width) and the number of columns (length) in an array or area model gives the total number of squares in the array or rectangle. As shown in the figure below, students can apply this understanding as they use this model to find $36 \div 4$. Interpreted as an array, the model shows a total of 36 squares in 4 equal rows. The quotient (unknown factor) is the number of squares in each row, which is the number of columns.



Division as finding an unknown number of columns in an array or an unknown side length in a rectangular area

Multiplication and division are closely related mathematically and should be taught simultaneously. Connecting models for multiplication with models for division supports students' understanding of the mathematical relationship between the two operations. It also helps lead students to the realization that the division facts are really multiplication facts with "unknown" factors, and that, if they know the multiplication facts, they actually already know the division facts.

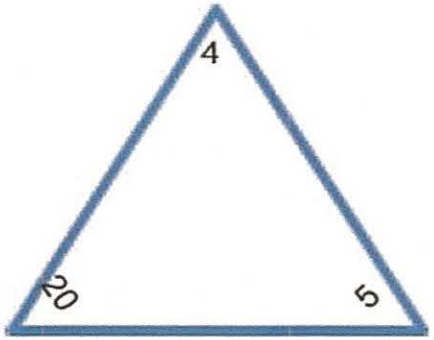
3.4J Instructional Information

Multiplication and division are inverses of each other. That is, they form related facts or "fact families." They are families because they are related to each other through their operations —multiplication and division. Here are a few examples of fact families: 4, 5, and 20; 8, 6, and 48; 1, 7, and 7.

When students see these numbers as groups, they can use them to solve both multiplication and division problems. Students may not be familiar with the term "fact family." They may need some practice seeing the numbers of a multiplication fact as a family.

Example/Activity:

Below is an example of a fact family triangle. Students can use triangles like these to practice their facts. Here is the way they work:
(1) Students pick up a card and cover one corner. (2) Students think of the number that is covered and say the math fact. For example, if the student covers up the 20, the student would say "4 x 5 = 20."



Teacher Note:

As students become more fluent with their multiplication facts, they may be able to use them flexibly to find quotients. Note that this standard does not require students to know their division facts with automaticity. The verb is determine, not recall. However, the emphasis for automaticity remains on multiplication facts. As multiplication facts become more automatic, the students will be able to use the fact families to remember their division facts.

3.4J Instructional Information Continued

Students can use the relationship between multiplication and division to help them solve division problems. In 3.4H students learned about the two types of division problems: (1) a set of objects that is partitioned into equal shares; or (2) a set of objects that is shared equally. Below you will see an example of each and how students can use multiplication to solve a division problem.

Example (1) a set of objects that is partitioned into equal shares:

Nicole needs to read 48 pages in 6 days. To meet her goal, how many pages with Nicole need to read each day?
Sample solution: What is the size of each group when the total of 48 is divided into 6 equal groups? 48 pages ÷ 6 days = ___ pages per day 48 ÷ 6 = ___ 6 x ___ = 48 6 x 8 = 48. Therefore, 48 ÷ 6 = 8. Nicole will need to read 8 pages each day to meet her goal.

Example (2) a set of objects that is shared equally:

Nicole needs to read 48 pages to finish her book. If she reads 6 pages each day, how many days will it take Nicole to finish her book?
Sample solution: How many groups with a size of 6 can be made from a total of 48? 48 pages ÷ 6 pages each day = ___ days 48 ÷ 6 = ___ 6 x ___ = 48 6 x 8 = 48. Therefore, 48 ÷ 6 = 8. It will take Nicole 8 days to finish her book.

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	3.4K solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts	one-step and two-step problems, multiplication, division, 100, strategies, objects, pictorial models, arrays, area models, equal groups properties of operations, facts **Verbs** solve, using, recall	This SE builds to 3(5)(B). The focus of 3(4)(K) is on developing number-based strategies to solve multiplication and division problems within 100. This may include multiplying a two-digit number by a one-digit number. As this SE lists "properties of operations" and "recall of facts" as potential strategies, a model is not necessarily required. The product and dividend may be less 100, but no operand (i.e. factor, divisor, or quotient) is limited to the multiplication/division facts. This may include addition or subtraction, but any problem doing so should clearly indicate the order in which the operations should be performed.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (John Van de Walle) pp.138-148, 180-188 **Math Process Standard Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.4K Instructional Information

Common types of multiplication and division situations

Common multiplication and division situations are shown below. There are three major types as shown in the rows of the table. As with addition and subtraction, each multiplication or division situation involves three quantities, each of which can be the unknown. Because there are two factors and one product in each situation (product = factor x factor), each type has one subtype solved by multiplication (Unknown Product) and two unknown factor subtypes solved by division.

	Unknown Product	Group Size Unknown ("How many in each group?" Division)	Number of Groups Unknown ("How many groups?" Division)
	3 x 6 = ?	**3 x ? = 18, and 18 ÷ 3 = ?**	**? x 6 = 18, and 18 ÷ 6 = ?**
Equal Groups	There are 3 bags with 6 plums in each bag. How many plums are there in all? *Measurement example* You need 3 lengths of string, each 6 inches long. How much string will you need altogether?	If 18 plums are shared equally into 3 bags, then how many plums will be in each bag? *Measurement example* You have 18 inches of string, which you will cut into 3 equal pieces. How long will each piece of string be?	If 18 plums are to be packed 6 to a bag, then how many bags are needed? *Measurement example* You have 18 inches of string, which you will cut into pieces that are 6 inches long. How many pieces of string will you have?
Arrays,[4] Area[5]	*Array example* There are 3 rows of apples with 6 apples in each row. How many apples are there? *Area example* What is the area of a 3 cm by 6 cm rectangle?	*Array example* If 18 apples are arranged into 3 equal rows, how many apples will be in each row? *Area example* A rectangle has area 18 square centimeters. If one side is 3 cm long, how long is a side next to it?	*Array example* If 18 apples are arranged into equal rows of 6 apples, how many rows will there be? *Area example* A rectangle has area 18 square centimeters. If one side is 6 cm long, how long is a side next to it?
Compare	A blue hat costs $6. A red hat costs 3 times as much as the blue hat. How much does the red hat cost? *Measurement example* A rubber band is 6 cm long. How long will the rubber band be when it is stretched to be 3 times as long?	A red hat costs $18 and that is 3 times as much as a blue hat costs. How much does a blue hat cost? *Measurement example* A rubber band is stretched to be 18 cm long and that is 3 times as long as it was at first. How long was the rubber band at first?	A red hat costs $18 and a blue hat costs $6. How many times as much does the red hat cost as the blue hat? *Measurement example* A rubber band was 6 cm long at first. Now it is stretched to be 18 cm long. How many times as long is the rubber band now as it was at first?

3.4K Instructional Information

Although 3.4K does not specifically state that students are solving word problems, the only way to create a one-step problem is by using story problems.

This state standard has students solvE problems using many strategies:

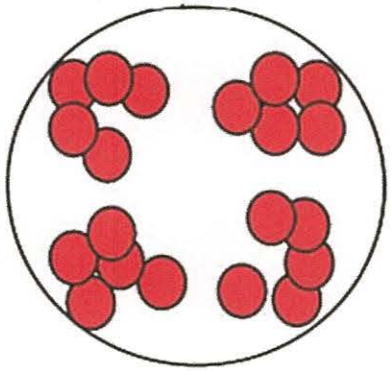
- objects
- pictorial models that include arrays, area models, and equal groups
- property of operations
- recall of facts

See 3.4D, E, F, G, and H for detailed explanations of each of these strategies.

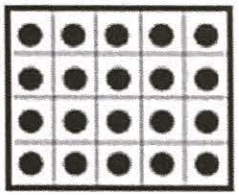
Example/Activity:

Below is an example of the same multiplication problem solved by using all of the methods listed in the standard. As you read the explanations and the models, notice how the context of the problem, including the units, is kept with the models in the solution. Notice also the similarities between the different models. Each of the strategies below solve the following problem:

Katy and her dad took 2 of Katy's friends to the movies with them. The cost of the movie was $5. If Katy's dad paid for all of them to go to the movie, how much did Katy's dad spend?

Explanation	Model
Objects This solution uses counters as objects. The cost of admission is on the left. There are 4 groups to represent the 4 people and 5 counters in each group because admission is $5. The total spent on movie tickets is $20. Note that this diagram is also being used for the equal groups strategy.	Cost of Admission 4 people x $5 each = $20 

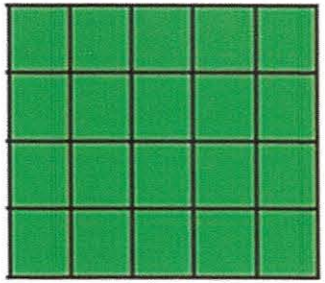
Arrays
This diagram has an array for the cost of admission. The total number of dots represents the total cost of the admission.



Cost of Admission
4 people x $5 each = $20

Area Models
The grid represents the cost of admission. The rows are the people. The number of boxes in each row is the cost.

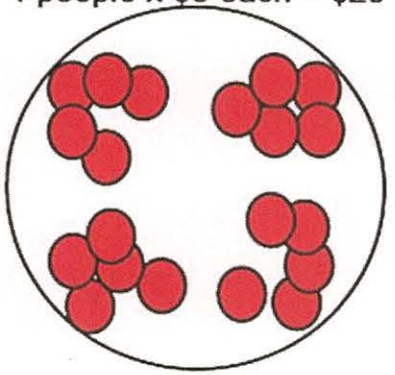
The total number of squares in the grids is the total cost of admission.

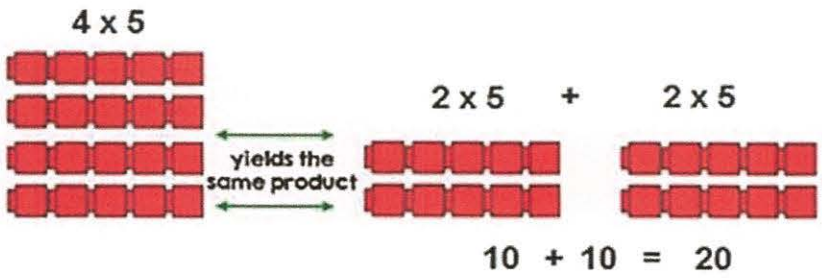


Cost of Admission
4 people x $5 each = $20

Equal Groups
This diagram shows 4 groups of 5 counters. The number of objects in the subset represents the cost. The number of groups represents the number of people.

Cost of Admission
4 people x $5 each = $20



Properties of Operations This solution method uses the distributive property. Remember that students do not need to know the names of the properties. They need to be flexible with numbers, which means they are using the properties. Students also do not need to be able to show the detail that has been shown in this example. This level of detail is written to thoroughly explain the example. Knowing that 2 x 5 = 10, one can find 4 x 5 as 2 x (5 + 5) = (2 x 5) + (2 x 5) = 10 + 10 = 20.	 (4 people x $5) (2x 5) +(2x 5) 2 x (10+10) 4 x 5 = 20 $20 is the total cost.
Recall of Facts	4 people x $5 = $20 (cost of admission)

3.4K Instructional Information Continued

Example/Activity:

Below is an example of the two types of division problems solved by using all of the methods listed in the standard. As you read the explanations and the models, notice how the context of the problem, including the units, is kept with the models in the solution. Notice also the similarities between the different models. Each of the solutions below solves the following problems:

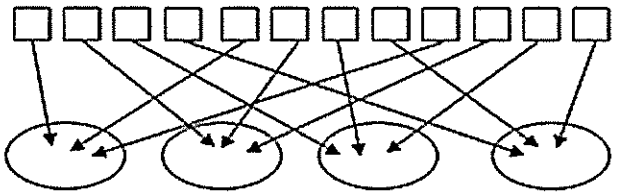
Partitive/Fair Share Example:

Brian had 12 stickers. He gave the same number of stickers to his 4 friends. How many stickers did each friend get?

Measurement Division Example:

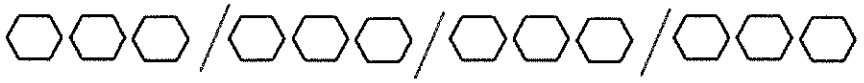
Brian had 12 stickers. He gave 3 stickers to each friend. How many friends got stickers?

Objects:



12 ÷ 4 = 3

In fair share division, 12 objects are shared equally amoung 4 groups. The quotient is the number of counters in each group.

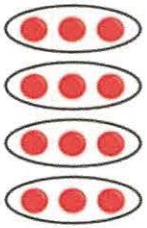


12 ÷ 3 = 4

In measurement division, groups of 3 objects are measured out. The quotient is the number of groups made.

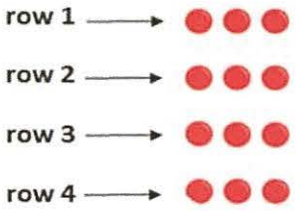
3.4K Instructional Information Continued

Arrays:



12 ÷ 4 = 3

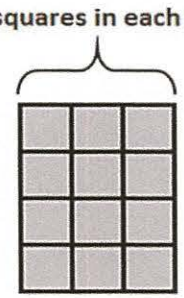
In fair share division, the array represents 12 counters placed equally into 4 rows. The quotient is the number of counters in each row.



12 ÷ 3 = 4

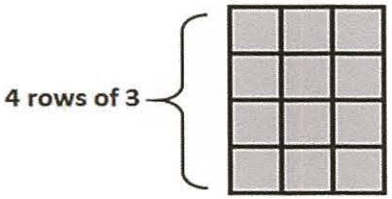
In measurement division, the array represents 12 counters in which groups of 3 have been measured out. The quotient is the number of rows.

Area Models:



12 ÷ 4 = 3

In fair share division, the area model represents 12 squares placed equally into 4 rows. The quotient is the number of squares in each row.



12 ÷ 3 = 4

In measurement division, the area model represents 12 squares in groups of 3. The quotient is the number of rows.

Properties of Operations for Division:

Reminders about when properties work and don't work can be included incidentally while talking about number properties.

Commutative Property:

Teachers can remind students that for addition and multiplication, the order doesn't change the answer but in the case of subtraction and division order really does matter.

Example:

Contrast 8 ÷ 4 and 4 ÷ 8, by physically sharing 8 objects between 4 students and 4 objects between 8 students. Note how they do not give the same answer. Ask how the two answers are related.

Associative Property

Example:

If a student needs to divide 24 by 8 and then by 2, discuss the different answers that arise from (24 ÷ 8) ÷ 2 and 24 ÷ (8 ÷ 2). Here the student is to note that you cannot change the groupings in division in the same way that you can change the groupings in multiplication.

3.4K Instructional Information

Although 3.4K does not specifically state that students are solving word problems, the only way to create a two-step problem is by using story problems.
This state standard has students solving problems using many strategies:

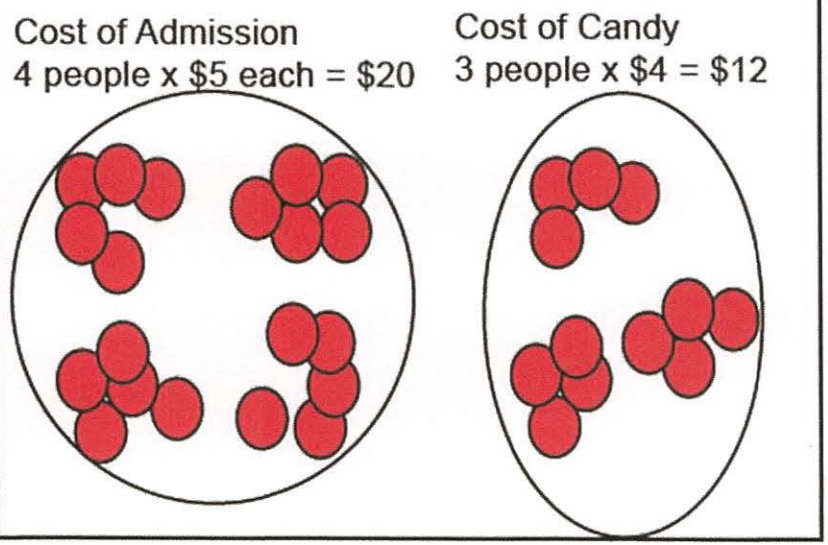
- objects
- pictorial models that include arrays, area models, and equal groups
- property of operations
- recall of facts

See 3.4D, E, F, G, and H for detailed explanations of each of these strategies.

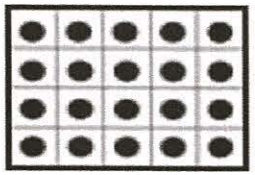
Example/Activity:

Below is an example of the same problem solved by using all of the methods listed in the standard. As you read the explanations and the models, notice how the context of the problem, including the units, is kept with the models as long as possible in the solution. Notice also the similarities between the two models. Each of the solutions below solves the following problem:

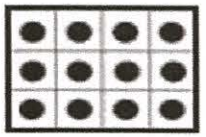
Katy and her dad took 2 of Katy's friends to the movies with them. The cost of the movie was $5. Candy was $4. Katy's dad did not get candy, but everyone else did. If Katy's dad paid for all 3 of them to go and for the candy, how much did Katy's dad spend?

Explanation	Model
Objects This solution uses counters as objects. The cost of admission is on the left. There are 4 groups to represent the 4 people and 5 counters in each group because admission is $5. The cost of candy, is on the right. Three people got candy and candy cost $4 per box. To find the total spent, add $20 and $12 to get $32. Note that this diagram is also being used for the equal groups strategy.	

Arrays
This diagram has an array for the cost of admission and one for the cost of the candy. The total number of dots represents the total cost of the trip to the movies.

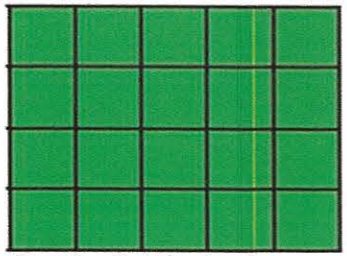


Cost of Admission
4 people x $5 each = $20

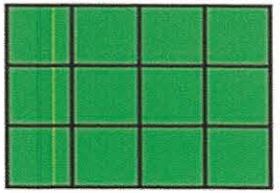


Cost of Candy
3 people x $4 = $12

Area Models
The grid on the left represents the cost of admission. The rows are the people. The number of boxes in each row is the cost.
The grid on the right represents the cost of the candy. The rows are the people. The number of boxes in each row is the cost.
The total number of squares in the grids is the total amount spent.



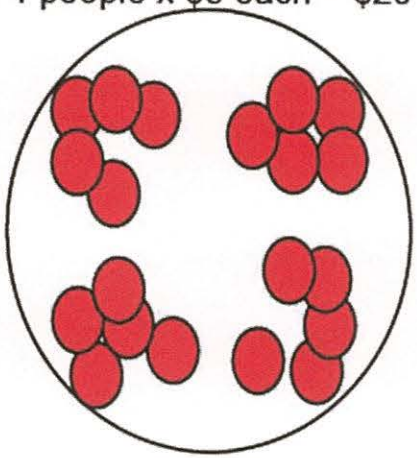
Cost of Admission
4 people x $5 each = $20



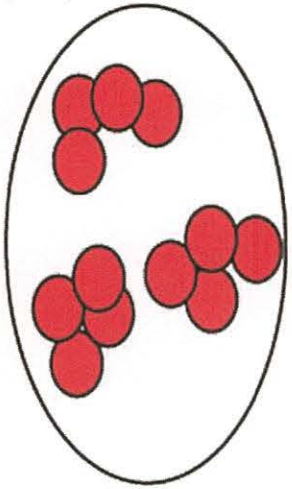
Cost of Candy
3 people x $4 = $12

Equal Groups
This diagram shows 4 groups of 5 counters and 3 groups of 4 counters. The number of objects in each subset represents the cost. The number of groups represents the number of people.

Cost of Admission
4 people x $5 each = $20



Cost of Candy
3 people x $4 = $12



Properties of Operations This solution method uses the commutative property for multiplication and the distributive property. Remember that students do not need to know the names of the properties. They need to be flexible with numbers, which means they are using the properties. Students also do not need to be able to show the detail that has been shown in this example. This level of detail is written to thoroughly explain the example. The commutative property allows us to change the order with multiplication (or addition). So 3 people x $4 became 4 x 3. This was done to match the other multiplication of 4 x 5. The distributive property allows us to combine the 5 and 3 to get 8. We can do this because both the 5 and the 3 are multiplied by the same number, 4. Now we multiply 4 x 8 to get 32, the total cost of the trip.	(4 people x $5) + (3 people x $4) (4 x 5) + (4 x 3) 4 x (5 + 3) 4 x 8 = 32 $32 is the total cost.
Recall of Facts	4 people x $5 = $20 (cost of admission) 3 people x $4 = $12 (cost of candy) $20 + $12 = $32 (amount that Dad spent)

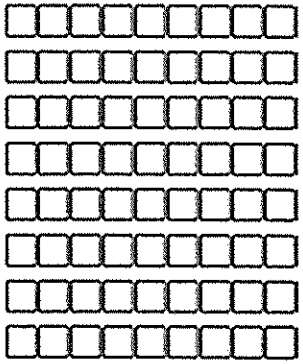
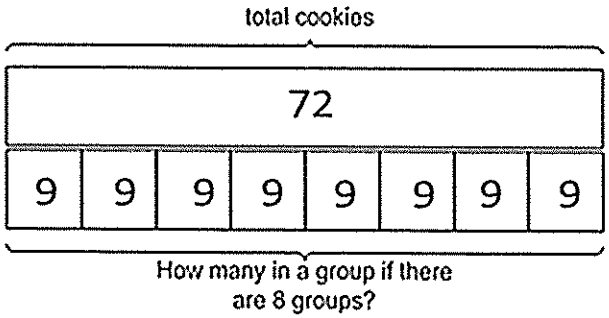
3.5 Algebraic reasoning. The student applies mathematical process standards to analyze and create patterns and relationships. The student is expected to:				
Readiness or Supporting	**Student Expectation**	**Nouns**	**TEA Supporting Information**	**Resources**
	3.5B represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations	one-and two-step multiplication and division problems, arrays, strip diagrams, equations **Verbs** represent, solve, using	SE 3(5)(B) is an extension of 3(4)(K). The focus of 3(5)(B) is on developing representations that build to numeric equations for multiplication and division situations by connecting arrays to strip diagrams.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** pp. 123-124 **Mathematics... A Way of Thinking** by: Robert Baratta-Lorton **Kim Sutton** Dynamic Dice **Math Process Standard Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.5 B Instructional Information

In standards 3.4D, E, F, and H, students solve problems using strategies based on arrays and equal shares. This standard, 3.5B, requires that students use other models to perform the operations—arrays, strip diagrams, and equations. These models focus on the meaning of multiplication and division and are more algebraic than are the other models.

Example/Activity:

Below is an example of the same problem solved by using all of the methods listed in the standard. As you read the explanations and the models, notice also the similarities between the two models. Each of the representations below solve the following problem:

Ms. Peterson baked 8 pans of cookies for the school's Fall Festival. Each pan contained 9 cookies. How many cookies did Ms. Peterson bake?	Ms. Peterson baked 72 cookies for the school's Fall Festival on 8 pans. If she baked the same number of cookies on each pan, how many cookies were on each pan?
Sample Solution: 8 pans x 9 cookies = ___ total cookies  8 rows of 9 equals 72 therefore, 8 x 9 = 72. Ms. Peterson baked 72 cookies for the school's Fall Festival.	Sample Solution: 72 total cookies ÷ 8 pans = ___ cookies per pan  72 separated into 8 groups equals 9 therefore, 72 ÷ 8 = 9. There were 9 cookies on each pan.

3.5 B Instructional Information Continued

Example/Activity continued from previous page:

Equations

Writing equations for arithmetic actions can often be difficult for students. They know how to solve the problem and can even tell the steps. But writing one equation that matches the problem can be difficult. One option to help students get started is to let them solve the problem first and then help them write the equation.

Students should use words for the missing part of the equation. This helps tie the equation back to the story.

Here is one way to write the equation:

8 x 9 = total number of cookies

Another way to write the equation is:

Number of pans	x	Number of cookies on each pan	=	Total number of cookies

Teachers often teach students to find "key words" in story problem. Some teachers even post lists of key words with their corresponding meanings. However, the key word strategy sends a terribly wrong message about doing mathematics. The most important approach to solving any contextual problem is to analyze it and make sense of it. The key word approach encourages students to ignore the meaning and structure of the problem and look for an easy way out. Mathematics is about reasoning and making sense of situations. Sense-making strategies always work! Key words are often misleading. Many times the key word or phrase in a problem suggests an operation that is incorrect. Many problems have no key words so a student who has been taught to rely on key words is left with no strategies.(Van de Walle, p. 122) The following problem suggests an operation that is incorrect:

There are three boxes of chicken nuggets on the table. Each box contains six chicken nuggests. How many nuggets are there in all?

The phrase "in all" may lead some students to add 3 and 6 instead of multiplying 3 and 6.

Key words don't work with two-step or more advanced problems, so using this approach on simpler problems sets students up for failure with more complex problems because they are not learning how to read for meaning. (Van de Walle, p. 122)

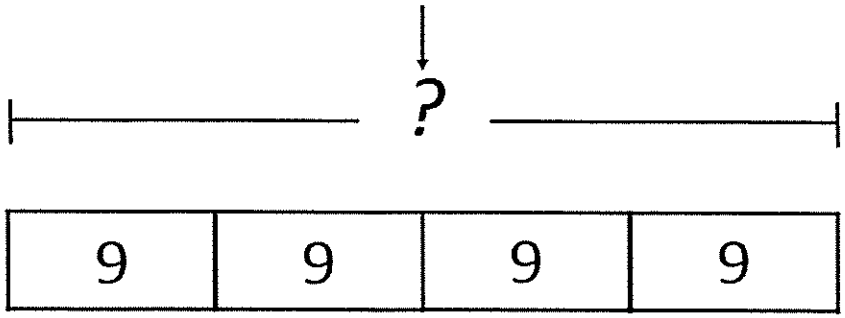
Equal Groups Model (Total Unknown):

Given the number of groups and the number in each group, find the total.

With this problem structure, students will use multiplication to solve.

Example: Kim has 4 photo albums. Each album has 9 pictures. How many photos are in her 4 albums?

Total:
Unknown total number of photos in Kim's albums



Number in Each Group:
9 photos in each album

Number of Groups:
4 photo albums

$$9 \times 4 = ?$$

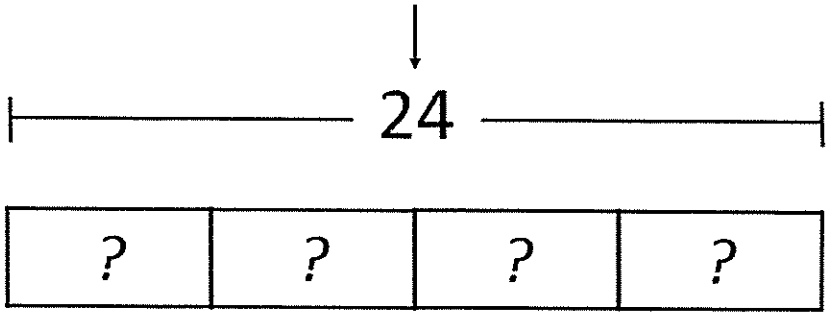
Equal Groups Model (Number in Each Group Unknown):

Given the number of groups and the total, find the number in each group.

With this problem structure, students will use division to solve.

Example: Pam had 4 bags and put the same number of apples in each bag. She ended up with 24 apples in bags. How many did she put in each bag?

Total:
Total Number of Apples



Number in Each Group:
Unknown number of apples in each bag

Number of Groups:
4 bags

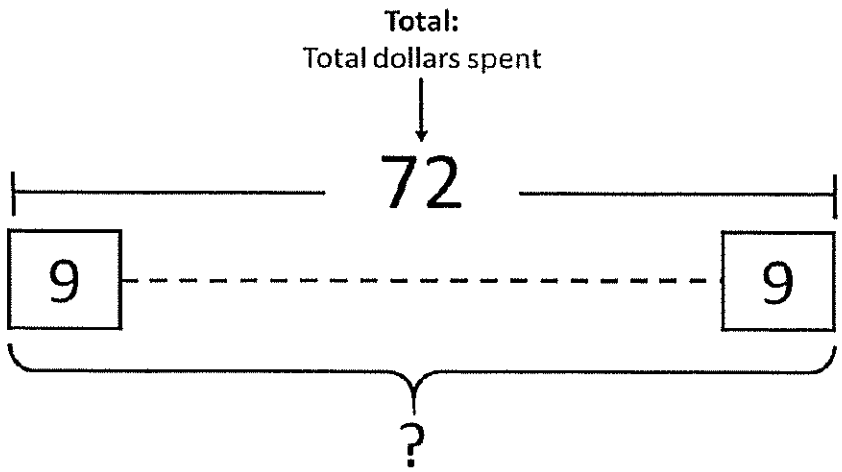
$$4 \times ? = 24$$
$$24 \div 4 = ?$$

Equal Groups Model
(Number of Groups Unknown):

Given the number in each group and the total, find the number of groups.

With this problem structure, students will use division to solve.

Example: Fred bought some books that each cost $9. He spent $72 altogether. How many books did he buy?



Number in Each Group:
9 dollars per book

Unknown Number of Groups:
Number of books

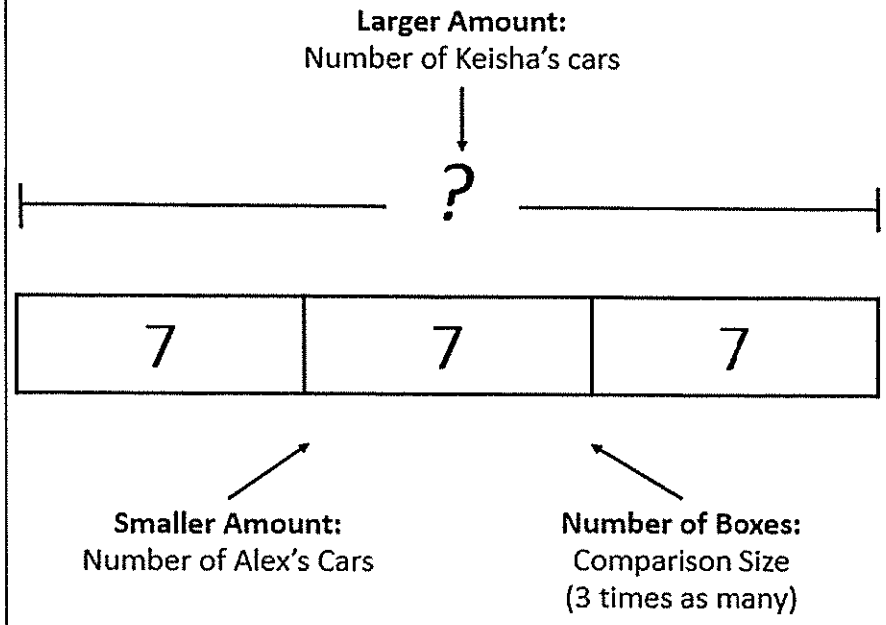
$$9 \times ? = 72$$
$$72 \div 9 = ?$$

Comparison Model
(Larger Amount Unknown):

Given the smaller amount and the comparison size, find the larger amount.

With this problem structure, students will use multiplication to solve.

Example: Alex has 7 toy cars. Keisha has 3 times as many. How many cars does Keisha have?



$$7 \times 3 = ?$$

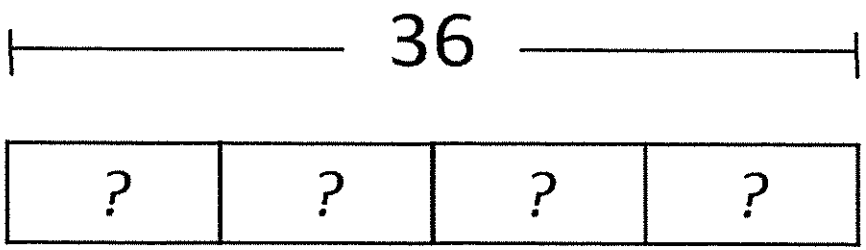
Comparison Model (Smaller Amount Unknown):

Given the larger amount and the comparison size, find the smaller amount.

With this problem structure, students will use division to solve.

Example: Barney has 36 old coins. This is 4 times more coins than Steve has. How many old coins does Steve have?

Larger Amount:
Barney's Number of Coins



Let *s* represent the Smaller Amount:
Steve's number of coins

Number of Boxes:
Comparison Size
(4 times more)

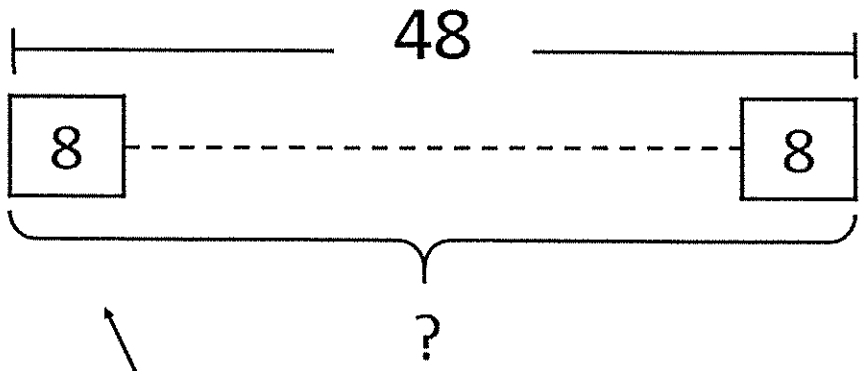
$$4 \times ? = 36$$
$$36 \div 4 = ?$$

Comparison Model (Comparison Size Unknown):

Given the larger amount and the smaller amount, find the comparison size. With this problem structure, students will use division to solve.

Example: Ann's teacher is 48 years old. Ann is 8 years old. Ann's teacher is how many times older than Ann?

Larger Amount:
Ann's Teacher's Age

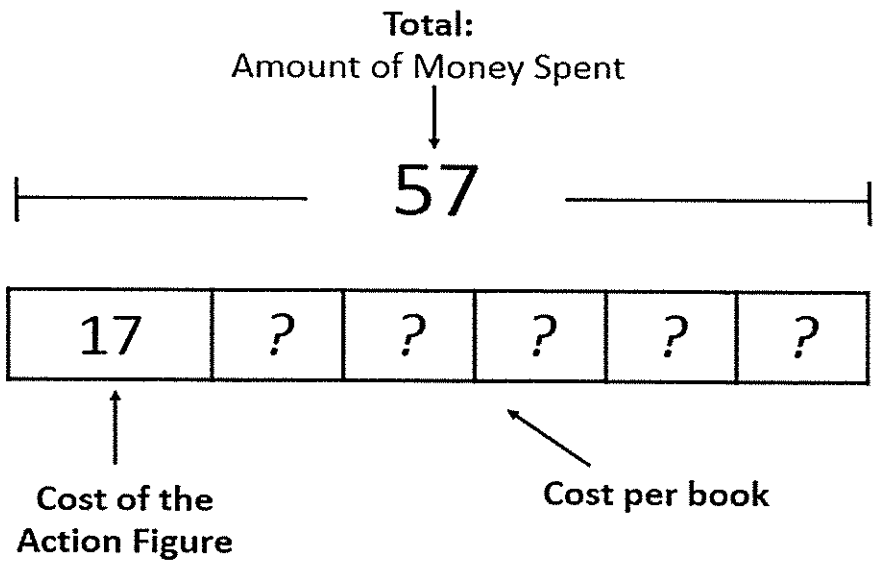


Smaller Amount:
Ann's Age

Unknown Comparison Size:
How many times older Ann's teacher is than Ann

$$8 \times ? = 48$$
$$48 \div 8 = ?$$

Example: Joseph spent $57 at the store. He bought an action figure that cost $17. Then he spent the rest of his money on five books that each cost the same amount. What was the cost of each book?



$$(57 - 17) \div 5 = ?$$

$$(? \times 5) + 17 = 57$$

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
S	**3.5C describe a multiplication expression as a comparison such as 3 x 24 represents 3 times as much as 24**	multiplication expressions, comparison **Verbs** describe, represents	This SE builds on 2(6)(A) where multiplication is represented as repeated addition, 3 x 24 may be described as 3 groups of 24. The focus of this SE is on the numerical relationship between 24 and the product 3 x 24. The product of 3 x 24 will be 3 times as much as 24. This lays the foundation for future work in grade 5 with fraction multiplication and determining part of a number.	**Math Process Standard Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof **Mathematics... A Way of Thinking** by: Robert Baratta-Lorton

3.5C Instructional Information

In 3.5B, students use problem solving to extend their understanding of basic multiplication and division facts to multiplicative comparison problems, which most students find more difficult to interpret than joining equal groups. In a multiplicative comparison (or scalar) situation, one amount is expressed as a certain number of times as much as another amount. The scalar interpretation of multiplication is an important application for students to encounter and begin to understand, as it can build depth of understanding when learning multiplication by a fraction in 5th grade.

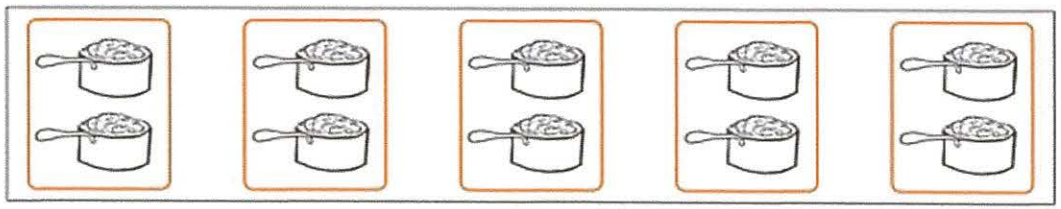
Instead of students doing the actual computation, this student expectation focuses on understanding and describing what the expression means.

Example/Activity:

Theresa used 2 cups of flour to bake cookies. The number of cups of flour Ellen used to bake cookies can be represented by the expression 5 x 2. What does 5 x 2 mean?

We know that the quantity of flour that Ellen used is five times as great as the quantity of flour that Theresa used which was two cups. Or more simply, Ellen used five times as much flour as Theresa.

The comparison is based on one set being a particular multiplier of the other. The underlying question for multiplicative comparison problems is what factor would multiply one quantity in order to result in the other.



Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	3.5D determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product	unknown whole number, multiplication equation, division equation, whole numbers, factor, product **Verbs** determine, relating,	If the multiplication or division equation relates to multiplication facts up to 10 x 10, students may apply their knowledge of facts and the relationship between multiplication and division to determine the unknown number. Students may be expected to use the relationship between multiplication and division for a problem such as 12 = [] ÷ 6. The student knows that if 12 = [] ÷ 6, then 12 x 6= [], so [] = 72. Students may also be expected to solve problems where they state that the value 4 makes 3 x [] = 12 a true equation.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** pp. 282-300 **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.5D Instructional Information

3.5D provides students with practice using fact families for multiplication and division. For this state standard, students are beginning to see that number sentences may be written in different ways. Each of the number sentences below is part of the same fact family. Students may naturally be drawn to the third and the last number sentences. As students become more fluent in knowing their fact families, they will be able to fill in these number sentences more easily.

3 x ☐ = 21	Jack has 3 times as many marbles as Charlie. Jack has 21 marbles. How many marbles does Charlie have?
☐ x 3 = 21	Leah has some videos. Sam has 21 videos which is triple the number that Leah has.
7 x 3 = ☐	Joseph has 7 bags with 3 frogs in each bag. How many frogs does he have?
21 ÷ ☐ = 3	There are 21 cookies on the tray. Some kids shared them and got 3 cookies each. How many kids shared the cookies?
21 ÷ 3 = ☐	There are 21 cookies on the tray. Three kids shared them, each getting the same number of cookies. How many cookies did each of them get?

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
R	**3.5E represent real-world relationships using number pairs in a table and verbal descriptions.**	real-world relationships, number pairs, table, verbal descriptions **Verbs** represent, using	When paired with 3(1)(A), the expectation is that students apply this skill in a problem arising in everyday life, society, and the workplace. When paired with 3(1)(D), the expectation is that students extend the relationship represented in a table to explore and communicate the implications of the relationship. SE 3(5)(E) builds to 4(5)(B) where students represent problems using an input-output table and numerical expressions to generate a number pattern that follows a given rule representing the relationship of the values in the resulting sequence and their position in the sequence. Real-world relationships include situations such as the following: 1 insect has 6 legs, 2 insects have 12 legs, 3 insects have 18 legs, 4 insects have 24 legs, etc.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** pp. 282-300 **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof **Mathematics... A Way of Thinking** by: Robert Baratta-Lorton

3.5E Instructional Information

This state standard should be combined with 3.5C, which provides the verbal description for the real-world relationships in this standard.

Example/Activity:

<table>
<tr><th>Real-World Relationships</th><th>Table</th><th>Verbal Description (from TEKS Student Expectation 3.5C)</th></tr>
<tr><td>Number of feet on a cat</td><td><table><tr><th># of cats</th><th># of feet</th></tr><tr><td>1</td><td>4</td></tr><tr><td>2</td><td>8</td></tr><tr><td>3</td><td>12</td></tr></table></td><td>There are 4 times as many feet as there are cats.</td></tr>
<tr><td>Number of students per bus seat</td><td><table><tr><th># of bus seats</th><th># of students</th></tr><tr><td>1</td><td>2</td></tr><tr><td>2</td><td>4</td></tr><tr><td>3</td><td>6</td></tr></table></td><td>There are twice as many students as there are bus seats.
There are half as many bus seats as there are students.</td></tr>
<tr><td>Number of legs on an insect</td><td><table><tr><th># of insects</th><th># of legs</th></tr><tr><td>1</td><td>6</td></tr><tr><td>2</td><td>12</td></tr><tr><td>3</td><td>18</td></tr></table></td><td>There are six times as many legs as there are insects.</td></tr>
</table>

3rd Grade Unit 7: Geometry

15 ½ days- Pacing according to student progress and mastery of concepts

Purpose Statement: In order to reach the depth of the TEKS in the time provided, it is important to cluster (group) TEKS and not teach them in isolation. Below you will find a suggested pacing order, cluster descriptor and explanation to help guide your instruction. This unit is a continuation of second grade, which classified and sorted two- and three-dimensional shapes based on attributes using formal geometric language. The identification of quadrilaterals as a subcategory of two-dimensional figures is new to third grade.

TEKS in Cluster	Cluster Descriptor	Brief Explanation of Cluster Purpose:
Integrated throughout unit: • 3.8A Readiness • 3.8B Supporting	**Data Analysis**	The TEKS 3.8A & 3.8B are grouped together so there is a fluid process of summarizing data and solving one- and two- step problems when working with frequency tables, dot plots, pictographs and bar graphs with scaled intervals. It is the expectation of the math department that data be incorporated into every unit of instruction. This can be done in conjunction with the math content being taught in the unit or may require a designated day of instruction.
2 Days: • 3.6A Readiness	**Classify and Sort Two-Dimensional Figures**	During these two days, the focus is on two-dimensional figures only. In second grade, students classified and sorted up to 12-sided polygons. Students focused on the number of sides and the number of vertices. In third grade, students practice the same skills, continuing to use formal geometric language.
2 Days: • 3.6A Readiness	**Classify and Sort Three-Dimensional Solids**	During these two days, the focus is on three-dimensional figures only. In second grade, students classified and sorted the same three-dimensional figures, as they will this year in third grade. Teachers should build on the prior knowledge of two-dimensional figures to help students explore nets of three-dimensional solids. Although the TEKS do not specifically mention pyramids, be sure to discuss the attributes of pyramids and assist students in distinguishing between pyramids and prisms. Also, discuss the cube as a special rectangular prism.

4 Days: • 3.6A Readiness	**Classify and Sort Two-Dimensional Figures and Three-Dimensional Solids**	During these four days, the focus is on two- and three-dimensional figures. Continue to show students the relationship between 2D and 3D figures by making the connections to the nets of 3D solids. Students should see a triangular prism as two triangles and three rectangles.
7 ½ Days: • 3.6B Supporting	**Quadrilaterals**	This standard is taught in isolation, as quadrilaterals are a sub category within two-dimensional figures. Although this is a supporting standard, there are many quadrilaterals to cover in third grade. Be thorough as students explore the various characteristics of quadrilaterals. Allow students plenty of time to discover both examples and non-examples of the listed quadrilaterals.

Fourth Grading Period	Unit 7: Geometry (15 1/2 days)

Mathematical Process Standards

(A) apply mathematics to problems arising in everyday life, society, and the workplace;
(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;
(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;
(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;
(E) create and use representations to organize, record, and communicate mathematical ideas;
(F) analyze mathematical relationships to connect and communicate mathematical ideas; and
(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

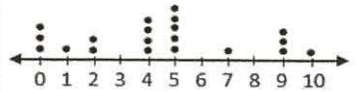
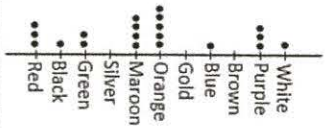
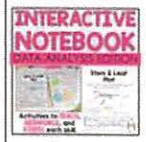
Unit Vocabulary/Word Wall

angle	ángulo	**Vocabulary new to this unit - - - Consider ALL applicable vocabulary**	cone	cono
right angle	ángulo recto		sphere	esfera
parallel lines	rectas paralelas		face	cara
quadrilateral	cuadrilátero		edge	artista
parallelogram	paralelogramo		vertex	vértice
polygon	polígono		base	base
trapezoid	trapecio		characteristics	caracteristicas
rectangle	rectángulo		attributes	atributos
rhombus	rombo		rays	rayo/rays
square	cuadrado		line segments	los segmentos de linea
solid figure	sólido		shape	forma
rectuangular prism	prísma rectangular		side	lado
triangular prism	prísma triangular		surface	superficie
cylinder	cilindro		two-dimensional	figuras de dos dimensiones
cube	cubo		three-dimensional	figuras de tres dimesniones
dodecagon	dodecágono		hexagon	hexágono
pentagon	pentágono		heptagon	heptágono
octagon	octágono		nonagon	nonágono
decagon	decágono		hendecagon (11-gon)	endecágono
regular polygon	polígonos regulares		irregular polygon	polígonos irregulares
congruent faces	caras congruentes			

Math Review: During this unit, classroom Math Review should be based on the specific academic needs of each class from a variety of sources; including but not limited to benchmarks, common assessments, informal assessments, and teacher observations.

3.8 Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to:

Data Analysis: 3.8A and 3.8B should be taught together.

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL TOPICS **3.8A summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals**	data set, frequency table, dot plot, one- and two-step problems, categorical data, pictograph, bar graph, scaled interval **Verbs** summarize, using	A frequency table shows how often an item, a number, or a range of numbers occurs. Tally marks and counts may be used to record frequencies. Students begin work with frequency tables in grade 3. This builds upon 1(8)(A) where students collect, sort, and organize data in up to three categories using models/ representations such as tally marks or T-charts. A dot plot may be used to represent frequencies. A number line may be used for counts related numbers. A line labeled with categories may be used as well if the context requires. Dots are recorded vertically above the number line to indicate frequencies. Dots may represent one count or multiple counts if so noted.   	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (John Van de Walle) pg. 385-392  teacherspayteachers.com This product includes 3 entries for your interactive math journal! Skills covered include: -Frequency Tables -Dot Plots -Stem and Leaf Plot Each entry comes with 4 pages worth of activities! -Mini Anchor Chart to glue in notebook -Foldable - pictures of completed foldable included -Mini Card Activities for sorting and categorizing -Quick Check to assess students mastery of concept Also includes: -Teaching Tips -Answer Key -Pictures to support implementation **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof.

3.8A Instructional Information

(GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS)

3rd grade students are responsible for all 4 graphs (bar graph, pictograph, dot plot, and frequency table). They should be exposed to all graphs as equitably as possible and not be limited to certain ones throughout the year. Students should choose the type of graph that best serves the purpose of the data collected.

Students organized data in T-charts and with tally marks in the previous grades. Students will also have knowledge and understanding of pictographs and bar graphs from previous grades. Frequency table and dot plots are new in 3rd grade. Students may have seen a frequency table when collecting data in previous grades, but may not have heard the term "frequency table" used in conjunction with it. A frequency table is a table that shows the total for each category or group of data. Example A below shows data collected using tally marks while Example B and Example C show frequency tables.

Example A

Sock Colors

Red	𝍸
White	𝍸 ||||
Blue	|||

Example B

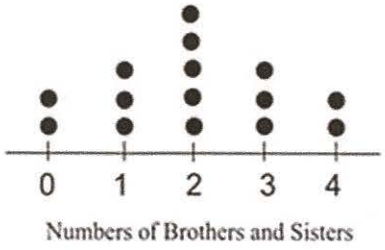
Sock Colors

Red	𝍸	5
White	𝍸 ||||	9
Blue	|||	3

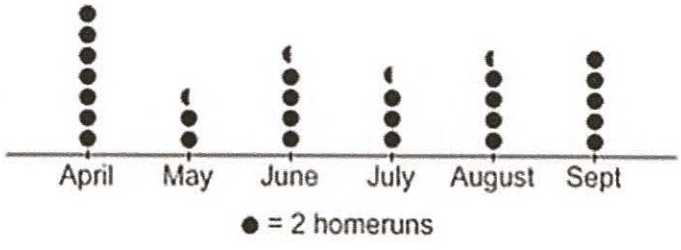
Example C

Kind of Candy	Number of Students
Gummy Bears©	22
Skittles©	18
Sour Patch Kids©	20
Laffy Taffy©	10

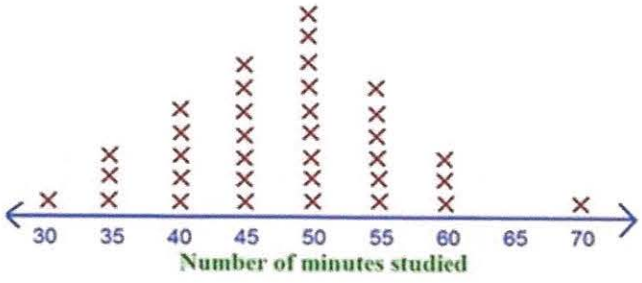
A dot plot is a representation of categorical or qualitative data with an axis usually on either the bottom or left side and uses a dot, or an X, stacked above the value to represent the number of items. One dot can represent more than one item of the data, if indicated (scaled intervals).



Numbers of Brothers and Sisters



● = 2 homeruns



Number of minutes studied

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS 3.8B solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals	problems, categorical data, frequency table, dot plot, pictograph, bar graph, scaled intervals **Verbs** solve, using	Students begin work with pictographs in grade K and bar graphs in grade 1. Students begin work with frequency tables and dot plots in grade 3. This SE builds upon 2(10)(C), where students solve one-step problems with intervals of one.	**Teaching Student-Centered Mathematics (Grades 3-5) 1st Ed.** (John Van de Walle) pg. 385-392 **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.2B Instructional Information

(GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS)

The goal is to help students see that graphs and charts tell information and that different types of representations tell different things about the same data. The value of having students actually construct their own graphs is not so much that they learn the techniques, but that they are personally invested in the data and that they learn how a graph conveys information. Once a graph is constructed, the most important activity is discussing what it tells people who see it, especially those who were not involved in making the graph. Discussions about graphs of real data that the students have themselves been involved in gathering will help them analyze and interpret other graphs and charts they see in newspapers and on TV. (Van de Walle, pg. 385-386)

Our world is inundated with data. It is essential that we prepare students to be literate about what can be interpreted from data and what cannot be interpreted from data, what is important to pay attention to and what can be discarded as misleading. This is important for success in school, as well as being a mathematically literate citizen.(Van de Walle, pg. 392)

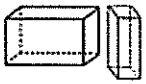
3.6 Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties. The student is expected to:				
Readiness or Supporting	**Student Expectation**	**Nouns**	**TEA Supporting Information**	**Resources**
	3.6A classify and sort two- and three-dimensional figures, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language	cones, cylinders, spheres, triangular, prism, rectangular, prism, cubes **Verbs** classify, sort	Formal geometric language includes terms such as "vertex," "edge," and "face." Figures may be classified by either attributes or their names. Scalene, Isosceles, and equilateral triangles may be included here or left to grade 4 [4(6)(D)]. Pyramids and other forms of prisms may also be included.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (John Van de Walle) pp. 344-37 Time4Learning www.time4learning.com **The Autism Helper** https://theautismhelper.com **Build A City of Math with Geometry** https://www.teacherspayteachers.com/Product/Project-Based-Learning-GEOMETROCITY-Build-a-City-of-Math-with-Geometry-PBL-1339693?aref=fyjuof26 **3rd Grade Math Centers:** https://www.teacherspayteachers.com/Product/3rd-Grade-Math-Centers-Geometry--2417728 **Math Process Standards Series** Representations pp. 52-53, Communication, Problem Solving, Connections, Reasoning & Proof

3.6A Instructional Information

The two verbs for this standard are classify and sort. For this state standard, students use formal geometric language to classify and sort figures.
Classify: determine the name of a figure based on its attributes or defining characteristics; applying an attribute to categorize a sorted group
Sort: grouping objects or figures by a shared characteristic or attribute

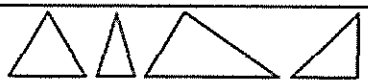
The list below is for teacher knowledge. Third grade students are expected to classify and sort shapes by their attributes or names. Look at the Student Expectations to see what information applies to third grade.

Attributes of Three-Dimensional Solids
**This document was based on 2017 information from TEA*

Name of Figure	Diagram	Defining Attributes
Sphere		A three-dimensional figure made up of all points that are equal distance from the center (middle) point creating a curved surface *(no faces, no edges, no vertices)*
Cone		A three-dimensional figure containing one circular base and a curved surface that rises to one point opposite the base, which is called a vertex or apex, of the cone *(no edges)*
Cylinder		A three-dimensional figure containing two parallel, two congruent bases that are circles, which are connected by a curved surface *(no faces, no edges, no vertices)*
Rectangular Prism		A three-dimensional figure with two parallel and congruent rectangular bases, which give the figure its name; it has 8 vertices, 12 edges, and 6 polygonal faces
Cube		A special rectangular prism with 6 congruent square faces; a three-dimensional figure with 8 vertices, 12 edges, and 6 polygonal faces
Triangular Prism		A three-dimensional figure with two parallel and congruent triangular bases, which give the figure its name; it has 6 vertices, 9 edges, and 5 polygonal faces
Pyramid		A three-dimensional figure with triangular sides that meet at the apex. The base is a polygon that names the type of pyramid, such as a square pyramid would have a square base.

3.6A Instructional Information Continued

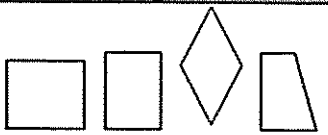
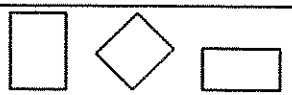
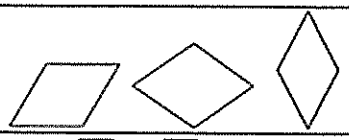
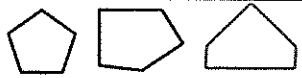
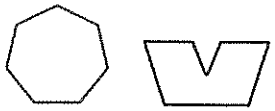
The list below is for teacher knowledge. Third grade students are expected to classify and sort shapes by their attributes or names. Look at the Student Expectations to see what information applies to third grade.

Attributes of Two-Dimensional Polygons		
Name of Figure	**Diagram**	**Defining Attributes**
Polygon		A two-dimensional, closed figure with three or more straight sides
Regular Polygon		A two-dimensional, closed figure with three or more straight, congruent sides
Irregular Polygon		A two-dimensional, closed figure with three or more straight sides of different lengths
Triangle		A two-dimensional polygon with 3 vertices and 3 sides
Acute Triangle		A triangle with all three acute angles, each with a measurement of less than 90°
Right Triangle		A triangle with one right angle having a measure of 90°
Obtuse Triangle		A triangle with one obtuse angle, having a measurement greater than 90°
Equilateral Triangle		A triangle with three side of equal lengths
Isosceles Triangle		A triangle with at least two sides of equal lengths; an equilateral triangle is an example of an isosceles triangle
Scalene Triangle		A triangle with no sides of equal lengths

3.6A Instructional Information Continued

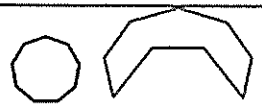
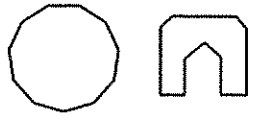
The list below is for teacher knowledge. Third grade students are expected to classify and sort shapes by their attributes or names. Look at the Student Expectations to see what information applies to third grade.

Attributes of Two-Dimensional Polygons Continued

Name of Figure	Diagram	Defining Attributes
Quadrilateral		A two-dimensional polygon with 4 sides and 4 vertices; when the sides or angles have specific characteristics, the quadrilateral gets a specific name, such as square or trapezoid
Parallelogram		A two-dimensional quadrilateral in which opposite sides are parallel and congruent
Rectangle		A two-dimensional quadrilateral with 4 right angles, opposite sides parallel and congruent; a type of parallelogram
Square		A two-dimensional quadrilateral with 4 congruent sides and 4 right angles; a type of parallelogram; a special rectangle because all sides are equal in length
Rhombus		A two-dimensional quadrilateral in which opposite sides are parallel and congruent; also a type of parallelogram
Trapezoid		A two-dimensional quadrilateral with only one pair of parallel sides
Pentagon		A two-dimensional polygon with 5 sides and 5 vertices
Hexagon		A two-dimensional polygon with 6 sides and 6 vertices
Heptagon		A two-dimensional polygon with 7 sides and 7 vertices

3.6A Instructional Information Continued

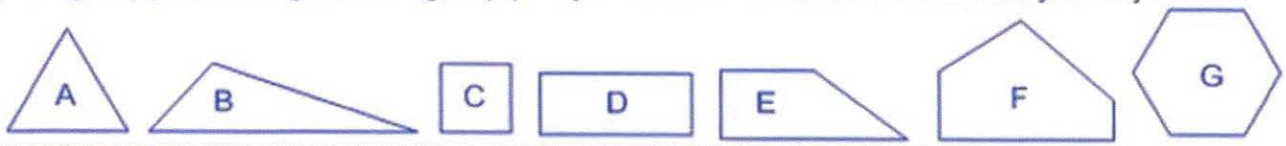
The list below is for teacher knowledge. Third grade students are expected to classify and sort shapes by their attributes or names. Look at the Student Expectations to see what information applies to third grade.

Attributes of Two-Dimensional Polygons Continued		
Name of Figure	**Name of Figure**	**Name of Figure**
Octagon		A two-dimensional polygon with 8 sides and 8 vertices
Nonagon		A two-dimensional polygon with 9 sides and 9 vertices
Decagon		A two-dimensional polygon with 10 sides and 10 vertices
11-gon (hendecagon, undecagon) *No official name for this shape.*		A two-dimensional polygon with 11 sides and 11 vertices
Dodecagon		A two-dimensional polygon with 12 sides and 12 vertices
Circle		**NOT** a polygon; a two-dimensional figure with no sides or vertices

3.6A Instructional Information Continued

Two-dimensional Example/Activity:

The collection of a regular triangle (A), an irregular triangle (B), a square (C), a rectangle (D), a trapezoid (E), an irregular pentagon (F), and a regular hexagon (G) may be sorted and classified in a variety of ways.

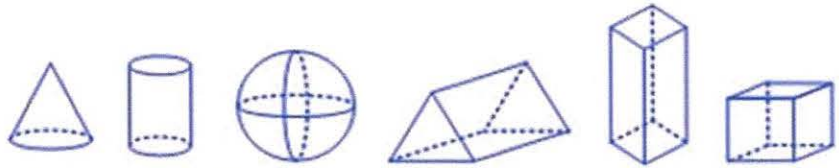


Sample sort and classification:

(1) Regular figures (triangle A, square C, and hexagon G); irregular figures (triangle B, rectangle D, trapezoid E, and pentagon F)
(2) Quadrilaterals (square C, rectangle D, and trapezoid E); not quadrilaterals (triangle A, triangle B, pentagon F, and hexagon G)
(3) At least 1 square corner (square C, rectangle D, trapezoid E, and pentagon F); 0 square corners (triangle A, triangle B, and hexagon G)
(4) 2 or more congruent sides (triangle A, square C, rectangle D, and hexagon G); 0 congruent sides (triangle B and trapezoid E, and pentagon F)

Three-dimensional Example/Activity:

The collection of a cone, a cylinder, a sphere, a triangular prism, a rectangular prism, and a cube may be sorted and classified in a variety of ways.



Sample sort and classification:

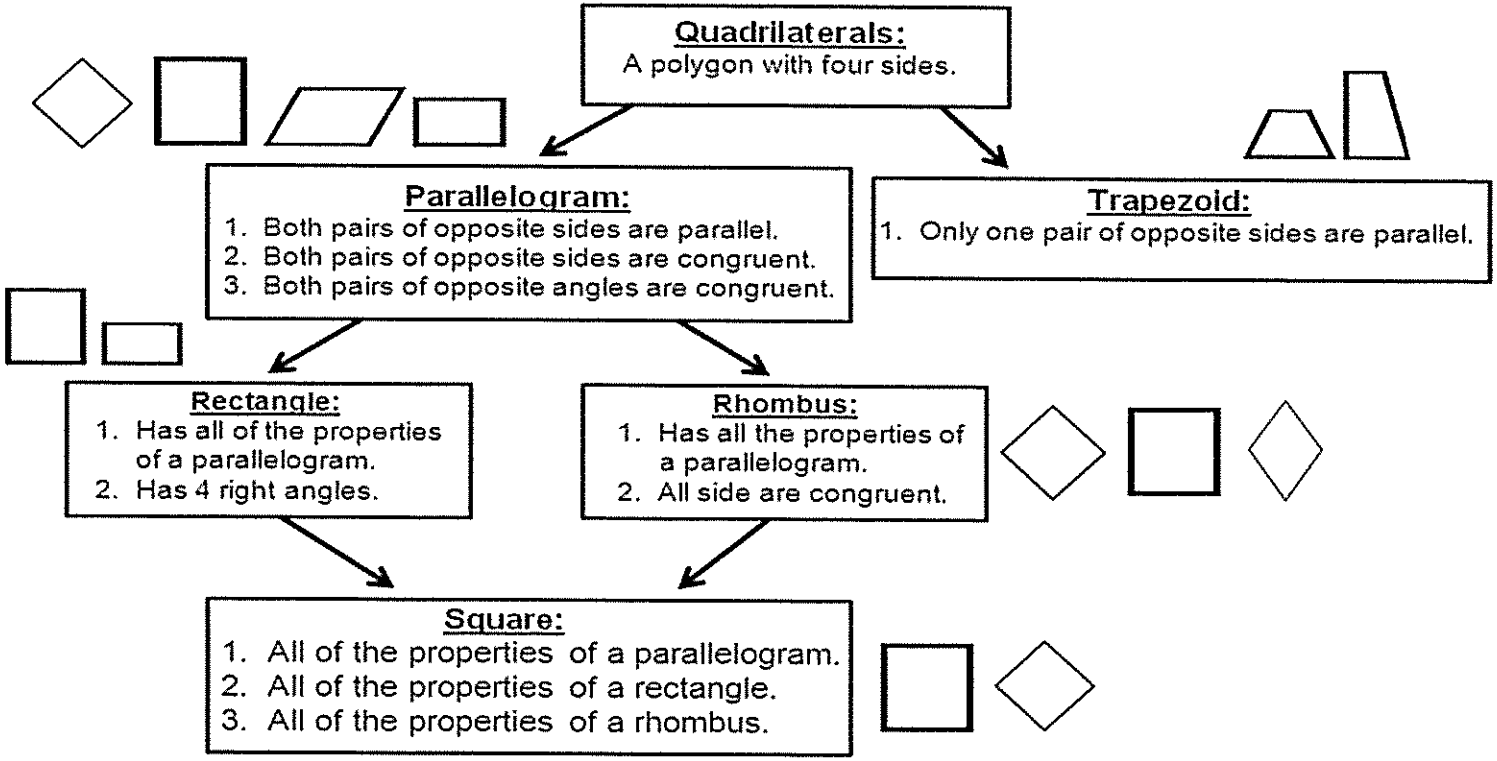
(1) Faces (triangular prism, rectangular prism, and cube); no faces (cone, cylinder, and sphere)
(2) Edges (triangular prism, rectangular prism, and cube); no edges (cone, cylinder, and sphere)
(3) Curved surfaces (cone, cylinder, and sphere); no curved surfaces (triangular prism, rectangular prism, and cube)
(4) Rectangular faces (triangular prism, rectangular prism, and cube); no rectangular faces (cone, cylinder, and sphere)
(5) Rectangular bases (rectangular prism and cube); no rectangular faces (triangular prism, cone, cylinder, and sphere)

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	3.6B use attributes to recognize rhombuses, parallelograms, trapezoids, rectangles, and squares as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to any of these subcategories	rhombuses, parallelograms, trapezoids, rectangles, squares, quadrilaterals, subcategory, attributes, examples **Verbs** use, recognize	This SE includes the identification or recognition of quadrilaterals as a subcategory of 2-D figures. This SE builds on 2(8)(C) where students were expected to classify and sort polygons. Parallel may be defined with this student expectation or may be left to grade 4 [4(6)(A) and (D)]. Similarly, right angles may be formally defined here or left to grade 4 [4(6)(C)]. Additionally, the symbols for parallel (||), perpendicular (⊥), angle (∠), and right angle may be introduced here or left to grade 4 [4(6)(A), (C), and (D)].	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (John Van de Walle) pp. 344-37 Resources from teacherspayteachers.com **Geometric Attributes** by Christine Cadalzo **3-D Shapes Unit: Activities to Identify and Describe Attributes** by Amanda Richardson **10 Math Centers for special Education by The Autism Helper** **Math Process Standards Series** Representations pp. 52-53, Communication, Problem Solving, Connections, Reasoning & Proof

3.6B Instructional Information

The hierarchy below is for teacher understanding of classifying subcategories of quadrilaterals. Students are expected to use the attributes described in the hierarchy to recognize examples of these subcategories.

Quadrilaterals are figures with 4 sides. When the sides or angles of a quadrilateral have specific characteristics, the quadrilateral gets a special name. The name "quadrilateral" is the most general term for a four-sided figure, while the name "square" is the most specialized name.

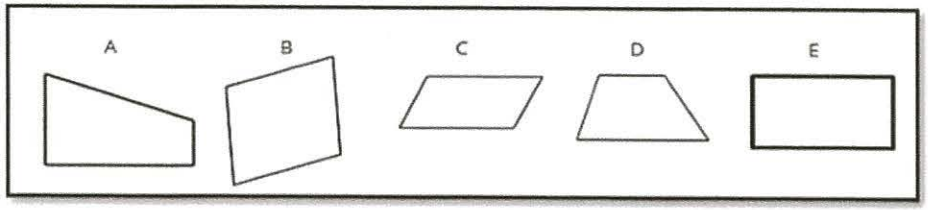


3.6B Instructional Information

- A polygon is a closed figure with straight sides. A polygon is named by the number of sides.
- Regular polygons are made up of line segments which are the same length and angles that are all the same size.
- An irregular polygon can have sides of different lengths. Polygons with four sides are quadrilaterals.
- A parallelogram has two pairs of parallel lines.
- A square is a parallelogram with four right angles and four congruent sides.
- A rectangle is a parallelogram with four right angles.
- A rhombus is a parallelogram with four congruent sides.
- A trapezoid has exactly one pair of parallel sides.

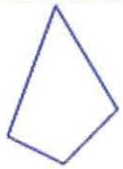
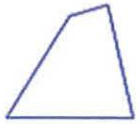
Students should not be expected to memorize a formal definition of the quadrilaterals but be able to use the attributes to identify, name, and draw them. Using examples and non-examples is a good way to understand these polygons.

Example:



a) In the set above, which figure(s) are trapezoids?
Figures A and D are trapezoids because they have 4 sides and 4 vertices, and only one pair of parallel sides.

b) Draw a picture of a quadrilateral that is not a rhombus, parallelogram, trapezoid, rectangle, or square.

Sample drawings:	Justification:
	These figures are not a rhombus because all sides are not congruent, opposite sides are not equal distance apart, and opposite corners (angles) are not congruent.
	These figures are not a parallelogram because opposite sides are not congruent, opposite sides are not equal distance apart, and opposite corners (angles) are not congruent.
	These figures are not trapezoids because one pair of sides is not equal distance apart.
	These figures are not a rectangle because opposite sides are not congruent, opposite sides are not equal distance apart, and all corners (angles) are not square corners (right angles).
	These figures are not a square because all sides are not congruent, opposite sides are not equal distance apart, and all corners (angles) are not square corners (right angles).

3rd Grade Unit 8: Measurement – Perimeter & Area
15 days- Pacing according to student progress and mastery of concepts

Purpose Statement: In order to reach the depth of the TEKS in the time provided, it is important to cluster (group) TEKS and not teach them in isolation. Below you will find a suggested pacing order, cluster descriptor and explanation to help guide your instruction. Students need to determine perimeter with and without the use of a ruler.

TEKS in Cluster	Cluster Descriptor	Brief Explanation of Cluster Purpose:
Integrated throughout unit: • 3.8A Readiness • 3.8B Supporting	**Data Analysis**	The TEKS 3.8A & 3.8B are grouped together so there is a fluid process of summarizing data and solving one- and two- step problems when working with frequency tables, dot plots, pictographs and bar graphs with scaled intervals. It is the expectation of the math department that data be incorporated into every unit of instruction. This can be done in conjunction with the math content being taught in the unit or may require a designated day of instruction.
5 Days: • 3.6C Readiness • 3.4E Supporting • 3.4K Readiness • 3.5B Readiness • 3.7B Readiness	**Area & Perimeter of Rectangles**	These TEKS are grouped together for two reasons. First, students use their knowledge of multiplication and arrays when finding the area of rectangles. Secondly, area and perimeter should be taught together whenever possible so students do not confuse vocabulary. Students should see examples of problem solving situations both with and without pictures/graphics.
5 Days: • 3.6D Supporting • 3.6E Supporting • 3.3C Supporting	**Area of Composite Figures**	While the decomposed rectangles of a composite figure may not have the same area, 3.6E is grouped in this cluster to assist students in seeing that rectangles can be decomposed in different ways and still have the same area. 3.3C is included in this cluster because the decomposed parts can be expressed as unit fractions of the whole figure.
5 Days: • 3.7B Readiness	**Perimeter & Missing Side Lengths for All Polygons**	This standard (3.7B) is listed in isolation, as it only involves perimeter. As students explore perimeter, specifically with missing sides, it is important to remember that these figures are not restricted to rectangles. Students must find the perimeter of various regular and irregular polygons.

Fourth Grading Period	Unit 8: Measurement: Perimeter & Area (15 days)

Mathematical Process Standards

(A) apply mathematics to problems arising in everyday life, society, and the workplace;
(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;
(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;
(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;
(E) create and use representations to organize, record, and communicate mathematical ideas;
(F) analyze mathematical relationships to connect and communicate mathematical ideas; and
(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

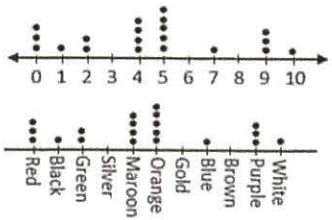
Unit Vocabulary/Word Wall

perimeter	perímentro	**Vocabulary new to this unit--Consider ALL applicable vocabulary**	region	región
area	área		square unit	unidad cuadrada
rectangular	rectangular		equilateral triangle	triángulo equilátero

Math Review: During this unit, classroom Math Review should be based on the specific academic needs of each class from a variety of sources: including but not limited to benchmarks, common assessments, informal assessments, and teacher observations.

3.8 Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to:

Data Analysis: 3.8A and 3.8B should be taught together.

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS **3.8A summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals**	data set, frequency table, dot plot, one- and two-step problems, categorical data, pictograph, bar graph, scaled interval **Verbs** summarize, using	A frequency table shows how often an item, a number, or a range of numbers occurs. Tally marks and counts may be used to record frequencies. Students begin work with frequency tables in grade 3. This builds upon 1(8)(A) where students collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts. A dot plot may be used to represent frequencies. A number line may be used for counts related numbers. A line labeled with categories may be used as well if the context requires. Dots are recorded vertically above the number line to indicate frequencies. Dots may represent one count or multiple counts if so noted.  	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (John Van de Walle) pg. 385-392 McGraw-Hill Education https://www.mheonline.com TouchMath® http://www.touchmath.com **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof. **Mathematics... A Way of Thinking** by: Robert Baratta-Lorton

3.8A Instructional Information

(GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS)

3rd grade students are responsible for all 4 graphs (bar graph, pictograph, dot plot, and frequency table). They should be exposed to all graphs as equitably as possible and not be limited to certain ones throughout the year. Students should choose the type of graph that best serves the purpose of the data collected.

Students organized data in T-charts and with tally marks in the previous grades. Students will also have knowledge and understanding of pictographs and bar graphs from previous grades. Frequency table and dot plots are new in 3rd grade. Students may have seen a frequency table when collecting data in previous grades, but may not have heard the term "frequency table" used in conjunction with it. A frequency table is a table that shows the total for each category or group of data. Example A below shows data collected using tally marks while Example B and Example C show frequency tables.

Example A

Sock Colors

Red	𝍸
White	𝍸 ||||
Blue	|||

Example B

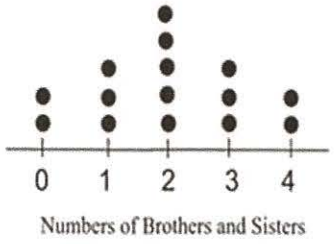
Sock Colors

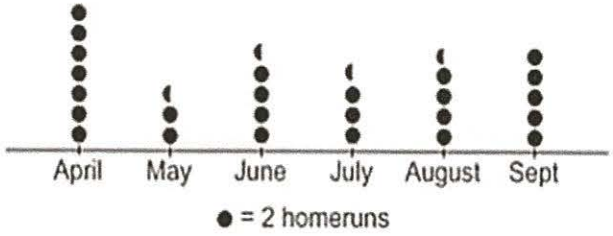
Red	𝍸	5
White	𝍸 ||||	9
Blue	|||	3

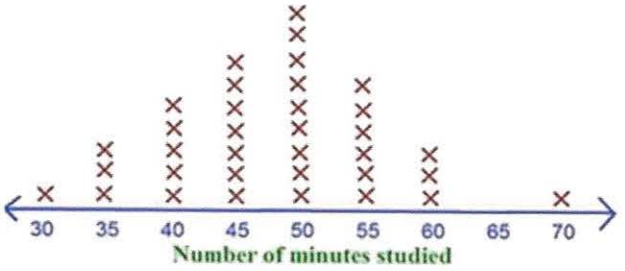
Example C

Kind of Candy	Number of Students
Gummy Bears©	22
Skittles©	18
Sour Patch Kids©	20
Laffy Taffy©	10

A dot plot is a representation of categorical or qualitative data with an axis usually on either the bottom or left side and uses a dot, or an X, stacked above the value to represent the number of items. One dot can represent more than one item of the data, if indicated (scaled intervals).







Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS **3.8B solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals**	problems, categorical data, frequency table, dot plot, pictograph, bar graph, scaled intervals **Verbs** solve, using	Students begin work with pictographs in grade K and bar graphs in grade 1. Students begin work with frequency tables and dot plots in grade 3. This SE builds upon 2(10)(C), where students solve one-step problems with intervals of one.	**Teaching Student-Centered Mathematics (Grades 3-5) 1st Ed.** (John Van de Walle) pg. 385-392 **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.8B Instructional Information

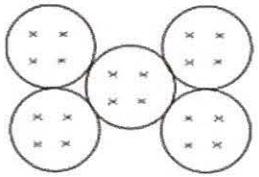
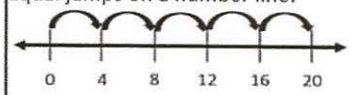
(GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS)

The goal is to help students see that graphs and charts tell information and that different types of representations tell different things about the same data. The value of having students actually construct their own graphs is not so much that they learn the techniques, but that they are personally invested in the data and that they learn how a graph conveys information. Once a graph is constructed, the most important activity is discussing what it tells people who see it, especially those who were not involved in making the graph. Discussions about graphs of real data that the students have themselves been involved in gathering will help them analyze and interpret other graphs and charts they see in newspapers and on TV. (Van de Walle, pg. 385-386)

Our world is inundated with data. It is essential that we prepare students to be literate about what can be interpreted from data and what cannot be interpreted from data, what is important to pay attention to and what can be discarded as misleading. This is important for success in school, as well as being a mathematically literate citizen.(Van de Walle, pg. 392)

5/1

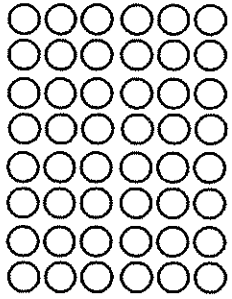
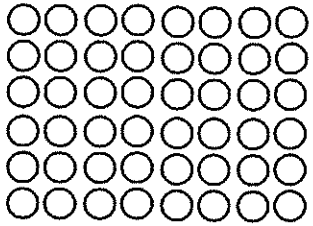
3.4 Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to:

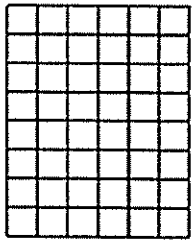
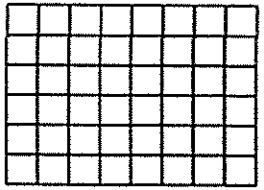
Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
S	**3.4E represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting**	multiplication facts, variety of approaches, repeated addition, equal- sized groups, arrays, area models, equal jumps on a number line, skip counting **Verbs** represent, using	Examples of 5 × 4 using the listed strategies: Area Models: Repeated Addition: 4 + 4 + 4 + 4 + 4 Equal-sized groups:  Equal jumps on a number line:  Arrays: Skip counting: 4, 8, 12, 16, 20 An array is used to organize objects enabling student to link skip-counting and multiplication. There is no mathematical requirement for 5 x 4 to be modelled as 5 rows and 4 columns.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (John Van de Walle) pp.138-148, 180-188McGraw-Hill Education https://www.mheonline.com TouchMath® http://www.touchmath.com Area of rectangles with partial arrays (practice) | Khan Academy www.khanacademy.org/math/basic-geo/basic-geo... **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.4E Instructional Information

This standard provides concrete experiences with multiplication facts and gives suggestions for the models that students should use:

- repeated addition
- equal-sized groups
- arrays, which build understanding of area (3.6C)
- area models, which build understanding of area (3.6C)
- equal jumps on a number line
- skip counting

Represent 8 x 6 as an array.	
Sample answer: 8 rows of 6 is 48 	Related turn-around fact: 6 x 8 = 48 

Represent 8 x 6 as an area model.	
Sample answer: 8 rows of 6 is 48 	Related turn-around fact: 6 x 8 = 48 

This SE is included because 3.6C states that students will "determine the area of rectangles with whole number side lengths in problems using **multiplication related to the number of rows times the number of unit squares in each row**" which students learned previously in Unit 5 Multiplication and Division.

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
R	**3.4K solve one-step and two-step problems involving multiplication and divisionwithin 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts**	one-step and two-step problems, multiplication, division, 100, strategies, objects, pictorial models, arrays, area models, equal groups properties of operations, facts **Verbs** solve, using ,recall	This SE builds to 3(5)(B). The focus of 3(4)(K) is on developing number-based strategies to solve multiplication and division problems within 100. This may include multiplying a two-digit number by a one-digit number. As this SE lists "properties of operations" and "recall of facts" as potential strategies, a model is not necessarily required. The product and dividend may be less 100, but no operand (i.e. factor, divisor, or quotient) is limited to the multiplication/division facts. This may include addition or subtraction, but any problem doing so should clearly indicate the order in which the operations should be performed.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (John Van de Walle) pp.138-148, 180-188 **enVision Math** TE Program Overview pp. 66-67 **enVision Math** Topic 4: Multiplication Meanings Topic 5: Multiplication Facts - Use Patterns and Known Facts **Math Process Standard Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.4K Instructional Information

Although 3.4K does not specifically state that students are solving word problems, the only way to create a two-step problem is by using story problems.
This state standard has students solving problems using many strategies:

- objects
- pictorial models that include arrays, area models, and equal groups
- property of operations
- recall of facts

See 3.4D, E, F, G, and H in Unit 5 Multiplication and Division for a detailed explanation of each of these strategies.

Array

The youth baseball league separated all of the children who registered into 4 teams. Each team had exactly 14 players. How many children signed up for the league?

Sample solution:
4 teams x 14 children = __ total children

X X X X X X X X X X X X X X
X X X X X X X X X X X X X X
X X X X X X X X X X X X X X
X X X X X X X X X X X X X X

Record 14 Xs in a row.
Repeat for a total of 4 rows.

4 x 14 = 56; Fifty-six children signed up for the league.

3.4 K Instructional Information Continued

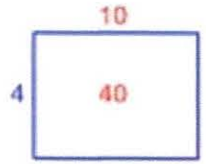
Area Model

A total of 56 children signed up for the youth baseball league. The league was able to form 4 teams with an equal number of children on each team. How many children were on each team?

Sample solution:

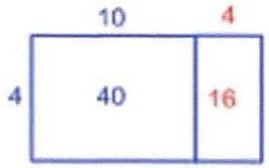
What is the size of each group when the total of 56 is divided into 4 equal groups?

56 children ÷ 4 teams = __ children on each team

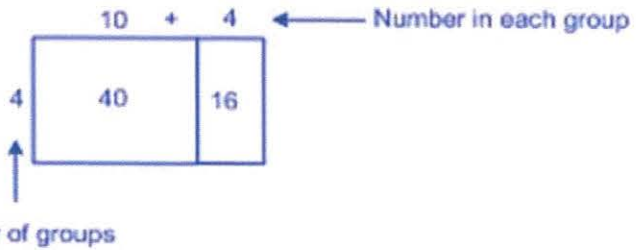


Groups of 10 → 4 groups of 10 = 40

56 – 40 = 16; 16 remains to be partitioned.



Determine how many in each group will total 16 if there are 4 groups → 4 groups of 4 = 16



56 ÷ 4 = 14; There were 14 children on each team.

3.5 Algebraic reasoning. The student applies mathematical process standards to analyze and create patterns and relationships. The student is expected to:				
Readiness or Supporting	**Student Expectation**	**Nouns**	**TEA Supporting Information**	**Resources**
	3.5B represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations	one-and two-step multiplication and division problems, arrays, strip diagrams, equations **Verbs** represent, solve, using	This SE is an extension of 3(4)(K). The focus of 3(5)(B) is on developing representations that build to numeric equations for multiplication and division situations by connecting arrays to strip diagrams.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** pp. 123-124 **enVision Math** TE Program Overview pp. 66-67 **enVision Math** Topic 4: Multiplication Meanings Topic 5: Multiplication Facts - Use Patterns and Known Facts Topic 6: Meanings of Division Topic 7: Division Facts Topic 10: Patterns and Equations **Kim Sutton** Dynamic Dice **Math Process Standard Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.5 B Instructional Information

In standards 3.4D, E, F, and H, students solve problems using strategies based on arrays and equal shares. This standard, 3.5B, requires that students use other models to perform the operations—arrays, strip diagrams, and equations. These models focus on the meaning of multiplication and division and are more algebraic than are the other models. See Unit 5 Multiplication and Division for a detailed explanation of each of these strategies.

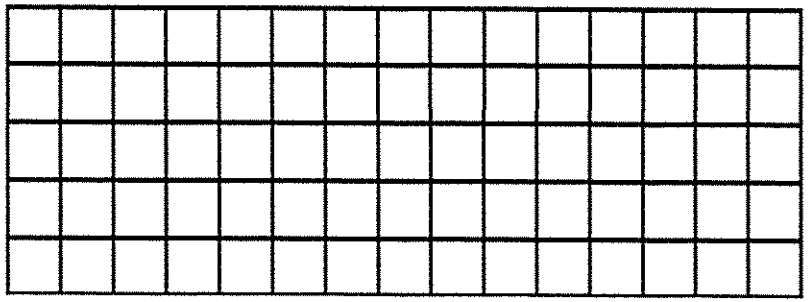
Examples/Activities:

Mrs. Akers wants to tile the rectangular hallway in her house using 1 foot square tiles. The hallway is 15 feet long and 5 feet wide. How many tiles does Mrs. Akers need to tile her hallway?

Array and Equation:

15 feet

5 feet



15 x 5
(10 x 5) + (5 x 5)
50 + 25
=75 sq. ft.
Mrs. Akers will need 75 tiles.

Remind students to find the area of a rectangle, the distributive property, taught in Unit 5, can be used to make multiplication easier.

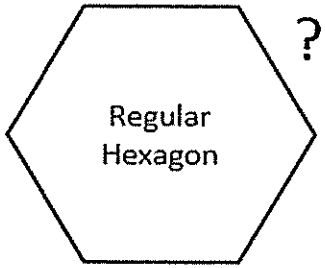
3.5B Instructional Information Continued

Example/Activity:

The perimeter of a regular hexagon is 24 units. What is the length of each side?

Strip Diagram:

Students could use a hexagon pattern block to see that a regular hexagon has 6 equal sides. This would help students create a strip diagram with a total of 24 units and 6 equal unknown parts. Students can then see that since the total and the number of equal groups is known, division could be used to find the length of each of the six sides.



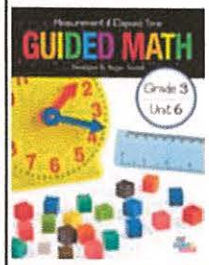
Perimeter is 24 units

perimeter = 24 units					
?	?	?	?	?	?

24 ÷ 6 = ___ or ___ x 6 = 24

= 4 units

The length of each side is 4 units.

3.6 Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties. The student is expected to:				
Readiness or Supporting	**Student Expectation**	**Nouns**	**TEA Supporting Information**	**Resources**
R	**3.6C determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row**	area, rectangles, lengths, rows, unit squares, multiplication **Verbs** determine, related, times	The SE limits the two-dimensional surfaces to rectangles with whole-number side lengths. Students may use concrete or pictorial models of square units to represent the number of rows and the number of unit squares in each row. Units of area may be square inches, square centimeters, square feet, square meters, etc. To build on 2(9)(F), students may be expected to use multiplication to determine the area of a rectangle instead of counting squares.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** pp. 324-331  https://www.teacherspayteachers.com/Product/Third-Grade-Guided-Math-Fractions-2932756 Guided Math Lessons for Third Grade Unit 6 Measurement, Perimeter, Area, and Elapsed Time***Spanish Supplement File now Included****Lesson Focus This unit focuses on three main concepts:

3.6 C Instructional Information

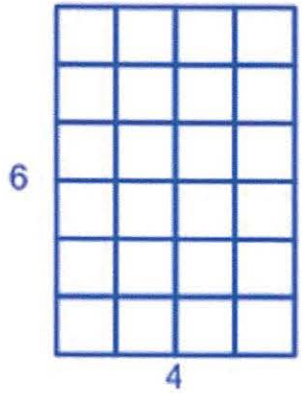
In third grade, students are formally introduced to the concept of area. In 2nd grade, they covered objects with square tiles and found the area by counting the units. This standard teaches students how to calculate area based on multiplication models they are already familiar with, such as in 3.4E. In 3rd grade, students will **either** be given the square units in at least one row and column pictorially or the number of square units in each row/column will be given as a part of the word problem.

Remember all the arrays that students used to learn their multiplication facts (3.4D)? They were also learning how to find the area of a rectangle! A few slight shifts in thinking need to be made so the focus is on the area, not only on the multiplication fact.

Shift #1: The focus is now on the rectangle itself.

Shift #2: Area is the number of square units it takes to fill the rectangle. Area is always made up of units that are squares. When students were working with arrays, they might have put objects in each cell of the array. Now the focus is on the squares themselves like grid models for multiplication.

Shift #3: Area is number of rows x number of squares in each row. Do NOT teach the formula for area in 3rd grade. That is a 4th grade standard.



6 rows with 4 unit squares in each row

6 rows times 4 unit squares in each row

6 times 4

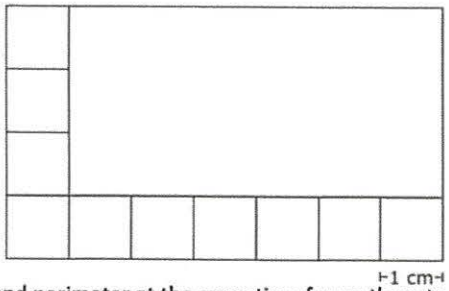
6 x 4 = 24

The rectangle has an area of 24 square units.

Be sure to focus on the columns and rows when multiplying. The use of arrays will help students avoid confusion when finding perimeter in 3.7B. Area is recorded in square units, square inches, or square centimeters for third graders.

Note:
Students will encounter situations where they are only given the number of square units in one row and one column. The experience with multiplication arrays and relating multiplication to finding area will be useful for students in these situations.

4 cm x 7 cm
4 x 7 = 28



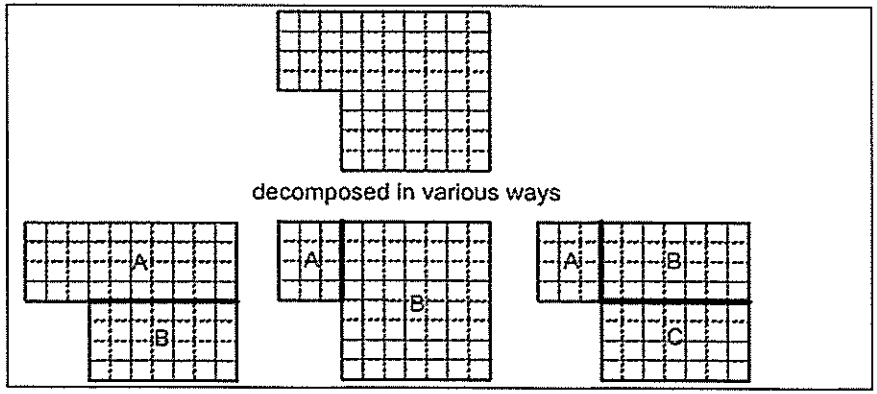
When possible, teach area and perimeter together, rather than in isolation. Having students work on finding area and perimeter at the same time forces them to note the difference between the two and understand the vocabulary.

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
S	**3.6D decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure using the additive property of area**	composite figures, rectangles, non-over lapping rectangles additive property of area **Verbs** decompose, formed, determine	Composite figures should be comprised of rectangles, including squares as special cases of rectangles.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** pp. 324-331 **Decompose figures to find area – Khan Academy** www.khanacademy.org **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.6D Instructional Information

Decompose: In geometry, decompose means to separate the combined figure into separate figures.
Composite figures: geometric figures that have been combined to create new geometric figures
Additive property of area: areas of multiple figures can be added to find the area of the composite figure

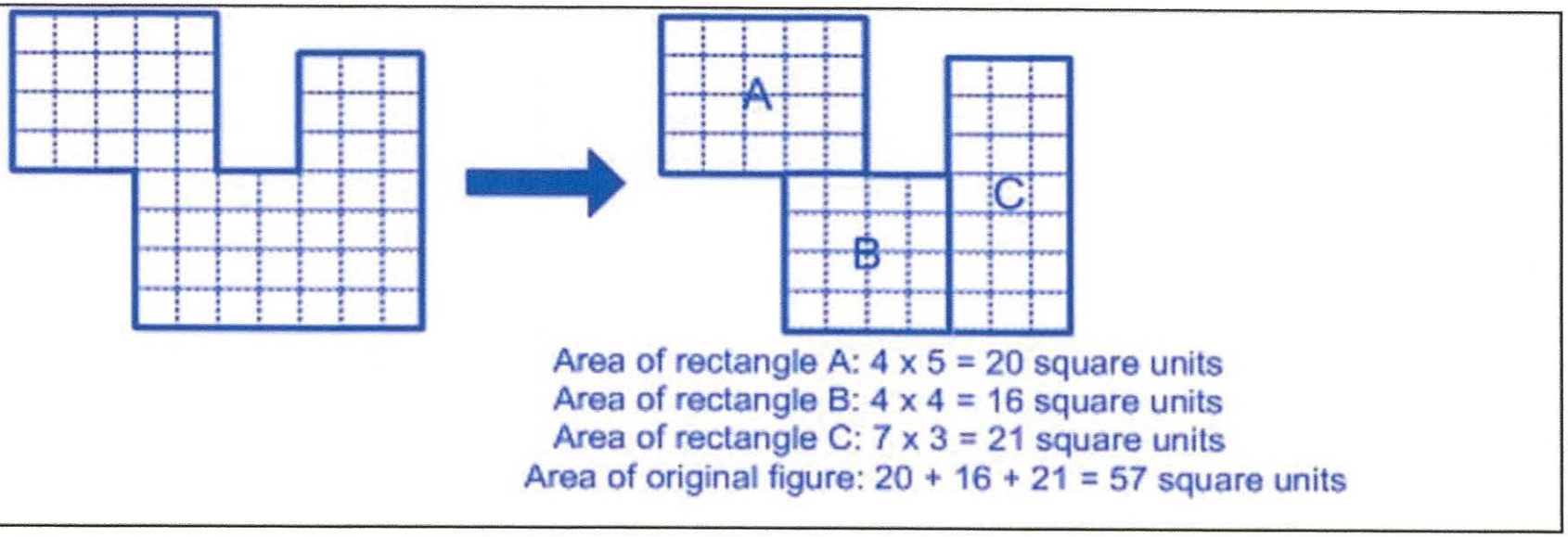
Composite figures are figures that are made by combining two or more figures. In third grade, the composite figures are made up of rectangles that do not overlap. Students need to know that a figure can be decomposed multiple ways but the composite area will always be the same. The figures below all have a total area of 68 square units, no matter how the figure was decomposed.



3.6D Instructional Information Continued

To find the area of the composite figure:

1. Draw a line to separate the rectangles in the composite figure.
2. Figure out the dimensions of each rectangle.
3. Find the area of each rectangle.
4. Add the areas.



3.6D Instructional Information Continued

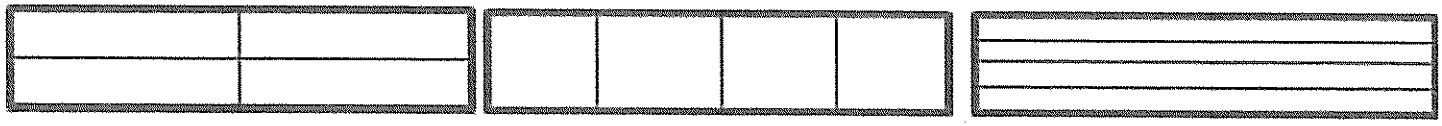
Readiness or Supporting	Student Expectation	Nouns		Resources
	3.6E decompose two congruent two-dimensional figures into parts with equal areas and express the area of each part as a unit fraction of the whole and recognize that equal shares of identical wholes need not have the same shape.	congruent 2-dimensional figures, unit fractions, equal hares, equal areas, identical wholes, shape	Students may be expected to separate two congruent squares in half in two different ways. Students may be expected to identify that the smaller parts represent one-half of each of the original squares even though the halves from one square are not congruent to the halves in the other square.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (John Van de Walle) pp. 202-230
	3.3C explain that the unit fraction 1/b represents the quantity formed by one part of a whole that has been partitioned into b equal parts where b is a non-zero whole number	**Verbs**	This SE focuses on unit fractions. Fractions may have denominators of 2, 3, 4, 6, or 8 and are not limited to these values. Students are expected to describe or explain the fraction 1/b. For example, 1/4 is the quantity formed by one part of a whole that has been partitioned, or divided, into 4 equal parts. A fraction may be part of a whole object or part of a whole set of objects.	**Congruent figures Task Cards** by Math Lessons by NUMBERROCK
	****** This Student Expectation is included with the area concept to reinforce unit fractions as part of a region.******	decompose, express, recognize		**Decompose 2D figures** by Simplicity Rocks
				Math Process Standards Series Representations, Communication, Problem Solving, Connections, Reasoning & Proof
				Kim Sutton Fractions: A Part of the Whole
				Mathematics... A Way of Thinking by: Robert Baratta-Lorton

3.6E Instructional Information

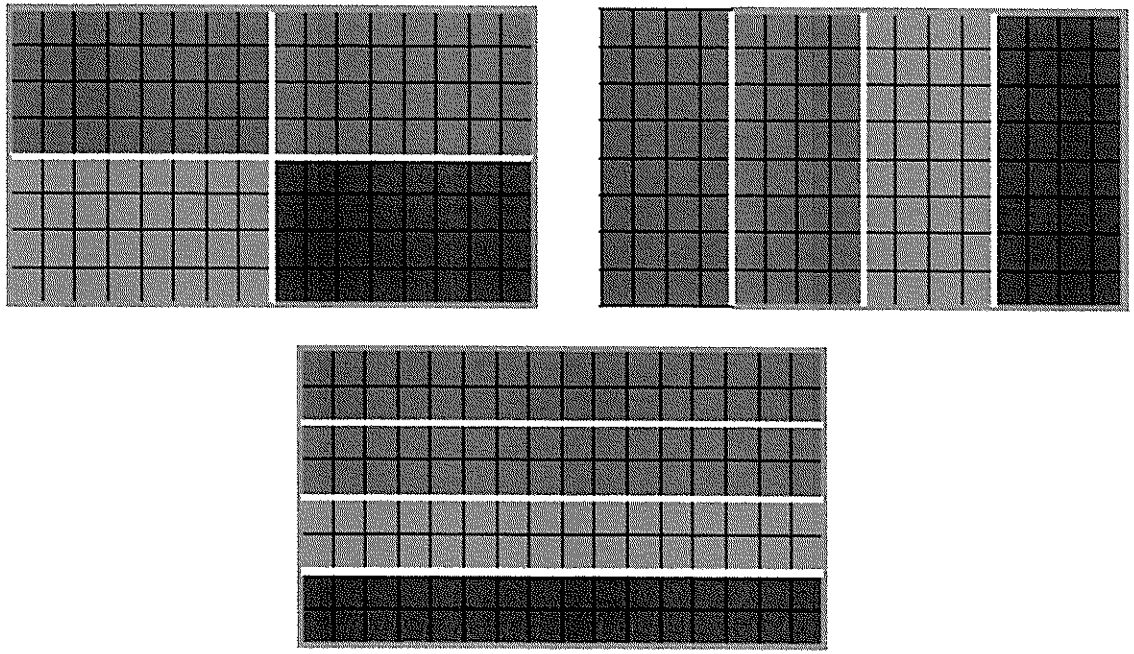
3.6E is the geometric version of 3.3F and G. This standard focuses on equal areas of the fractional parts, while 3.3F and 3.3G focus on equivalent fractional parts in which the parts may be eighths or fourths.

Example/Activity:

The three rectangles below are congruent. They must be decomposed (broken up) into parts with equal areas. The gray lines break each of the rectangles into fourths, but they break them up in different ways. The parts have the same area, but they are different shapes.

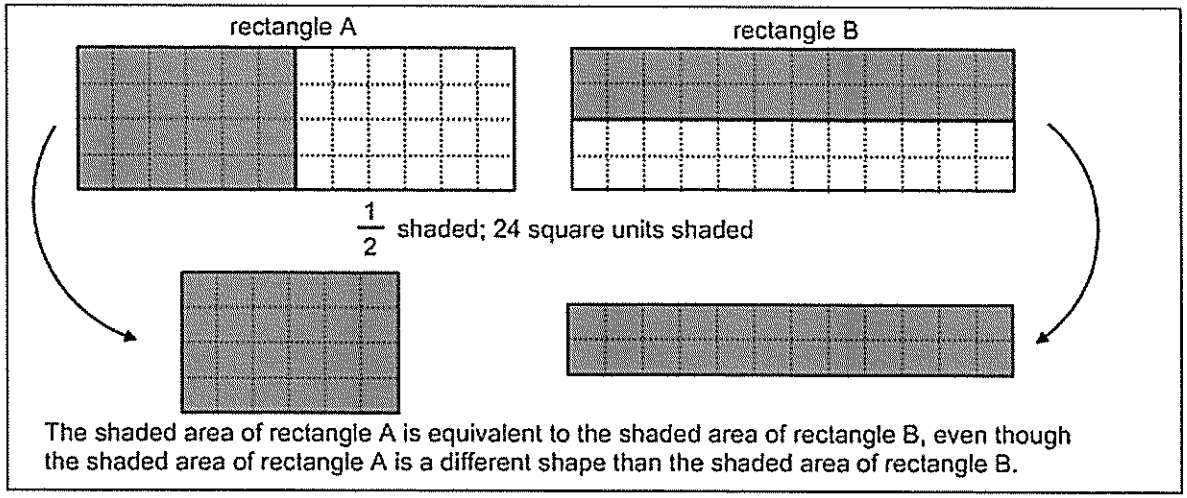


Students may have difficulty understanding that these fractional parts have the same area, even though each of the fractional parts is one-fourth of the figure. If this is true for your students, try using rectangles with grid lines. You'll have to be careful with the ones you choose. For instance , if the fractional part you are working on is "fourths," then both the rows and columns must be divisible by 4. Here is an example:

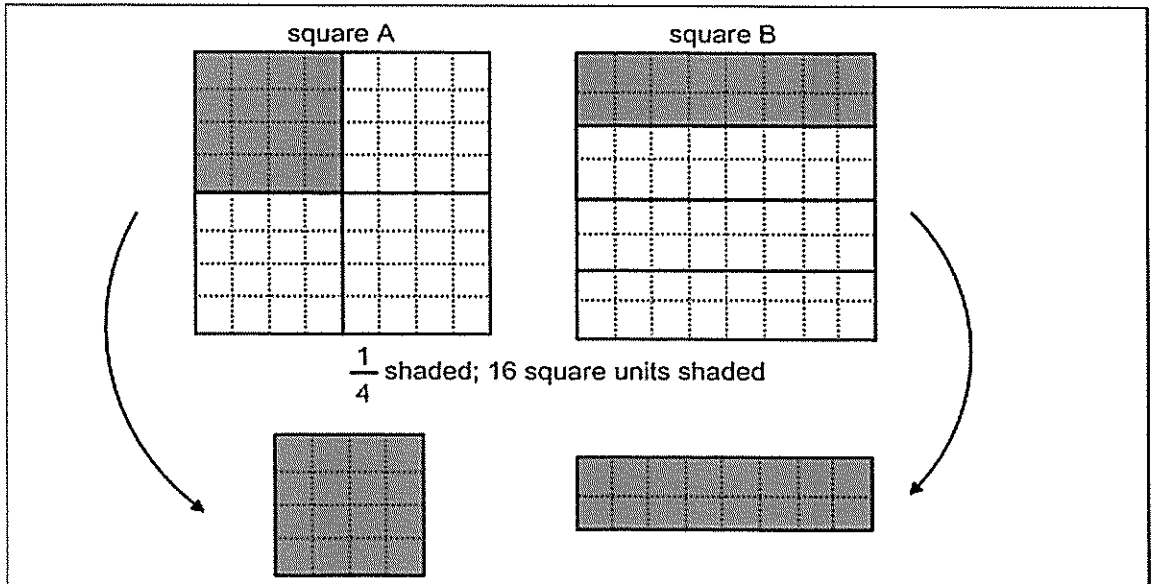


3.6 E Instructional Information Continued

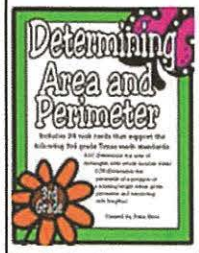
Decomposing figures into parts with equal areas:



The shaded area of rectangle A is equivalent to the shaded area of rectangle B, even though the shaded area of rectangle A is a different shape than the shaded area of rectangle B.



The shaded area of square A is equivalent to the shaded area of square B, even though the shaded area of square A is a different shape than the shaded are of square B.

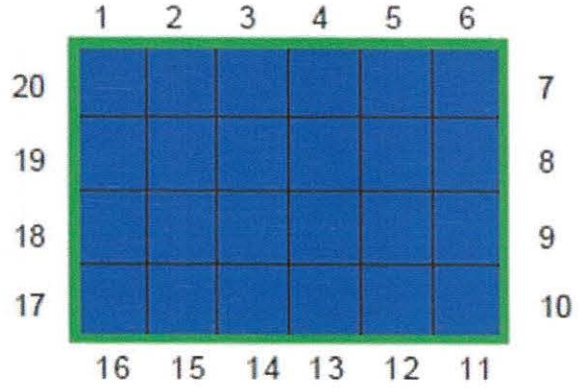
3.7 Geometry and measurement. The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement. The student is expected to:				
Readiness or Supporting	**Student Expectation**	**Nouns**	**TEA Supporting Information**	**Resources**
	3.7B determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems	perimeter, polygon, missing length, remaining side, lengths **Verbs** determine	For example, students may measure the side lengths of a polygon to determine its perimeter using inches or centimeters. Side lengths should be whole numbers. Students may also be expected to determine a missing side length of a polygon when given the perimeter of the polygon and the remaining side lengths.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (John Van de Walle) pp. 328-331 **Math Process Standards Series** Representations pp. 107-110, Communication, Problem Solving, Connections, Reasoning & Proof  Task Cards supporting the 3rd grade Texas math Standards by Dana Sims

3.7 B Instructional Information

Perimeter is often seen as a formula or a mathematical process to "add up all the sides." Another way to think about perimeter is that it is the length around an object or the number of length units around the sides of a figure. Because students in third grade use rectangles with square units drawn for area, they may also use these same rectangles to find the perimeter of the rectangle before learning how to calculate it.

Example/Activity:

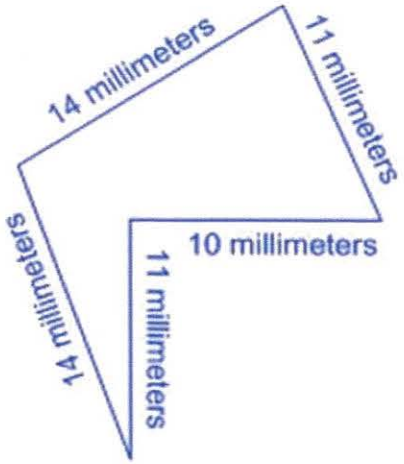
Here is a rectangle. When the sides of the square units that are on the edge of the rectangle are counted, their number is the perimeter.



Once students begin to use a process to find perimeter, rather than counting the sides, they often get it mixed up with the process for finding area. Why does this happen? One possible reason is that the meaning of multiplication gets "lost" when finding area. To find area, students multiply the number of rows by the number of columns to get the total number of squares or square units. Perimeter focuses on adding lengths. It does not deal with the number of squares. It counts the linear units on the edges of the rectangle. Students need to understand this very well before they are introduced to an approach that includes multiplication. If you introduce a formula for perimeter, keep the focus on length units and contrast it with the method for finding area (the number of squares). **When possible, teach area and perimeter together, rather than in isolation. Having students work on finding area and perimeter at the same time forces them to note the difference between the two.**

Students should also be exposed to are and perimeter problem situations that can be found in the real-world. These problems should include examples both with and without pictures.

Jenna found a uniquely shaped piece of confetti. She traced the piece of confetti, measured the sides, and recorded the side lengths on her diagram. What is the perimeter of Jenna's piece of confetti?



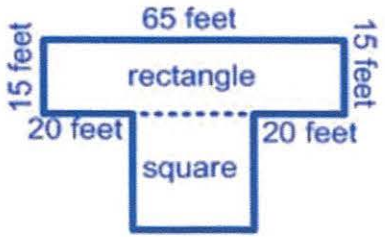
Sample solution:
Add all side lengths in any order.

14 + 11 + 10 + 11 + 14 = 60

The perimeter of the irregular pentagon is 60 millimeters.

The perimeter of Jenna's piece of confetti is 60 millimeters.

The Thompson family's back yard is in the shape of a T composed of a rectangle and a square. The perimeter of their yard is 210 feet. Based on the side lengths in the following diagram, what is the length of each of the unlabeled sides?



Sample solution:
Determine all side lengths based on attributes of a square – all sides are equal in length.

20 + 15 + 65 + 15 + 20 = 135 add all known side lengths
210 – 135 = 75 subtract from the perimeter to determine combined length of remaining 3 sides
75 ÷ 3 = 25 divide remaining combined length by 3 equal sides

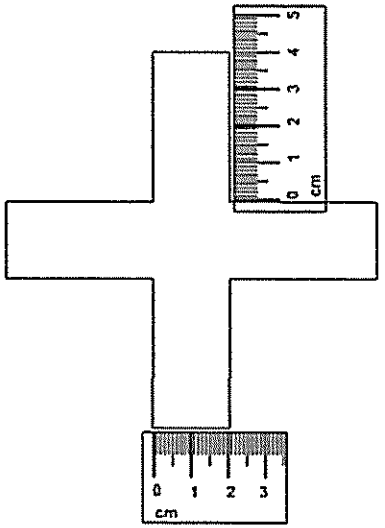
Each remaining side length is 25 feet.

Each unlabeled side is 25 feet in length.

3.7B Instructional Information Continued

While the standard does not specifically state that students will use rulers to find perimeter, measurement with rulers is taught in second grade and could be applied to this standard. Students should have some experience using a rule to help determine the perimeter of a figure.

Use a centimeter ruler to determine the perimeter of the figure below to the nearest centimeter.



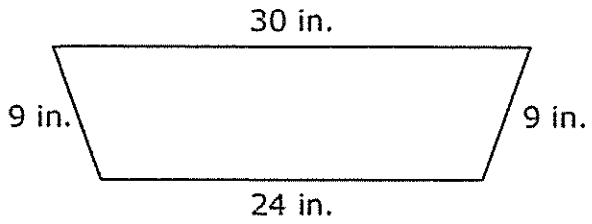
Sample solution:
Measure each side length to the nearest centimeter.

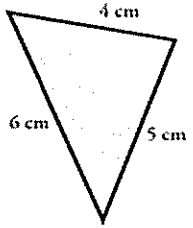
Add all side lengths in any order.

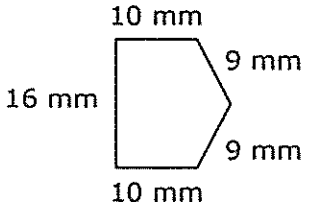
4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 2 + 2 + 2 + 2 = 40

The perimeter of the rectangle to the nearest centimeter is 40 centimeters.

Remember, that while students in third grade use the number of square units in each row/column to calculate area, they do not need to have units when finding perimeter. It is acceptable for students to find the perimeter of a figure without being given the individual square units, as shown in the examples below.







3rd Grade Unit 9: Measurement: Liquid Volume (Capacity), Weight, Time, and Money 9 days- Pacing according to student progress and mastery of concepts

Purpose Statement: In order to reach the depth of the TEKS in the time provided, it is important to cluster (group) TEKS and not teach them in isolation, when appropriate. Below you will find a suggested pacing order, cluster descriptor and explanation to help guide your instruction. Students are expected to use appropriate units and tools to determine liquid volume (capacity) and weight in third grade. Time and money build upon skills learned in second grade.

TEKS in Cluster	Cluster Descriptor	Brief Explanation of Cluster Purpose:
Integrated throughout unit: • 3.8A Readiness • 3.8B Supporting	**Data Analysis**	The TEKS 3.8A & 3.8B are grouped together so there is a fluid process of summarizing data and solving one- and two- step problems when working with frequency tables, dot plots, pictographs and bar graphs with scaled intervals. It is the expectation of the math department that data be incorporated into every unit of instruction. This can be done in conjunction with the math content being taught in the unit or may require a designated day of instruction.
5 Days: • 3.7C Supporting	**Time Intervals**	This standard (3.7C) is listed in isolation, as it only involves adding or subtracting intervals of time. In second grade, students learned to tell time to the minute on digital and analog clocks. In third grade, contextual problems may include a start time with an interval or end time with an interval. Intervals may be less than or greater than 1 hour. Problems may not include a start time **and** an end time as elapsed time is addressed in 4(8)(C).
1 Day: • 3.4C Supporting	**Counting Coins & Bills**	This standard (3.4C) is listed in isolation, as it only involves money. In kindergarten, students recognized the attributes of coins. First graders identified coins, the relationships between the coins, and used those relationships to determine the value of pennies, nickels, and dimes. In second grade, students determined the value of a collection of coins, including the quarter, up to $1.00. Third grade is the first-time bills have been introduced and counted when determining value of a collection money.
3 Days: • 3.7D Supporting • 3.7E Supporting	**Liquid Volume (Capacity) & Weight**	In kindergarten, students gave examples of a measureable attribute of a given object, including capacity and weight. In first and second grades, students worked with linear measurement. Third grade students need a lot of hands-on experience with weight and capacity in order to build an understanding of reasonableness between types of units. These TEKS are clustered together so students can determine if they are measuring weight or capacity, and which tools and units are appropriate.

Fourth Grading Period — Unit 9: Measurement: Liquid Volume (Capacity), Weight, and Time (9 days)

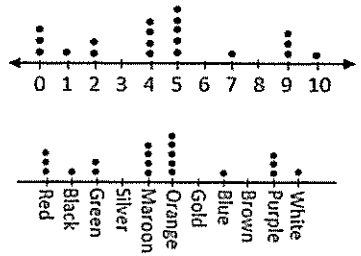
Mathematical Process Standards

(A) apply mathematics to problems arising in everyday life, society, and the workplace;
(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;
(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;
(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;
(E) create and use representations to organize, record, and communicate mathematical ideas;
(F) analyze mathematical relationships to connect and communicate mathematical ideas; and
(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Unit Vocabulary/Word Wall

measure	medición	**Vocabulary new to this unit**	gram [g]	gramo [g]
capacity/liquid volume	capacidad/volumen líquido		kilogram [kg]	kilogramo [kg]
cup [c]	taza [t]		elapsed time	tiempo transcurrido
pint [pt]	pinta [pt]		time interval	interval de tiempo
quart [qt]	cuarto de galón [cto]		customary units	unidades usuales
gallon [gal]	galón (gal)		estimate	estimación
weight	peso	---	unit	unidades
ounce [oz]	onza [oz]		metric units	unidades métricas
pound [lb]	libra [lb]	**Consider ALL applicable vocabulary**	balance	equilibrio
ton [T]	tonelada [T]		clock	reloj
millimeter [mL]	mililitro [mL]		hour	horas
liter [L]	litro [L]		minute	minutos
mass	masa			

Math Review: During this unit, classroom Math Review should be based on the specific academic needs of each class from a variety of sources; including but not limited to benchmarks, common assessments, informal assessments, and teacher observations.

3.8 Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to:				
Data Analysis: 3.8A and 3.8B should be taught together.				
Readiness or Supporting	**Student Expectation**	**Nouns**	**TEA Supporting Information**	**Resources**
	GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL TOPICS **3.8A summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals**	data set, frequency table, dot plot, one- and two-step problems, categorical data, pictograph, bar graph, scaled interval **Verbs** summarize, using	A frequency table shows how often an item, a number, or a range of numbers occurs. Tally marks and counts may be used to record frequencies. Students begin work with frequency tables in grade 3. This builds upon 1(8)(A) where students collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts. A dot plot may be used to represent frequencies. A number line may be used for counts related numbers. A line labeled with categories may be used as well if the context requires. Dots are recorded vertically above the number line to indicate frequencies. Dots may represent one count or multiple counts if so noted.  	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (John Van de Walle) pp. 385-392 **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.8A Instructional Information

(GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS)

3rd grade students are responsible for all 4 graphs (bar graph, pictograph, dot plot, and frequency table). They should be exposed to all graphs as equitably as possible and not be limited to certain ones throughout the year. Students should choose the type of graph that best serves the purpose of the data collected.

Students organized data in T-charts and with tally marks in the previous grades. Students will also have knowledge and understanding of pictographs and bar graphs from previous grades. Frequency table and dot plots are new in 3rd grade. Students may have seen a frequency table when collecting data in previous grades, but may not have heard the term "frequency table" used in conjunction with it. A frequency table is a table that shows the total for each category or group of data. Example A below shows data collected using tally marks while Example B and Example C show frequency tables.

Example A

Sock Colors

Red 𝍸

White 𝍸 |||

Blue |||

Example B

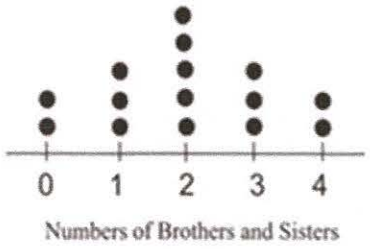
Sock Colors

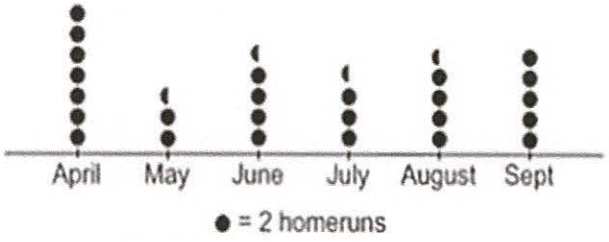
Red 𝍸	5
White 𝍸 |||	9
Blue |||	3

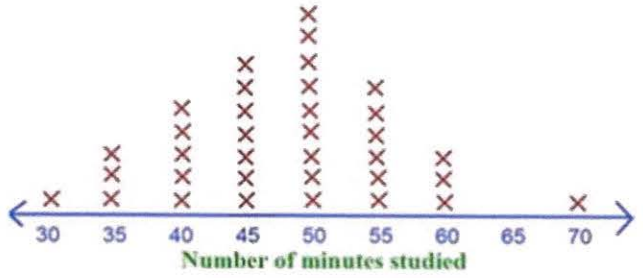
Example C

Kind of Candy	Number of Students
Gummy Bears©	22
Skittles©	18
Sour Patch Kids©	20
Laffy Taffy©	10

A dot plot is a representation of categorical or qualitative data with an axis usually on either the bottom or left side and uses a dot, or an X, stacked above the value to represent the number of items. One dot can represent more than one item of the data, if indicated (scaled intervals).







Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS **3.8B solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals**	problems, categorical data, frequency table, dot plot, pictograph, bar graph, scaled intervals **Verbs** solve, using	Students begin work with pictographs in grade K and bar graphs in grade 1. Students begin work with frequency tables and dot plots in grade 3. This SE builds upon 2(10)(C), where students solve one-step problems with intervals of one.	**Teaching Student-Centered Mathematics (Grades 3-5) 1st Ed.** (John Van de Walle) pp. 385-392 **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.8B Instructional Information

(GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS)

The goal is to help students see that graphs and charts tell information and that different types of representations tell different things about the same data. The value of having students actually construct their own graphs is not so much that they learn the techniques, but that they are personally invested in the data and that they learn how a graph conveys information. Once a graph is constructed, the most important activity is discussing what it tells people who see it, especially those who were not involved in making the graph. Discussions about graphs of real data that the students have themselves been involved in gathering will help them analyze and interpret other graphs and charts they see in newspapers and on TV. (Van de Walle, pg. 385-386)

Our world is inundated with data. It is essential that we prepare students to be literate about what can be interpreted from data and what cannot be interpreted from data, what is important to pay attention to and what can be discarded as misleading. This is important for success in school, as well as being a mathematically literate citizen.(Van de Walle, pg. 392)

3.7 Geometry and measurement. The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement. The student is expected to:				
Readiness or Supporting	**Student Expectation**	**Nouns**	**TEA Supporting Information**	**Resources**
	3.7C determine the solutions to problems involving addition and subtraction of time intervals in minutes using pictorial models or tools such as a 15-minute event plus a 30-minute event equals 45 minutes	solution, addition, subtraction, time intervals, minutes, pictorial models, tools, event, minute **Verbs** determine	When paired with 3(1)(C), students may be asked to use tools such as analog and digital clocks to solve problems related to the addition and subtraction of intervals of time in minutes. This SE builds to 4(8)(C), where students solve problems that deal with measurements of length, intervals of time, liquid volumes, mass, and money using addition, subtraction, multiplication, or division as appropriate. Problems may include a start time with an interval or end time with an interval. Intervals may be less than or greater than 1 hour. For example, "Gia has practiced soccer for the last 45 minutes. She will practice for another half hour before going inside. How long will Gia practice?" As a second example, "Larry starts studying at 5:30 each day and studies for 45 minutes. When does Larry stop?" Problems may not include a start time and an end time as elapsed time is addressed in 4(8)(C).	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** pp. 338-339 **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof **Hands2Mind.com** Various manipulative clocks both analog and digital www.Khanacademy.org Videos, basic skills, practice games and worksheets and assessment. **McGraw Hill Education** Online practice and games

3.7 C Instructional Information

This standard comprises students' first experience in solving problems with time. In previous grades, the focus has been on telling what time is on a clock, not talking about the length of events.

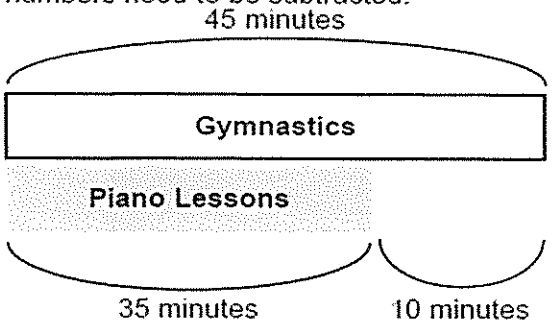
Example/Activity:

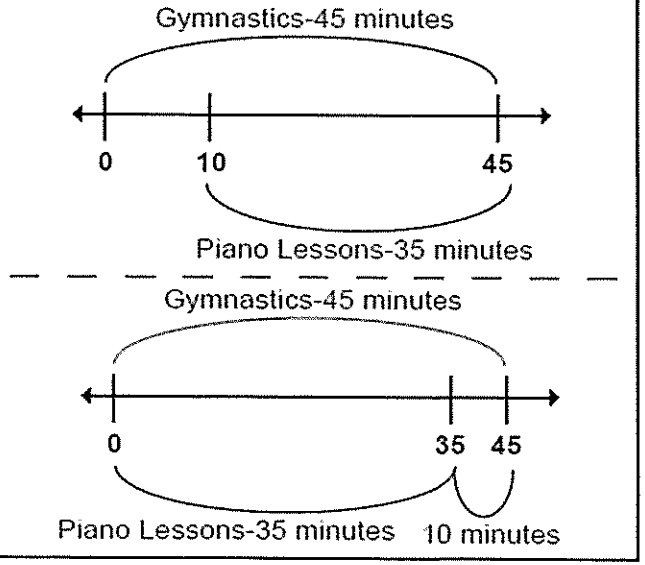
Students may use strip diagrams or number lines to help them make sense of the problems, just as they did with solving word problems in previous Student Expectations in the state standards. Below is an example of the same problem solved by using two models: strip diagrams and open number lines. As you read the explanations and the models, notice how the context of the problem, including the units, is kept with the models as long as possible in the solution. Notice also the similarities between the two models. Each of the solutions below solves the following problem:

Katrina goes to gymnastics for 45 minutes and goes to her piano lesson for 35 minutes. How much longer is gymnastics than the piano lesson?

Examples for Solving Time Problems Using Models

Strip Diagram	Open Number Line
Strip diagrams are made based on the content of the problem. This problem had two amounts: the time for a gymnastics class and the time for a piano lesson. Therefore, there are two strips, one for each length of time. They were positioned this way so that it is clear that the two numbers need to be subtracted.	Open number lines are a way of recording the action in the story. The amount above the number line shows the time for gymnastics; the amount below the number line shows the time for the piano lesson. They were positioned this way so that it is clear that the two numbers need to be subtracted.





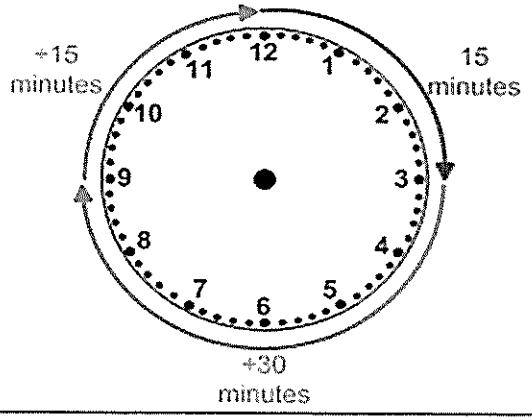
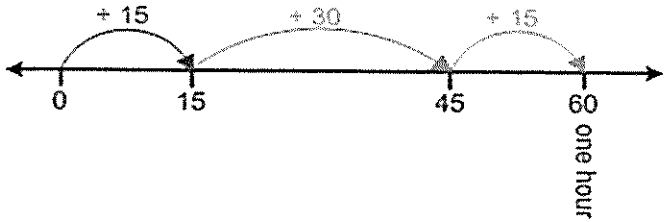
Although the diagrams are different, notice the similarities:

1. The two amounts listed in the problem are clear and visable.
2. It is clear that the problem is looking for the time difference between the gymnastics lesson and piano lesson.
3. The answer to the problem, 10 minutes, is clearly visible on the diagrams.

3.7C Instructional Information Continued

Students must be able to read and write time in minutes. They then must be able to know when to add and subtract minutes to determine when to work backward or forward. They must manipulate chunks of time in intervals such as 15 minutes or half hour.

Ms. Hanson drove 15 minutes from her home to the grocery store. She spent 30 minutes shopping and then drove 15 minutes back home. How much time altogether did Ms. Hanson's shopping trip take?

Analog Clock Model	Number Line Model
	

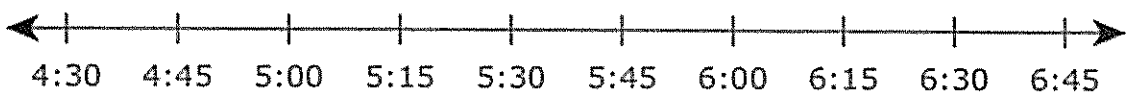
Sample solution:

15 minutes + 30 minutes + 15 minutes
15 + 30 + 15 = 60
60 minutes = 1 hour
Ms. Hanson's shopping trip took a total of 1 hour.

3.7C Instructional Information Continued

In problems involving time, such as the example below, students are given the start time and students are expected to add intervals of time in order to find the end time. Students will either be given a start time or an end time, and are expected to then find the missing time. Elapsed time with a beginning and ending time is addressed in 4th grade (4.8C).

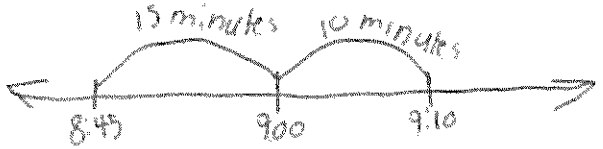
Thomas put a ham in the oven at 4:45 P.M. After 15 minutes he put a cake in the oven. The ham and the cake were in the oven together for 60 minutes. Then Thomas took them both out of the oven.



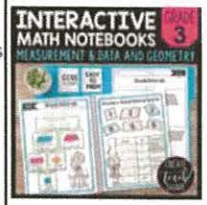
At what time did Thomas take both the ham and cake out of the oven?

Using a number line allows students to visualize the circular clock in a linear way. They see the numbers on a clock as a number line and are able to make connections to when they used number lines to add and subtract whole numbers. Open number lines give students flexibility to start and end at any point on the line in a way that makes sense to them. This becomes important when time moves from one hour to another, as in the example below:

Olivia rode the bus to school. She got on the bus at 8:45 A.M. and it took 25 minutes to get to school. What time did she arrive at school?



If students try to add 25 minutes to 8:45 using straight computation, they get 70 minutes or 8:70, which is incorrect mathematically and requires students to be able to think flexible about time. Using an open number allows students to compose or decompose intervals of time in a way that is meaningful to them.

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
S	**3.7D determine when it is appropriate to use measurements of liquid volume (capacity) or weight**	measurements, liquid volume (capacity), weight **Verbs** determine	In addition to metric units, students are expected to distinguish between liquid ounces and ounces that measure weight. The metric units for mass (kilograms and grams) are not included in this SE as mass is not the same as weight (pounds and ounces).	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** pp. 331-339  Mini lessons, printables and interactive notebooks. Use Liquid Volume & Mass section. **Manipulatives:** Use real-world measurement items to demonstrate and explore volume and weight. **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

Instructional Information

Remember the old quip, "Which weighs more—a pound of feathers or a pound of lead?" Of course, we know that both weigh 1 pound. Each one has a weight of one pound. Which is the larger amount, though? It would take many more feathers to make a pound than it would lead. The feathers would have a larger capacity. 3.7D helps students learn to discern between measuring something according to how much space it takes up (capacity) versus how much it weighs.

In the following example, students are required to know the difference between weight and capacity and the units to measure each in order to correctly answer the question. *Patrick's class collected boxes of food for charity. Which unit measurement should be used to measure the weight of the boxes of food?* Students must choose between quarts, pounds, gallons, and fluid ounces so they must have experiences with these units in order to determine the appropriate unit.

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	3.7E determine liquid volume (capacity) or weight using appropriate units and tools	liquid volume (capacity), weight, unit tools **Verbs** determine	Students are expected to use appropriate units and tools to determine liquid volume (capacity) in the customary and metric systems. Students may measure liquid volume (capacity). Students may measure weight. Students are expected to use appropriate units and tools to determine weight in the customary system. The metric units for mass (kilograms and grams) are not included in this SE as mass is not the same as weight (pounds and ounces).	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** pp. 331-339 **Exit Tickets:** All 3rd grade TEKS exit Slips & data tracking system **Measurement Word Problems:** Teacherspayteachers.com **Manipulatives:** Graduated cylinders/scales/balance beams and everyday measuring tools **Amazing Math:** 3rd grade Math TEKS "I Can" "I Will" statement posters **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

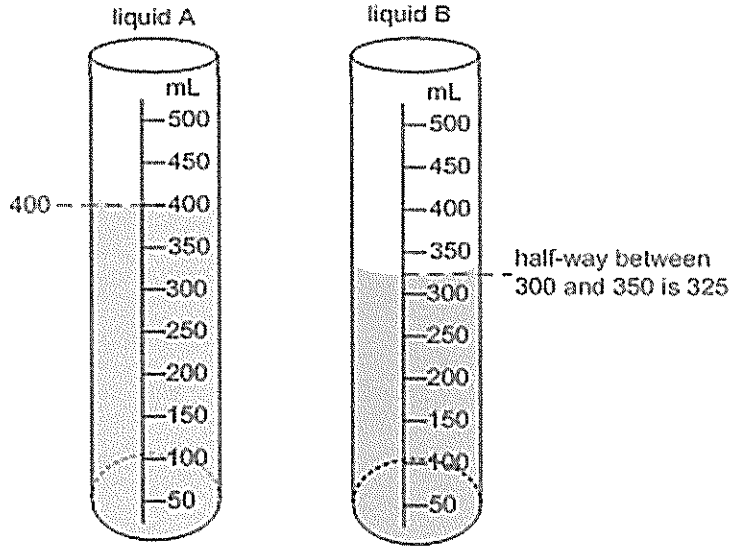
3.7E Instructional Information

This state standard can be taught with Science Matter and Energy TEKS 3.5A. Students must understand the units of measurement for volume and weight and know when to use which unit. They also need to know what tools are used to measure each based on the size of the object.

Liquid volume--the measurement attribute that describes the amount of space a liquid or dry, pourable material takes up; typically measured using standard units of capacity
Capacity--the measurement attribute that describes the maximum amount a container will hold

Examples of appropriate units used to measure liquid volume:
Volume – Metric - liters, milliliters
Customary- gallons, quarts, pints, cups, ounces

Trent needed to measure the liquid volume (capacity) of two unknown liquids for his science experiment. He poured each liquid into graduated cylinders as shown below.
Determine the liquid volume (capacity) of the two liquids Trent measured.



Answer:
Trent measured 400 mL of liquid A and 325 mL of liquid B.

3.7E Instructional Information Continued

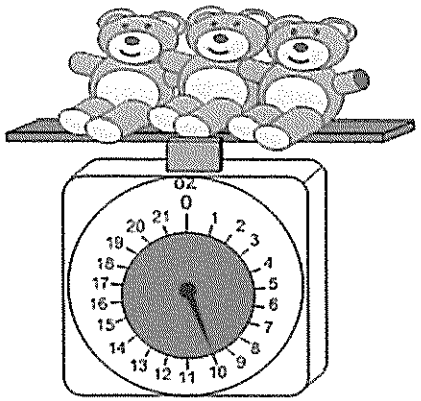
Weight--is a measure of the pull or force of gravity on an object
Mass--is the amount of matter in an object and the measure of force needed to accelerate it

Examples of appropriate units used to measure weight:
Metric – Grams, kilograms (these units measure mass and not weight*)
Customary – Ounces, Pounds, Tons

Examples of appropriate tools:
Weight – scales, balances, weights, digital scales

*A TEA clarification said that the metric units of grams and kilograms measure mass and not weight. The metric unit for weight is a Newton and is not introduced until 8th grade science. Weight is restricted to tons, pounds, and ounces.

Misty bought 3 small bears for her nieces and nephews. In order to determine how much it will cost to mail the bears to her nieces and nephews, she needs to know the weight of the bears. According to the spring scale shown below, how much do the 3 bears weigh?



10 ounces
10 oz

Answer:
The 3 bears weigh 10 ounces.

3.4 Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to:

S	**3.4C determine the value of a collection of coins and bills**	value, collection, coins, bills **Verbs** determine	Building upon 2(5)(A) and 2(5)(B), students may be asked to record the value of a collection of coins using a cent symbol or a dollar sign with a decimal.	**Real and Paper Money** **Counting Money:** www.k5learning.com **Math Process Standard Series** Representations pg. 62, Communication, Problem Solving, Connections, Reasoning & Proof

3.4C Instructional Information

A tip for determining the value of a collection of coins and bills:

(1) Determine the total value of the collection of bills, from largest to smallest, in dollars.

(2) Determine the total collection of coins, from largest to smallest, in cents.

(3) Determine the total amount for the bills and the coins combined.

Marcie has the following coins and bills in her purse.
How much money does Marcie have?

Sample answer:

Separate into like groups.

Compound count:

5, 10, 11, 11.25, 11.35, 11.45, 11.55, 11.60, 11.65, 11.66, 11.67, 11.68, 11.69, 11.70, 11.71

Marcie has $11.71

United States paper money image(s) used following official guidelines from United States Department of Treasury.
United States coin image(s) used following official guidelines from the United States Mint.

3rd Grade Unit 10: Personal Financial Literacy I
5 days- Pacing according to student progress and mastery of concepts

Purpose Statement: In order to reach the depth of the TEKS in the time provided, it is important to cluster (group) TEKS and not teach them in isolation. Below you will find a suggested pacing order, cluster descriptor and explanation to help guide your instruction. A blank planning calendar has been provided to roadmap the unit of instruction.

TEKS in Cluster	Cluster Descriptor	Brief Explanation of Cluster Purpose:
Integrated throughout unit: • 3.8A Readiness • 3.8B Supporting	**Data Analysis**	The TEKS 3.8A & 3.8B are grouped together so there is a fluid process of summarizing data and solving one- and two- step problems when working with frequency tables, dot plots, pictographs and bar graphs with scaled intervals. It is the expectation of the math department that data be incorporated into every unit of instruction. This can be done in conjunction with the math content being taught in the unit or may require a designated day of instruction.
5 Days: • 3.9A Supporting • 3.9B Supporting • 3.9C • 3.9D Supporting • 3.9E Supporting • 3.9F	**Personal Financial Literacy**	In third grade, personal financial literacy TEKS focuses on vocabulary, not calculation. It is important to establish this vocabulary to support the understanding in future grades. While 3.9C and 3.9F are not assessed, integrate with the other TEKS to build the understanding of income, spending, credit, and saving.

Fourth Grading Period — Unit 10: Personal Financial Literacy I (5 days)

Mathematical Process Standards

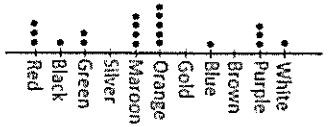
(A) apply mathematics to problems arising in everyday life, society, and the workplace;
(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;
(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;
(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;
(E) create and use representations to organize, record, and communicate mathematical ideas;
(F) analyze mathematical relationships to connect and communicate mathematical ideas; and
(G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.

Unit Vocabulary/Word Wall

income	ingresos	**Vocabulary new to this unit - - - Consider ALL applicable vocabulary**	interest	interés
planned spending	el gasto previsto		resources	recursos
credit	crédito		charity	caridad
saving	ahorro		services	serricios
spending	gasto		goods	mercancías
unplanned spending	el gasto no planificado		lending	prestar
borrow	pedirprestado		cost	costo

Math Review: During this unit, classroom Math Review should be based on the specific academic needs of each class from a variety of sources; including but not limited to benchmarks, common assessments, informal assessments, and teacher observations.

3.8 Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to:

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS **3.8A summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals**	data set, categories, frequency table, dot plot, pictograph, bar graph, scaled intervals **Verbs** summarize, using	A frequency table shows how often an item, a number, or a range of numbers occurs. Tally marks and counts may be used to record frequencies. Students begin work with frequency tables in grade 3. This builds upon 1(8)(A) where students collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts. A dot plot may be used to represent frequencies. A number line may be used for counts related numbers. A line labeled with categories may be used as well if the context requires. Dots are recorded vertically above the number line to indicate frequencies. Dots may represent one count or multiple counts if so noted.  	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (John Van de Walle) pp. 385-392 **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof **Mathematics... A Way of Thinking** by: Robert Baratta-Lorton

3.8A Instructional Information

(GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS)

3rd grade students are responsible for all 4 graphs (bar graph, pictograph, dot plot, and frequency table) and should be exposed to all graphs as equitably as possible and should not be limited to certain ones throughout the year. Students should choose the type of graph that best serves the purpose of the data collected.

Students organized data in T-charts and with tally marks in the previous grades. Students will also have knowledge and understanding of pictographs and bar graphs from previous grades. Frequency tables and dot plots are new in 3rd grade. Students may have seen a frequency table when collecting data in previous grades, but may not have heard the term "frequency table" used in conjunction with it. A frequency table is a table that shows the total for each category or group of data. Example A below shows data collected using tally marks, as done in previous grades. Example B and Example C show frequency tables.

Example A

Sock Colors

Red	𝍸
White	𝍸 ||||
Blue	|||

Example B

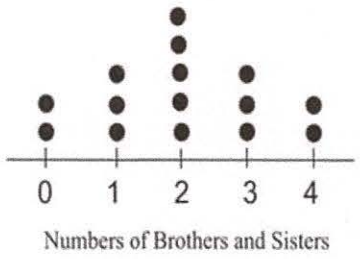
Sock Colors

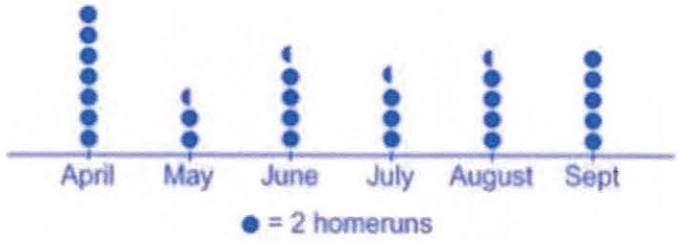
Red	𝍸 5
White	𝍸 |||| 9
Blue	||| 3

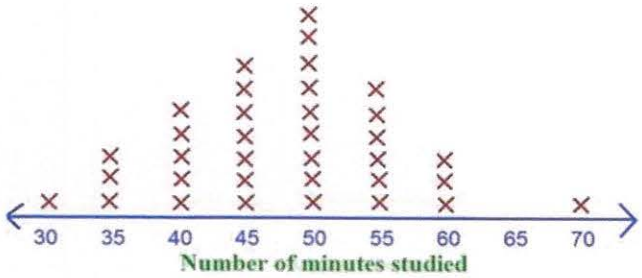
Example C

Kind of Candy	Number of Students
Gummy Bears©	22
Skittles©	18
Sour Patch Kids©	20
Laffy Taffy©	10

A dot plot is a representation of categorical or qualitative data with an axis usually on either the bottom or left side and uses a dot, or an X, stacked above the value to represent the number of items. One dot can represent more than one item of the data, if indicated (scaled intervals).







Readiness or Supporting	Student Expectation	Nouns	TEA SupportingInformation	Resources
	GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS **3.8B solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals**	problems, categorical data, frequency table, dot plot, pictograph, bar graph, scaled intervals **Verbs** summarize, using	Students begin work with pictographs in grade K and bar graphs in grade 1. Students begin work with frequency tables and dot plots in grade 3. This SE builds upon 2(10)(C), where students solve one-step problems with intervals of one.	**Teaching Student-Centered Mathematics (Grades 3-5) 2nd Ed.** (John Van de Walle) pp. 385-392 **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.8B Instructional Information

(GRAPHING TAUGHT ONGOING, ALL YEAR, IN ALL UNITS)

The goal is to help students see that graphs and charts tell information and that different types of representations tell different things about the same data. The value of having students actually construct their own graphs is not so much that they learn the techniques, but that they are personally invested in the data and that they learn how a graph conveys information. Once a graph is constructed, the most important activity is discussing what it tells people who see it, especially those who were not involved in making the graph. Discussions about graphs of real data that the students have themselves been involved in gathering will help them analyze and interpret other graphs and charts they see in newspapers and on TV. (Van de Walle, pg. 385-386)

Our world is inundated with data. It is essential that we prepare students to be literate about what can be interpreted from data and what cannot be interpreted from data, what is important to pay attention to and what can be discarded as misleading. This is important for success in school, as well as being a mathematically literate citizen.(Van de Walle, pg. 392)

3.9 Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:				
Readiness or Supporting	**Student Expectation**	**Nouns**	**TEA Supporting Information**	**Resources**
	3.9A explain the connection between human capital/labor and income	connection, human capital, income **Verbs** explain	This SE relates work with income, including the relationship of both education and effort to income on the individual level and the relationship between the number of people working together and the amount of product/income created. Human capital can be on the individual level, including the skills, abilities, and characteristics in which an individual can provide benefit to his employer or the marketplace at large.	**Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.9A Instructional Information
A household income comes from family members who work to earn the money. This state standard has students explore the relationship between labor and income. One natural mathematics connection is earning money for each hour that is worked. 3.5E has students explore real-world relationships using number pairs and verbal descriptions. So for 3.9A, students can explore the amount of money that is earned for different types of activities. The money can be by-the-job or by-the-hour, either of which can be depicted with a table. Examples used need to be common to third graders' experiences, such as $0.25 for each time they make their beds, $5 to wash the car , etc. Be sure to include jobs that are common to your students' communities and be sensitive to the disparity in incomes of the students in your classroom.

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	3.9B describe the relationship between the availability or scarcity of resources and how that impacts cost	relationship, resources **Verbs** describe	This SE relates a fundamental rule of economics: The rarer an object is, the more expensive it tends to be. The more common an object is, the less expensive it is.	**Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.9B Instructional Information

Students must define and describe supply and demand situations. This correlates with Social Studies TEKS 7AB and 8BC.

Supply is how much of something is available. For example, if you have 9 baseball cards, then your supply of baseball cards is 9. If you have 6 apples, then your supply of apples is 6.

Demand is how much of something people want. It sounds a little bit harder to measure, but it really isn't. To measure demand, we can use a very simple numbering system, just like the supply one. If 8 people want baseball cards, then we can say that the demand for baseball cards is 8. If 6 people want apples, then we can say that the demand for apples is 6.

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	3.9C identify the costs and benefits of planned and unplanned spending decisions	costs, benefits **Verbs** identify	This SE builds upon 2(11)(B), where students are expected to explain that saving is an alternative to spending.	**enVision Math** TE Program Overview p. 78 **enVision Math** Topic 16: Personal Financial Literacy **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.9C Instructional Information

Students must understand a basic budget and what happens with unplanned expenses arise.

3.9C and D may be taught together because many families have to take out loans when they have an unplanned expense, such as car repairs or medical bills. The loans are taken in many forms: use of credit cards, short-term loans from the bank, payday loans, or loans from family members. Some of these loans cost less than others cost. However, some families have access to only one or two types of loans. The Game of Life® can provide this understanding in a game format that neutralizes the possibility that students from low-income families may feel uncomfortable with the discussion.

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	3.9D explain that credit is used when wants or needs exceed the ability to pay and that it is the borrower's responsibility to payit back to the lender, usually with interest	credit, wants, needs, responsibility, lender, interest **Verbs** explain, used	This SE builds to 4(10)(C), where students compare the advantages and disadvantages of various savings options; 5(10)(C), where students identify advantages and disadvantages of different methods of payment; and the discussion of credit in grade 6.	**enVision Math** TE Program Overview p. 78 **enVision Math** Topic 16: Personal Financial Literacy **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.9D Instructional Information

Students must understand the concept of credit and basic interest.

Example:
Borrowing money to buy a car or house. Explain that the payments will include principle and interest to repay the loan. Use a bank or credit website to input costs and length of loan to calculate actual amount repaid.

3.9C and D may be taught together because many families have to take out loans when they have an unplanned expense, such as car repairs or medical bills. The loans are taken in many forms: use of credit cards, short-term loans from the bank, payday loans, or loans from family members. Some of these loans cost less than others cost. However, some families have access to only one or two types of loans. The Game of Life® can provide this understanding in a game format that neutralizes the possibility that students from low-income families may feel uncomfortable with the

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	3.9E list reasons to save and explain the benefit of a savings plan, including for college	reasons, benefit, savings plan, college **Verbs** list, save, explain	Specificity is expected through a list of reasons to save and students being able to explain the benefits of saving. This can be used in conjunction with 3(9)(A) as saving for college may improve an individual's skills, abilities, and characteristics. Students are not expected to calculate the savings at this level.	**enVision Math** TE Program Overview p. 78 **enVision Math** Topic 16: Personal Financial Literacy **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.9E Instructional Information

Students must explain why saving money, including a college fund, is important.
There are many children's books about savings. Alexander, Who Used to be Rich Last Sunday, The Berenstain Bears' Trouble with Money

Example:
Have students choose something for which to save and then create a savings goal chart that will be implemented into their simple budget. Students must determine how much they can save weekly and how many weeks it will take to reach goal.

3.9E is included in Social Studies standards 3.6A and B. There are at least 3 benefits to a savings plan from a mathematics point of view. They are as follows:
1. The money is saved and ready when it is needed, rather than the family borrowing it or selling personal items to get the money.
2. Money that is saved earns interest. The more money that is saved in the bank or credit union, the more interest is earned. Interest is "free" money that is not earned by the labor of the person with the bank account. It is money that the bank gives for having the money deposited in the bank.
3. Money that is saved for college when children are young grows until the children are ready to go to college. When no money is saved for college, the grown child has to take out loans for school. So they pay the cost for college as well as the cost of the loan. They are usually still paying for college as they are starting their adult lives.

Readiness or Supporting	Student Expectation	Nouns	TEA Supporting Information	Resources
	3.9F identify decisions involving income, spending, saving, credit, and charitable giving	income, spending, saving, charitable giving **Verbs** identify, involving	This SE builds upon 1(9)(D) where students are first asked to consider charitable giving.	**enVision Math** TE Program Overview p. 78 **enVision Math** Topic 16: Personal Financial Literacy **Math Process Standards Series** Representations, Communication, Problem Solving, Connections, Reasoning & Proof

3.9F Instructional Information

Students must understand how a simple budget is developed. Students may also create a simple budget that includes income, spending, saving, credit, and charitable giving.

To show mastery of this state standard, students need to understand the differences among income, spending, saving, credit, and charitable giving.

Income: money that is earned for work
Spending: using money to buy needed or wanted items
Saving: putting money in a bank account for later use, instead of spending it
Credit: borrowing money and paying interest to buy needed or wanted items
Charitable giving: giving money to an organization that works to help those in need

Curriculum Resources for all Math Units

Many frameworks for teaching math exist and continue to evolve. It is imperative that educators determine the needs of each student and use curriculum and programs that are successful and research based whenever possible.
Below is a listing of some examples of curriculum and programs that can be used to teach math to all individuals as well as those on the autism spectrum.

Program	Description	Resource
ALEKS®	An adaptive, online learning system that precisely assesses a student's knowledge to deliver personalized instruction. Uses standards-based content, automatically reassesses, and delivers based on assessment to ensure mastery and retention.	McGraw-Hill Education https://www.mheonline.com
Hands 2 Mind	Resources, which use manipulatives to teach math concepts, aligned with research.	Hands 2 Mind https://www.hand2mind.com
Building Blocks©	Grades: Pre-K to 8 Supplemental digital curriculum in an adaptive format. Designed to automatically adjust based on student responses. Ongoing, real-time reports allow teachers to easily track student progress and identify potential problem areas	McGraw-Hill Education https://www.mheonline.com
Everyday Mathematics®	Grades: Pre K to 6 Teaches concepts and allows students to practice skills in a variety of representations. Focuses on real-life problem solving.	McGraw-Hill Education https://www.mheonline.com
Functional Math Package	Grades: 1 to 12+ Six programs that teach budgeting, money skills, telling time, scheduling, and organization.	Attainment Company https://www.attainmentcompany.com
Hands-On Math	Grades: K to 12 Supplemental skills-based math program that focuses on fundamental math concepts. Several math manipulatives are included	Attainment Company https://www.attainmentcompany.com

Khan Academy©	Grades: Pre-K to 12 Supplemental online videos and library to enhance math curriculum. Includes interactive challenges, assessments, and videos from any computer with access to the web. Coaches, parents, and teachers can view what their students are learning online.	Khan Academy© http://www.khanacademy.org
Math Leveled Daily Curriculum	Grades: K-6 This curriculum provides 3 levels of a year-long Math curriculum that focuses on a variety of concepts. There are 8 units included in each level plus a review unit. Each unit includes a pre-test, post-test, grading rubric, anchor chart, and 20 activities.	The Autism Helper Teachers Pay Teachers https://www.teacherspayteachers.com
STAR® Autism Support FACTER® Links®	Grades: K to 12+ Programs that are designed specifically for individuals with ASD and developmental delays. Uses ABA (applied behavior analysis) instructional methods of discrete trial training and pivotal response to teach functional routines and math. Includes detailed lesson plans, teaching materials, data systems, and a curriculum-based assessment. FACTER® and Links® Grades: 5 to 12+ Teach everyday routines and skills for daily living. Promote independence in natural environment.	STAR® Autism Support http://starautismsupport.com
Starfall®	Grades: Pre-K to Early Elementary+ Online reading resources and curriculum that integrates math, science, health, phonics, creative arts, social studies, physical movement, literacy, social-emotional development, and more.	Starfall® www.starfall.com
TouchMath®	Grades: Pre-K to 12 A multisensory remedial math program with TouchPointsTM providing visual cues and a step-by-step approach.	TouchMath® http://www.touchmath.com

Unique Learning System® News2You	Grades: Pre-K to 12+ This online standards-based program is designed as functional curriculum for individuals with ASD and developmental delays. Is divided into monthly thematic units with 30 lesson plans and downloadable materials. Uses SymbolStix® graphics. Includes three levels of differentiation for diverse learners.	Unique Learning System® https://www.n2y.com
Math-U-See	Grades: K to 12 This is a student-paced, mastery-based curriculum that is suitable for students with a wide range of abilities. The curriculum does not correspond to traditional grade levels but rather to math ability.	Math-U-See https://www.mathusee.com/
On Cloud Nine® Visualizing and Verbalizing® for Math	Grades: K to 12+ Helps kids and adults develop the underlying sensory-cognitive functions needed for math processing. Instruction directly applies concept and symbol imagery to learning and retaining math facts, solving word problems, and increasing the speed and stability of math computation.	Lindamood-Bell Learning Processes http://www.lindamoodbell.com

Classroom Learning Environment and Expectations

Scope and Sequence

Grading Period	Week	Learning Environment and Expectations	Additional Resources
1st Grading Period	Day 1	• Teach and practice Attention Signal • Teach, practice and post Classroom Rules • Teach and practice Voice Levels • Discuss and post the day's Schedule Teach and practice • Schoolwide Expectations (hallways, restroom, lunch, Guidelines for Success, etc.) • Teach and practice essential Transition Expectations (lining up, dismissal, etc.) • Include an activity to develop a positive Classroom Culture	Classroom Procedures to Consider: • Sharpening pencil • Getting supplies • Turning in work • Returning after absence/tardy • Leaving the class for restroom or nurse • Snack Activity Expectations to Consider: • Turn and talk • Carpet time • Cooperative groups • Direct instruction • Independent work • Taking a test • Partner work • Small group • Anchor stations Social Skills Lessons • Following directions • Listening • Hands and feet to self • Accepting no • Accepting corrections and consequences • Taking a break • Staying on task • Self-control • Including others
	Weeks 1-2	• Teach and practice Beginning and Ending Routines • Introduce posted daily Schedule • Review and practice Attention Signal and Voice Levels • Review Classroom Rules; correct using Early Stage Corrections • Review and practice School Wide Expectations • Teach CHAMPS Acronym, if using • Teach and practice essential Classroom Procedures and Activity Expectations (direct instruction, cooperative groups, etc.) • Begin training students for Small Group Instruction and Anchor Stations • Include activities to develop a positive Classroom Culture	
	Week 3	• Continue practicing all previous classroom procedures, expectations and classroom rules • Teach Classroom Consequences • Teach and practice how to Accept Corrections and Consequences • Teach and practice Activity Expectations as they are introduced (turn and talk, taking a test,, etc.) • Continue practicing Small Group Instruction and Anchor Stations expectations • Include activities to develop a positive Classroom Culture • Discuss Goals for the grading period	
	Week 4	• Evaluate Classwide Motivation and implement system, if necessary • Continue to practice all previous procedures, expectations and classroom rules • Include activities to continue developing a positive Classroom Culture	
	Weeks 5-6	• Continue to practice all previous procedures, expectations, classroom rules and consequences • Include activities to maintain a positive Classroom Culture	
	Weeks 7-8	• Reteach and practice previous procedures, expectations, classroom rules and consequences, *as needed* • Include activities to maintain a positive Classroom Culture • Revisit Goals set during week 3	

2nd Grading Period	Week 1	• Evaluate Classwide Motivation and implement system, if necessary • Review classroom rules, procedures, expectations and adjust, if • Discuss Goals for current grading period • Include activities to maintain a positive Classroom Culture	Social Skills Continued • Losing a game • Apologizing • Working with others • Disagreeing appropriately • Polite requests • Getting the teacher's attention • Making an appointment (self-advocacy) • Analyzing your behavior
	Weeks 2-5	• Reteach and practice previous procedures, expectations, classroom rules and consequences *as needed* • Include activities to maintain a positive Classroom Culture	
	Week 6	• Discuss upcoming schedule for the week and any changes • Reteach and practice all previous procedures, expectations, classroom rules and consequences • Include activities to maintain a positive Classroom Culture	
	Weeks 7-10	• Review classroom rules, procedures and expectations • Preview upcoming changes to schedules • Set expectations for new activities (assemblies, holiday parties, etc.) • Include activities to maintain a positive Classroom Culture • Revisit Goals set during week 1	
3rd Grading Period	Week 1	• Evaluate Classwide Motivation and implement or fade system, if appropriate • Review and practice Attention Signal, Voice Levels, and Classroom Rules and *adjust*, if necessary • Review Schedule (3.1) • Reteach and practice Schoolwide Expectations, Classroom Procedures, Activity and Transition Expectations • Discuss Goals for next grading period • Include activities to maintain a positive Classroom Culture	
	Weeks 2-8	• Reteach and practice previous procedures, expectations, classroom rules and consequences *as needed* • Include activities to maintain a positive Classroom Culture	
	Week 9	• Preview upcoming schedule changes, if applicable • Reteach and practice previous procedures, expectations, classroom rules and consequences *as needed* • Include activities to maintain a positive Classroom Culture • Revisit Goals set during week 1	
4th Grading Period	Week 1	• Evaluate Classwide Motivation and implement or fade system, if appropriate • Review classroom rules, procedures and expectations and *adjust*, if necessary • Discuss Goals for current grading period • Establish, teach and practice expectations for new activities as they arise (STAAR practice, projects, etc.) • Include activities to maintain a positive Classroom Culture	
	Weeks 2 - 11	• Reteach and practice previous procedures, expectations, classroom rules and consequences *as needed* • Review schedule daily and preview upcoming changes • Continue with structures established and practiced throughout the year and *adjust*, if necessary • Include activities to maintain a positive Classroom Culture • Revisit Goals set during week 1	

Credits for Curriculum Resources

TEA Texas Education Agency - Academics
https://tea.texas.gov/

Texas Gateway for online resources by TEA
Supporting information
https://www.texasgateway.org/resource/mathematics-teks-supporting-information

Lead4Ward
Academic Vocabulary
Teacher and Student Learning Reports
https://lead4ward.com/

Education.com
https://www.education.com/activity/third-grade/money-math/

Math Process Standard Series by Susan O'Connell
NCTM's Process Standards
https://www.heinemann.com/products/e01273.aspx

Teaching Student-Centered Mathematics Series by John Van de Walle
Elementary and Middle School Mathematics Teaching Developmentally

Kim Sutton Creative Mathematics
Provider of Teacher Training & Teaching Materials
https://creativemathematics.com/kim-sutton/

Mathematics... A Way of Thinking
Robert Baratta-Lorton
http://www.center.edu/MathWayThinking.shtml

Attachment 8: Proposed Discipline Policy

Provide the school's proposed discipline policy.

ATTACHMENT 8: PROPOSED DISCIPLINE POLICY AND CODE OF CONDUCT

Cited work:

SHSU Charter School Discipline Policy and Code of Conduct

Conroe ISD Student Handbook

Thrive Center for Success will establish methods and procedures embedded in the school's classroom and routines which will encourage students to self-manage their behavior. This includes utilizing Applied Behavior Analysis to positively shape behaviors and the use of positive reinforcement as needed. Thrive Center for Success will extend our appreciation to students who behave well, make responsible decisions, and work hard. Each student has the opportunity and the right to use school as a means for self-improvement and individual growth. In doing so, he/she is expected to conduct him or herself in a manner compatible with the school's function and in accordance with policies and regulations concerning student conduct and discipline, including but not limited to the grounds for suspension, expulsion and classroom removal. Conduct that disrupts or threatens to disrupt the operation of a school, that interferes in any way with the public or private rights of other students or citizens, that threatens or endangers the health or safety of any person, or that damages property, will result in disciplinary action. Since a majority of our students may have disabilities, Thrive Center for Success shall take into consideration a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct.

Standards for Student Conduct

- Behave in a respectful and responsible manner;
- Demonstrate courtesy and respect for others;
- Attend classes and required school activities and events regularly and on time;
- Prepare for each class, take appropriate materials, and complete assignments on time;
- Respect the rights and privileges of students, teachers, and school personnel and volunteers;
- Respect and care for school property and facilities;
- Turn off cell phones or other electronic media during instructional time;
- Cooperate with teachers and school personnel in maintaining safety, order and discipline;
- Dress appropriately, following the school's dress code;
- Obey all campus rules, classroom rules and classroom expectations for behavior;
- Refrain from any written or verbal acts of bullying whether in person or online;
- Adhere to the requirements of this Code.

Discipline Management Techniques

Discipline shall be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Discipline shall be correlated to the seriousness of the offense, the student's intent, whether the student's conduct may have been a manifestation of the student's disability, the student's age and grade level, the frequency of misbehavior, the student's attitude, the effect of the misconduct on the school environment, and statutory requirements. Consequences are determined on an individual basis.

Techniques

The following discipline management techniques may be used alone, in combination, or as part of progressive interventions for behavior prohibited by the Student Code of Conduct:

- Verbal, oral or written correction.

- Cooling-off time or "time-out from reinforcement."
- Seating changes within the setting.
- Temporary confiscation of items that disrupt the educational process in the school setting.
- Rewards/incentives.
- Behavioral contracts, individualized for the specific student.
- Counseling by teachers or administrative personnel.
- Student conferences.
- Parent contact and parent-teacher conferences.
- Detention, during and not during school hours (A.M., lunch, and/or P.M.).
- Sending the student to the office or another assigned area, or to in-school suspension.
- Assignment of school duties other than class tasks, such as cleaning, picking up litter, etc.
- Withdrawal of privileges, such as participation in extracurricular activities, eligibility for
- seeking and holding honorary offices, or membership in school-sponsored clubs/organizations.
- Restriction or revocation of campus transportation privileges.
- School-assessed and school-administered probation or strategies.
- In-school suspension (ISS) - a suspension in which the student is suspended from participation in regular school activities, but receives continuous educational instruction, supervision, and discipline
- Out-of-school suspension (OSS)
- Placement and/or expulsion in an alternative educational setting (Placement and/or Expulsion for certain serious offenses.)
- Expulsion
- Referral to an outside agency or legal authority for criminal prosecution in addition to
- disciplinary measures imposed by the school.
- Other strategies and consequences as determined by school personnel within district/state/federal guidelines.

Students are expected to comply with any technology and electronic media use policies and procedures approved by the school. Students are also expected to demonstrate the same behavior online or while using electronic media as is expected in the classroom and on school property. Sending, posting, or possessing electronic messages that are disrespectful, disruptive, abusive, obscene, illegal, threatening, harassing or damaging to another person disrupts the learning environment and will not be tolerated.

Parent involvement and cooperation is essential to achieving the School's mission and ensuring that students learn in a safe, secure and positive environment. Parents should understand and be familiar with the Code to ensure that his or her child understands and seeks to comply with this Code.

PROHIBITED CONDUCT

The categories of conduct below are prohibited at school, in vehicles owned or operated by the school, and at all school-related activities. The following conduct constitutes a violation of the Code. Any student found to have engaged in such conduct shall be subject to disciplinary consequences as identified within the Code.

General Student Behavior

- Cursing, using offensive language, name calling, ethnic, racial, religious, or gender slurs, other derogatory statements, or making obscene gestures;
- Disrespectful behavior towards adults;

- Failure to timely follow directives given by school personnel;
- Disruption of instruction or other school activities/events;
- Unexcused or excessive tardiness;
- Giving false statements or false accusations;
- Bullying, cyberbullying, teasing, or targeting other students;
- Inappropriate or disruptive cell phone or electronic media use;

Violation of School Rules and Policies

- Failure to comply with classroom expectations and school rules;
- Leaving the classroom, school building, mandatory school activities or events without permission;
- Skipping a class or other mandatory activity, in whole or in part, without permission;
- Violation of school policies or rules related to the use of electronic media, including personal or school-owned electronic devices (e.g., cell phones, tablets, game systems, computers, cameras), or the school's network or internet connection;
- Truancy or failure to attend school without excuse;
- Defacing, damaging, destroying or otherwise modifying school property;
- Taking photographs or making video or audio recordings of students, employees, or other school
- personnel without the consent of the other person; drawing and/or sharing inappropriate pictures.
- Soliciting or attempting to solicit another student to violate the Code, school policies and rules, or the law;
- Taking steps toward violation of the Code even if the act is not completed, as determined by school administrator;
- Failure to comply with rules and expectations regarding school transportation;
- Inappropriate or unauthorized use of school property, including posting or distributing literature or materials without school permission

Violent, Illegal, and Other Serious Offenses

- Possession of prohibited items;
- Conduct which meets the elements of a criminal offense, as determined by the school;
- Inappropriate physical, verbal or sexual harassment of others;
- Inappropriate physical, verbal, or sexual behavior, including jokes, comments, gestures or unwelcome physical conduct or contact;
- Producing false statements or false accusations;
- Participation in hazing or initiations;
- Participation in a gang, soliciting, or attempt to solicit participation in a gang;
- Possessing, distributing, using or being under the influence of tobacco products, electronic
- cigarettes, drugs, alcohol, or controlled substances, including prescription drugs if the student has not been prescribed the drugs or is taking the drugs in excess of the dosage specified by the prescription;
- Possess, use, give, or sell paraphernalia related to any prohibited substance;
- Stealing (regardless of the monetary value of what has been stolen)from school, staff, or students, lying, cheating, or copying the work of another without authorization (plagiarism);

- Deliberately and without School authorization, accessing, damaging, or altering school data/records, including but not limited to confidential records, electronic data, networks or systems;
- Violence of any kind, including dating violence or aggression towards student, teacher, or school personnel;
- Fighting
- Gambling of any kind;
- Setting or attempting to set a fire;
- Inappropriate or indecent exposure of body parts or taking actions to expose the body parts of a student, teacher, or staff member.
- Retaliation of any form against other students or school personnel;
- Possession or distribution of pictures, videos, text messages, electronic messages, or other kind of material of a sexual or obscene nature;
- Endangering the health or safety of others on school property;
- Bringing a weapon (or any item that constitutes a weapon) to school;
- Bringing any item that could be determined harmful or could be used to create a hazardous product that could cause injury to a person or school property

INVESTIGATION OF DISCIPLINE ISSUES

In order to determine whether a violation of the Code has occurred, school administrators or other authorized individuals may conduct an investigation. Investigations of student misconduct may involve, but are not limited to, interviews of other students, employees and adults, review of School surveillance footage, review of relevant documents, and gathering of physical evidence. Law enforcement may be contacted and informed of student conduct which may constitute a criminal offense. Lockers, desks, and other items provided for student use remain school property and students do not have a reasonable expectation of privacy in school property or in personal items placed inside school property. Students will be held financially accountable for damage to school property or a teacher's property. School officials may search any school property, including school property that is within a student's possession or otherwise being used by a student, at any time, with or without notice to the student, and without consent. School officials may confiscate any items found during a search, including prohibited items, dangerous items, or other items that violate school policy.

A student's personal property may be searched by authorized school officials if the official has a reasonable belief that the search will result in the discovery of evidence of a violation of the Code or of the law. Any personal property which is brought onto school property or to a school-sponsored or school-related activity or event(on or off School property) may be subject to search (e.g., student cell phone, backpack, personal computer, purse, car, etc.).

DISCIPLINE OF STUDENTS WITH SPECIAL NEEDS

Students eligible for services under the Individuals with Disabilities in Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 (Section 504) are subject to discipline under those laws and in accordance with the provisions of this Code.

The School may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any student with a disability under Section 504 who is currently engaging in the illegal use of drugs or in the use of alcohol to the same extent that the School would take disciplinary action against nondisabled students. The due process procedures afforded under Section 504 do not apply to disciplinary action for the use or possession of illegal drugs or alcohol. However, a student who is eligible for special education under the IDEA should have a manifestation determination review conducted to

address any use or possession of illegal drugs or alcohol if such conduct could result in a change of placement.
Any disciplinary action that would constitute a "change in the placement" of a student receiving special education services may be taken only after the student's Admission, Review, and Dismissal (ARD) committee conducts a manifestation determination review in order to determine whether the student's conduct was a manifestation of his or her disability.

A change in placement occurs if a student is:

1. Removed from the student's current educational placement for more than ten consecutive School days; or
2. Subjected to a series of removals that constitute a pattern because:
    a. The series of removals total more than ten school days in a school year;
    b. The student's behavior is substantially similar to the student's behavior in the previous incidents that resulted in the series of removals; and
3. Additional factors exist, such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.
4. The School will determine, on a case-by-case basis, whether a pattern of removals constitutes a change in placement.

DETENTION

A student may be assigned to one or more sessions of detention for engaging in prohibited conduct under this Code. The student's parent/guardian will be notified by phone and in writing of the student's conduct and their assignment to detention. Detention will be held outside of the instructional day, either before or after school, or during lunch period. While in detention, the student will be provided the appropriate class assignments and will be expected to complete those assignments as if the student were in their regular classroom.

IN-SCHOOL SUSPENSION

A student may be assigned to "in-school suspension" for engaging in prohibited conduct under this Code. The student's parent/guardian will be notified by phone and in writing of the student's conduct and their assignment to in-school suspension. In-school suspension is held during the instructional day. Students are provided appropriate class assignments and are expected to complete the work as if the student were in their regular classroom.

OUT-OF-SCHOOL SUSPENSION

A student above grade three may be suspended for one or more school days for engaging in prohibited conduct under this Code. A student in grade three and below may be given out-of-school suspension if the student engages in conduct detailed below as also eligible for expulsion. The student's parent or guardian will be notified by phone and in writing of the student's conduct and the length of the period of suspension. A student may not be suspended for more than three consecutive school days. During the period of suspension, the suspended student may not enter onto school property or participate in or attend school- sponsored or school-related events/activities. The student's teachers will provide assignments and class work that the student will be expected to complete during the period of suspension.

EXPULSION

In deciding whether to order expulsion, regardless of whether the action is mandatory or discretionary, the school administrators shall take into consideration:

1. Self-defense,
2. Intent or lack of intent at the time the student engaged in the conduct,
3. The student's disciplinary history,
4. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct,
5. A student's status in the conservatorship of the Department of Family and Protective Services, or
6. A student's status as homeless.

DISCRETIONARY EXPULSION

Any Location

A student **may** be expelled for:

- Engaging in bullying that encourages a student to commit or attempt to commit suicide.
- Inciting violence against a student through group bullying.
- Releasing or threatening to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
- Conduct that contains the elements of assault under Penal Code 22.01(a)(1) in retaliation against a school employee or volunteer.
- Criminal mischief, if punishable as a felony.
- Engaging in conduct that contains the elements of one of the following offenses against another student:
    - Aggravated assault.
    - Sexual assault.
    - Aggravated sexual assault.
    - Murder.
    - Capital murder.
    - Criminal attempt to commit murder or capital murder.
    - Aggravated robbery.
- Breach of computer security (See glossary).
- Engaging in conduct relating to a false alarm or report (including a bomb threat) or a terroristic threat involving a public school.

At School, Within 300 Feet, or at a School Event

A student **may** be expelled for committing any of the following offenses on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, or a dangerous drug, if the conduct is not punishable as a felony. A student with a valid prescription for low-THC cannabis as authorized by Chapter 487 of the Health and Safety Code does not violate this provision. (See glossary for "under the influence.")

- Selling, giving, or delivering to another person, or possessing, using, or being under the influence of alcohol; or committing a serious act or offense while under the influence of alcohol, if the conduct is not punishable as a felony.
- Engaging in conduct that contains the elements of an offense relating to abusable volatile chemicals.
- Engaging in conduct that contains the elements of assault under Section 22.01(a)(1) against an employee or a volunteer.
- Engaging in deadly conduct. (See **glossary**.)

Within 300 Feet of School

A student **may** be expelled for engaging in the following conduct while within 300 feet of school property, as measured from any point on the school's real property boundary line:

- Aggravated assault, sexual assault, or aggravated sexual assault.
- Arson. (See **glossary**.)
- Murder, capital murder, or criminal attempt to commit murder or capital murder.
- Indecency with a child, aggravated kidnapping, manslaughter, criminally negligent homicide, or aggravated robbery.
- Continuous sexual abuse of a young child or children.
- Felony drug- or alcohol-related offense.
- Unlawfully, carrying on or about the student's person a handgun,or a location-restricted knife, as these terms are defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined by state law. (See **glossary**.)
- Possession of a firearm, as defined by state law. (See **glossary**.)

MANDATORY EXPULSION

A student **must** be expelled under federal or state law for any of the following offenses that occur on school property or while attending a school-sponsored or school-related activity on or off school property:

Under Federal Law

• Bringing to school or possessing at school, including any setting that is under the district's control or supervision for the purpose of a school activity, a firearm, as defined by federal law. (See **glossary**.) **Note:** Mandatory expulsion under the Federal Gun Free Schools Act does not apply to a firearm that is lawfully stored inside a locked vehicle, or to firearms used in activities approved and authorized by the district when the district has adopted appropriate safeguards to ensure student safety.

Under the Penal Code

- Unlawfully, carrying on or about the student's person the following, in the manner prohibited by Penal Code 46.02:

    - A handgun, defined by state law as any firearm designed, made, or adapted to be used with one hand. (See **glossary**.) *Note:* A student may not be expelled solely on the basis of the student's use, exhibition, or possession of a firearm that occurs at an approved target range facility that is not located on a school campus, while participating in or preparing for a school-sponsored, shooting sports competition or a shooting sports educational activity that is sponsored or supported by the Parks and Wildlife Department, or a shooting sports sanctioning organization working with the department. [See policy FNCG (LEGAL).]
    - A location-restricted knife, as defined by state law. (See **glossary**.)
- Possessing, manufacturing, transporting, repairing, or selling a prohibited weapon, as defined in state law. (See **glossary**.)
- Behaving in a manner that contains elements of the following offenses under the Texas Penal Code:
    - Aggravated assault, sexual assault, or aggravated sexual assault.
    - Arson. (See **glossary**.)
    - Murder, capital murder, or criminal attempt to commit murder or capital murder.
    - Indecency with a child.
    - Aggravated kidnapping.
    - Aggravated robbery.
    - Manslaughter.
    - Criminally negligent homicide.
    - Continuous sexual abuse of a young child or children.
    - Behavior punishable as a felony that involves selling, giving, or delivering to another person, or possessing, using, or being under the influence of marijuana, a controlled substance, a dangerous drug, or alcohol; or committing a serious act or offense while under the influence of alcohol.
- Engaging in retaliation against a school employee or volunteer combined with one of the above-listed mandatory expulsion offenses.

EXPULSION PROCESS

If the school administrator determines that the student's conduct warrants expulsion, the administrator shall provide written notice to the parent or guardian of the proposed expulsion of the student. The written notice shall also include the reason(s) for the proposed expulsion and the date, time, location and procedure for the expulsion hearing. The student is entitled to a hearing with the Superintendent, or the Superintendent's designee, during which the student and/or the student's representative (e.g., parent, guardian, attorney, other) will have the opportunity to review and respond. At the end of the hearing, the Superintendent, or the Superintendent's designee, may issue a decision immediately or may wait until a later date to communicate a decision. The administrator shall send written communication of the decision to the parent or guardian. If the Superintendent, or the Superintendent's designee, determines that expulsion is appropriate, the written decision ("Expulsion Order") shall include the length of the term of expulsion. The period of expulsion may be determined by many factors, including the severity of the conduct and/or the existence of a continuing risk of harm to students and/or school personnel. The parent or guardian may choose to voluntarily waive the right to an expulsion hearing by signing a hearing waiver form provided with the notice of proposed expulsion. If the hearing is waived, the Superintendent, or the Superintendent's designee, will review the relevant evidence and issue a

written decision to the parent as described above. The School will notify the independent school district in which the student resides of the student's expulsion within three business days of the Expulsion Order

PERMANENT EXCLUSION FROM ADMISSION PERMITTED: A student expelled from the School is not eligible for readmission to the school at any time. During the period of expulsion, the student is prohibited from entering onto any school property and attending any School-sponsored or School-related activities/events. Failure to comply with this prohibition will result in the filing of criminal trespassing charges against the student. Except as otherwise required by law, students will not receive educational services or receive course credits at the school during the period of expulsion.

DISCIPLINE APPEAL PROCESS

With the exception of expulsions, student discipline decisions at the campus level are final and not appealable. A parent or legal guardian may appeal an expulsion decision by filing a written appeal with the Superintendent within 5 business days of the date of the Expulsion Order. The Superintendent or Superintendent's designee will review the record of the expulsion proceedings at the campus level, along with any other relevant information, and will issue a written decision to the appealing party within 10 business days of receiving the request for review. If the appealing party is not satisfied with the decision of the Superintendent or Superintendent's designee, he or she may appeal that decision to the Thrive Center for Success Charter School Board by filing a request for review with the Superintendent's office within 5 business days of the date of the decision. The Superintendent shall notify the Board Chair and arrange for the Board to hear the complaints of the appealing party at the next available board meeting. The Superintendent shall notify the appealing party of the location, date and time of the hearing in front of the Thrive Center for Success Charter School Board. The decision of the governing body is final. An expulsion action will not be delayed during the appeal process.

Suspension Authority and Procedures

1. Any student who is suspended for three days or less is entitled to hear the charges and to be given an opportunity to present his or her position in a conference. The conference should occur prior to removal from the school, unless the student's presence constitutes a continuing danger to the student, other persons or property, or a continuing threat of disrupting the academic process. In the latter case, a conference should be held as soon as possible after the student's removal from school.
2. A suspending authority may also order in-school suspension.

Expulsion Authority and Procedures

1. The power to expel students has been delegated to the Board.
2. Expulsion can occur only after the accused student and his or her parents have been given the opportunity for a hearing.
3. Re-admittance. No student shall be readmitted to school until a meeting has taken place between the director or designee and the student's parents, guardian, or legal custodian to review the suspension, or until, at the discretion of the director or designee, a parent, guardian, or legal custodian of the suspended student has substantially agreed to review the suspension with the director or designee.

Procedure for Expulsion

In the event that the school contemplates action expelling any student, the following procedures shall be followed:

1. Notice: Not less than ten days prior to the date of contemplated action, the superintendent/principal shall cause written notice of such proposed action to be delivered to the student and his or her parents, guardian, or legal custodian. Such delivery may be by United States mail or by personal delivery. If mailed, delivery shall be deemed to be completed at such time as the notice is deposited in the United States mail addressed to the last known address of the student or his or her parents, guardian, or legal custodian.
2. Emergency Notice: In the event the Board determines that an emergency exists necessitating a shorter period of notice, the period of notice may be shortened to the extent the Board may direct, provided that the student or his or her parents, guardian, or legal custodian have actual notice of the hearing prior to the time it is held.
3. Contents of Notice: The notice shall contain the following:
    a. A statement of the rule or regulation which the student is alleged to have violated.
    b. A statement that a hearing on the question of expulsion will be held within the period of suspension applicable to the student if requested by the student or his or her parents, guardian, or legal custodian.
    c. A statement of the date, time, and place of the hearing in the event one is requested.
    d. A statement that the student may be present at the hearing and hear all information against him or her; that the student will have an opportunity to present such information as is relevant; and that the student may be accompanied and represented by his or her parents, guardian, or legal custodian and an attorney.
    e. A statement that failure to request a hearing within five calendar days or failure to participate in such a hearing constitutes a waiver of further rights in the matter.
    f. A statement of the effective date and duration of the contemplated expulsion.

If a student is expelled or out of school for 10 days, the student can make up the missing work in a couple of ways. The student can get access to the work ahead of time. The teachers will be contacted by the principal/superintendent of Thrive Center for Success and asked to pull work the student will miss. The student gets all the make-up work prior to the 10 days and has the work to complete while out of school. If the student is unable to get the work ahead of time, the student must get together with each teacher to obtain missing coursework. The student will be strongly encouraged to arrange a time to meet with the teacher for any assistance needed to complete the missing work, or to get additional instruction in regards to the missing class time.

GLOSSARY/DEFINITIONS

The following definitions are provided to further detail and define the terms of this Code.

Abuse is improper or excessive use.

Aggravated robbery is defined in part by Texas Penal Code 29.03(a) when a person commit robbery and:

1. Causes serious bodily injury to another;
2. Uses or exhibits a deadly weapon; or
3. Causes bodily injury to another person or threatens or places another person in fear of imminent bodily injury or death, if the other person is:
    - 65 years of age or older, or
    - A disabled person.

Armor-piercing ammunition is defined by Texas Penal Code 46.01 as handgun ammunition used in pistols and revolvers and designed primarily for the purpose of penetrating metal or body armor.

Arson is defined in part by Texas Penal Code 28.02 as:

1. A crime that involves starting a fire or causing an explosion with intent to destroy or damage:
    - Any vegetation, fence, or structure on open-space land; or
    - Any building, habitation, or vehicle:
        1) Knowing that it is within the limits of an incorporated city or town,
        2) Knowing that it is insured against damage or destruction,
        3) Knowing that it is subject to a mortgage or other security interest,
        4) Knowing that it is located on property belonging to another,
        5) Knowing that it has located within it property belonging to another, or
        6) When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.
2. A crime that involves recklessly starting a fire or causing an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or
3. A crime that involves intentionally starting a fire or causing an explosion and in so doing:
    - Recklessly damages or destroys a building belonging to another, or
    - Recklessly causes another person to suffer bodily injury or death.

Assault is defined in part by Penal Code §22.01(a)(1) as intentionally, knowingly, or recklessly causing bodily injury to another; §22.01(a)(2) as intentionally or knowingly threatening another with imminent bodily injury; and §22.01(a)(3) as intentionally or knowingly causing physical contact with another that can reasonably be regarded as offensive or provocative.

Breach of Computer Security includes knowingly accessing a computer, a computer network, or computer system without the effective consent of the owner as defined in Penal Code 33.02, if the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of a school district; and the student knowingly alters, damages, or deletes

school district property or information; or commits a breach of any other computer, computer network, or computer system.

Bullying is defined in Section 37.0832 of the Education Code as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
2. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
3. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
4. Infringes on the rights of the victim at school.

Bullying includes Cyberbullying. (See below) This state law on bullying prevention applies to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to and from school or school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school- related activity if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Chemical dispensing device is defined by Penal Code 46.01 as a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being. A small chemical dispenser sold commercially for personal protection is not in this category.

Club as defined by Penal Code 46.01 as is an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death. A blackjack, nightstick, mace, and tomahawk are in the same category.

Controlled Substance means a substance, including a drug, and adulterant, and a dilutant, listed in Schedules I through V or Penalty Group 1,1-A, 2, 2-A, 3, or 4 of the Texas Controlled Substances Act. The term includes the aggregate weight of any mixture, solution, or other substance containing a controlled substance. The term does not include hemp, as defined by Agriculture Code 121.001, or the tetrahydrocannabinols (THC).

Criminal street gang is defined by Penal Code 71.01 as three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Cyberbullying is defined by Section 37.0832 of the Education Code as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, a social-media application, an Internet website, or any other Internet-based communication tool.

Dangerous Drug is defined by Health and Safety Code 483.001 as a device or a drug that is unsafe for self-medication and that is not included in Schedules I through V or Penalty Groups 1 through 4 of the Texas Controlled Substances Act. The term includes a device or drug that federal law prohibits dispensing without prescription.

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense, as defined by Section 71.0021 of the Family Code.

Deadly conduct under Penal Code 22.05 occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury, such as knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that violates either state or federal law and is punishable by imprisonment or confinement in jail. It includes conduct that violates certain juvenile court orders, including probation orders, but does not include violations of traffic laws.

Discretionary means that something is left to or regulated by a local decision maker.

E-cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device. The term includes any device that is manufactured, distributed, or sold as an e-cigarette, e-cigar, or e-pipe or under another product name or description and a component, part, or accessory that is sold separately from the device.

Explosive weapon is defined by Texas Penal Code 46.01 as any explosive or incendiary bomb, grenade, rocket, or mine and its delivery mechanism that is designed, made, or adapted for the

purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror.

False Alarm or Report under Penal Code 42.06 occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm is defined by federal law (18 U.S.C. § 921(a)) as:

1. Any weapon (including a starter gun) that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm weapon; or
4. Any destructive devise, such as any explosive, incendiary or poison gas bomb, or grenade.

Such term does not include an antique firearm.

Firearm silencer is defined by Texas Penal Code 46.01 as any device designed, made, or adapted to muffle the report of a firearm.

Graffiti includes markings with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Handgun is defined by Texas Penal Code 46.01 (5) as any firearm that is designed, made, or adapted to be fired with one hand.

Harassment includes:

1. Conduct that meets the definition established in district policies DIA(LOCAL) and FFH(LOCAL);
2. Conduct that threatens to cause harm or bodily injury to another student, is sexually intimidating, causes physical damage to the property of another student, subjects another student to physical confinement or restraint, or maliciously and substantially harms another student's physical or emotional health or safety, as defined in Section 37.001(b)(2) of the Education Code; or,
3. Conduct that is punishable as a crime under Penal Code 42.07, including the following types of conduct if carried out with the intent to harass, annoy, alarm, abuse, torment, or embarrass another;
4. Initiating communication and, in the course of the communication, making a comment request, suggestion, or proposal that is obscene, as defined by law;

5. Threatening, in a manner reasonably likely to alarm the person receiving the threat, to inflict bodily injury on the person or to commit a felony against the person, a member of the person's family or household, or the person's property;
6. Conveying, in a manner reasonably likely to alarm the person receiving the report, a false report, which is known by the conveyor to be false, that another person has suffered death or serious bodily injury; and
7. Sending repeated electronic communications in a manner reasonably likely to harass, annoy, alarm, abuse, torment, embarrass, or offend another

Hazing is defined by Section 37.151 of the Education Code as an intentional, knowing, or reckless act, on or off campus, by one person alone or acting with others, directed against a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in a student organization, if the act meets the elements in Education Code 37.151, including:

1. Any type of physical brutality;
2. An activity that subjects the student to an unreasonable risk of harm or that adversely affects the student's mental or physical health, such as sleep deprivation, exposure to the elements, confinement to small spaces, calisthenics, or consumption of food, liquids, drugs, or other substances;
3. An activity that induces, causes, or requires the student to perform a duty or task that violates the Penal Code; and
4. Coercing a student to consume a drug or alcoholic beverage in an amount that would lead a reasonable person to believe the student is intoxicated.

Hit list is defined in Section 37.001 (b)(3) of the Education Code as a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Improvised explosive device is defined by Texas Penal Code 46.01 as a completed and operational bomb designed to cause serious bodily injury, death, or substantial property damage that is fabricated in an improvised manner using nonmilitary components.

Indecent exposure is defined by Texas Penal Code 21.08 as an offense that occurs when a person exposes his or her anus or any part of his or her genitals with intent to arouse or gratify the sexual desire of any person, and is reckless about whether another is present who will be offended or alarmed by the act.

Intimate visual material is defined by Texas Civil Practices and Remedies Code 98B.001 and Texas Penal Code 21.16 as visual material that depicts a person with the person's intimate parts exposed or engaged in sexual conduct. "Visual material" means any film, photograph, video tape, negative, or slide of any photographic reproduction or any other physical medium that allows an image to be displayed on a computer or other video screen and any image transmitted to a computer of other video screen.

Knuckles as defined by Texas Penal Code 46.01 are any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Location-restricted knife is defined by Texas Penal Code 46.01 (6) as a knife with a blade over five and one-half inches.

Look-alike weapon means an item that resembles a weapon but is not intended to be used to cause serious bodily injury.

Machine gun as defined by Texas Penal Code 46.01 is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body.

Possession means to have an item on one's person or in one's personal property, including but not limited to clothing, purse, or backpack; a private vehicle used for transportation to or from school or school-related activities, including but not limited to an automobile, truck, motorcycle, or bicycle; telecommunications or electronic devices; or any other school property used by the student, including but not limited to a locker or desk.

Prohibited weapon under Texas Penal Code 46.05(a) means:

1. The following items unless registered with the U.S. Bureau of Alcohol, Tobacco, Firearms, and Explosives or classified as a curio or relic by the U.S. Department of Justice:
    a) An explosive weapon;
    b) A machine gun;
    c) A short-barrel firearm;
2. Armor-piercing ammunition;
3. A chemical dispensing device;
4. A zip gun; or
5. A tire deflation device;
6. An improvised explosive device; or
7. A firearm silencer, unless classified as a curio or relic by the U.S. Department of Justice or the actor otherwise possess, manufactures, transports, repairs, or sells the firearm silencer in compliance with federal law.

Public Lewdness is defined by Texas Penal Code 21.07 as an offense that occurs when a person knowingly engages in an act of sexual intercourse, deviate sexual intercourse, or sexual contact in a public place or, if not in a public place, is reckless about whether another is present who will be offended or alarmed by the act.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student. Educational organizations listed in Section 37.121(d) of the Education Code are excepted from this definition.

Reasonable belief is that which an ordinary person of average intelligence and sound mind would believe. Chapter 37 requires certain disciplinary decisions when the superintendent or designee has a reasonable belief that a student engaged in conduct punishable as a felony offense. In forming such a reasonable belief, the superintendent or designee may use all available information, including the notice of a student's arrest under Article 15.27 of the Code of Criminal Procedure.

Self-defense is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself

Serious misbehavior means:

1. Deliberate violent behavior that poses a direct threat to the health or safety of others;
2. Extortion, meaning the gaining of money or other property by force or threat;
3. Conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or
4. Conduct that constitutes the offense of:
    - Public lewdness under Penal Code 21.07;
    - Indecent exposure under Penal Code 21.08;
    - Criminal mischief under Penal Code 28.03;
    - Hazing under Education Code 37.152; or
    - Harassment under Penal Code 42.07(a)(1), of a student or district employee.

Serious or persistent misbehavior includes but is not limited to:

- Behavior that is grounds for permissible expulsion or mandatory DAEP placement.
- Behavior identified by the district as grounds for discretionary DAEP placement.
- Actions or demonstrations that substantially disrupt or materially interfere with school activities.
- Refusal to attempt or complete school work as assigned.
- Insubordination.
- Profanity, vulgar language, or obscene gestures.
- Leaving school grounds without permission.
- Falsification of records, passes, or other school-related documents.
- Refusal to accept discipline assigned by the teacher or principal.

  Short-barrel firearm is defined by Texas Penal Code 46.01 as a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

  Terroristic threat is defined by Texas Penal Code 22.07 as a threat of violence to any person or property with intent to:

1. Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
2. Place any person in fear of imminent serious bodily injury;
3. Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
4. Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service;
5. Place the public or a substantial group of the public in fear of serious bodily injury; or
6. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state (including the district).

Tire deflation device is defined in part by Section 46.01 of the Penal Code as a device, including a caltrop or spike strip, that, when driven over, impedes or stops the movement of a wheeled vehicle by puncturing one or more of the vehicle's tires.

Title 5 felonies are those crimes listed in Title 5 of the Texas Penal Code that involve injury to a person and may include:

- Murder, manslaughter, or homicide under Sections 19.02-.05;
- Kidnapping under Section 20.03;
- Trafficking of persons under Section 20A.02;
- Smuggling or continuous smuggling of persons under Sections 20.05-.06;
- Assault under Section 22.01;
- Aggravated assault under Section 22.02;
- Sexual assault under Section 22.011;
- Aggravated sexual assault under Section 22.021;
- Unlawful restraint under Section 21.02;
- Bestiality under Section 21.17;
- Improper relationship between educator and student under Section 21.12;
- Voyeurism under Section 21.17;
- Indecency with a child under Section 21.11;
- Disclosure or promotion of intimate visual material under Section 21.16;
- Invasive visual recording under Section 21.15;
- Sexual coercion under Section 21.18;
- Injury to a child, an elderly person, or a disabled person of any age under Section 22.04;
- Abandoning or endangering a child under Section 22.041;
- Deadly conduct under Section 22.05;
- Terroristic threat under Section 22.08;
- Aiding a person to commit suicide under Section 22.08;
- Tampering with a consumer product under Section 22.09.

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person's physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student "under the influence" need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one's body, by any means, a prohibited substance.

Zip gun is defined by Penal Code 46.01 as Texas a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

Attachment 9: Evidence of Community Support

Provide evidence of support from intended community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

SH

Sam Houston State University

MEMBER THE TEXAS STATE UNIVERSITY SYSTEM

CHARTER SCHOOL

OFFICE OF THE
SUPERINTENDENT

January 19, 2020

To Whom It May Concern:

This letter of support is on behalf of the Thrive Center for Success. As a school administrator, I understand the difficulty of trying to provide a well-rounded education for students with special needs. Those students with autism are often presented with two paths: 1) attend a private clinic (for parents who can afford the cost) where functional behavior therapy is provided but no academics; or 2) attend the traditional public school that will try to provide both the academic and functional goals in a student's IEP but often with high student-teacher ratios and under-trained staff.

The Thrive Center for Success will provide another alternative for all parents. A learning environment that the student can reach his/her academic and functional potential. All this offered through an Open Enrollment Public Charter School where no student is excluded because lack of financial resources. A school where students will have access to after-school activities such as music therapy, equine therapy, and socialization activities with both disabled and non-disabled peers.

I truly believe that the research-based practices developed and implemented at the Thrive Center for Success will serve as a model for other traditional districts and charter schools to bring back to their own campuses so more children with benefit. As Superintendent of the SHSU Charter School, I look forward to partnering with the Thrive Center for Success so that both our student populations can benefit from educational opportunities the Thrive Center for Success will bring.

Best regards,

Ronny D Knox, Ed.D.

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From: Rev Rusti Moore rev.rusti@gmail.com
Subject: Fwd: School for autism
Date: Jan 20, 2020 at 10:11:41 AM
To: Elizabeth Goldsmith eagoldsm1@comcast.net

Permission granted

Grace and Peace
Rev Rusti Moore

Begin forwarded message:

From: MG Tindall <MG@inspirationranch.org>
Date: January 19, 2020 at 9:48:39 PM CST
To: Rev Rusti Moore <rev.rusti@gmail.com>
Cc: Martha Hunt [redacted]
Subject: Re: School for autism

Wow Rusti. That is so exciting!! We absolutely would love to try and partner with Thrive for Autism. We have been praying for opportunities to partner with schools.
We have our board retreat this Saturday, so if we could make it the following week I will have more time!! In fact Tueaday or Wednesday of that week are wide open. Do either of those work for you? Afternoon lessons start around 3 or 3:30, so you could [redacted] We are here until 6:30 or 7.
Let me know if the 28th or 29th work and we will calendar it.
Praying that Tuesday goes well. There is such a high need for schools who are willing to put those efforts toward nurturing this sweet population. The public schools are trying their best, but it is often a challenge they are not equipped for.
I look forward to hearing more.🙏🙏

mg [redacted]
President/CEO
(281) 719-9322 ext 103
"It's no use going back to yesterday, because I was a different person then." - Alice to the Cheshire Cat

Typed on my i-phone. Please forgive the typos

Attachment 10: Bylaws

Provide the proposed bylaws for the charter school's governing board or the existing bylaws of the sponsoring entity.

BY-LAWS OF
A NOT-FOR-PROFIT-ORGANIZATION
Thrive with Autism

ARTICLE I ORGANIZATION

Thrive With Autism, 501c(3)

ARTICLE II PURPOSES

The following are the purposes for which this organization has been organized:

Two main goals are:

- Create a tuition free charter school accessible to all children with autism, regardless of financial standing
- To provide a one stop approach that allows access to additional services needed with children autism

ARTICLE III MEMBERSHIP

Membership in this organization shall be open to all who choose to support the mission and vison of Thrive with Autism.

Members will be encouraged to volunteer

Membership is open to all races, faiths, and origins.

ARTICLE IV MEETINGS

Any and all meetings of the Board pertaining to any business and/or affairs concerning the charter school are to be held in accordance with the Texas Open Meetings Act (TOMA). In the event of a conflict between any of these By-Laws and TOMA, it is understood that TOMA shall control.

The annual membership meeting of this organization shall be held on the **17th day of July** each and every year except if such day be a legal holiday. In that event, the Board of Directors shall fix the day but shall not be more than two weeks from the date fixed by these By-Laws.

The Secretary shall notify every member in good standing at their address as it appears in the membership roll book in this organization a notice telling the time and place of such annual meeting. The announcement of the location and date of the meeting will be posted for the benefits of stakeholders.

Regular meetings of this organization will be held at the school facility or a public location such as a library. All meetings will be announced with notification of location according to TOMA.

ARTICLE V BOARD OF DIRECTORS

The business of this organization shall be managed by a Board of Directors consisting of **5-7 members** together with the officers of the organization. At least half of the directors elected shall be a resident of the State of Texas and a citizen of the United States.

Board elections will occur as needed in the month of July.

The Directors selected for the ensuing term shall be chosen at the annual meeting of this organization. They shall serve a term of **four years.**

The Board of Directors shall have the control and management of the affairs and business in this organization. Such Board of Directors shall only act in the name of the organization when it shall be regularly convened by its chairman after due notice to all the directors of such meetings.

66% of the members of the Board of Directors shall constitute a quorum and the meetings of the Board of Directors shall be held regularly on quarterly rotations based on school schedule. The board chair can call Board meetings monthly during the first five years of operations to ensure valuable establishment and leadership.

Each director shall have one vote and such voting may not be done by proxy. The Board of Directors may use electronic means to have real time participation from absent board members, making them present electronically.

The Board of Directors may make such rules and regulation covering its meetings as it may, in its discretion, determine necessary.

Vacancies in the Board of Directors shall be filled by a vote of the majority of the remaining members of the Board of Directors for the balance of the year.

The Board of Directors shall select from one of their members a Chair, Vice-Chair, Secretary.

A director may be removed when sufficient cause exists for their removal. The Board of Directors may entertain charges against any director. A director may be represented by counsel upon any removal hearing. The Board of Directors shall adopt such rules for this hearing as it may, in its discretion, consider necessary for the best interests of the organization.

ARTICLE VI OFFICERS

Board Chair, position 1
Vice Chair, position 2
Secretary, position 3
Director, position 4
Director, position 5
Director, position 6
Director, position 7

The **Board Chair** shall preside at all membership meetings.

He shall by virtue of his office be Chairman of the Board of Directors.

He shall present at each annual meeting of the organization, an annual report of the work of the organization,

He shall appoint all committees, temporary or permanent.

He shall see all books, reports and certificates required by law are properly kept or filed.
He shall be one of the officers who may sign the checks or drafts of the organization.
He shall act on behalf of the Board of Directors as a majority quorum. The Board Chair of Directors may not act alone or without the consensus of the greater whole.

The **Vice-President** shall, in the event of the absence or inability of the President to exercise his office, becoming acting president of the organization with all rights, privileges and powers as if he had been the duly elected President.

The **Secretary** shall keep the minutes and records of the organization in the appropriate books.
It shall be his duty to file any certificate required by any statute, federal or state.
He shall give and serve all notices to members of this organization.

He shall be the official custodian of the records.

He may be one of the officers required to sign the checks and drafts of the organization.

He shall present to the membership at any meetings any communication addressed to him as Secretary of the organization.

He shall submit to the Board of Directors any communications which shall be addressed to him as Secretary of the Board of Directors.

He shall attend to all correspondence of the organization and shall exercise all duties incident to the office of the Secretary.

Directors shall, by virtue of their office, be members of the Board of Directors.

No Director shall, for reason of his office, be entitled to receive any salary or compensation.

All Directors must have approved board training and sign a conflict of interest statement prior to voting rights beginning after July 17, 2021. The conflict of interest statements must be renewed yearly during board evaluations prior to the annual meeting.

Board member vote on the election and acceptance of additional or new board members. Even years represent 'even board positions.' Odd years present 'odd board positions.'

2023, 2027, 2031, etc…represents positions 1,3,5,7

2024, 2028, 2032, etc…represents positions 2,4,6

Board members are eligible to serve two consecutive terms with a third term contingent on board approval and 66% agreeance.

ARTICLE VII SALARIES

The Board of Directors shall hire the Chief Executive Officer/Superintendent (CEO/Superintendent). The CEO/Superintendent is responsible for all other employee hires. At his/her discretion, salaries and conduct of business shall be determined.

ARTICLE VIII COMMITTIEES

All committees of this organization shall be appointed by the board of directors and their term of office shall be for a period of **two years or less** if sooner terminated by the action of the Board of Directors

This permanent committee shall be: **Governance Committee**, made up of Board Chair, Vice-Chair, and Secretary

Facilities and Maintenance Committee-visioning for future educational endeavors (as assigned by the board chair)

ARTICLE X AMMENDMENTS

These By-Laws may be altered, amended, repealed or added to by an affirmative vote of not less than 66% of the members.

Elizabeth Goldsmith, Founder Thrive with Autism, CEO

Attachment 11: Code of Ethics and Conflict of Interest Policy

Provide the following:

- Governing board's proposed Code of Ethics
- Governing board's proposed Conflict of Interest policy
- Identify any existing relationships that could pose actual or perceived conflicts if the application is approved.
- Outline specific steps the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

Code of Ethics for Thrive With Autism

Conflict of Interest Policy

As a member of the Board, I shall promote the best interests of the Charter School as a whole and, to that end, shall adhere to the following ethical standards:

Equity in attitude

I will be fair, just, and impartial in all my decisions and actions. I will accord others the respect I wish for myself.
I will encourage expressions of different opinions and listen with an open mind to others' ideas.

Trustworthiness in stewardship

I will be accountable to the public by representing Charter School policies, programs, priorities and progress accurately.

I will work to ensure prudent and accountable use of Charter School resources.

I will make no personal promise or take private action that may compromise my performance of my responsibilities.

Honor in conduct

I will tell the truth.

I will share my views while working for consensus.

I will respect the majority decision as the decision of the Board.

I will base my decisions on fact rather than supposition, opinion, or public favor.

Integrity of character

I will refuse to surrender judgment to any individual or group at the expense of the Charter

School as a whole.

I will consistently uphold all applicable laws, rules, policies,

and governance procedures.

I will keep confidential information that is privileged by law or that will needlessly harm the Charter School if disclosed.

CONFLICT OF INTEREST POLICY OF THRIVE CENTER OF SUCCESS

ARTICLE I

Purpose

The purpose of the conflict of interest policy is to protect this tax-exempt organization's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

ARTICLE II

Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

a. An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

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A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial

interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Attachment 12: Board Members' Résumés and Biographical Affidavits

For each member of the proposed school's governing board, provide a résumé AND a notarized Board Member Biographical Affidavit, a template for which is available on the Subchapter D application page.

All prompts and response boxes must be completed on the affidavit. If a prompt does not apply to the board 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 school is identified.

***NOTE*: Substantial repetition among and between affidavit responses will be subject to this application's Plagiarism Policy, and may be removed from consideration. Applicants must ensure that each board member individually provides her/his own personal response.**

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:	Thrive Center for Success
Name of Sponsoring Entity:	Thrive With Autism

BACKGROUND

Full Legal Name:	Elizabeth Ann Goldsmith
Home Mailing Address:	8723 Sendera Drive Magnolia, TX 77354
Phone Number:	713-501-0052
E-mail Address:	eagoldsm1@comcast.net
Business Name:	Thrive With Autism
Business Mailing Address:	8723 Sendera Drive Magnolia, TX 77354
Business Phone Number:	713-501-0052
E-Mail Address:	info@thrivewithautismfoundation.org

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

○ Yes
◉ No, does not apply to me

If Yes, state the name of the entity:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?

[redacted], I understand the struggle of finding a school setting that incorporates all of the necessary therapies and supports and low teacher-student ratios needed for these children to thrive and reach their full potential.

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

The appropriate role of a public charter school board member would be the hiring of an experienced, well qualified superintendent, budget approval, and keeping everyone's focus on our mission and vision.

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 have the capability to be an effective board member because I am passionate about this vision, and [redacted]. In addition, I have experience with being a leader in a medical office as a physician assistant in charge of managing personnel and operations.

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

I would bring to the board my knowledge and experience with the Autism Spectrum Disorder and it's impact on individuals and families, therapies that are research-based, and specific struggles that our families encounter.

SCHOOL MISSION AND PROGRAM

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

We really want to work hard to provide a high-quality, innovative environment that helps children with autism to get all the tools they need to to reach their full potential and thrive.

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

Our goal is to provide an academic setting, with low teacher-student ratios. We will have effective behavioral supports, provided within the research-based therapy of Applied Behavior Analysis embedded into our school day.

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

A successful school will maintain academic accountability and have a balanced budget, with a stable financial plan for growth. Our families will feel supported and our students will feel satisfaction and will grow to reach their full potential, meeting their educational, behavioral, and social-emotional goals. Our teachers will be excited to be working in an innovative environment. They will be surrounded by like-

minded professionals and have great opportunities for leadership and self-growth, with job satisfaction stemming from seeing the impact of their work, positively affect the lives of their students.

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

Our school will be successful in its mission if we see clear evidence that children are reaching their goals, thriving in our setting, and expanding their horizons to discover their strengths in order to reach their full potential.

GOVERNANCE

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

The board will support the superintendent, approve policy and adopt the budget. The board will keep a pulse on academic progress of the students as well.

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

Teachers and students will be happy and thriving, the budget will be balanced and healthy, and the school will have met the academic standards required by the state of Texas.

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

At the end of the fourth year the school will be financially stable. In addition, we will be eligible for renewal of our charter school and have continued growth with our enrollment.

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

The school must ensure that it maintains financial stability to be able to provide the supports that our students require, in order to meet academic standards for the state of Texas as well as meeting with the individual behavioral needs of each student.

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 handle this situation with the utmost professionalism by discreetly, but directly discussing the matter with the individual involved, in order to gain clarity of the situation. In addition, I would share this information with the board president.

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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. Yes, one is a personal friend.

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.

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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.

Thrive With Autism

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.

10. 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.

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11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) 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, provide information relating to the matter(s).

12. 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, describe the precise nature of your relationship.

CERTIFICATION

I, Elizabeth Goldsmith, 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 Elizabeth Goldsmith Date 1-16-20

State of Texas

County of Montgomery

On this day, Elizabeth Goldsmith (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 16th day of January, 2020.

(Notary Public) Melissa R. Shaddix (Seal)

My commission expires 08/03/2021

MELISSA R. SHADDIX
Notary Public, State of Texas
Comm. Expires 08-03-2021
Notary ID 3513102

ELIZABETH GOLDSMITH

eagoldsm1@comcast.net | 713-501-0052 | Magnolia, TX 77354

Summary

Motivated parent of a child with autism striving to make a difference in the community for children with autism

Skills

Leadership
Research and Analysis
Documentation
Collaboration with others

Experience

President 07/2019 - Current
Thrive With Autism | Magnolia, TX
- Founded Thrive With Autism
- Leads board meetings
- Leads charter application team
- Engages community for support in helping children with autism

Certified Physician Assistant 01/2005 - 11/2006
Dr. Stephen B. Tucker | The Woodlands, TX
- Prescribed therapies and medications under direction of physician to ameliorate symptoms and treat underlying conditions.
- Recorded complete medical histories, progress notes and assessment details
- Performed skin screenings and biopsies
- Performed skin cancer excisions
- Patiently explained prescribed procedures and discussed test results with patients and family members.
- Participated in research studies

Research Assistant 08/1999 - 07/2004
Baylor College Of Medicine | Houston, TX
- Performed research experiments and collected data
- Analyzed data collected
- Prepared and edited reports, presentations and articles
- Presented findings at Infectious Disease conferences

Education and Training

Master of Physician Assistant Studies 08/2004
The University of Texas Medical Branch | Galveston, TX

Bachelor of Science: Biology 08/1998
Stephen F Austin State University | Nacogdoches, TX

Certifications

Certified by The National Commission on Certification of Physician Assistants until December 31, 2020.

Publications

Clostridium difficile lacks detectable superantigen activity.
Wanahita A, Davis B, Hamill RJ, Goldsmith EA, Rodgers JR, Cook RG, Lamphear JG, Musher DM
FEMS Immunol Med Microbiol. 2006.

Long-term follow-up of basal cell carcinomas treated with perilesional interferon alfa 2b as monotherapy.
Tucker S.B., Polasek JW, Perri AJ, Goldsmith EA.
Journal of the American Academy of Dermatology. 2006

Clostridium difficult infection in patients with unexplained leukocytosis.
Wanahita A, Goldsmith EA, Marino BJ, Musher DM.
The American Journal of Medicine. 2003.

Antibiotic susceptibilities of genetically characterized Streptococcus milleri group strains.
Tracy M, Wanahita A, Shuhatovich Y, Goldsmith EA, Clarridge JE, Musher DM.
Antimicrobial Agents and Chemotherapy 2001.

Conditions associated with leukocytosis in a tertiary care hospital, with particular attention to the role of infection caused by clostridium difficile.
Wanahita A, Goldsmith EA, Musher DM.
Clinical Infectious Diseases 2002

Interaction between human polymorphonuclear leukocytes and Streptococcus milleri group bacteria.
Wanahita A, Goldsmith EA, Musher DM, Clarridge JE, Rubio J, Krishnan B, Trial J.
The Journal of Infectious Diseases 2001.

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:	Thrive Center for Success
Name of Sponsoring Entity:	Thrive with Autism

BACKGROUND

Full Legal Name:	Ronny Dean Knox
Home Mailing Address:	4202 Ridgebrook Drive/Nacogdoches/Texas/75965
Phone Number:	936-615-2363
E-mail Address:	rdk012@shsu.edu
Business Name:	Sam Houston State University
Business Mailing Address:	1908 Bobby K Marks Drive/Huntsville/Texas/77341
Business Phone Number:	936-294-3347
E-Mail Address:	rdk012@shsu.edu

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: THRIVE with Autism

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?

After 32 years in public education I see the need for a more scripted, research-based program for students with autism that the traditional public school has not been able to provide and that parents who do not have funds cannot access the private entities that provide those services.

I believe in the mission and vision of the Thrive Center for Success. It will be a place where the individual needs of the student can be met but also offer a socialization aspect that many of the students miss in a more traditional setting.

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

I believe my role is to hire a highly-qualified Superintendent/CEO to manage the day-to-day operations of the school. My duties will be to approve the budget and set policies for the school and serve as an advisor at the Superintendent's request. I also feel that I have a duty to promote the positive image of the school in the community.

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

I have been in public education for the past 32 years. I have served as a Central Office and Campus administrator for much of that time. I understand the line between governance and management. I feel I can give insight of the proper role of a board and help others "stay in their lane".

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

I have been a school superintendent for the past four years. I have several years of experience at the Principal and Associate Superintendent level in both curriculum and budget. I believe my work experience would be a great asset to the board.

SCHOOL MISSION AND PROGRAM

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

I believe the mission of the school is to offer students a high-quality, innovative academic program supplemented by research-based behavior strategies to help each student reach his/her full potential.

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

My understanding is the school will offer a general education curriculum based on the TEKS and crafted to meet both the Academic and Functional goals for all students whether they are identified for special services or not.

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

A successful school is one that is able to craft the learning experience for each child so that when that child leaves the campus they are able to function successful in the community.

A successful school also engages the parents and the community in the learning process so that school, parents, and community become facilitators for the child's success.

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

First, all students will make progress in class both academically and functionally as well as function successfully when in a variety of social settings. Second, parents will feel welcome and become ambassadors for the school. Finally, there will be a "wait list" because of the great reputation the school has earned by serving students well.

GOVERNANCE

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

The role of the board is to hire the superintendent, establish policy, and adopt a budget. Under HB 3 the board is also encouraged to play an active role in the learning process by actively monitoring the Academic Goals and Plans presented by the administration.

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

The school will be successful at the end of the first year of operation if they have done the following: 1) met the academic standards required by the state; 2) met the financial standards required by Charter First; and 3) maintained an enrollment that is both able to sustain the school and is recognized for progress in the community.

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

At the end of the fourth year the school should be able to financially provide for its needs, maintain a consistent high level of enrollment, and is eligible for a charter renewal.

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

The school must maintain a sound financial system that is able to sustain the academic and functional goals for each student. The board must support the administration and teachers. The administration and teachers must make parents and community part of the learning process.

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 first share my concerns with the individual board member to ensure that I had the "picture"correct. If the discussion confirmed my concerns I would share with the board president and superintendent. If we were not able to correct the behavior locally I would reach out to our Service Center for possible more board training. If that did not rectify the situation I would contact the Governance division of TEA.

DISCLOSURES

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

◉ Yes

○ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship. | I have worked with a member to help complete the Charter School application.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

○ Yes

◉ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

◉ Yes

○ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school. | I know the person that would serve as the Lead BCBA for the school. We worked on the Charter School application together.

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.

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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. The Charter School that I am a Superintendent could do some peer learning experiences with the school.

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.

Sam Houston State University Charter School - Superintendent - July 2015 to Present

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

○ Yes

◉ Does not apply to me.

If yes, state the compensation you expect to receive.

10. 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.

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11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) 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, provide information relating to the matter(s).

12. 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, describe the precise nature of your relationship.

CERTIFICATION

I, Ronny D Knox, 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 [signature] Date 1-8-2020

State of Texas

County of Montgomery

On this day, Ronny D. Knox (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 8th day of January, 2020.

(Notary Public) Melissa R Shaddix (Seal)

My commission expires 08/03/2021

MELISSA R. SHADDIX
Notary Public, State of Texas
Comm. Expires 08-03-2021
Notary ID 3513102

Dr. Ronny Dean Knox

PROFESSIONAL ADDRESS

Sam Houston State University
Eleanor & Charles Garrett Teacher Education Center
1908 Bobby K Marks Drive
Huntsville, Texas 77341
Office Telephone: (936) 294-3338
Email: rdk012@shsu.edu

EXECUTIVE PROFILE

As a leader in Educational Administration I have built my practice on three core principles: 1) teaching for all; 2) learning for all; and 3) respect for all. These guiding principles have served me well in establishing and implementing successful 21st century systems in the academic and fiscal domains of the public and private schools I have served. My success as a leader in education has always been and will continue to be based on the premise of establishing a collaborative educational environment that will sustain itself regardless of who is leading.

AREAS OF EXPERTISE

Strategic Planning Process and Implementation

Fiscal Funding of New Campuses

Construction and Design of 21st Century Schools

Capacity Building for Emerging Communities

Instructional Technology

Differentiated Curriculum Implementation

Rigor and Relevance Training for Teachers

Principal Development

Classroom Management Techniques

Pedagogy Development

CORE ACCOMPLISHMENTS

- Educational Leadership
  - Trained several aspiring administrators at the University level
  - Helped establish a "grow your own" Leadership Academy for the district
  - Mentored several "sitting" Principals through Improvement Plans
  - Chaired several Strategic Teams of educators and community members
- Academic Performance Management
  - Led restructuring of Core Curriculum and Assessments
  - Conducted Professional Development Conferences on Rigor and Relevance
  - Coordinated District and Campus teams in Capacity Building Instructional Plans
  - Directed the Pedagogy Development for Standards-based Instructional Model
- Administrative and Fiscal Management
  - Guided District to highest fiscal accountability standard given by state
  - Oversaw the recruiting and retention of district personnel
  - Supervised the structuring of financial solvency for all district and campus budgets
  - Facilitated the Construction and Design teams for new Private School

HIGHER ED TEACHING EXPERIENCE

Sam Houston State University, Adjunct (2016 – Present)

CIED 5398 – *Internship in Secondary Teaching I*
CIED 5399 – *Internship in Secondary Teaching II*
EDAD 6378 – *Building Capacity for Teaching and Learning for Principals*
EDAD 6381 – *School District Business and Financial Management*
EDAD 6382 – Human Resource Management

Stephen F. Austin State University, Adjunct (2014 - 2016)

AED 554 – *Principal Internship*
AED 591 – *Action Research in Education*

LICENSURES & CERTIFICATIONS

Superintendent (Standard)
Mid-Management (Standard)
Psychology (Standard)
English 6-12 (Lifetime)
History 6-12 (Lifetime)
Generic Special Education (Lifetime)

CONFERENCE PRESENTATIONS

Knox, R. (Presenter & Author), TASA/TCPEA Conference, *The School to Prison Pipeline: Are Discipline Alternative Programs the Pump Stations?* TASA, Austin, Texas. (January 27, 2015).

PUBLICATIONS

Knox, R. & Martin, M. *Online Educator Preparation Programs: Perceptions of the Gatekeepers.* Preparing Educators for Online Learning. Eds. Hendricks, S. & Bailey, S. (2016).

PROFESSIONAL MEMBERSHIPS

Association for Supervision and Curriculum Development, (July 2010 - Present).

Texas Association of School Administrators, (January 2010 - Present).

Phi Delta Kappa International, (2013 - Present).

Texas Association of School Business Officials, (2013 – Present)

PROFESSIONAL SERVICE OR VOLUNTEER WORK

- Member of Texas Council of Administrators of Special Education (TCASE)
- Board Member of East Texas Autism Coalition
- Board Member of Nacogdoches County for Sexual Abuse Prevention
- President of Region 7 Special Education Director Cohort
- Executive Board Member of Healthy Nacogdoches Coalition
- Member of PDK

- Member Rotary Club of Nacogdoches
- Rotary Club of Nacogdoches Board of Directors
  Member of Regional Advisory Council for Region 6

REFERENCES:

Dr. Stacey Edmonson

Dean – College of Education

Sam Houston State University

1908 Bobby K Marks Drive

Huntsville TX 77341

(936) 294-1101

Dr. Fred S. Hayes

Deputy Superintendent

Southside ISD

1460 Martinez Losoya Road

San Antonio TX 78221

(210) 882-1600

Malinda Lindsey

Superintendent

Kennard ISD

304 State Highway 7E

Kennard TX 75847

(936) 665-2161

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:	Thrive Center For Success
Name of Sponsoring Entity:	Thrive With Autism

BACKGROUND

Full Legal Name:	Jeffrey Alan Springer
Home Mailing Address:	138 Sagestone Court Montgomery, TX 77316
Phone Number:	832-689-9634
E-mail Address:	jeff@suitupministries.org
Business Name:	Suit Up Ministries
Business Mailing Address:	138 Sagestone Court Montgomery, TX 77316
Business Phone Number:	832-689-9634
E-Mail Address:	jeff@suitupministries.org

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

○ Yes
◉ No, does not apply to me

If Yes, state the name of the entity:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?

I feel like this is an amazing opportunity to meet an under-served group of students. As a principal, I know the limitations due to time and numbers, we had the expertise but we couldn't give it the attention needed always. Thrive Center for Success's vision is the way all schools should be for all students. We need to infuse this into the culture of our community.

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

The appropriate role of a public charter school board member is to be supporting the mission and vision of the people running the school, not involved in day to day activities.

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.

34 years in public education. 14 years as a high school principal. Oversee a nonprofit. Also founder of an educational consulting LLC.

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

23 years in public school administration. 11 years classroom teacher.

SCHOOL MISSION AND PROGRAM

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

To meet the needs of students with autism, tuition free, low ratio teacher to student and connected to services.

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

Goal is to move students to mainstream classrooms, integrating with behavior supports incorporating ABA therapy.

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

Common and shared vision. Student and parent empathy. Teachers and administration that love children.

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

Feedback from parents, teachers and community.

GOVERNANCE

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

Support of vision, mission and goals of the school.

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

If the establishing of the foundation has been set with the ability to serve every family reaching out.

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

The addition of a grade level each year and measured growth in students independence of growth.

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

Continued communication of the vision in a strong supportive role. An advocate, advisor and consultant role.

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?

Provide that specific concern to the head of the school with written documentation.

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. Fellow 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.

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.

6/8

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.

Wildwood UMC- Men's Minister
Suit Up Ministries- (nonprofit) Founder
Spring Strategies, LLC (consulting) Founder

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.

34 years - Public Secondary Schools

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

○ Yes

◉ Does not apply to me.

If yes, state the compensation you expect to receive.

10. 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?

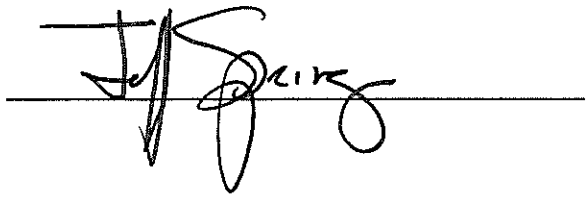
○ Yes

◉ Does not apply to me.

If yes, describe the precise nature of your relationship.

CERTIFICATION

I, Jeff Springer, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature  Date 1/16/20

State of Texas

County of Montgomery

On this day, Jeff Springer (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 16th day of January, 2020

(Notary Public) Melissa R. Shaddix (Seal)

My commission expires 08/03/2021

MELISSA R. SHADDIX
Notary Public, State of Texas
Comm. Expires 08-03-2021
Notary ID 3513102

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Jeff A. Springer
138 Sagestone Court
Montgomery, Texas 77316
Cell (832) 689-9634
jeff@suitupministries.org

Professional Experience

High School Principal **June 2002-June 2016**

Magnolia High School	
TEA "Recognized" Campus	2010
Named by Newsweek as one of America's Best Schools	2013-2015
Named by the Washington Post as one of America's Best Schools	2011, 2013-2016

Associate Principal — June '97-June '02
Jersey Village High School, CFISD

Assistant High School Principal — June '94-June '97
Cypress Falls High School, CFISD

Assistant Principal/Head Football Coach — June '93-June- '94
Hempstead High School, HISD

Teacher/Coach — June '85-June '93
Langham Creek High School, CFISD

Teacher/Coach — June '82-June '85
Watkins Junior High, CFISD

Other Professional Experience

President/Founder — ***June '08-present***
Suit Up Ministries

Minister of Men — **August '18-present**
Wildwood United Methodist Church

Executive Coaching/Consulting — ***March '17-present***
Spring Strategies, LLC

Minister of Families — **August '17-August '18**
Wildwood United Methodist Church

Minister of Discipleship
Wildwood United Methodist Church — **Sept. '16-August '17**

Local Pastor
Richards United Methodist Church
Bays Chapel United Methodist Church — **June '01-July '05**

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References

Dr. Todd Stephens
Magnolia I.S.D. Superintendent
(281) 356-3571

Dr. Dan Troxel
Kerrville I.S.D. Superintendent
(830) 257-2200

Reverend Rhett Ansley
Senior Pastor, Wildwood United Methodist
8911 FM 1488
Magnolia, Texas 77345
(903) 714-5641

Phyllis S. Riney
Associate Pastor, Pearland First United Methodist
11667 Sabo Road
Houston, TX. 77089
(713) 299- 0293

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:	Thrive Center For Success
Name of Sponsoring Entity:	Thrive With Autism

BACKGROUND

Full Legal Name:	Stacy Dianne Grimes
Home Mailing Address:	1419 Sendera Ranch Dr. Magnolia, Texas 77354
Phone Number:	281-813-3707
E-mail Address:	stacygrimes@hotmail.com
Business Name:	N/A
Business Mailing Address:	N/A
Business Phone Number:	N/A
E-Mail Address:	N/A

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: Wildwood Christian Academy

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?

I have 11 years experience working in the public school setting with special education students who had various types of emotional disturbances and those diagnosed with Autism. There is a tremendous need for a school like Thrive With Autism and I believe this school will be able to help many families get the proper education and services needed to help their children be successful.

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

As a public charter school board member, I believe my role is to participate in the hiring of a highly qualified superintendent, adopt a budget, establish policy and to actively monitor the academic goals and plans presented by the administration.

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 served on the school board of Wildwood Christian Academy for two years. The second year I presided as President.

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

I have a master's degree in Clinical Psychology and I am a Licensed Specialist in School Psychology. I have 11 years experience working in public schools with students who were diagnosed with emotional disturbances, autism and autism spectrum disorders.

SCHOOL MISSION AND PROGRAM

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

My understanding of the school's mission and guiding beliefs is the school will provide a high quality, innovative environment for students with autism so they can learn and have access to services needed to be successful.

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

My understanding is the school will incorporate Applied Behavior Analysis into an academic setting. The school will create a specialized environment incorporating various therapies that are needed in one location. The school will provide a tuition-free, individualized high quality education accessible to all children with autism.

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

A successful school is one that creates an individualized education program for each child so that they are able to function successfully in the community.

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

The school will be successful in their mission if the students are making progress academically and socially.

GOVERNANCE

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

The role of the board is to hire the superintendent, adopt a budget, establish policy and to actively monitor the academic goals and plans presented by the administration.

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, the school will be considered successful if it meets academic standards set forth by the state, required financial standards set forth by Charter First, maintains sufficient enrollment, and has a positive image in the community.

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

At the end of four years, the school will be considered successful if it has achieved it's goals as set forth in #2 above and is eligible for a charter renewal.

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

Develop a concrete plan and budget and the discipline to adhere to the plan and budget.

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 discuss my concerns with the board member first. If I was unable to resolve the matter I would take my concerns to the board president and superintendent. Depending on the circumstances, I may have to report the matter to TEA.

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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. We attend church together

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.

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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.

10. 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.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) 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, provide information relating to the matter(s).

12. 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, describe the precise nature of your relationship.

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CERTIFICATION

I, Stacy Grimes, certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature _____ Date 1-17-2020

State of Texas

County of Montgomery

On this day, Stacy Grimes (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 17th day of January, 2020

(Notary Public) Melissa R. Shaddix (Seal)

My commission expires 08/03/2021

MELISSA R. SHADDIX
Notary Public, State of Texas
Comm. Expires 08-03-2021
Notary ID 3513102

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Stacy Grimes

Magnolia, TX 77354
(281) 813-3707 stacygrimes@hotmail.com

PROFESSIONAL SUMMARY

Experienced Licensed Specialist in School Psychology with 11 years of experience in public education. Knowledgeable about adolescent and youth development, evaluation, treatment planning and progress monitoring.

SKILLS

- Formal evaluations
- Classroom observations
- Individual and family support
- Behavior management
- Crisis intervention
- Individualized education programs

WORK HISTORY

LICENSED SPECIALIST IN SCHOOL PSYCHOLOGY | 08/1994 to 06/2005
Spring Independent School District - Spring, Texas

- Met with students to conduct individual assessments and determine academic and mental health needs.
- Provided referrals for community resources and mental health professionals for families and students.
- Collaborated with educators, school administrators and external professionals in development of Individualized Education Plans (IEPs).
- Consulted with teachers and parents to gain in-depth understanding of students.
- Utilized formal and established testing protocols to evaluate educational, emotional and behavioral needs of students.
- Facilitated group sessions and provided one-on-one support.

SCHOOL PSYCHOLOGY INTERN | 08/1994 to 08/1995
Spring Independent School District - Magnolia, TX

TEACHING ASSISTANT | 01/1994 to 08/1994
Sam Houston State University - Huntsville, TX

- Led and prepared lectures for Introduction to Psychology courses.
- Conducted engaging in-class discussions to facilitate learning and encourage participation.

EDUCATION

Sam Houston State University - Huntsville, TX | Master of Arts
Clinical Psychology, 08/1994

Sam Houston State University - Huntsville, TX | Bachelor of Science
Psychology, 05/1991

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GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:	Thrive Center for Success
Name of Sponsoring Entity:	Thrive With Autism

BACKGROUND

Full Legal Name:	Brenda Kay Moore
Home Mailing Address:	32526 Autumn Forest Ct.
Phone Number:	281-252-9873
E-mail Address:	rev.rusti@gmail.com
Business Name:	Wildwood United Methodist Church
Business Mailing Address:	8911 FM 1488, Magnolia, TX 77354
Business Phone Number:	832-934-0100
E-Mail Address:	rusti@wildwood-umc.org

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

(•) Yes
( ) No, does not apply to me

If Yes, state the name of the entity: Wildwood Christian Academy

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?

Having worked with families who were often discouraged about how and where their children with Autism could be helped with academics, life skills, and a community of friends, I desired to be part of creating new opportunities.

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

The appropriate role of a public school board member is to focus and support the mission and vision of Thrive Center for Success. My role is also to stay connected with the community and community leadership.

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 founded a church which included a preschool academy. I was the Senior Pastor that was responsible for overseeing hiring, dismissal, budgets, and finances. I also created the mission, vision, and value statements. We developed classes and encouraged the people of the community in their families and lives.

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

I have been responsible for not only forming and chartering a United Methodist Church, but then building and working with the architect, raising funds, working to build and grow the congregation. I spoke, held giving programs and worked with different teams to form and bond staff, and lay committees.

SCHOOL MISSION AND PROGRAM

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

To meet the needs of children with autism giving them opportunities to develop life skills, create healthy social groups and help them meet their academic potential, tuition-free, and relieving financial burdens, while seeing their child/children enjoy extra curricular activities.

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

To allow children to reach their academic potential while also giving them life skills to build independence in a low student-teacher ratio, and offering ABA (Applied Behavior Analysis) Therapy.

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

Care and belief in students, showing love and genuine support, cooperative teams that share mission and vision, excellence, professionalism, listening to our families, continued growth by staff and teacher, creativity, innovation, generosity, beauty and inspiration.

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

Growth in students, attitude of joy, positive feedback from parents, teachers, community and staff with students thriving.

GOVERNANCE

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

Continually listening and supporting the school's mission and vision.

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

Children will be served and will be growing in emotional, educational, and social needs. Funds will be sufficient to cover our expenses and will increase and grow with our need.

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

Success will be shown by:
1. Children making progress
2. A campus that is growing, safe, creative and innovative
3. Opportunities that will add to the child's life skills and access to resources, student's love of life
4. Growing funds
5. Pride in the community, parents and staff.

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

Healthy communication and support, continued listening, vision, creativity and always positive advocacy.

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?

Document observation and behaviors that cause concern. Report the concern and documentation to the board president and superintendent. Act quickly, but not rashly, keeping in mind the children's care and well-being are the highest priority.

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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. Some were staff members of the church or members of the church and some are friends.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

○ Yes

◉ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

○ Yes

◉ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

○ Yes

◉ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

○ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

○ Yes

◉ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

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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.

Wildwood United Methodist Church- founding pastor and current Pastor Emeritus
Essential Connections, LLC, Founder (life-coach, guidance)

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 have no previous relationship to any charter schools.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

○ Yes
◉ Does not apply to me.

If yes, state the compensation you expect to receive.

10. 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.

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11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) 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, provide information relating to the matter(s).

12. 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, describe the precise nature of your relationship.

CERTIFICATION

I, Brenda Kay Moore, 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 Brenda Kay Moore Date 1-16-2020

State of Texas

County of Montgomery

On this day, Brenda Kay Moore (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 16th day of January, 2020

(Notary Public) Melissa R Shaddix (Seal)

My commission expires 08/03/2021

MELISSA R. SHADDIX
Notary Public, State of Texas
Comm. Expires 08-03-2021
Notary ID 3513102

Brenda "Rusti" Kay Moore

281.252.9873. rev.rusti@gmail.com 32526 Autumn Forest Ct., Magnolia, Tx. 77354

Profile

I am a retired clergy with The United Methodist Church. I am currently the Pastor Emeritus at Wildwood United Methodist Church where I was the founding pastor and served for 14 years. In doing so I raised money, worked with architects, developed budgets, built community groups, preached, did pastoral counseling, and taught classes. I spoke at retreats, led small groups, counseled with individuals on a spiritual or pastoral basis, coached staff. I serve now on the Board of a non-profit, Thrive with Success. Also, I am the President of Essential Connections, L.L.P which allows me to life coach or help individuals on a personal or group basis.

I strive for and teach excellence in all things. I create a positive and energetic environment as well as supporting a team member's emotional, professional, and physical well-being. I attempt to model integrity, trust, and good character.

Experience

REV. BRENDA "RUSTI" MOORE, THE UNITED METHODIST CHURCH OF THE TEXAS ANNUAL CONFERENCE
FOUNDING AND SENIOR PASTOR, WILDWOOD UNITED METHODIST CHURCH, MAGNOLIA, TEX.
May 1997 - Deacon

June 1999-Elder

June 2000-2014 Founding and Senior Pastor of Wildwood UMC

June 2016 to present Pastor Emeritus

EXECUTIVE PASTOR, STRAWBRIDGE UNITED METHODIST CHURCH, KINGWOOD, TEXAS, 1999

SENIOR PASTOR, SHEPHERD UMC, SHEPHERD, TEXAS1998-9

ASSOCIATE PASTOR, WEST UNIVERSITY METHODIST CHURCH, WEST UNIVERSITY, TEXAS

Substitute Teacher in grades 1-5, San Diego, California, 79-82

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Education

Perkins School of Theology (course of study)

Southwestern School of Theology, Masters of Divinity (1984-1989)

University of Houston, B.S., Education (1976)

References

Rev. Kip Gilts, District Superintendent, United Methodist Church

Prof. Elizabeth Turner, Retired, North Texas State University

Bev Taylor, Volunteer and Children's Advocate

Attachment 13: Organizational Charts for Year 1 and Full Capacity

Submit two organizational charts that show the school's governance, management, and staffing structures: (1) one organizational chart will represent the school's structure during Year 1; and (2) the second chart will represent the school's structure at full capacity. If the organizational structure is not projected to change during the 5-year initial contract period, include a statement to indicate that the same organizational chart will apply in Year 1 and at full capacity.

Each organizational chart must 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 must also document clear lines of authority and reporting within the charter school.

All positions listed on the organizational charts must be noted on the Staffing Chart provided in Attachment 22 and have a corresponding Supplemental Human Resources Information Form submitted in Attachment 23.

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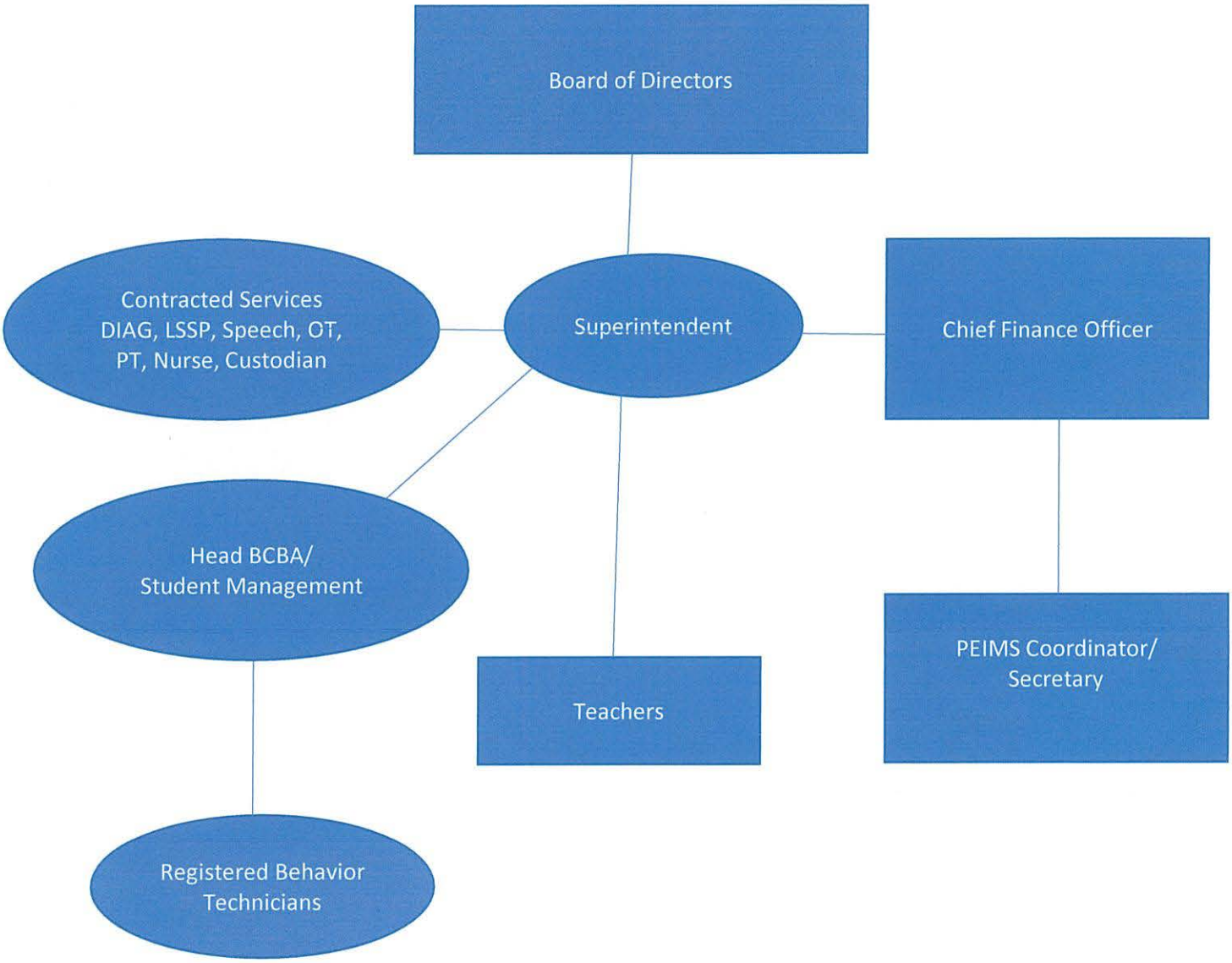
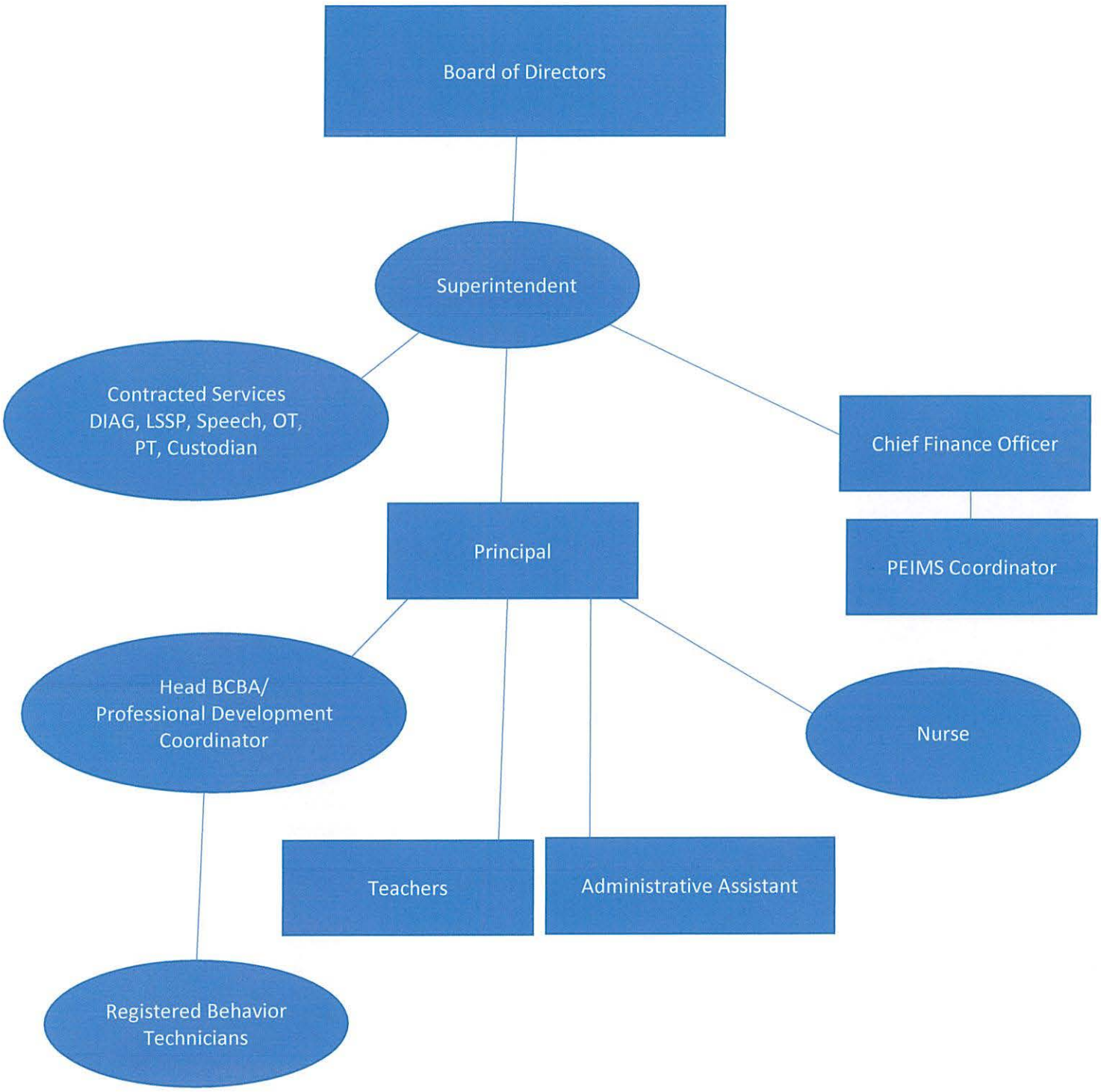
ATTACHMENT 13: TWO ORGANIZATIONAL CHARTS

YEAR 1



AT FULL CAPACITY



Attachment 14: Superintendent Evaluation Tool(s)

Provide any superintendent evaluation tool(s) that have been developed.

Superintendent Evaluation Instrument

General Information

The TASB Recommended Instrument consists of three parts: 1) Report on student performance and additional information required in the Annual Performance Report, 2) Key performance indicators, and 3) Other management responsibilities of the superintendent. In completing the evaluation, the board will consult data provided by the superintendent and other legally appropriate data the board deems relevant.

At the start of the evaluation cycle, the board and superintendent shall agree upon the process for evaluation and weight given to each part. Please note that the commissioner's recommended appraisal process and criteria in 19 Tex. Admin. Code § 150.1031 requires that a student performance domain, "at a minimum," be considered in the evaluation. Other procedures and criteria are determined by the board. In addition, the information in a district's annual performance report as set forth in Tex. Educ. Code § 39.306 must be a primary consideration of the board for the superintendent's evaluation. Tex. Educ. Code § 39.307(3)(C).

Part One: Report on student performance features a worksheet prepared by the superintendent using the most recent student performance data from the Texas Academic Performance Reports (TAPR). The Texas commissioner of education, through Region 13 ESC, annually provides the Commissioner-Recommended Student Performance Domain worksheet. The completed worksheet should be distributed to the board at the same time that all parts of the instrument are given to trustees for individual completion. (Please refer to your local board practice concerning your evaluation cycle.)

Additional information required to be reported in the district's annual report under Tex. Educ. Code § 39.306 must be considered for the superintendent's evaluation, including the following: campus performance objectives; the district's accreditation status; special education compliance status; statement on violent or criminal incidents; information on school violence and intervention policies and procedures; evaluative findings under the Safe and Drug-Free School and Communities Act; information on student performance in post-secondary institutions; the number of school counselors providing counseling services; and the financial section of the TAPR.

Part Two: Key performance indicators are developed in alignment with your district goals. The superintendent develops superintendent performance targets, which are reviewed by the

board. The job targets should be SMART—Specific, Measurable, Attainable, Results-Oriented, and Time-Bound.

Part Three: Other management responsibilities is designed to function as an evaluation of general management performance and to assist the board and superintendent in identifying priorities for the coming year. These responsibilities include the superintendent's individual and collaborative duties identified in Board Policy BJA(Legal) and BJA(Local).

Reflecting the philosophy that the Superintendent Evaluation Instrument is a planning document, at the same meeting when the board and superintendent review the Instrument for the coming year, agreement is reached on which areas of Part Three items will be included. Not all may be relevant in a particular evaluation cycle. In this manner, an individual board may customize Part Three of the instrument.

Rating Scale:

E Exceptional	Progress exceeds expectation and criteria noted in the instrument
P Proficient	Progress meets the expectation and criteria noted in the instrument
N Needs Improvement	Progress does not meet the expectations and criteria noted in the instrument

Comments may be added on any item. Any rating of "Needs Improvement" must be accompanied by a comment indicating the nature of the deficiency or a statement of what the board expected to see in performance that was not evident.

Part One: Report on student performance

The board reviews and uses the completed Commissioner-Recommended Student Performance Domain Worksheet for the portion of the superintendent appraisal on student performance.

The board reviews and uses the additional information required to be reported in the district's annual performance report as set forth in Tex. Educ. Code § 39.306.

Part Two: Key performance indicators

The board, in discussion with the superintendent, established the following Superintendent performance targets for the year.

District Goal – Student performance

Click or tap here to enter text.

Key performance indicators

Click or tap here to enter text.

Rating: Click or tap here to enter text.

Comments: Click or tap here to enter text.

District goal (replicate for each goal adopted by the Board of Trustees for the evaluation cycle)

Click or tap here to enter text.

Key performance indicators

Click or tap here to enter text.

Rating: Click or tap here to enter text.

Comments: Click or tap here to enter text.

Part Three: Assessment of ongoing responsibilities

Educational Leadership

The superintendent provides leadership and direction for an educational system that is based on desired student achievement.

A. **Instructional management:** The superintendent manages an assessment and improvement system for student learning in the major academic subjects that results in the ongoing improvement in student achievement. The board may want to see:
   - Information on how the district determines deficiencies or areas for improvement in instruction and curriculum.
   - An annual report of instructional areas needing attention, as revealed by the system.
   - Annual reports of remediation and instructional improvement efforts implemented, cost, progress, and results as they become available.
   - A trend of ongoing improvement as reflected in longitudinal data on student scores.
   - Other (Insert specific data or reports to be furnished by the administration.)

Rating: Click or tap here to enter text.

Comments: Click or tap here to enter text.

B. **Student services management:** The superintendent oversees a program of students services tied to defined goals and objectives. The board may want to see:
   - Annual goals, targets, or benchmarks, and the rationale behind them for counseling services, health and safety programs, extracurricular programs, and students discipline.
   - Semi-annual monitoring reports for student services programs, related to goals and targets.
   - Other (Insert specific data or reports to be furnished by the administration.)

Rating: Click or tap here to enter text.

Comments: Click or tap here to enter text.

C. **Staff development and professional growth:** The superintendent oversees a program of staff development designed to improve district performance. The board may want to see:
   - An annual summary of the staff development plan, including goals for the program tied to district assessment data and staff appraisal data, and administration-defined measures for assessing program success.
   - An annual report on the success of the staff development program as demonstrated by administration-defined measures.
   - Other (Insert specific data or reports to be furnished by the administration.)

Rating: Click or tap here to enter text.

Comments Click or tap here to enter text.

The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

A. **Facilities and operations management:** The superintendent maintains a management system designed to produce ongoing efficiencies in major district operations, including transportation, food services, and building maintenance and operations. The board may want to see:
   - Annual goals, targets, or benchmarks and the monitoring process, to be used by administration to assess efficiency in the targeted areas.
   - An annual report on success in terms of the goals, including longitudinal data.
   - A general trend toward improvement in each area, as defined by the goals, targets, and benchmarks used.
   - Other (Insert specific data or reports to be furnished by the administration.)

Rating: Click or tap here to enter text.

Comments: Click or tap here to enter text.

B. **Fiscal management:** The superintendent manages a budget development, implementation, and monitoring process that reflects sound business and fiscal practices and that supports district goals. The board may want to see:
   - Budget assumptions and priorities, prior to development of the budget.
   - Contingency plans for addressing any anticipated changes in district circumstances that could affect district finances in future years.
   - Recommended budget in line with established assumptions and strict priorities. Quarterly financial reports showing implementation compared to adopted budget.
   - End of year results that are generally consistent with adopted budget.
   - Administrative procedures instituted to reduce the risk of fraud.
   - Other (Insert specific data or reports to be furnished by the administration.)

Rating: Click or tap here to enter text.

Comments: Click or tap here to enter text.

C. **Human resources management:** The superintendent oversees a comprehensive human resources program (recruitment, retention, staff organization, compensation and benefits, staff recognition, and support), tied to defined goals and targets developed by administration for board review. The board may want to see:
   - An annual list of goals, targets, or benchmarks for human resource services, related to one or more of the major functions listed above.
   - An annual report of district success toward meeting the year's goals, targets, or benchmarks.
   - Other (Insert specific data or reports to be furnished by the administration.)

Rating: Click or tap here to enter text.

Comments: Click or tap here to enter text.

Board and Community Relations

The superintendent maintains a positive and productive working relationship with the board of trustees and the community.

A. **Board relations:** The superintendent maintains a positive and productive working relationship with the board of trustees. The board may want to see:
   - Evidence that during the prior evaluation year the board was kept informed of significant issues as they arose.
   - Evidence that during the prior evaluation year the superintendent responded in a timely and complete manner to board requests for information that were consistent with board policy and established procedures.
   - Recommendations and appropriate supporting materials on matters for board decision.
   - Evidence that the superintendent's actions appropriately supported board policy and decisions with the staff and community.
   - Other (Insert specific data or reports to be furnished by the administration.)

(The board acknowledges that individual members' judgment on the indicators above may vary from member to member and from incident to incident. Differences among members of the board about superintendent performance in this area should be discussed among the board so that consistent direction and expectations can be provided to the superintendent.

Board members should assess this item based on whether or not the members feel the superintendent exercised sound judgment on a ***generally*** *consistent basis in meeting the corporate body's expectations in the above areas. The board's rating on this item should reflect the assessment of a majority of the board.)*

Rating: Click or tap here to enter text.

Comments: Click or tap here to enter text.

B. **Community Relations:** The superintendent maintains a positive and productive working relationship with the community. The board may want to see:
   - Information detailing the district's internal and external communication strategies.
   - Evidence of methods for community and business involvement in schools. Evidence of methods or programs to encourage community and business participation in and with the school district.
   - Other (Insert specific data or reports to be furnished by the administration.)

Rating: Click or tap here to enter text.

Comments: Click or tap here to enter text.

Attachment 15: Résumé and Qualifications for Proposed Superintendent

Complete **either** Attachment 15 or Attachment 16 depending on whether or not the superintendent has been selected.

Write "N/A" on the cover page of the attachment that is not completed.

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Attachment 15: Résumé and Qualifications for Proposed Superintendent

Complete **either** Attachment 15 or Attachment 16 depending on whether or not the superintendent has been selected.

Write "N/A" on the cover page of the attachment that is not completed.

N/A

Attachment 16: Job Description or Qualifications for Superintendent

Complete **either** Attachment 15 or Attachment 16 depending on whether or not the superintendent has been selected.

Write "N/A" on the cover page of the attachment that is not completed.

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Attachment 16: Proposed Superintendent Qualifications

Thrive Center for Success Superintendent
Qualifications: Ability to communicate the mission and vision of the school
Education: Hold a Master's Degree or greater from an accredited College/University

Special Skills:

- Knowledge of how a school functions and understanding of the roles of the Board, superintendent and campus administration
- Ability to evaluate all programs based on effectiveness
- Ability to manage budget and personnel
- Ability to manage school-wide initiatives
- Ability to ensure policies are implemented
- Strong organizational, communication, public relations and interpersonal skills
- Ability to fundraise on behalf of the school
- Ability to handle conflict resolution both internally and externally
- Ability to manage operations of a school
- Understands or willing to learn and apply Texas Education Code
- Ability to plan and supervise staff and manage the school consistent with the rules of the TEA for a Charter School

Physical Abilities:

- Be able to lift and carry 50 lbs
- Be able to stand for at least 30 minutes at a time
- Be able to type, read, and sit for extended time
- Be able to drive off site to meetings and events

Performance Expectations:

- Provide the overall vision and operational guidance
- Provide supervision and direction to staff involved in instructional services to all students, and programs for special education, food service, transportation, Human Resources, and other operational needs.
- Provide a safe environment for all staff, students, and visitors.
- Work to accomplish all tasks assigned by the Board of Directors and assure all actions of the school comply with all state and federal regulations.

Duties and Responsibilities:

- Comply with all elements in the Charter Application for position of Superintendent.
- Comply with all board policies and appropriate employee handbooks.
- Keep the Board informed of the condition of the charter's educational system; assure effective communication between the Board and the staff of the school system.
- Assist in the preparation of the agenda for the Board meetings, in consultation with the President of the Board.
- Prepare and submit recommendations to the Board on all matters requiring Board action, placing before the Board such necessary and helpful facts, information, and reports as needed to ensure the making of informed Board decisions
- Submit to the Board a clear and detailed explanation of any proposed procedure that would involve either departure from established policy or the expenditure of substantial sums.

- Develop and recommend to the Board objectives of the educational system; oversee the development of internal objectives, which support those of the Board.
- Develop and recommend to the Board a strategic plan consistent with population trends, cultural needs, and the appropriate use of charter facilities, and see to the development of long-range plans, which are consistent with Board objectives.
- Ensure that the campus is properly maintained and that adequate provision is made for the safety of students, employees, and other users of school facilities.
- Ensure the appropriate monitoring of campus property and infrastructure, employees' safety, and working conditions to ensure that appropriate risk management and asset control management strategies are employed.
- Ensure to the development of specific administrative procedures and programs to implement the intent established by Board policies, directives and formal actions.
- Maintain current and actionable knowledge of any developments in state, federal, and local laws and public policy affecting education.
- Ensure the execution of all decisions of the Board.
- Ensure that sound plans of organization, educational programs and services are developed and maintained for the Board.
- Maintain adequate records for the school, including a system of financial accounts, business property records, personnel records, school population and scholastic records.
- Act as custodian of such records and all contracts, securities, documents, title papers, books of records, and other papers belonging to the and to serve as custodian of all minutes and records of the Board.
- Directly responsible for news releases and/or items of public interest emanating from all campus employees that pertain to education matters, policies, procedures, school-related incidents or events.
- Provide for the optimum use of the staff.
- Ensure that the campus is staffed with competent employees, who are delegated authority commensurate with their responsibilities.
- Define the duties of all.
- Support staff development and other professional development programs.
- Perform duties established by the Board regarding the recommendation, employment, suspension, and dismissal of employees.
- Assign and reassign all personnel; exercise final authority for educators because of enrollment shifts or program changes.
- Direct and supervise the staff evaluation program.
- Develop and recommend pay systems; recommend pay increases or adjustments for personnel.
- Oversee the development throughout the campus of high standards of performance in educational achievement, use and development of personnel, public responsibilities, and operating efficiency.
- Ensure a favorable educational environment through the implementation of an equitable and efficient system of student behavioral management.
- Collaborate with staff, Board, and community support in planning and implementing support services for students.
- Promote and exhibit a positive work environment that fosters high staff morale and excellence within the campus.
- Provide leadership in facilitating effective relations with employee organizations; assume ultimate responsibility for collective negotiations with employees of the campus.

- Direct and supervise all financial accounting and ensure that funds are expended legally, in accordance with the approved budget, and controlled effectively.
- Ensure that all funds, physical assets, and other property of the campus are appropriately safeguarded and administered.
- Ensure campus compliance with all applicable state and federal requirements.
- Accurately prepare and submit in a timely manner any and all reports required by the Board, Texas Education Agency (TEA), other federal and state agencies, and any records subpoenaed by a court of law.
- Develop and implement effective communication between the schools and community; promote community support and involvement with the schools.
- Serve as liaison to establish and maintain relationships with other school Districts, Colleges, Universities, Texas Education Agency (TEA), and the State Board of Education (SBOE).
- Act on discretion in cases where action is necessary on any matter not covered by Board policy or directive.
- Report such action to the Board as soon as practicable and recommend policy in order to provide guidance in the future.
- Serve as the public face of the sschool in the community.
- Establish and implement, with the assistance of the Board, an ongoing fundraising plan.
- Pursue personal professional development through academic reading, attending conferences, and being an active member of professional learning organizations in the education field.
- Perform related duties assigned by action of the Board.

Attachment 17: Résumé(s) and Qualifications for Proposed Instructional Leadership Team

Provide all résumés and qualifications of the instructional leadership team members who have been selected. Clearly indicate the position that is associated with each résumé. If some of the instructional leadership team members have been selected, but some have not, complete this attachment for those who have been selected and complete Attachment 18 for positions that do not currently have candidates identified.

If none of the instructional leadership team members have been selected, write "N/A" on this Attachment and complete Attachment 18.

Attachment 17: Résumé(s) and Qualifications for Proposed Instructional Leadership Team

Provide all résumés and qualifications of the instructional leadership team members who have been selected. Clearly indicate the position that is associated with each résumé. If some of the instructional leadership team members have been selected, but some have not, complete this attachment for those who have been selected and complete Attachment 18 for positions that do not currently have candidates identified.

If none of the instructional leadership team members have been selected, write "N/A" on this Attachment and complete Attachment 18.

Head BCBA Résumé

Adrienne R. Sodemann

1/21/2020

14155 Lakepoint Drive
Willis, TX 77318
936-645-5706
adriennesodemann@gmail.com

QUALIFICATIONS

- Classroom Teacher Generalist EC-4, Elementary Self-Contained 1-8, English as a Second Language EC-8
- Board Certified Behavior Analyst (BCBA)
- Texas Licensed Behavior Analyst
- Knowledge of best practices of Positive Behavior Interventions and Supports and Classroom Management
- Fluent knowledge of ABA strategies
- Ability to interpret policy, procedures, and data to include general education and special education
- Demonstrated ability to manage crisis situations
- Strong knowledge of functional behavioral assessments and/or analysis, behavior intervention plans, and/or behavior protocols
- Understanding of data collection as it pertains to behavior
- Experience in facilitating and/or working with teams
- Demonstrated ability to maintain emotional control under stress
- Demonstrated ability to utilize Microsoft Office and office equipment (computer, copier)
- Evidence of exceptional skills in behavior management

- Experience in planning and conducting professional development/training
- Demonstrated ability in working with a wide age range of students and young adults
- Demonstrated instructional consultation skills including outstanding organization and communication
- Demonstrated ability to work with a wide variety of parents, professional staff and support staff
- Demonstrated ability to collect and analyze data to design appropriate classroom behavior interventions

EDUCATION

Elmhurst College
1990
B.A. Elementary Education, *cum laude*

Sam Houston State University
2013
M.Ed. Low Incidence Disabilities and Autism, *summa cum laude*

WORK EXPERIENCE

District Instructional Coach for Student Support Services | **Conroe ISD**
2014-2019
Supporting multiple campuses on a district level with RtI, CPI, Special Education, and PBIS.

Therapist/Analyst | **Positive Behavior Supports Corp.**
2014-1015
Providing academic and behavioral support to children with autism.

General Education Kindergarten Teacher | **Conroe ISD**
2006 - 2014
Team leader, mentor, inclusion and served on math, science, technology and language arts committees.

General Education First Grade Teacher | **New Braunfels ISD**
2005 - 2006
Inclusion, *Literacy Collaborative*

Pre-K Teacher **Kid's Day Out**
2001 - 2005
Team leader

Volunteer Coordinator | **Comal County Children's Shelter**
2001 - 2003
Position involved recruiting, interviewing, training, organizing and overseeing volunteers. Participated in fund-raising, grant writing, direct-care, curriculum team, and special events planning.

General Education First Grade Teacher | **Birdville ISD**

1990 - 1999
Team leader, site-based management team, technology coordinator, language arts liaison, and mentor.

PRESENTER EXPERIENCE

Topic: *Keeping it "Kind and Real"; Nurturing Early Literacy* | 22nd Annual Houston, TX Early Childhood Winter Conference
January 2008

Topic: *Steps to Understanding Behavior: An Introduction to Applied Behavior Analysis (ABA) For General Education Teachers* | Ride Elementary, The Woodlands, TX
August 2012

Topic: *Evaluating the Effects of Differential Reinforcement of Incompatible Behavior (DRI) and Video Self-Monitoring on Conversational Skills of Students with Autism* | Research Poster Presentation: 39th Annual ABAI Convention, Minneapolis, MN
May 2013

Various Professional Development on topics of: *PBIS, RtI, CPI, Best Practices, and Special Education* | Conroe ISD
Aug 2014 – Jun 2019

HONORS AND AWARDS

Outstanding LIDA (Low Incidence Disabilities and Autism) Student awarded by professor, Dr. Amanda Bosch and cohort. | Sam Houston State University
May 2013

Teacher of the Year awarded by Dr. Don Stockton, Superintendent of Conroe ISD | Lone Star Convention Center
May 2010

PROFESSIONAL BIOGRAPHY

Adrienne R. Sodemann
Head BCBA/Professional Development Coordinator
M.Ed, BCBA, TX Licensed Behavior Analyst

Adrienne's career began as an educator in the schools of Texas and grew to be twenty-seven years in total. The majority of her classroom experience was in the younger grades as a general education inclusion teacher. Adrienne had previously served as a classroom teacher in Birdville ISD, New Braunfels ISD, New Braunfels Presbyterian Church, and Conroe ISD. BCBA certification was attained in May 2014 to further increase behavioral support as an independent consultant. The following year, Adrienne worked as a Therapist/Analyst for Positive Behavior Supports Corps. providing academic and behavioral support to children with autism. The past five years, Adrienne put those behavior analytic skills to work

serving as a District Instructional Coach for Student Support Services in Conroe ISD. The support came in the form of individual student cases, professional development, program development and support as well as teacher coaching and support. This support occurred on many different district campuses, ranging from elementary to high school, as well as DAEP and JJAEP including both general and special education. Areas of support were PBIS (Positive Behavior Interventions and Supports), RtI (Response to Intervention), CPI (Crisis Prevention Intervention) and special education, with a focus on resource/in-class support, SDC (social development class) and parent training. Adrienne has vast experience working with individuals that struggle with the challenges of autism. Adrienne is dedicated to helping individuals and organizations to thrive!

PERFORMANCE EXPECTATIONS

- Demonstrates professionalism in an ethical manner
- Develops positive and supportive relationships with administrators
- Develops positive and supportive relationships with classroom teachers and staff
- Tailors the communication according to specific needs and purposes
- Safeguards confidential and privileged information
- Effectively communicates and interacts with others
- Recognizes and reinforces excellent performance by staff
- Promotes a positive and caring climate of learning
- Inspires and challenges staff
- Demonstrates sensitivity and is responsive to needs of the school's learning community
- Demonstrates appropriate speech, voice, and language and projects a desirable personal appearance and tone
- Assisting in the creation of quality assessments to generate data
- Collaborating with teachers to analyze formative and summative student achievement data
- Assisting teachers with the use of data to improve student learning Increase the quality and effectiveness of classroom instruction based on the gradual release model, which may include, but is not limited to collaborating, co-planning, modeling, co-teaching, and providing descriptive feedback
- Promote implementation of state standards through adopted curricula by increasing and building capacity in teacher content knowledge to teach the content most effectively (sequence, depth, concrete-abstract, etc.), facilitating a better understanding of the structure of the written, taught, and assessed curriculum (TEKS, ELPS) and analyzing standards to guide identification of essential knowledge and skills
- Engage in continuous learning in order to keep current in (educational) pedagogy by engaging in professional development opportunities and professional reading, practicing and reflecting about what is learned and obtained through professional learning
- Identify a variety of resources to enhance classroom instruction and student achievement, which may include identifying instructional and assessment resources requested by teachers, sharing research and instructional best practices, creating and sharing resources
- Design and facilitate effective professional learning opportunities based on best practices, which may include developing and providing professional development, facilitating various forms of professional development
- Support the implementation of best practices through differentiating of instruction, assessing for learning, building teacher capacity, building the capacity of teacher leaders, promoting Positive

Behaviors, Interventions, and Supports (PBIS), supporting and communicating campus initiatives with the teachers

- Engage teachers in reflective thinking while looking at their own instructional practices critically and analytically, which may include, fostering a safe, trusting environment for teachers, introducing alternatives and refinements for teacher instructional practices, contributing to growth in student achievement
- Knowledge of universal supports for students with autism in regard to behavior management.
- Uses behavioral supports and intervention in regards to behavior as communication, sensory needs and impact on behavior
- Uses team-based behavior assessments, intervention, and evaluation
- Designs environments for preventing sensory overload and developmentally appropriate behavior such as coping and self-regulating behavior for students with autism.
- Provides training, conducts and provides on-going technical assistance for functional behavior assessments and the use of assessment in designing effective behavior intervention plans (BIPs).
- Monitors, evaluates and revises BIPs based on a range of data.
- Monitors the fidelity of behavior intervention plans.
- Provides training and assists the campus staff in conducting, writing, and /or implementing functional behavioral assessments, behavior intervention plans, and /or behavior protocols.

Attachment 18: Job Descriptions or Qualifications for Instructional Leadership Team

Provide all job descriptions or qualifications of the instructional leadership team members who have not yet been selected. If some of the instructional leadership team members have been selected, but some have not, complete Attachment 18 for those who have been selected and complete this Attachment for positions without identified candidates.

Supplemental human resources information forms are required for each position on the staffing chart (Attachment 23). If all applicable information related to a specific position's job description is included on those forms, include a note on this attachment that lists the relevant instructional leadership team position together with a reference to the appropriate page number in Attachment 23.

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Supplemental human resources information forms are required for each position on the staffing chart (Attachment 23). If all applicable information related to a specific position's job description is included on those forms, include a note on this attachment that lists the relevant instructional leadership team position together with a reference to the appropriate page number in Attachment 23.

SUPERINTENDENT/PRINCIPAL:

ROLES:

The superintendent/principal will report directly to the Board. The superintendent/principal at Thrive Center for Success will be the school leader. The superintendent/principal will be leading the teachers, students, and staff members, handling student discipline, developing and implementing school programs, and hiring and evaluating teachers. In addition, our superintendent/principal will have a strong affinity for teaching children and helping them succeed and be passionate about the educational system.

RESPONSIBILITIES:

- Oversee the entire operations of the school
- Maintain an updated school curriculum reflective of the adopted education system
- Make decisions on departments and funding options
- Explore ways to improve the efficiency of education and quality in the school
- Make necessary decisions to hire and fire teachers and support staff
- Ensure school policies and regulations are followed at all times
- Maintain a supportive and healthy learning environment
- Set a good example for children for positive development
- Ensure compliance with school district policies and procedures.
- Hire, orient, train, supervise and evaluate teaching staff.
- Ensure that classroom curriculum is appropriate and meet the needs of each student.
- Supervise behavior management program.
- Transition new students into school program.
- Develop extracurricular programs.
- Serve as coordinator of interdisciplinary team.
- Attend student Individual Education Program (IEP's) or send an administrative designee.
- Serve as liaison to parents and school district.
- Coordinate with transportation carrier.
- Oversee outcome evaluation study to ensure program is achieving its goals.
- Drive change by working alongside staff and students to improve academic and behavioral achievement and support the overall learning environment.
- Support the school-wide initiatives that focus on teacher development, implementation of PBIS, and the TEKS

- Work in collaboration with the Head BCBA to support the daily responsibilities of the school and assist with the supervision and outcomes of all aspects of programming
- Build high performing teams that work within the program model, provide professional development and effectively supervise staff in order to improve student learning and academic achievement.
- Maintain excellent communication to build and maintain positive relationships with parents, districts, and community on a regular basis.
- Take the lead in crisis situations.

QUALIFICATIONS/CRITERIA:

- Master's degree in education administration or special education preferred
- BCBA preferred
- Bilingual preferred
- Minimum 3 years experience as a classroom teacher or 3 years of a combination of teaching and school administrative experience required
- Experience working with students with ASD, learning differences, ADHD and/or behavioral challenges
- Valid Texas Teaching Certification EC-8; Special Education EC-12 preferred
- Valid Texas Principal as Instructional Leader Certification
- Strong understanding of laws and regulations affecting educational institutions
- Working knowledge of financial budgeting and facilities management
- Pass state background check
- Exceptional communication and presentation skills
- This position requires a strong knowledge of students with disabilities
- Excellent organization, time management, and follow-up skills
- IEP expertise is preferred
- Acute attention to detail
- Knowledge of TEKS
- Excellent interpersonal and communication skills, with demonstrated ability to speak and write clearly and persuasively
- Exceptional problem-solving, critical-thinking, and strategic planning skills
- Ability to successfully handle multiple projects concurrently
- Demonstrated ability to be self-directed and take initiative
- Ability to learn quickly and to be effective in a fast-paced, dynamic, and team focused environment

PERFORMANCE EXPECTATIONS:

https://tpess.org/principal/standards/

The superintendent/principal at Thrive Center for Success will ensure rigorous and aligned curriculum and assessment. This will be accomplished by implementing rigorous curricula and assessments aligned with state standards, including college and career readiness standards. The superintendent/principal will ensure effective instructional practices by helping develop high-quality instructional practices among your teachers that improve student performance. The superintendent/principal will ensure data-driven instruction and interventions by monitoring multiple forms of student data to inform instructional and intervention decisions, you contribute to maximizing student achievement. The superintendent/principal

will maximize learning for all students by ensuring that effective instruction maximizes the growth of individual students, supports equity, and eliminates the achievement gap. The superintendent/principal will ensure targeted selection, placement, and retention of effective teachers and staff. The superintendent/principal will provide tailored staff development, feedback, and coaching by giving individualized feedback and appropriately aligned professional development opportunities. The superintendent/principal will implement collaborative structures and provide leadership opportunities for effective teachers and staff. The superintendent/principal will provide systematic evaluation and supervision by conducting rigorous evaluations of all staff using multiple data sources. The superintendent/principal will ensure resiliency and change management by remaining solution-oriented, treat challenges as opportunities, and support staff through changes. The superintendent/principal will make a commitment to ongoing learning by proactively seeking and acting on feedback, reflecting on personal growth areas while seeking development opportunities, and accepting responsibility for mistakes. The superintendent/principal will have strong communication and interpersonal skills. This will be accomplished by tailoring communication strategies to the audience and developing meaningful and positive relationships. The superintendent/principal will ensure ethical behavior by demonstrating the moral imperative to educate all children and follow the procedures of your district by adhering to the Code of Ethics and Standard Practices for Texas Educators. The superintendent/principal will develop and implement a shared vision of high expectations for students and staff. The superintendent/principal will ensure a culture of high expectations by establishing and monitoring clear expectations for adult and student conduct and implementing social and emotional supports for students. The superintendent/principal will ensure intentional family and community engagement by engaging families and community members in student learning. The superintendent/principal will create an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students. The superintendent/principal will use a variety of student discipline techniques to meet the behavioral and academic needs of individual students. The superintendent/principal will engage in strategic planning by outlining and tracking clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes. The superintendent/principal will maximize learning time by implementing daily schedules and a school year calendar that plan for regular data-driven instruction cycles, giving students access to diverse and rigorous course offerings, and building in time for staff professional development. The superintendent/principal will employ tactical resource management by aligning resources with the needs of the school and effectively monitoring the impact on school goals. The superintendent/principal will ensure policy implementation and advocacy by collaborating with district staff to implement and advocate for district policies that meet the needs of students and staff.

TIMELINE:

The timeline for hiring the superintendent/principal of Thrive Center for Success would begin in February of 2020, actively seeking out qualified candidates, via networking, charter events, and by seeking out retired principals, and current principals for recommendations. In addition, seeking out experienced APs that are ready for the role of principal will be considered. The candidates will be interviewed by the Thrive With Autism foundation board, soon to be the Thrive Center for Success charter school board. Board members will vote on the candidates and select the candidate with the most votes. The timeline end will be in September 2020.

Attachment 19: Leadership Evaluation Tool(s)

Provide any leadership evaluation tool(s) that have been developed.

Attachment 19: Leadership Evaluation Tool(s)

Provide any leadership evaluation tool(s) that have been developed.

Appraiser rubric and evaluation forms developed by tpess.org

At Thrive Center for Success, our principal will be appraised using the T-PESS Appraiser Rubric and Evaluation Forms.

The link to the appraiser materials is below:

https://tpess.org/materials/T-PESS_Appraiser_Rubric_and_Evaluation_Forms.pdf

Attachment 20: Résumé(s) and/or Qualifications for Proposed Financial Team

If some of the financial team members have been selected, but some have not, include résumés for those who have been selected and job descriptions or qualifications for the financial team members who have not yet been selected.

Supplemental human resources information forms are required for each position on the staffing chart (Attachment 23). If all applicable information related to a specific position's job description is included on those forms, include a note on this attachment that lists the relevant financial team position together with a reference to the appropriate page number in Attachment 23.

ATTACHMENT 20: Resumes and Qualifications for Proposed Financial Team

1. Chief Financial Officer

Job Title: Chief Financial Officer
Reports to: Superintendent

Primary Purpose:

Responsible for oversight of all financial and business affairs of the school. Provide leadership for the school's financial services activity to ensure legally sound and effective management practices. Direct and monitor the management and investment of all school funds and ensure they are adequately protected. Serve as chief financial advisor and budget advisor to the superintendent and board of directors.

Qualifications:
Education/Certification:
Bachelor's degree in business, accounting, or other related field
Skyward knowledge preferred

Special Knowledge/Skills:
Advanced knowledge of school finance, budgeting, accounting systems, and economics
Knowledge of information/data processing systems and financial applications
Ability to resolve conflict, listen, and appropriately respond to concerns
Demonstrated leadership skills
Ability to manage budget and personnel
Ability to implement policy and procedures
Ability to interpret data
Excellent communication, public relations, and interpersonal skills

Experience:
3 years administrative or management experience preferred
3 years experience with supervisory responsibility in the fields of finance or accounting preferred

Major Responsibilities and Duties:

Financial Management

Ensure preparation and integrity of all school general accounting records and related financial reports using accepted standards for school accounting as prescribed by the Texas Education Agency.
Develop long-range and short-term objectives for school's business operations and prepare school budget. Monitor budget variances and oversee budget adjustments.
Act as financial advisor to the superintendent and board of directors and keep them informed of the financial condition of the school.
Maintain the school's investment portfolio. Supervise and coordinate the investment of all available funds to the best interest of the school and ensure that these funds are adequately protected against loss at all times.

Ensure that all financial obligations of the school (accounts payable, notes payable, bonded indebtedness, and payroll) are met on a timely basis.
Implement and maintain internal control procedures to ensure the safeguarding of assets and reliability of accounting data and to promote operational efficiency and ensure adherence to prescribed procedures.
Oversee the auditing program for all school funds and work cooperatively with the school's independent and internal auditors in conducting periodic audits.
Administer the business office budget and ensure that programs are cost effective and funds are managed prudently.

Policies, Reports, and Law

Review and recommend appropriate policies, administrative regulations, and administrative practices for the areas supervised.
Implement the policies established by federal and state laws, State Board of Education rule, and local Board policy in the areas assigned.
Compile, maintain, and file all physical and computerized reports, records, and other documents required including preparing and evaluating monthly financial statements and related budget reports, preparing quarterly and final reports for all federal funds and grants, developing semi-annual financial information for submission of data to TEA, and preparing and publishing comprehensive annual financial report in compliance with Association of School Business Officer (ASBO) standards.
Follow school safety protocols and emergency procedures.

Personnel Management

Select, train, evaluate, and supervise department staff and make recommendations relative to assignment, retention, discipline, and dismissal.
Develop training options and improvement plans for department staff to enhance the effectiveness of department operations.

Other

Attend board meetings and make presentations when appropriate and/or requested.

Supervisory Responsibilities:

Supervise, evaluate, and recommend the hiring and firing of the payroll services.

Mental Demands/Physical Demands/Environmental Factors:

Tools/Equipment Used: Standard office equipment including personal computer and peripherals
Posture: Prolonged sitting; occasional bending/stooping, pushing/pulling, and twisting
Motion: Repetitive hand motions, frequent keyboarding and use of mouse; occasional reaching
Lifting: Occasional light lifting and carrying (less than 15 pounds)
Environment: May work prolonged or irregular hours; occasional travel
Mental Demands: Work with frequent interruptions; maintain emotional control under stress
*To meet the executive exemption test, the primary duty must be management and the employee must supervise at least two full-time employees.

2. **Superintendent**

Qualifications: Ability to communicate the mission and vision of the school
Education: Hold a Master's Degree or greater from an accredited College/University

Special Skills:

- Knowledge of how a school functions and understanding of the roles of the Board, superintendent and campus administration
- Ability to evaluate all programs based on effectiveness
- Ability to manage budget and personnel
- Ability to manage school-wide initiatives
- Ability to ensure policies are implemented
- Strong organizational, communication, public relations and interpersonal skills
- Ability to fundraise on behalf of the school
- Ability to handle conflict resolution both internally and externally
- Ability to manage operations of a school
- Understands or willing to learn and apply Texas Education Code
- Ability to plan and supervise staff and manage the school consistent with the rules of the TEA for a Charter School

Physical Abilities:

- Be able to lift and carry 50 lbs
- Be able to stand for at least 30 minutes at a time
- Be able to type, read, and sit for extended time
- Be able to drive off site to meetings and events

Performance Expectations:

- Provide the overall vision and operational guidance
- Provide supervision and direction to staff involved in instructional services to all students, and programs for special education, food service, transportation, Human Resources, and other operational needs.
- Provide a safe environment for all staff, students, and visitors.
- Work to accomplish all tasks assigned by the Board of Directors and assure all actions of the school comply with all state and federal regulations.

Duties and Responsibilities:

- Comply with all elements in the Charter Application for the position of Superintendent.
- Comply with all board policies and appropriate employee handbooks.
- Keep the Board informed of the condition of the charter's educational system; assure effective communication between the Board and the staff of the school system.
- Assist in the preparation of the agenda for the Board meetings, in consultation with the President of the Board.
- Prepare and submit recommendations to the Board on all matters requiring Board action, placing before the Board such necessary and helpful facts, information, and reports as needed to ensure the making of informed Board decisions
- Submit to the Board a clear and detailed explanation of any proposed procedure that would involve either departure from established policy or the expenditure of substantial sums.

- Develop and recommend to the Board objectives of the educational system; oversee the development of internal objectives, which support those of the Board.
- Develop and recommend to the Board a strategic plan consistent with population trends, cultural needs, and the appropriate use of charter facilities, and see to the development of long-range plans, which are consistent with Board objectives.
- Ensure that the campus is properly maintained and that adequate provision is made for the safety of students, employees, and other users of school facilities.
- Ensure the appropriate monitoring of campus property and infrastructure, employees' safety, and working conditions to ensure that appropriate risk management and asset control management strategies are employed.
- Ensure to the development of specific administrative procedures and programs to implement the intent established by Board policies, directives and formal actions.
- Maintain current and actionable knowledge of any developments in state, federal, and local laws and public policy affecting education.
- Ensure the execution of all decisions of the Board.
- Ensure that sound plans of organization, educational programs and services are developed and maintained for the Board.
- Maintain adequate records for the school, including a system of financial accounts, business property records, personnel records, school population and scholastic records.
- Act as custodian of such records and all contracts, securities, documents, title papers, books of records, and other papers belonging to the and to serve as custodian of all minutes and records of the Board.
- Directly responsible for news releases and/or items of public interest emanating from all campus employees that pertain to education matters, policies, procedures, school-related incidents or events.
- Provide for the optimum use of the staff.
- Ensure that the campus is staffed with competent employees, who are delegated authority commensurate with their responsibilities.
- Define the duties of all.
- Support staff development and other professional development programs.
- Perform duties established by the Board regarding the recommendation, employment, suspension, and dismissal of employees.
- Assign and reassign all personnel; exercise final authority for educators because of enrollment shifts or program changes.
- Direct and supervise the staff evaluation program.
- Develop and recommend pay systems; recommend pay increases or adjustments for personnel.
- Oversee the development throughout the campus of high standards of performance in educational achievement, use and development of personnel, public responsibilities, and operating efficiency.
- Ensure a favorable educational environment through the implementation of an equitable and efficient system of student behavioral management.
- Collaborate with staff, Board, and community support in planning and implementing support services for students.
- Promote and exhibit a positive work environment that fosters high staff morale and excellence within the campus.
- Provide leadership in facilitating effective relations with employee organizations; assume ultimate responsibility for collective negotiations with employees of the campus.

- Direct and supervise all financial accounting and ensure that funds are expended legally, in accordance with the approved budget, and controlled effectively.
- Ensure that all funds, physical assets, and other property of the campus are appropriately safeguarded and administered.
- Ensure campus compliance with all applicable state and federal requirements.
- Accurately prepare and submit in a timely manner any and all reports required by the Board, Texas Education Agency (TEA), other federal and state agencies, and any records subpoenaed by a court of law.
- Develop and implement effective communication between the schools and community; promote community support and involvement with the schools.
- Serve as liaison to establish and maintain relationships with other school Districts, Colleges, Universities, Texas Education Agency (TEA), and the State Board of Education (SBOE).
- Act on discretion in cases where action is necessary on any matter not covered by Board policy or directive.
- Report such action to the Board as soon as practicable and recommend policy in order to provide guidance in the future.
- Serve as the public face of the school in the community.
- Establish and implement, with the assistance of the Board, an ongoing fundraising plan.
- Pursue personal professional development through academic reading, attending conferences, and being an active member of professional learning organizations in the education field.
- Perform related duties assigned by action of the Board.

Attachment 21: Résumé(s) and/or Qualifications for Proposed Operations Team

If some of the operations team members have been selected, but some have not, include résumés for those who have been selected and job descriptions or qualifications for the operations team members who have not yet been selected.

Supplemental human resources information forms are required for each position on the staffing chart (Attachment 23). If all applicable information related to a specific position's job description is included on those forms, include a note on this attachment that lists the relevant operations team position together with a reference to the appropriate page number in Attachment 23.

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ATTACHMENT 21: Resume and Qualifications for Proposed Operations Team

1. Principal

JOB TITLE: Elementary School Principal
REPORTS TO: Superintendent

Job Description:

- The Elementary School Principal will direct, lead and manage instructional program and supervise operations and personnel at campus level.
- Provide leadership to ensure high standards of academic achievement.
- Oversee compliance with school policies and procedures, success of instructional programs, and operation of all campus activities.
- The Elementary School Principal must act with integrity, support organizational goals, demonstrate the ability to inspire, grow and motivate others, utilize feedback, drive for results and commit to championing the needs of the students, employees and overall school.

QUALIFICATIONS:
Required:
• Master's degree from an accredited College of University
• Valid Texas Principal Certification or other Administrative certification
• Five years experience as a classroom teacher
• Three years successful experience in instructional leadership roles
Preferred:
• Five years experience as a campus administrator SPECIAL KNOWLEDGE/SKILLS:
• Thorough understanding of school operations
• Ability to coordinate campus support operations
• Working knowledge of curriculum and instruction
• Ability to evaluate instructional program and teaching effectiveness
• Ability to manage budget and personnel
• Ability to coordinate campus functions
• Ability to interpret and apply policy, procedures, and data
• Strong leadership, organizational, communication, public relations, and interpersonal skills MAJOR

RESPONSIBILITIES AND DUTIES: Instructional Management
• Monitor instructional and managerial processes to ensure that program activities are related to student needs and program outcomes and use findings to take corrective actions.
• Regularly consult campus-level committees about planning, operation, supervision, and evaluation of campus education program. Include students and community representatives when appropriate.
• Provide instructional resources and materials to support teaching staff in accomplishing instructional goals.

School or Organization Morale
• Foster collegiality and team building among staff members. Encourage their active involvement in decision-making process.
• Provide for two-way communication with superintendent, staff, students, parents, and community. Communicate and promote expectations for high-level performance to staff and students. Recognize excellence and achievement.

• Ensure that effective and quick resolution of conflicts.

School or Organizational Improvement
• Build common vision for school improvement with staff. Direct planning activities and put programs in place with staff to ensure attainment of school's mission.
• Identify, analyze, and apply research findings (e.g., effective school correlates) to promote school improvement.
• Develop and set annual campus performance objectives for each of the Academic Excellence Indicators using the campus planning process and site-based decision making committee.
• Develop, maintain, and use information systems and records necessary to show campus progress on performance objectives addressing each Academic Excellence Indicator.

Personnel Management
• Interview, select, and orient new staff. Approve all personnel assigned to campus.
• Define expectations for staff performance with regard to instructional strategies, classroom management, and communication with the public.
• Observe employee performance, record observations, and conduct evaluation conferences with staff. • Make recommendations to superintendent on termination, suspension, or non-renewal of employees assigned to campus.

Management of Fiscal, Administrative and Facilities Functions
• Comply with school policies and state and federal laws and regulations affecting the schools.
• Develop campus budgets based on documented program needs, estimated enrollments, personnel, and other fiscal needs. Keep programs within budget limits. Maintain fiscal control. Accurately report fiscal information.
• Compile, maintain, and file all physical and computerized reports, records, and other documents required including accurate and timely reports of maximum attendance to requisition textbooks.
• Manage use of school facilities. Supervise maintenance of facilities to ensure a clean, orderly, and safe campus.

Student Management
• Work with faculty and students to develop a student discipline management system that results in positive student behavior and enhances the school climate.
• Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with Student Code of Conduct and student handbook.
• Conduct timely, effective conferences about student and school issues with parents, students, and teachers.

Professional Growth and Development
• Develop professional skills appropriate to job assignment and demonstrate professional, ethical and responsible behavior. Serve as a role model for all campus staff
• Promote increased capacity in staff by providing for aligned professional development.

School or Community Relations
• Articulate the school's mission to the community and solicit its support in realizing the mission and utilize effective techniques to encourage community and parent involvement.
• Demonstrate awareness of school and community needs and initiate activities to meet those needs.

Supervisory Responsibilities
• Supervise and evaluate the performance of staff assigned to campus including assistant principal(s), teacher(s), counselor(s), librarian(s), instructional aides, clerical support staff, and custodians.
• Perform all other duties as assigned.

WORKING CONDITIONS: The usual and customary methods of performing the job's functions require the following physical demands: physical mobility, standing, prolonged sitting, some lifting, carrying, pushing, and/or pulling. This position may require some travel.

Mental demands: Ability to solve problems and deal with a variety of situations; ability to interpret a variety of data; ability to interpret TEC and policy; ability to apply knowledge of current research and theory, ability to be effective in both oral and written communication; ability to maintain emotional control under stress.

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

2. <u>PEIMS Coordinator</u>

The PEIMS Coordinator/Registrar plays a vital role in the founding of Thrive Center for Success to ensure that we set in place the organizational structures and systems necessary for the successful launch of our school in 2021. In the first year of operation (2021-2022), the PEIMS Coordinator/Registrar will be a critical member of the Operations team, with responsibility for several aspects of the day-to-day administration of non-instructional student services and for ensuring data integrity.

1. Student Data Management –
    a. Oversee the ongoing accuracy of all student records including but not limited to; cumulative folders, record requests, transcripts, report cards/progress reports, student health, medication and allergy records, and student attendance data
    b. Work with the Director of Operations to manage the student data that is reported to the National School Lunch Program and TEA.
2. Registration and Enrollment –
    a. Ensure a successful student enrollment process and maintain a robust student waitlist in coordination with the Front Office Coordinator.
    b. Oversee the student registration process to ensure that all required data and documents are collected and accurately entered into the school Student Information System
    c. Manage the student withdrawal process which may include coordinating with school leaders to meet with parents and students.
3. PEIMS –
    a. Collect all data required for PEIMS submissions in compliance with state guidelines
    b. Organize data required for PEIMS submissions in accordance with PEIMS data standards
    c. Submit regular PEIMS reports to the State
    d. Provide any training and support to campus staff and human resources staff responsible for processing PEIMS data.
    e. Attend all regional PEIMS workshops and disseminate information to appropriate staff as assigned by PEIMS Coordinator per TEA.
4. Staff Support –

a. Support the Administrative Assistant, which may include, but not be limited to, answering phone calls, welcoming visitors, and assisting any additional front office staff support needs.
b. Support the Operational and Instructional team in providing logistical and filing support for all major student assessments.

5. Accountability and Reporting –
   a. Gather and create data reports as needed for school administrators and federal/state/city agencies
   b. Ensure school data in the student information system is accurate and up-to-date
   c. Lead the preparation of student records for internal and external audits (i.e., student medical records)
   d. Ensure the school is adhering to all local compliance and reporting requirements
   e. Attend meetings of the Board of Directors upon invitation from the Superintendent
   f. Ensure all PEIMS-required training is complete
   g. Develop and upkeep calendar of all required reporting for Thrive Center for Success
6. Other - Other duties as assigned

7. <u>Administrative Assistant</u>

QUALIFICATIONS:

1. Proof of high school graduation/GED equivalent.
2. Demonstrated proficiency in applied technology (Microsoft Office).
3. Demonstrated proficiency in general office management and procedures.
4. Possess excellent interpersonal and communication skills.
5. Must have a high level of integrity regarding student records, employment records, and campus issues.
6. Must be self-motivated, possess the ability to work under pressure, able to handle multiple tasks, and work collaboratively.

ESSENTIAL FUNCTIONS:

1. Answer telephone
2. Greet visitors at front desk and sign them in as needed
3. Check out students for early dismissal
4. Process correspondence for staff and teachers
5. Assist with typing and dispersing school communications
   (e.g., weekly newsletter, monthly calendar, notices, etc.)
5. Enter data for district information (e.g., report cards, discipline records)
6. Assist in preparing for special activities
7. Assist with car line
8. Perform other duties as assigned by the principal
9. Regular and reliable attendance is an essential job function

WORKING CONDITIONS: Mental Demands/Physical Demands/Environmental Factors: Maintain emotional control under stress; tolerate moderate noise levels; work with frequent interruptions. Repetitive hand motions; prolonged use of computer, prolonged sitting.

Attachment 22: Staffing Chart

Using the template provided in the table below, complete the staffing chart for the proposed campus(es). The staffing chart **must** include staffing projections for each year during the initial contract period (Years 1-5) and at capacity.

The staffing chart should align with the organizational charts submitted in Attachment 13 and the Supplemental Human Resources Information Forms submitted in Attachment 23.

The staffing chart should include, but is not limited to, the following positions:

- Superintendent/CEO
- Central office staff, including the chief financial officer and the chief operating officer
- School leaders, including principal(s), assistant principal(s), and other leaders at the campus level
- Teachers (separate rows for each grade level or core subject)
- Teachers (separate row for each special)
- Teachers, ESL/Bilingual
- Teachers, Special Education
- Student support staff (e.g., paraprofessionals, counselors, social workers, etc.)
- Campus operations staff (e.g., clerks, PEIMS coordinator, etc.)

On the staffing chart, all of the categories listed above should be included. Position titles can be modified or added as needed. Every position for which a Supplemental Human Resources Information Form was submitted in Attachment 23 should be listed as a separate row on the staffing chart.

Fill in the total number of full-time equivalent (FTE) staff required for each position in each year. For part-time employees, enter the appropriate percentage of FTE (e.g., an employee who works half days would be 0.5 FTE). Complete only the grade level(s) (elementary, middle, high) that apply to the proposed charter school.

Finally, provide teacher-student ratios in the final row of the table.

Positions	**Staffing Chart**					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**At capacity**
Central Office						
Superintendent/CEO						
Chief Financial Officer						
Chief Operating Officer						

Positions	Staffing Chart					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**At capacity**
Other Central Office staff						
Total central office FTEs						
Elementary School Campus Staff						
School leaders (principal, assistant principal, deans, etc.)						
Teachers (*create a separate row for each grade or core subject*)						
Teachers (specials, e.g., art)						
Teachers, ESL/Bilingual						
Teachers, Special Education						
Student support staff (e.g., paraprofessionals, counselors)						
Campus operations (e.g., PEIMS coordinator, clerk)						
Total elementary FTEs						
Middle School Campus Staff						
School leaders (principal, assistant principal, deans, etc.)						
Teachers (separate line for each grade or core subject)						
Teacher (specials, e.g., art)						
Teacher, ESL/Bilingual						
Teacher, Special Education						

Positions	Staffing Chart					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**At capacity**
Student support staff (e.g., paraprofessionals, counselors)						
Campus operations (e.g., PEIMS coordinator, clerk)						
Total middle school FTEs						
High School Campus Staff						
School leaders (principal, assistant principal, deans, etc.)						
Teachers (separate line for each grade or core subject)						
Teacher (specials, e.g., art)						
Teacher, ESL/Bilingual						
Teacher, Special Education						
Student support staff (e.g., paraprofessionals, counselors)						
Campus operations (e.g., PEIMS coordinator, clerk)						
Total high school FTEs						
Total charter school staff						
Teacher-student ratio						

Attachment 22: Staffing Chart

Using the template provided in the table below, complete the staffing chart for the proposed campus(es). The staffing chart **must** include staffing projections for each year during the initial contract period (Years 1-5) and at capacity.

The staffing chart should align with the organizational charts submitted in Attachment 13 and the Supplemental Human Resources Information Forms submitted in Attachment 23.

The staffing chart should include, but is not limited to, the following positions:

- Superintendent/CEO
- Central office staff, including the chief financial officer and the chief operating officer
- School leaders, including principal(s), assistant principal(s), and other leaders at the campus level
- Teachers (separate rows for each grade level or core subject)
- Teachers (separate row for each special)
- Teachers, ESL/Bilingual
- Teachers, Special Education
- Student support staff (e.g., paraprofessionals, counselors, social workers, etc.)
- Campus operations staff (e.g., clerks, PEIMS coordinator, etc.)

On the staffing chart, all of the categories listed above should be included. Position titles can be modified or added as needed. Every position for which a Supplemental Human Resources Information Form was submitted in Attachment 23 should be listed as a separate row on the staffing chart.

Fill in the total number of full-time equivalent (FTE) staff required for each position in each year. For part-time employees, enter the appropriate percentage of FTE (e.g., an employee who works half days would be 0.5 FTE). Complete only the grade level(s) (elementary, middle, high) that apply to the proposed charter school.

Finally, provide teacher-student ratios in the final row of the table.

Positions	**Staffing Chart**					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**At capacity**
Central Office						
Superintendent/CEO	1	1	1	1	1	1
Chief Financial Officer	.3	.4	.4	.4	.4	.4
Chief Operating Officer	0	0	0	0	0	0

Other Central Office staff-Admin Asst.	0	0	.3	.3	.3	.3
Total central office FTEs	1.3	1.4	1.7	1.7	1.7	1.7
Elementary School Campus Staff						
School leaders BCBA	.7	.7	1	1	1	2
Teachers 4K/K	1	1	1	1	1	2
Grades 1-2 General Ed	1	1	1	1	1	2
Grades 3-4 General Ed	1	1	1	1	1	2
Teachers (Electives)	1	1	1	1	1	1.5
Teachers SPED 3 years	1	1	1	1	1	2
Teachers SPED 4K/K ESL/Bilingual	1	1	1	1	1	2
Teachers, SPED 1,2	1	1	1	1	1	2
Teachers, SPED 3,4-8th at capacity	1	2	3	4	5	6
Resource Teacher/ESL	.3	.3	.5	.5	.5	1
Student support staff (e.g., paraprofessionals, counselors)	7	7	8	9	9	10
Campus operations (e.g., PEIMS coordinator, clerk)	1	1	1	1	1	1
Total elementary FTEs	**17**	**18**	**20.5**	**22.5**	**23.5**	**33.5**
Middle School Campus Staff						
School leaders (principal, assistant principal, deans, etc.)						
Teachers (separate line for each grade or core subject)						
Teacher (specials, e.g., art)						

Teacher, ESL/Bilingual						
Teacher, Special Education						
Student support staff (e.g., paraprofessionals, counselors)						
Campus operations (e.g., PEIMS coordinator, clerk)						
Total middle school FTEs						
High School Campus Staff						
School leaders (principal, assistant principal, deans, etc.)						
Teachers (separate line for each grade or core subject)						
Teacher (specials, e.g., art)						
Teacher, ESL/Bilingual						
Teacher, Special Education						
Student support staff (e.g., paraprofessionals, counselors)						
Campus operations (e.g., PEIMS coordinator, clerk)						
Total high school FTEs						
Total charter school staff	18.3	19.4	22.2	24.2	25.2	35.2
Teacher-student ratio	5.7	6.1	6.08	6.19	6.54	6.39

Attachment 23: Supplemental Human Resources Information Forms

Using the template provided on the Subchapter D application page, complete a Supplemental Human Resources Information Form for ALL paid positions required to operate the proposed school in year one and at capacity. Supplemental Human Resources Information Forms should be submitted for each position listed on the staffing chart (Attachment 22).

Ensure that the submission includes ALL positions necessary to operate the proposed school during the start-up year, the first year of operations, and at capacity.

All positions represented in this Attachment should also be represented on the organizational chart submitted in Attachment 13 and on the staffing chart submitted in Attachment 22.

GENERATION 25 SUPPLEMENTAL HR FORM-CEO

Name of Proposed Charter School: Thrive Center of Success

Name of Sponsoring Entity: Thrive with Autism

Position Title: CEO/Superintendent

Reports to: Charter Holder Board of Directors

Salary Range: 58,000-79,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Magnolia, Montgomery County

Number of Students anticipated in year one: 105 In year five: 225

Minimum Qualifications Required:

Education Required: Masters degree from and accredited college or university or graduation within one year.

Experience Required: Education background required. A combination of 10 years successful experience as a classroom teacher, educator and supervisor. Experience as a principal, administrator or district level administrator is required.

Certification Required: Principal certification and/or Superintendent certification. Previous superintendent/CEO experience may waive certification requirement at board discretion.

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Pilot Point ISD	061903	Pilot Point	1,529	79,000-102,000
Godley ISD	126911	Godley	1,623	86,000-108,000
Krum ISD	061905	Krum	1,787	72,000-98,000

Name of Proposed Charter School: Thrive Center of Success

Name of Sponsoring Entity: Thrive with Autism

Position Title: CEO/Superintendent

Reports to: Charter Holder Board of Directors

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Insures the board, staff and faculty are aware of and comply with all state and federal guidelines.
2. Oversees all school operations. Directly supervise the CFO, principal and contracted services.
3. Ensures the school and board are in compliance with the charter contract.
4. Responsible for community relations and website development.
5. Leads the development, implementation and revision of the school's strategic plan.
6. Leads the development, implementation and revision of administrative procedures for operations and facilities.
7. Builds unity for and communicate school's vision, mission and goals.
8. Assists the board of directors in fundraising efforts.
9. Develops procedures for the school to report required information to students, parents and the public.
10. Approves all submissions to TEA.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Thrive Center of Success

Name of Sponsoring Entity: Thrive with Autism

Position Title: BCBA

Reports to: Principal/Superintendent

Salary Range: 46,000-64000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Magnolia, Montgomery County

Number of Students anticipated in year one: 105 In year five: 225

Minimum Qualifications Required:

Education Required: Master's degree from and accredited college or university

Experience Required: Two years in a special needs area.

Certification Required: Valid Board Certified Behavior Specialist certification, or in progress and completion within two years.

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Pilot Point ISD	061903	Pilot Point	1,529	50,000-68,900
Godley ISD	126911	Godley	1,623	50,000-69,900
Krum ISD	061905	Krum	1,787	56,400-81,000

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Name of Proposed Charter School: Thrive Center of Success

Name of Sponsoring Entity: Thrive with Autism

Position Title: BCBA

Reports to: Principal/Superintendent

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Oversees all aspects of the special education instructional program
2. Ensure compliance with all state and federal mandates.
3. Works with Superintendent, Principal and staff to develop curriculum and programs.
4. Work with CFO to prepare and submit timely and accurate financial and PEIMS reports to TEA
5. Promotes relational importance in learning; supports achievement in student and campus performance objectives; demonstrates an awareness of community/school needs when articulating and seeking community support.
6. Ensures all special education time lines are met with the state.
7. Emphasizes a focus on improving student performance.
8. Directly oversees all RBT staff and paraprofessionals.
9. Approves all federal IDEA expenditures within the department.
10. Any other duties assigned.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Thrive Center of Success

Name of Sponsoring Entity: Thrive with Autism

Position Title: CFO

Reports to: Superintendent

Salary Range: 58,000-75,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Magnolia, Montgomery County

Number of Students anticipated in year one: 105 In year five: 225

Minimum Qualifications Required:

Education Required: Bachelors degree or higher preferably in business, accounting or finance from an accredited college or university. Experience may be substituted for education.

Experience Required: A minimum of four years experience in a related field to business, management, finance or non-profit executive.

Certification Required: Not required. CPA or accountant preferred.

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Pilot Point ISD	061903	Pilot Point	1,529	60,000-87,000
Godley ISD	126911	Godley	1,623	58,000-83,500
Krum ISD	061905	Krum	1,787	62,000-84,000

Name of Proposed Charter School: Thrive Center of Success

Name of Sponsoring Entity: Thrive with Autism

Position Title: CFO

Reports to: Superintendent

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Develops and maintains timely school accounting records following TEA guidelines.
2. Maintains the chart of accounts and accounting processes for the school.
3. Executes procurement through payment procedures according to state and federal laws.
4. Prepares monthly, quarterly and annual financial statements for superintendent and board review.
5. Develops administrative procedures and systems for financial control.
6. Manages cash processes including grants administration.
7. Works with board and superintendent to provide financial information for grants and donations.
8. Acts as payroll liaison and benefits coordinator.
9. Oversees financial audits.
10. Any other duties assigned by the Superintendent.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

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GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Thrive Center of Success

Name of Sponsoring Entity: Thrive with Autism

Position Title: ESL Teacher

Reports to: Principal or CEO/Superintendent

Salary Range: 42,000-64,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Magnolia, Montgomery County

Number of Students anticipated in year one: 105 In year five: 225

Minimum Qualifications Required:

Education Required: Bachelors degree from an accredited college or university

Experience Required: None

Certification Required: Valid teacher certification for assigned duties. If certification is in process, it must be obtained within one year.

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Pilot Point ISD	061903	Pilot Point	1,529	43,500-68,900
Godley ISD	126911	Godley	1,623	45,100-69,900
Krum ISD	061905	Krum	1,787	56,400-71,000

Name of Proposed Charter School: Thrive Center of Success

Name of Sponsoring Entity: Thrive with Autism

Position Title: ESL Teacher

Reports to: Principal or CEO/Superintendent

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Responsible for teaching strategies, training and participation in LEP meetings.
2. Helps to identify BE/ESL students by test administration.
3. Insures student growth and achievement is continuous and appropriate for age group, subject area, and/or program.
4. Collaborates with peers to ensure all modifications are being met and student is receiving pull-out services.
5. Assumes responsibility for meeting his/her coursework and helping students experience enrichment.
6. Establishes and maintains cooperative working relationships with students, parents and community.
7. Offers training and resources for classroom teachers to better assist and modify student work.
8. Meets professional obligations through efficient work habits such as meeting schedules and honoring deadlines.
9. Communicates effectively both orally and in writing with students, parents and other professionals on a regular basis.
10. Any other duties assigned.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Thrive Center of Success

Name of Sponsoring Entity: Thrive with Autism

Position Title: Electives Teacher - PE, Sign Lang., Life Skills

Reports to: Principal or CEO/Superintendent

Salary Range: 41,000-59,900

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Magnolia, Montgomery County

Number of Students anticipated in year one: 105 In year five: 225

Minimum Qualifications Required:

Education Required: Bachelors degree from an accredited college or university

Experience Required: None

Certification Required: Valid teacher certification for assigned duties. If certification is in process, it must be obtained within one year.

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Pilot Point ISD	061903	Pilot Point	1,529	39,900-59,000
Godley ISD	126911	Godley	1,623	45,100-60,000
Krum ISD	061905	Krum	1,787	41,900-60,000

Name of Proposed Charter School: Thrive Center of Success

Name of Sponsoring Entity: Thrive with Autism

Position Title: Electives Teacher - PE, Sign Lang. Life Skills

Reports to: Principal or CEO/Superintendent

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Implements instructional activities that contribute to student engagement and academic growth.
2. Selects and modifies instructional resources to meet the needs of students with varying backgrounds and learning needs.
3. Insures student growth and achievement is continuous and appropriate for age group, subject area, and/or program.
4. Collaborates with peers to enhance the instructional environment and offers plans for improvement.
5. Assumes responsibility for meeting his/her coursework and helping students experience enrichment.
6. Establishes and maintains cooperative working relationships with students, parents and community.
7. Models appropriate character traits and ethical maturity in leading students.
8. Meets professional obligations through efficient work habits such as meeting schedules and honoring deadlines.
9. Communicates effectively both orally and in writing with students, parents and other professionals on a regular basis.
10. Any other duties assigned.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Thrive Center of Success

Name of Sponsoring Entity: Thrive with Autism

Position Title: PEIMS/Secretary

Reports to: CFO

Salary Range: 24,000-42,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Magnolia, Montgomery County

Number of Students anticipated in year one: 105 In year five: 225

Minimum Qualifications Required:

Education Required: High School diploma, some college preferred.

Experience Required: Work in an environment that includes handling confidential information, the maintenance of records, personal computer usage and experience meeting deadlines.

Certification Required: N/A

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Pilot Point ISD	061903	Pilot Point	1,529	20,000-43,000
Godley ISD	126911	Godley	1,623	19,000-41,000
Krum ISD	061905	Krum	1,787	32,000-55,000

Name of Proposed Charter School: Thrive Center of Success

Name of Sponsoring Entity: Thrive with Autism

Position Title: PEIMS/Secretary

Reports to: CFO

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Coordinates the collection, integration, and formatting of all data required for PEIMS submission.
2. Works cooperatively with campuses, business offices, and personnel staff to collect required data.
3. Submits complete and accurate PEIMS data to TEA.
4. Verifies data submitted to TEA and submits corrections in a timely manner.
5. Runs reports and verification checks on data to insure accuracy of all information.
6. Provides training and support to campus personnel handling PEIMS data.
7. Receives all TEA communication related to PEIMS.
8. Attends all PEIMS related workshops.
9. Handles all necessary school applications and student data for incoming and outgoing students.
10. Other duties assigned by supervisor

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Thrive Center of Success

Name of Sponsoring Entity: Thrive with Autism

Position Title: Principal

Reports to: Superintendent

Salary Range: 56,000-70,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Magnolia, Montgomery County

Number of Students anticipated in year one: 105 In year five: 225

Minimum Qualifications Required:

Education Required: Bachelors degree from and accredited college or university, Masters degree preferred.

Experience Required: A combination of at least 5 years successful experience as a classroom teacher and/or supervisor. Excellent written and verbal communication skills with demonstrated leadership and management ability.

Certification Required: Valid Texas mid-management administrator or principal certification, in process or completed.

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Pilot Point ISD	061903	Pilot Point	1,529	71,000-92,500
Godley ISD	126911	Godley	1,623	74,800-96,500
Krum ISD	061905	Krum	1,787	68,100-85,900

Name of Proposed Charter School: Thrive Center of Success

Name of Sponsoring Entity: Thrive with Autism

Position Title: Principal

Reports to: Superintendent

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Creates a culture of high expectations for the school.
2. Provides instructional leadership to school officers and staff.
3. Oversees educational personnel on evaluations, supervision and professional development plans.
4. Focuses the school on student performance results driven by student data.
5. Responsible for academic daily operations of the school.
6. Responsible for purchasing academic related items with state designated funds.
7. Works with CFO/PEIMS to submit timely and accurate reports to TEA.
8. Responsible for all STAAR testing compliance within the school.
9. Coordinates with special education/ESL(LEP) meetings to have an administrative presence at all committee hearings.
10. Any other duties assigned by the Superintendent.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Thrive Center of Success

Name of Sponsoring Entity: Thrive with Autism

Position Title: Paraprofessional/RBT

Reports to: BCBA

Salary Range: 20,000-32,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Magnolia, Montgomery County

Number of Students anticipated in year one: 105 In year five: 225

Minimum Qualifications Required:

Education Required: High School Diploma

Experience Required: Minimum 1 year in an educational setting

Certification Required: Registered Behavioral Technician within three years.

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Pilot Point ISD	061903	Pilot Point	1,529	19,100-37,500
Godley ISD	126911	Godley	1,623	19,500-39,900
Krum ISD	061905	Krum	1,787	21,500-44,000

Name of Proposed Charter School: Thrive Center of Success

Name of Sponsoring Entity: Thrive with Autism

Position Title: Paraprofessional/RBT

Reports to: BCBA

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Assists in the implementation of the daily program under the direction of the BCBA.
2. Assists in planning and preparing the learning environment, setting up interest centers and preparing needed materials.
3. Helps with general housekeeping.
4. Maintains professional attitudes and exhibits character traits as related to school culture.
5. Treats all students with dignity and respect.
6. Attends all staff meetings and recommended training programs or conferences.
7. Maintains confidentiality about students, their families and other employees of the school.
8. Acts as a substitute teacher when assigned by the BCBA.
9. Supervises students in the classroom and during other activities.
10. Any other duties assigned.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Thrive Center of Success

Name of Sponsoring Entity: Thrive with Autism

Position Title: Administrative Assistant

Reports to: Superintendent/Principal

Salary Range: 20,000-39,900

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Magnolia, Montgomery County

Number of Students anticipated in year one: 105 In year five: 225

Minimum Qualifications Required:

Education Required: High School diploma, some college preferred.

Experience Required: At least two years of clerical experience and previous experience handling confidential information. Basic clerical duties.

Certification Required: N/A

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Pilot Point ISD	061903	Pilot Point	1,529	20,500-41,000
Godley ISD	126911	Godley	1,623	20,000-42,000
Krum ISD	061905	Krum	1,787	29,000-48,500

Name of Proposed Charter School: Thrive Center of Success

Name of Sponsoring Entity: Thrive with Autism

Position Title: Administrative Assistant

Reports to: Superintendent/Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Adhere to requirements of confidentiality of student records, employee data and other sensitive materials.
2. Complete and submit a wide variety of reports, memos, and bulletins.
3. Communicate positively with all constituents including parents, staff and community members.
4. Collect moneys, issue receites, and prepare deposits for the business office.
5. Operate a variety of office equipment.
6. Follow all state, local and federal guidelines in completing assigned duties.
7. Take on special projects as assigned by the superintendent, principle, or CFO.
8. Take independent action in completing duties.
9. Support charter school goals and programs.
10. Any other duties assigned by the supervisor.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Thrive Center of Success

Name of Sponsoring Entity: Thrive with Autism

Position Title: Superintendent/Principal

Reports to: Board of Directors

Salary Range: 58,000-79,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Magnolia, Montgomery County

Number of Students anticipated in year one: 105 In year five: 225

Minimum Qualifications Required:

Education Required: Masters degree from and accredited college or university or graduation within one year

Experience Required: Education background required. A combination of 10 years successful experience as a classroom teacher, educator and supervisor. Experience as a principal, administrator or district level administrator is required.

Certification Required: Principal certification and/or Superintendent certification. Previous superintendent/CEO experience may waive certification requirement at board discretion.

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Pilot Point ISD	061903	Pilot Point	1,529	79,000-102,000
Godley ISD	126911	Godley	1,623	86,000-108,000
Krum ISD	061905	Krum	1,787	72,000-98,000

Name of Proposed Charter School: Thrive Center of Success

Name of Sponsoring Entity: Thrive with Autism

Position Title: Superintendent/Principal

Reports to: Board of Directors

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Insures the board, staff and faculty are aware of and comply with all state and federal guidelines.
2. Oversees all school operations. Directly supervise the CFO, principal and contracted services.
3. Ensures the school and board are in compliance with the charter contract.
4. Responsible for community relations and website development.
5. Leads the development, implementation and revision of the school's strategic plan.
6. Leads the development, implementation and revision of administrative procedures for operations and facilities.
7. Builds unity for and communicate school's vision, mission and goals.
8. Assists the board of directors in fundraising efforts.
9. Develops procedures for the school to report required information to students, parents and the public.
10. Approves all submissions to TEA.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Thrive Center of Success

Name of Sponsoring Entity: Thrive with Autism

Position Title: Resource Teacher

Reports to: Principal/Superintendent

Salary Range: 42,000-64,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Magnolia, Montgomery County

Number of Students anticipated in year one: 105 In year five: 225

Minimum Qualifications Required:

Education Required: Bachelors degree from an accredited college or university

Experience Required: None

Certification Required: Valid teacher certification for assigned duties. If certification is in process, it must be obtained within one year.

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Pilot Point ISD	061903	Pilot Point	1,529	43,500-68,900
Godley ISD	126911	Godley	1,623	45,100-69,900
Krum ISD	061905	Krum	1,787	56,400-71,000

Name of Proposed Charter School: Thrive Center of Success

Name of Sponsoring Entity: Thrive with Autism

Position Title: Resource Teacher

Reports to: Principal/Superintendent

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Implements instructional activities that contribute to student engagement and academic growth.
2. Selects and modifies instructional resources to meet the needs of students with varying backgrounds and learning needs.
3. Insures student growth and achievement is continuous and appropriate for age group, subject area, and/or program.
4. Collaborates with peers to ensure all modifications are being met and student is receiving pull-out services.
5. Assumes responsibility for meeting his/her coursework and helping students experience enrichment.
6. Establishes and maintains cooperative working relationships with students, parents and community.
7. Offers training and resources for classroom teachers to better assist and modify student work.
8. Meets professional obligations through efficient work habits such as meeting schedules and honoring deadlines.
9. Communicates effectively both orally and in writing with students, parents and other professionals on a regular basis.
10. Any other duties assigned.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Thrive Center of Success

Name of Sponsoring Entity: Thrive with Autism

Position Title: Special Education Teacher

Reports to: Principal/Superintendent

Salary Range: 42,000-56,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Magnolia, Montgomery County

Number of Students anticipated in year one: 105 In year five: 225

Minimum Qualifications Required:

Education Required: Bachelors degree from an accredited college or university

Experience Required: None

Certification Required: Valid teacher certification for assigned duties. If certification is in process, it must be obtained within one year.

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Pilot Point ISD	061903	Pilot Point	1,529	43,500-68,900
Godley ISD	126911	Godley	1,623	45,100-69,900
Krum ISD	061905	Krum	1,787	56,400-81,000

Name of Proposed Charter School: Thrive Center of Success

Name of Sponsoring Entity: Thrive with Autism

Position Title: Special Education Teacher

Reports to: Principal/Superintendent

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Implements instructional activities that contribute to student engagement and academic growth.
2. Selects and modifies instructional resources to meet the needs of students with varying backgrounds and learning needs.
3. Insures student growth and achievement is continuous and appropriate for age group, subject area, and/or program.
4. Collaborates with peers to ensure all modifications are being met and student is receiving needed services in the classroom.
5. Completes necessary ARD paperwork to best assist the student.
6. Have timely communication with parents, diagnosticians, therapists and administration about student needs.
7. Offers training and resources.
8. Meets professional obligations through efficient work habits such as meeting schedules and honoring deadlines.
9. Communicates effectively both orally and in writing with students, parents and other professionals on a regular basis.
10. Any other duties assigned.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Thrive Center of Success

Name of Sponsoring Entity: Thrive with Autism

Position Title: Nurse-LPN

Reports to: Principal/Superintendent

Salary Range: 32,000-47,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Magnolia, Montgomery County

Number of Students anticipated in year one: 105 In year five: 225

Minimum Qualifications Required:

Education Required: Two year nursing certification.

Experience Required: Prefer five years LPN experience.

Certification Required: LPN licensing required

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Pilot Point ISD	061903	Pilot Point	1,529	34,000-54,000
Godley ISD	126911	Godley	1,623	35,000-52,000
Krum ISD	061905	Krum	1,787	38,000-61,000

Name of Proposed Charter School: Thrive Center of Success

Name of Sponsoring Entity: Thrive with Autism

Position Title: Nurse-LPN

Reports to: Principal/Superintendent

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Adhere to requirements of confidentiality for students and employee records.
2. Complete and submit a wide variety of medical reports.
3. Communicate positively with all constituents including parents, staff and community members.
4. Keep accurate records and receipts of services rendered to students and employees.
5. Operate a variety of office equipment.
6. Follow all state, local and federal guidelines in completing assigned duties.
7. Insure all student records are in compliance with state and federal immunizations.
8. Take independent action in completing duties.
9. Support charter school goals and programs.
10. Any other duties assigned by the supervisor.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Thrive Center of Success

Name of Sponsoring Entity: Thrive with Autism

Position Title: General Education Teacher

Reports to: Principal/Superintendent

Salary Range: 41,000-59,900

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Magnolia, Montgomery County

Number of Students anticipated in year one: 105 In year five: 225

Minimum Qualifications Required:

Education Required: Bachelors degree from an accredited college or university

Experience Required: None

Certification Required: Valid teacher certification for assigned duties. If certification is in process, it must be obtained within one year.

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Pilot Point ISD	061903	Pilot Point	1,529	39,900-59,000
Godley ISD	126911	Godley	1,623	45,100-60,000
Krum ISD	061905	Krum	1,787	41,900-60,000

Name of Proposed Charter School: Thrive Center of Success

Name of Sponsoring Entity: Thrive with Autism

Position Title: General Education Teacher

Reports to: Principal/Superintendent

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Implements instructional activities that contribute to student engagement and academic growth.
2. Selects and modifies instructional resources to meet the needs of students with varying backgrounds and learning needs.
3. Insures student growth and achievement is continuous and appropriate for age group, subject area, and/or program.
4. Collaborates with peers to enhance the instructional environment and offers plans for improvement.
5. Assumes responsibility for meeting his/her coursework and school wide student performance goals.
6. Establishes and maintains cooperative working relationships with students, parents and community.
7. Models appropriate character traits and ethical maturity in leading students.
8. Meets professional obligations through efficient work habits such as meeting schedules and honoring deadlines.
9. Communicates effectively both orally and in writing with students, parents and other professionals on a regular basis.
10. Any other duties assigned.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Attachment 24: Teacher Evaluation Tool(s)

Provide any teacher evaluation tool(s) that have been developed.

Attachment 24: Teacher Evaluation Tool(s)

Provide any teacher evaluation tool(s) that have been developed.

We will be utilizing T-TESS at Thrive Center for Success. The resources we will be utilizing for this tool are located at:

https://teachfortexas.org/Views/Resources

T-TESS includes three components:

Goal-setting and professional development plan

The evaluation cycle (including: pre-conference, observation, post-conference)

Student growth measure

Attachment 25: Proposed School Calendar (Annual)

Provide the proposed calendar for the first year of operation, including the first and last day of school, any planned breaks, and the total number of minutes of instruction.

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2021/22 School Calendar

thrive with Autism

August 2021						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10		12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2022						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Professional Development

Aug 2-10, 2021
Oct 11, 2021
Jan 3, 2022
Feb 7, 2022
May 26-27, 2022

Instructional Days-180 days
Professional Development Days/Work Days-12

First and Last Day of School

First Day of School-Aug 11, 2021
Last Day of School-May 25, 2022

School Day-8:30am-3:30pm
Total Instructional Minutes-75,600

Holidays

Sep 6, 2021	Labor Day	Jan 17, 2022	Martin Luther King Day	May 30, 2022	Memorial Day
Nov 22-26, 2021	Thanksgiving	Feb 21, 2022	Presidents' Day		
Dec 20-31, 2021	Winter Break	Mar 7-11, 2022	Spring Break		

Attachment 26: Proposed School Schedules

Provide teacher and student versions of proposed school schedules for a sample day and a sample week.

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Attachment 26: Proposed School Schedules

Provide teacher and student versions of proposed school schedules for a sample day and a sample week.

Sample Teacher Daily Schedule thrive with Autism	
Language Arts 150 minutes *95 reading *55 Writing	Word study Read aloud Shared reading Independent reading Guided reading Writing mini lesson Guided writing Independent writing
Specials 120 minutes Recess 20 minutes Lunch 30 minutes P.E. 60 minutes	PE on Mondays Recess- no duty on Mondays Lunch- lunch duty
Math 90 minutes	Warm-up Guided math Independent work
Social Studies 25 minutes Science 30 minutes	Social Studies TEKS Science TEKS
Social Emotional Learning- 15 minutes	SEL and social skills

Teacher's Weekly Schedule thrive with Autism	
Language Arts 8:30-11:00	M-F Word study Read aloud Shared reading Independent reading Guided reading Partner reading
Specials Recess 11:00-11:30 Lunch 11:30-12:00 P.E. MWF 12:00-1:00 ASL TTH 12:00-1:00	PE on M W F Team Planning on W American Sign Language T TH Recess duty M W F Lunch duty T TH
Math 1:00-2:00	M-F Warm-up Guided math Independent work
Social Studies 2:00-2:30	M-F Social Studies TEKS
Science 2:30-3:00	M-F Science TEKS
SEL 3:00-3:20	M-F Social Emotional Learning
Wrap-up Dismissal 3:20-3:30	M-F Review Day Pack up backpacks Dismiss to waiting areas

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Sample Daily Student Schedule

8:30-8:45 Social Emotional

8:45-10:15 Language Arts: Reading

10:15-10:45 Recess/P.E.

10:45-12:15 Language Arts: Writing

12:15-12:45 Lunch

12:45-2:00 Math

2:00-2:30 Specials

2:30-3:00 Science

Sample Weekly Student Schedule				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:30-8:45 **Social Emotional** 8:45-10:15 **Language Arts: Reading** 10:15-10:45 **Recess/PE** 10:45-12:15 **Language Arts: Writing** 12:15-12:45 **Lunch** 12:45-2:00 **Math** 2:00-2:30 **PE** 2:30-3:00 **Science** 3:00-3:30 **Social Studies**	8:30-8:45 **Social Emotional** 8:45-10:15 **Language Arts: Reading** 10:15-10:45 **Recess/P.E.** 10:45-12:15 **Language Arts: Writing** 12:15-12:45 **Lunch** 12:45-2:00 **Math** 2:00-2:30 **ASL** 2:30-3:00 **Science** 3:00-3:30 **Social Studies**	8:30-8:45 **Social Emotional** 8:45-10:15 **Language Arts: Reading** 10:15-10:45 **Recess/P.E.** 10:45-12:15 **Language Arts: Writing** 12:15-12:45 **Lunch** 12:45-2:00 **Math** 2:00-2:30 **PE** 2:30-3:00 **Science** 3:00-3:30 **Social Studies**	8:30-8:45 **Social Emotional** 8:45-10:15 **Language Arts: Reading** 10:15-10:45 **Recess/P.E.** 10:45-12:15 **Language Arts: Writing** 12:15-12:45 **Lunch** 12:45-2:00 **Math** 2:00-2:30 **ASL** 2:30-3:00 **Science** 3:00-3:30 **Social Studies**	8:30-8:45 **Social Emotional** 8:45-10:15 **Language Arts: Reading** 10:15-10:45 **Recess/P.E.** 10:45-12:15 **Language Arts: Writing** 12:15-12:45 **Lunch** 12:45-2:00 **Math** 2:00-2:30 **PE** 2:30-3:00 **Science** 3:00-3:30 **Social Studies**

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Attachment 27: Proposed Admissions and Enrollment Policy

Provide a draft of an Admissions and Enrollment Policy, which should include the following:

- Brief summary of the application and enrollment processes.
- Non-discrimination statement to be included in the proposed school's admissions policy that meets the requirements of Texas Education Code §12.111(a)(5).
- Tentative start and end dates for the application window and the enrollment period. See Texas Education Code §12.117.
- Policies and 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.
- Enrollment deadlines and procedures, including an explanation of how the school will receive and process intent to enroll forms.
- Policies and procedures for the admission of students with a documented history of a criminal offense, a juvenile court adjudication, or discipline problems described in Subchapter A, Chapter 37. See Texas Education Code §12.111(a)(5)(A).
- Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
- Explanation of the purpose of any pre-admission activities for students or parents.

Enrollment deadlines and procedures. If the proposed school will specialize in the performing arts, discuss whether potential students must demonstrate artistic ability as a requirement for admission to the school. Texas Education Code §12.111(a)(5)(B) permits a charter school specializing in performing arts to have an admissions policy that requires a student to demonstrate artistic ability. In addition, Texas Education Code §12.1171 permits a charter school specializing in one or more of the performing arts to require an applicant to audition for admission to the school.

Admission Policy and Procedures
Thrive Center for Success

Admission to Thrive Center for Success shall be open to all students who reside within the geographic boundaries stated in the open-enrollment charter of the school and who are eligible for admission in accordance to applicable law.

When making admissions decisions, the school does not discriminate against students on the basis of: sex, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the child would otherwise attend in accordance with state law.

Admissions Eligibility

To be eligible for admission to Thrive Center for Success, applicants must reside in the following geographic boundaries which include Conroe ISD, Klein ISD, Magnolia ISD, Montgomery ISD, Spring ISD, and Tomball ISD.

As authorized by Texas Education Code §12.111(a)(5)(A), the School reserves the right to exclude from admission any scholar with a documented history of a criminal offense, a juvenile court adjudication, or discipline problems under Texas Education Code, Subchapter A Chapter 37.

To be eligible for a free prekindergarten class, a child must be at least three years of age on or before September 1 to enroll in an Early Education 3 class, and at least four years of age on or be September 1 of the current year to be eligible for an Early Education 4 class, and meet all other state requirements for attending a free prekindergarten class according to Texas Education Code §29.153(b)(1-7).

Submission of Application Deadline

Thrive Center for Success requires all applicants to submit a completed application form in order to be eligible for admission. The admission enrollment window is from December 1- February 1.

Thrive Center for Success' application will include:

1. Name of student
2. Birthdate
3. Parent/Guardian information
4. Address
5. Contact Information
6. Home school district
7. Current grade
8. Name of Siblings attending or applying for admission

9. Whether student has a documented history of a criminal offense, a juvenile court adjudication, or discipline problems as described in TEC Subchapter A, Chapter 37.

Admissions Lottery

An admissions lottery will be held the first Friday that follows February 1 if there are more than 105 students applying for admission. Each applicant will be assigned a number. The numbers will be placed in a container and randomly drawn one number at a time. Early Education 3 and Early Education 4 grades will cap out at 15.

Waitlists

Once all spaces have been filled by the lottery, drawings will continue to create the waitlist. Starting after February 1, applications submitted will be date stamped, and applicants will be offered in order of submission dates of their application.

Lottery Exemptions

As permitted by §100.1207(b) of Title 19 of the Texas Administration Code and the federal guidance on charter schools, the following categories of applicants are exempted from the lottery and shall be exempted in the following order:

1. Returning students already admitted or attending school;
2. Siblings of students already admitted to or attending the school, so long as the sibling's grade has space available;
3. Children of founders of the school, as long as the total number of students allowed constitutes only a small percentage of the total enrollment;
4. Children of employees of the school, as long as the total number of students allowed constitutes only a small percentage of the total enrollment.

Admission Notification

Families will be notified within 72 hours of the lottery of when a space becomes available. Families will receive a phone call, email, and mailed letter informing them of their admission. If a student is going to enroll, the parent or guardian must accept the enrollment within 10 school days of receiving notice.

Enrollment

Upon enrollment, Thrive Center for Success must receive the following documents within 30 days:

1. Verification of Residency
2. Immunization Records
3. Verification of student identity
4. School records if applicable

Texas Records Exchange (TRex)

Thrive Center for Success will request student records using TRex within 10 days of student enrollment, if they have previously attended a Texas public school.

Proof of Residency

Thrive Center for Success will require one proof of residency to make sure student is within geographic boundaries of our school. Proof of residency includes utility bills, lease or mortgage information, tax records, or other sources or documents demonstrating residency.

Re-Enrollment

Students previously enrolled at Thrive Center for Success who wish to re-enroll are subject to policies and procedures outlined above, including new application submission, lottery, and waitlist.

Transfers

Students transferring into Thrive Center for Success will be eligible under the above guidelines regarding enrollment rules and procedures outlined. School records must be received within 30 days.

Withdrawals

A withdrawal request form will need to be filled out by a legal parent or guardian to withdrawal a child. Information needed includes:

1. When your child will be leaving – please notify as early as possible.
2. Where you are going and the name of your child's new school and the city, state.

Attachment 28: Certificate of Occupancy for Facility

If the applicant has a certificate of occupancy for the identified facility, provide a copy.

Attachment 28: Certificate of Occupancy for Facility

If the applicant has a certificate of occupancy for the identified facility, provide a copy.

No documents are being provided because the sponsoring entity has not acquired the facility at this time.

Attachment 29: Evidence that Facility has been Secured

If the applicant currently owns the facility, has a lease, or has an MOU or other proof of intent to secure a specific facility, provide proof of the commitment.

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If the applicant currently owns the facility, has a lease, or has an MOU or other proof of intent to secure a specific facility, provide proof of the commitment.

No documents are being provided because the sponsoring entity has not acquired the facility at this time.

Attachment 30: Detailed Start-up Plan

Provide a detailed start-up plan for Year 0 (September 2020-August 2021).

Attachment 30: Detailed Start-Up Plan

Provide a detailed start-up plan for Year 0 (September 2020-August 2021).

Thrive Center for Success' plan is determined by the experience of the collective board member, consultant and proposed charter board President, Dr. Ronny Knox. We are informed of the TX requirements to open a fully functional and operating school and by other successful charter start-ups, such as Sam Houston State University Charter Schools in Texas. Below are the positions that will be responsible for managing, executing, and/or overseeing a task of opening the charter school. All board members are committed and willing to put effort into the launch of the charter school. The following three staff members will be present and available to coordinate the multitude of volunteers that are wanting to be apart of the opening of this school. Superintendent part-time @ $11,600 (4-month salaryPT, 3 month salary PT with more hours) for Start Up, beginning January 1, 2021. Contracted services @ $5,800 with Chief Financial Officer for Start-Up starting March 15. PEIMS Coordinator part-time: @ $3,200 (PT and then 200 hours @$16 prior to launch) for Start Up, starting April 1. Board of Directors: The Board of Directors Development training will cost $4,500 for board expenses and training. This is vital to the success of this charter school.

Board of Directors: During the start-up year, the board will

- Create annual schedule for Board Meetings by Sept 2020;
- Review, finalize, and adopt Board policies. Sept 2020;
- Establish priorities and yearly goals. Sept 2020;
- Establish incremental goals, including benchmarks and targets for start-up plan. Sept – Aug 2021;
- Establish deadlines for start-up plan priorities. Sept 2020;
- Monthly check ins on start-up deadlines. Ongoing;
- Board trainings on policies, systems and TEA requirements. Oct 2020;
- Create/adopt job description, performance review, evaluation process, set salary range, hire Superintendent; ratify bylaws, code of conduct, academic/financial goals; define roles by electing officers; define role of governance/management; define methods of communication; define decision making process; approve policies;; develop Board Calendar and committee schedule. Oct 2020.

FAMILY ENGAGEMENT/COMMUNICATIONS/ENROLLMENT- Thrive Center for Success has allotted $2,500 during Start-Up for student recruitment.

- The Superintendent and Board of Directors will
    - continue to identify and engage community organizations (such as Magnolia Chamber of Commerce, Villasport Athletic Club, medical clinics, Inspiration Ranch, etc). Jun 2020 and ongoing;
    - Update and improve website. Jul 2020 and ongoing;

- The Board Chair of the Sponsoring entity and assigned Board Members will:
    - Create communication systems between families, students, staff members. June 2020
    - Set up emails, newsletters, email list. June 2020
    - Write press release for lottery date to include Houston Chronicle, media outlets, canvassing community beginning October 2020 ongoing until June 2021;
    - Continue information sessions. November 2020;
    - Announce release of school application through social media/website/newspapers. November 2020;
    - Continue communication with local community members, focusing on seeking families with autism via email/social media. January 2020 - August 2021;

ENROLLMENT-

- The Superintendent and Board of Directors will:
    - work with community organizations to increase Thrive Center for Success' presence in the community. September 2020;
    - Conduct Lottery, April 2021
    - Inform Students of Lottery Results 24 hours later, April 2021

- Inform families within 24 hours. April 6, 2021.
    - The Superintendent will:
        - Increase community presence by holding many information meetings to increase families' awareness of Thrive Center for Success. January 2021 and ongoing;
        - Create enrollment forms. January 2021;
        - Launch live application through website and have common application available for pick-up at either our facility, if acquired by then, or a local organization, such as Wildwood United Methodist Church. January 1, 2021;
        - Announce deadline for application. Jan 1 2021;
        - Finalize lottery protocol, location, time. Date posted on website, mailed, and communicated to families. Jan 2021;
        - Continue to garner support by actively recruiting families via information sessions, public meetings, social media post, website, newspapers, canvassing. January 2021 – March 2021;
        - Deadline for applications. April 4, 2021.
        - If not at 105 students, continue meetings to increase enrollment. April – August 2021

FACILITIES – The Board of Directors and Superintendent will:

- Finalize facility plans. March 2021;
- If decision is to lease:
    - Negotiate lease agreements Mar 2021;

- Oversee necessary inspections, April 2021
- Obtain property insurance: July 2021
- Sign lease. Mar 2021; Effective August 1, 2021
- Map out school/classroom configurations. May 2021;
- Create emergency, fire drill, dismissal, arrival protocol. May 2021;
- Oversee final inspection. July 2021;
- Move in furniture. Aug 1, 2021.

FUNDRAISING – The Board is committed to raising $75,000 in Year 0 for additional revenue

- The Board of Directors will:
  - Continually work to identify local/national donors/organizations from which school will seek funding. Starting Feb 2020;
  - Identify potential grant writers for open funding opportunities. Aug/Sept 2020;
  - Submit funding proposals to identified organizations. Starting Aug/Sept 2020. (Or as soon as charter is awarded)

STAFF RECRUITMENT – We have allotted $1,500 in Start-Up.

- The Superintendent will:
  - Create Staff Handbook. Feb 2021;
  - Create/Update job descriptions. Feb 2021;
  - Research and finalize benefits package for staff. March 2021;
  - Attend recruiting events. Jan 2021 - August 2021;
  - Create job application portal on website. Feb 2021;
  - Post jobs on job search engines, social media outlets, websites, Houston Chronicle, and other local papers. Feb 2021;
  - Create interview protocol. Feb 2021;
  - Begin interviews starting with PEIMS Coordinator. Jan 2021;
  - Travel to local universities and colleges with education departments to build partnerships and recruit. Mar 2021;
  - Travel to programs, recruit at universities/colleges to inquire about certification programs/candidates certified in Special Education. Mar 2021;
  - Set benchmarks for hiring process. Feb 2021;
  - Continue interviews. Mar – July 2021;
  - Hire PEIMS Coordinator w/start date of April 1. Feb-Mar 2021;
  - PEIMS Coordinator begins training. April 2021;
  - Hire all staff members by July 2021;
  - Preparation for professional development. June 2021;
  - Contract external providers for training. June 2021;
  - Begin training staff. August 2021

ACADEMICS AND CURRICULUM – We have allotted $1,500 and $1,200 for pre-purchases in Start-Up year.

- The Superintendent will:
  - Finalize curriculum selection. June 2021;
  - Finalize curriculum alignment to TEKS. June 2021;

- Finalize Unit plans for each subject and scope and sequence. July 2021;
- Finalize Lifeworks guidelines. June 2021;
- Finalize lessons, exit tickets, assessments. June/July 2021;
- Finalize timeline for assessments and guidelines. June/July 2021

PROCUREMENT – Thrive Center for Success has allotted $5,000 for contracted services in our Start-Up year. Thrive Center for Success has allotted $30,734 for purchasing of equipment/furniture, phone lines, textbooks/workbooks, supplies and materials, technology and a used school van.

- The Superintendent will:
  - Create spreadsheet of necessary items to be purchased. Mar 2020;
  - Create procurement plan and timeline for all items. Mar 2020;
  - Request quotes from multiple vendors on furniture, equipment, materials. Mar 2021;
  - Request quotes from multiple vendors on books and classroom materials. April 2021;
  - Begin purchasing materials and curriculum. May 2021;
  - Purchase software systems for accounting, payroll, and student information systems. Mar 2021;
  - Create and establish inventory management systems. April 2021
  - Purchase iPads and iPad carts for students. May/June 2021;

SCHOOL CULTURE AND DISCIPLINE - No budget allocations needed.

- The Superintendent will:
  - Create and finalize school-wide behavioral expectations. Mar 2021;
  - Review and adjust discipline policy as needed and present to Board of Directors for final approval. May 2021
  - Create and finalize policies for student expectations within school, finalize daily and yearly schedule. May 2021;
  - Finalize Culture Handbook and present to the Board of Directors for final approval. May 2021
  - Finalize PD schedule. June 2021;
  - Finalize PD materials. June 2021;
  - Lead PD for staff. Aug 2021.

FINANCIAL MANAGEMENT – Thrive Center for Success allocated $5,800 for a part-time Chief Financial Officer during the Start-Up year.

- Board of Directors will:
  - Review and establish Conflict of Interest Policy. Sept 2020;
  - Define/create/adopt fiscal controls/financial policies to track daily against fraud/theft, assign check givers, writers, clearly define signature policies.
  - Establish internal controls for credit use/management of assets.
  - Finalize cash flow plan for year and ongoing, finalize payroll. Jan 2021;
- The Board of Directors, Chief Financial Officer, and Superintendent will:
  - Monitor and schedule monthly review of financial statements. Beginning April 2021;
  - Create and approve final budget for 2021 -2022 fiscal year. May 2021

- The Chief Financial Officer and Superintendent will:
    - Create systems for financial accounting in accordance w/FASRG. Mar-April 2021;
    - Organize Financial Accountability System Resource Guide accounting software compliant with regulations. Mar-April 2021;

CONTINGENCY PLAN –

- As needed, Thrive Center for Success will:
    - delay hiring of unnecessary staff;
    - Enter into payment plan w/vendors to reduce upfront expenses;
    - Rely more on outsourcing operations;
    - work with Board of Directors to raise additional funds.
    - Negotiate lease arrangements that defer payment and offer more money at a later date to the landlord.

Attachment 31: Financial Plan Workbook

Using the template provided on the Subchapter D application page, complete the Financial Plan Workbook.

Once complete, applicants are instructed to submit this attachment as follows:

> ***Hard Copy:*** print a hard copy of **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 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 $5,920 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 school is projecting.

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 the charter school has been executed, a county-district number has been assigned, and a grant application has been completed and negotiated.**

After these steps are complete, federal funds may only be accessed after a request for reimbursement has been submitted. Generally, 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.

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Thrive Center for Success
FINANCIAL PLAN WORKBOOK SUMMARY

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2021	2022	2023	2024	2025	2026
REVENUE						
Total State Revenue		$ 1,116,115	$ 1,272,371	$ 1,437,779	$ 1,595,935	$ 1,755,528
Total Federal Revenue		$ -	$ -	$ -	$ -	$ -
Total Local and Other Revenue	$ 75,000	$ -	$ -	$ -	$ -	$ -
TOTAL REVENUE	**$ 75,000**	**$ 1,116,115**	**$ 1,272,371**	**$ 1,437,779**	**$ 1,595,935**	**$ 1,755,528**
EXPENSES						
PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES						
Total Administrative Staff Personnel Costs	$ 20,600	$ 142,640	$ 168,912	$ 187,896	$ 191,654	$ 195,487
Total Instructional Personnel Costs	$ -	$ 523,090	$ 576,810	$ 667,000	$ 753,988	$ 816,695
Total Non-Instructional Personnel Costs	$ -	$ -	$ -	$ -	$ -	$ -
Total Payroll Taxes and Benefits	$ 4,666	$ 150,788	$ 168,906	$ 193,634	$ 214,188	$ 229,259
TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES	**$ 25,266**	**$ 816,518**	**$ 914,628**	**$ 1,048,531**	**$ 1,159,830**	**$ 1,241,442**
NON-PAYROLL RELATED EXPENSES						
Total Contracted Services	$ 5,000	$ 96,824	$ 101,405	$ 105,318	$ 109,384	$ 113,126
Total School Operations	$ 44,734	$ 36,550	$ 37,420	$ 46,353	$ 48,340	$ 50,431
Total Facilities Operations and Maintenance	$ -	$ 135,100	$ 136,425	$ 139,661	$ 142,985	$ 146,399
Reserves / Contingencies	$ -	$ 31,000	$ 32,550	$ 35,805	$ 39,386	$ 45,293
TOTAL NON-PAYROLL RELATED EXPENSES	**$ 49,734**	**$ 299,474**	**$ 307,800**	**$ 327,137**	**$ 340,094**	**$ 355,250**
TOTAL EXPENSES	**$ 75,000**	**$ 1,115,992**	**$ 1,222,428**	**$ 1,375,667**	**$ 1,499,924**	**$ 1,596,692**
NET OPERATING INCOME (before depreciation)	**$ 0**	**$ 123**	**$ 49,943**	**$ 62,112**	**$ 96,011**	**$ 158,836**
STUDENT ENROLLMENT						
Projected Student Enrollment		105	120	135	150	165
Revenue Per Pupil		$ 10,630	$ 10,603	$ 10,650	$ 10,640	$ 10,640
Expenses Per Pupil		$ 10,628	$ 10,187	$ 10,190	$ 9,999	$ 9,677

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Attachment 32: Budget Narrative

Provide a detailed budget narrative. Describe the assumptions behind the projections for revenue, staffing levels, and costs that are outlined in the Financial Plan Workbook.

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Attachment 32: Budget Narrative

Provide a detailed budget narrative. Describe the assumptions behind the projections for revenue, staffing levels, and costs that are outlined in the Financial Plan Workbook.

BUDGET NARRATIVE: The Financial Plan Workbook was created with an experienced charter consultant, Lori Manning along with collaborative input of both Elizabeth Goldsmith, President of Thrive With Autism and Dr. Ronny Knox, proposed chair of Thrive Center for Success' Charter School Board and current Superintendent of Sam Houston State University Charter School. The budget best reflects estimations that are current market value and necessary expenses charter schools will encounter in their early years of operations.

State Revenue: State revenue was calculated from the number of students entering Thrive Center for Success in years one through five. The start-up, YR 0, is calculated from funding commitments by the Board of Directors and a pledge of $75,000 contingent upon the charter award. All budgets use a conservative approach for funding through estimating an 80% ADA, children being assigned one PEIMS code for funding (resource, speech, etc) rather than multiple codes, and only 80 students having an IEP in an autistic focused learning environment. The yearly growth of Thrive is gained through natural matriculation and an expected waitlist. Being one of only a few schools in America that focuses education specifically to a population of children with special needs, namely Autism, Thrive expects to experience a market niche that other Texas charter schools may not be meeting. This creates a demand and a full enrollment based on the projections of 105 students year one to 225 students at capacity. Although the starting numbers are small, the budget is solid and actually carries reserves of over 61 days cash on hand (COH) after five years. The YR 1 state budget revenue is $1,116,115. Concluding in the workbook to YR 5 being $1,755,528.

Federal Revenue: No additional federal revenue was inserted in the Financial Workbook, however, additional Title monies, ESSA, IDEA, and other federal programs should be available to the Thrive Center for Success Charter School after the start of school and appropriate paperwork is completed.

Local and Other Revenue: YR 0 is fully relying on the pledges and effort of the Board of Directors. At this time, Thrive has a commitment of $75,000 upon approval of the charter by the State of Texas. The board intends to raise $75,000 in addition, but the charter budget has been submitted in the Gen 25 application only reflecting the guaranteed cash available to the school. This ensures the school works strictly from confirmed funds.

The expenses listed in both YR 0 and YR 1 reflect the basic needs of the charter school to allow it to be academically successful without gaining any additional Start-Up grants or other potential donated monies. The Thrive board is dedicated to pursuing fundraised money as well as applying for the Charter School Start-Up Grant. These revenues would offer a more enhanced budget, but currently the school could not only start, but flourish financially with the proposed charter budget submitted in this

application. Thrive Center for Success expects to receive additional funding at which time the approved budget would be altered to accept the additional revenue.

Expenses- Personnel: The start-up year involves a lead administrator working ten hours weekly for four months. This time period offers opportunity for student recruitment, community events and prepared paperwork as the school marches towards its opening. During the three months directly prior to the start of school, the Principal will be available 18-20 hours weekly. A CFO and PEIMS coordinator will also be working to prepare the school's reporting and accounting systems. Accounting and payroll process will be completed during an initial set-up period and then the CFO will be available ten hours weekly to continue the school launch. The PEIMS clerk will be trained on the SIS system and set-up with a similar process enabling operations to run smoothly on the first day of school. After the set-up is complete, he or she will be allotted 200 hours to support the operations of Thrive Center for Success. The board's goal is to have these three individuals both overlap in their times of service for collaboration, but also cover weekly hours to be available to the community for questions and information.

During the first school year, Thrive Center for Success expects to educate 105 students with the majority of children having been diagnosed with special needs. The anticipation of 80 students carrying an IEP in an Autistic emphasized school is conservative. Most students will experience accommodations or modifications at some level since parents are seeking specialized education for their unique situation. Due to the nature of the school, the general education population will be minimal. However, gen. ed. teachers must be available to meet the needs of the entire population since we are an open enrollment charter. Seven certified teachers will be hired. Class sizes are small and carry low ratios. To reach those desired numbers, seven paraprofessionals will be placed on staff, as well. There will be three elective teachers at ⅓ time each or one FT teacher covering all three of those positions to support the student population. Those positions will be determined based on certifications and skill sets. We understand it may be difficult to find one person qualified to teach PE, Life Skills and Sign Language, thus the willingness to employee Part-time teachers.

The Special Education teacher salary will average $44,000 while the general education and elective teacher will average $43,000. Paraprofessionals will average a salary of $23,000 and be used to assist classrooms, substitute and offer specific students who need more individualized supervision that support. As a learning community, 17 academic staff members in various positions (PT and FT) will be dedicated to the students of Thrive.

Through years two through five, Thrive Center of Success will offer a Cost of Living Raise at 2% for staff members. The staffing structure only increases based on the natural matriculation found year to year by adding the next class grade of students and new staff member. As the school matures, additional staff members are moved from .3 status to .5 and eventually a full time member onstaff. The school will not offer a full-time Superintendent until after the completion of year five unless the position is both warranted and funded with more than the projected revenues included in this workbook. The Thrive Board of Directors seeks to make efficient use of the public funds entrusted to the school.

Contracted Services: During the start-up year, expenses are minimal in this category. Setting up the accounting software is priority. The CFO will be responsible to provide appropriate chart of accounts and

GAAP required account structure. The software will be provided with necessary contract support. Payroll services and set-up through Sure-Pay will be obtained and that initial cost and four months of service will be $1500, as of January 2020. Legal fees in the start-up year will be provided at a budget amount of $1500. During the first operational year of the charter school, $5,000 has been projected for software management and on-going expenses/training and support. Thrive will engage an auditor to complete the state required audit, however, the first year audit will actually be completed and paid during YR 2. The audit amount is reflected in the YR 2 budget. During the school year and subsequent years, Thrive Center for Success will use their payroll services through Sure Pay. This will be managed by the CFO and approved by the Principal to offer an appropriate checks and balances.

Another important contracting obligation is the Special Education services necessary to serve the students and their 504'w/IEP's filled with Speech, OT, Dyslexia, among other services. According to our Enrollment projections in the Financial Workbook, it was determined 20 Speech students would attend Thrive. We wanted to reflect both the revenue and expense of those students. At $75 an hour with an estimation of 1 HR per student, the expense for Speech would run $1500 weekly. In a 36 week school year, that expense totals $54,000. OT and Dyslexia was also included in the projections at a combined cost of $21,600. Providing a school that works with special needs students also means helping student's find the best possible accommodations to enhance their educational pursuits. Evaluations are vital to keep all students current and protected to their academic pursuits. The projected cost of an evaluation is $2,000 per student. Five student evaluations have been placed in the YR 1 budget.

School Operations: During the start-up year, board training will be vital to assist the directors as they lead the newly formed school. Focusing on state expectations and requirements for board members is pertinent to the success of the school. $4,500 is allotted for board training recommended by TCSA. The board members believe in this education and plan to fundraise additional money to offer extra training and conference availability. Thrive is committed to a spirit of excellence and it begins with our leadership.

Classroom teaching supplies and manipulatives are necessary when working with children that have special needs. Seven academic classrooms and one elective classroom (shared by three .3 teachers) will be provided $1,000 each for their educational tools. The total cost budgeted for these teachers is $8,000. There is also a budgeted expenses for Special Education teachers and the resource classroom to provide materials and supplies. That amount is $1.200 per teacher totaling $6,000. Thrive Center for Success is aware that it will qualify for an E-MAT voucher for purchasing curriculum and textbooks. That is taken into account when placing money into the budget for YR 0 and YR 1. The E-MAT funding is offered every two years to school districts and charters, therefore it is important to supplement the remaining curriculums and textbook expenses through an allotment of $1,500 and $1,000 in YR 1. YR 2 through 5 is also supported through purchasing additional supplies at an increase that is commensurate to both the growth and replacement of supplies in a classroom. Each year teachers will be capable of adding to their tools for continued classroom use and sharing with other staff members.

Technology is vital for charter schools to function. Due to the population of students Thrive Center of Success serves, electronic devices are more priority for staff than students. However, the Board of

Directors with Thrive desire a cart of Apple IPAD Gen 3 (16 GB) devices available for use in classrooms. The cart will carry twenty devices and the IPADs can be bought at Walmart (January 2020) new for the price of $105 each. Our staff and teachers will also need computers totaling $3080 and projectors totaling $1370, in their classrooms. We apportioned seven projectors and eleven staff computers at $280 for each computer and $195 for each projector. YR 1 will follow with appropriate software licenses. Upon the conclusion of YR 2, Thrive will invest in additional technology based devices in the amount of $7,750. Each YR 3,4,and 5 will allow the school to expand its technical imprint. The school will be capable of purchasing $7,750 worth of equipment each of those school years.

Student success is important to the Board of Thrive Charter. Educating the whole child and offering funds to support an 'onsite field trip' values participation of all students. Celebrating red ribbon week and other important school wide events help promote the culture described in this application. To better serve all children at Thrive Center of Success, professional development will be offered for all staff members. $1,000 for YR 0 and $800 for YR 1 will provide necessary training for a small staff.

Another important expense that affects education is the use of transportation. Although Thrive Center for Success is not providing transportation or bussing school wide, the school will follow a child's IEP and provide transportation services for children whose ARD committee felt it was vital for education. The YR 0 has dedicated $5,434 for the purchase of a used minivan. That is followed with $3,000 in YR 1 to provide gasoline and insurance for the vehicle. Although the expectation is to have a newer van donated or more money fundraised to add to the budgeted amount, the Thrive Board is only working on committed funds from the pledged $75,000, at this time.

Another important category for the Thrive Center for Success is the recruitment commitment. This applies to both the student and staff recruitment needs. During the start-up year, $2,500 is dedicated to student recruitment. This will allow the school to meet the 105 student projection. Staff recruitment is just as important and the initial budget for staff is $1,000 in YR 0 and $400 for YR 1.

Facility Operation & Maintenance: School wide insurance that cover liabilities for all board, staff and teachers will be provided. Additional coverage will include directors and officers insurance, vehicle coverage, and other necessary insurances as seen in Attachment 37. The cost for this insurance is $3,500 for the school year.

Finding the right location to lease is important for the educational learning community. Currently the budget has $9,000 monthly and is seeking a location that offers space-enough for each classroom, ample bathroom locations and open areas for recess and PE. Thrive Center of Success has several leads and the projected budget allotment fits the average of these facilities. Janitorial services are important to keep the building clean and effective for a learning environment. These services will be contracted out at $8,000 for the year. Projected utilities should run $1,000 a month or $12,000 yearly.

Charter Schools must be mindful of the expenses they incur and create a contingency fund to protect the staff payroll and obligations that can occur. In the first year, $31,000 is saved in this fund. At a $6,200 per day amount, the $31,000 savings is 5 days cash on hand. With the projection of 'net operating income'

and the contingency fund/reserves added together, Thrive Center of Success is expected to amass 61 days of Cash or $383,479 at the end of its fifth year in operation. For a small school, this will be a tremendous commitment towards financial longevity and years of community impact.

Designed to educate the child and only budget the expected revenue at an 80% ADA, Thrive Center of Success is preparing to make a difference in the community through impacting families with autistic and special needs students. Responsible for adhering to best financial practices, following GAAP funding principles and seeking an "A" rating in Charter First, the Board of Directors for Thrive Center of Success commits to working diligently to use public funds in a manner that offers children a unique educational experience that promotes transparency and sound fiscal management.

Contingency Plan - Year Zero: We place many expenses for textbooks, furniture, and school materials to be purchased before the beginning of Year 1, saving money for Year 1 and building savings for the following years. Further, we will negotiate purchasing orders to ensure we get the best deal and thus save money. We will search for organizations, businesses, and other schools that may be wanting to donate furniture. We will apply for the CSP Start-Up Grant ($600,000 - $800,000) during startup year. Contingency Year 1 – 5: We place 5% annually in reserve for unexpected need. As needed, we will reduce the number of staff members using the same methods described in our staff and teacher recruitment narratives for an unanticipated staff shortage: Delay hiring of Operations Manager in Year 1; The Head of School will decrease salary; and we will outsource more operational needs.

Attachment 33: Evidence of Other Financial Support

Provide evidence of financial support from intended community partners such as:

- Letters of intent/commitment;
- Memoranda of understanding; and/or
- Contracts.

Applicants having no responsive documents to this attachment shall provide a statement on this attachment attesting, "The applicant has no documents in response to this attachment."

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Thrive with Autism

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (the "MOU" or "Memorandum"), is entered into on January 18, 2020 by and between all Board of Directors serving Thrive with Autism. The Board may be referred to individually as the "Party," or collectively, the "Parties."

1. MISSION

The Mission on which the Parties are intending to collaborate, has the following intended outcome in mind:

Will seek to raise $75,000 collectively for the Start-Up capital of the IRS non-profit 501C(3) Thrive with Autism.

2. PURPOSE AND SCOPE

The capital use for the funds are for YR 0, 2020-2021, in charter preparation and launch.

3. OBJECTIVES

The Parties shall endeavor to work together to develop and establish fundraisers, donor contacts and business resources that will promote and contribute to a public free charter school with the mission to educate every child. The board will market, fundraise, agree to necessary loans or advancements and strive to have all funds in the bank PRIOR to signing the charter contract with the State of Texas.

4. RESPONSIBILITIES AND OBLIGATIONS OF THE PARTIES

Each member of the Thrive board will give a full good faith effort to assist in raising, participating in community events and seeking donors to meet the expected objective.

5. TERMS OF UNDERSTANDING

The term of this Memorandum shall be for a period January 18, 2020 though fulfilment of the Agreement.

6. LIMITATION OF LIABILITY

No rights or limitation of rights shall arise or be assumed between the Parties as a result of the terms of this Memorandum.

7. GOVERNING LAW

This Memorandum shall be governed by and construed in accordance with the laws of the State of Texas.

8. AUTHORIZATION AND EXECUTION

The signing of this Memorandum does not constitute a formal undertaking, and as such it simply intends that the signatories shall strive to reach, to the best of their abilities, the goals and objectives stated in this MOU.

This Agreement shall be signed by and shall be effective as of the date first written above.

(Board Chair Signature)	1-19-2020 (Date)
Elizabeth Goldsmith (Board Member Signature)	1-20-2020 (Date)
Brenda Moore (Board Member Signature)	1-20-2020 (Date)
(Board Member Signature)	(Date)
(Board Member Signature)	(Date)

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Letter of Commitment

Board of Directors
Thrive With Autism
Thrive Center of Success Charter School

January 20, 2020

Board of Directors,

I believe in both the vision and project Thrive With Autism is implementing. Therefore, I am willing to commit $75,000 of my personal assets if necessary to the Start-Up budget upon the school being approved through the State of Texas. Please see the attached verification of the evidence of these assets.

I look forward to partnering with this 501c(3) board and new charter school.

Best Regards,

John Goldsmith

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PROPRIETARY MATERIAL

2 pages have been withheld

PLEASE NOTE: The responsive information contains proprietary information that can only be made available to you for viewing in person. Because the information indicates that it is proprietary, you may review this information in person during normal business hours at TEA. If you are interested in reviewing the proprietary information, please send an email to CharterSchools@tea.texas.gov to schedule an appointment.

Letter of Commitment and Pledge
Thrive with Autism

This letter is to certify that the cash contribution(s) below is committed to the Thrive with Autism. The contributions described will be made available to the Thrive between the dates of 1 JANUARY 2020 – 31 DEC 2020 [ ] [ ]. The undersigned further certifies that there is no expectation of compensation in return for the donations described such as a requirement that the contribution(s) be made as a provision in a contract or purchase order other than a tax-exempt receipt from the receiving entity. A loan to the school may be received, but must be paid back at fair market rate within a reasonable time period, as agreed by both parties.

Donor Commitment: $10,000.00 R. ADAM MOORE, MD

Address: 32526 AUTUMN FOREST CT

Donor's Signature: [signature] Date: 1/21/2020

Witness Name & Title of Representative: _____

Donor's Phone: 713-248-9779

Total cash contribution:	$ 10,000
Total loan proceeds:	$
Total of cash and loan:	$ 10,000

List each individual board member below. Use a continuation sheet if necessary.

List of Responsible Donors(s)/Board Members (Monetary, Fundraising or Lines of Credit)	**Contact Info** (phone number or email)	**Initials of Agreeance**

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Attachment 34: Audit Report

Provide a copy of the sponsoring entity's 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 2) found at, http://tea.texas.gov/Finance_and_Grants/Financial_Accountability/Financial__Accountability_System_Resource_Guide/.

Audit reports are not required for organizations that are less than one year old or for 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, the following:

- Statement of financial position
- Statement of activity
- Cash flow statement

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Balance Sheet

Thrive With Autism

As of Dec 31, 2019

ACCOUNTS	Dec 31, 2019
Assets	
Total Cash and Bank	$3,467.06
Total Other Current Assets	$0.00
Total Long-term Assets	$0.00
Total Assets	**$3,467.06**
Liabilities	
Total Current Liabilities	$0.00
Total Long-term Liabilities	$0.00
Total Liabilities	**$0.00**
Equity	
Total Other Equity	$0.00
Total Retained Earnings	$3,467.06
Total Equity	**$3,467.06**

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prepared 1-21-20

Profit and Loss

Thrive With Autism

Date Range: Jan 01, 2019 to Dec 31, 2019

ACCOUNTS	Jan 01, 2019 to Dec 31, 2019
Income	
Direct Public Support – Individual Contributions	$5,500.00
Total Income	**$5,500.00**
Total Cost of Goods Sold	**$0.00**
Gross Profit	**$5,500.00**
As a percentage of Total Income	**100.00%**
Operating Expenses	
Bank Fees	$5.00
Contract Services	$1,001.00
Marketing	$250.00
Postage & Delivery	$485.40
Travel Expense	$291.54
Total Operating Expenses	**$2,032.94**
Net Profit	**$3,467.06**
As a percentage of Total Income	**63.04%**

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1-21-20 prepared

Cash Flow

Thrive With Autism

Date Range: Jan 01, 2019 to Dec 31, 2019

CASH INFLOW AND OUTFLOW	Jan 01, 2019 to Dec 31, 2019
Operating Activities	
Sales	
Direct Public Support – Individual Contributions	$5,500.00
Total Sales	**$5,500.00**
Purchases	
Bank Fees	-$5.00
Contract Services	-$1,001.00
Marketing	-$250.00
Postage & Delivery	-$485.40
Travel Expense	-$291.54
Total Purchases	**-$2,032.94**
Inventory	
Total Inventory	**$0.00**
Payroll	
Total Payroll	**$0.00**
Sales Taxes	
Total Sales Taxes	**$0.00**
Other	
Total Other	**$0.00**
Net Cash from Operating Activities	**$3,467.06**

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Investing Activities	
Property, Plant, Equipment	
Total Property, Plant, Equipment	**$0.00**
Other	
Total Other	**$0.00**
Net Cash from Investing Activities	**$0.00**

Financing Activities	
Loans and Lines of Credit	
Total Loans and Lines of Credit	**$0.00**
Owners and Shareholders	
Total Owners and Shareholders	**$0.00**
Other	
Total Other	**$0.00**
Net Cash from Financing Activities	**$0.00**

OVERVIEW

Starting Balance	
CHECKING	$0.00
Total Starting Balance	**$0.00** **As of 2019-01-01**
Cash Inflow	$5,500.00
Cash Outflow	$2,032.94
Net Cash Change	**$3,467.06**
Ending Balance	
CHECKING	$3,467.06

7 of

OVERVIEW

Total Ending Balance	**$3,467.06** **As of 2019-12-31**

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prepared 1-21-20

Attachment 35: Credit Report

Provide a copy of the sponsoring entity's credit report dated within the last six months. If the entity was incorporated prior to January 1, 2018, but has no credit history, a response from one of the credit rating bureaus (Equifax, Experian, TransUnion) must be attached indicating the entity has no credit history.

If the sponsoring entity was incorporated after January 1, 2018, a credit report is not required. Instead, the applicant shall provide a statement on this attachment attesting, "No documents are being provided because the sponsoring entity was incorporated after January 1, 2018."

Attachment 35: Credit Report

Provide a copy of the sponsoring entity's credit report dated within the last six months. If the entity was incorporated prior to January 1, 2018, but has no credit history, a response from one of the credit rating bureaus (Equifax, Experian, TransUnion) must be attached indicating the entity has no credit history.

If the sponsoring entity was incorporated after January 1, 2018, a credit report is not required. Instead, the applicant shall provide a statement on this attachment attesting, "No documents are being provided because the sponsoring entity was incorporated after January 1, 2018."

Thrive Center of Success has "no documents being provided because the sponsoring entity was incorporated after January 1, 2018." The incorporation of the sponsoring entity is July 17, 2019.

Attachment 36: IRS Form 990, Form 990-N, or Form 990-EZ

Provide 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 36: IRS Form 990, Form 990-N, or Form 990-EZ

Provide 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.

Thrive Center of Success was formed on July 17, 2019 and has just completed its end of year on December 31, 2019. No 990 EZ or other form has been generated yet due to the new formation of this 501 c(3).

Attachment 37: Plan for Insurance Coverage

Provide a list of the types of insurance coverage the school will secure, including a description of the levels of coverage.

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Attachment 37: Plan for Insurance Coverage

Provide a list of the types of insurance coverage the school will secure, including a description of the levels of coverage.

Provide a list of the types of insurance coverage the school will secure, including a description of the levels of coverage.

Personnel:

Thrive Center for Success will get health coverage for personnel from the state (TRS-Active Care) or find an equally alternative health care option for its eligible staff members. An 8% contribution has been budgeted from gross salary to contribute to the employees portion and reduce the required amount necessary to participate. We hope to make health insurance obtainable to all who choose to participate in the Thrive plan.

Workman's compensation and Employer's Liability Insurance or Occupational Accident insurance will be obtained through a third party.

Business, Assets, Officers and Facility Contents:

A. General Liability- Including bodily Injury, Property Damage (as related to the condition of the Property)

a. Each Occurrence: $1,000,000

b. General Aggregate: $2,000,000

B. Automobile Liability Insurance – Covering any motor vehicles, whether owned, non-owned, or hired.

a. Combined Single Limits – Each Accident $1,000,000

C. Worker's compensation and Employer's Liability Insurance or Occupational Accident insurance when applicable

D. Trustees and Officers Liability

a. Each Occurrence: $1,000,000

b. Sexual Misconduct $1,000,000

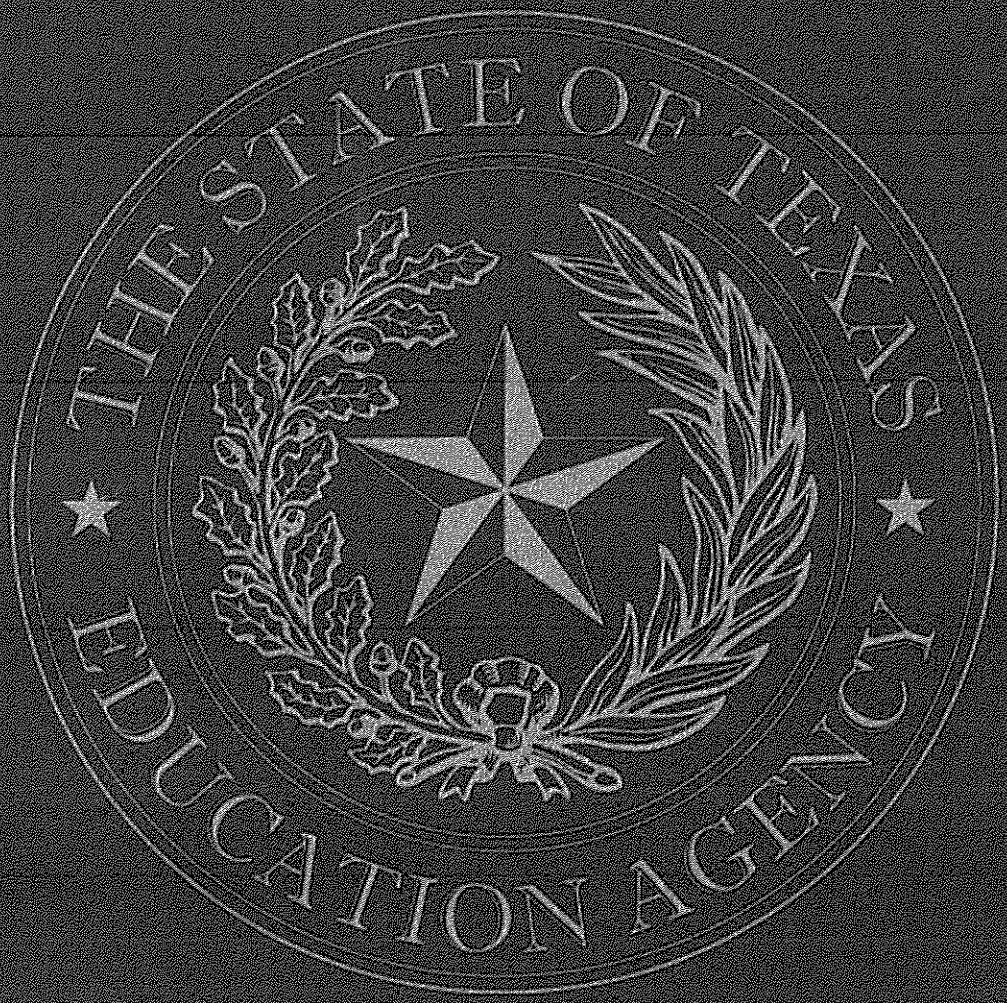
E. Disability-Provided for employees to opt in

F. Umbrella- (GAP coverage for Business Liability)

a. Each Occurrence: $5,000,000

GENERATION 25

OPEN-ENROLLMENT CHARTER APPLICATION



SPECIAL ASSURANCES

OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION
Generation Twenty-Five
Special Assurances Document

Sponsoring Entity: Thrive With Autism

Proposed Charter School Name: Thrive Center for Success

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

EG 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.

EG 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

EG 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

EG 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 62.001(5) Code of Criminal Procedure.

IV. Annual Training Requirements

EG 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

EG 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

EG 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: Thrive With Autism

Proposed Charter School Name: Thrive Center for Success

VII. Admission and Enrollment

EG 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.

EG 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.

EG 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.

EG 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.

EG 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)

EG The proposed charter holder assures that a public meeting will be held, in accordance with the requirements outlined in Attachment 6 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

EG 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.

EG 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: Thrive With Autism

Proposed Charter School Name: Thrive Center for Success

EG 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).

EG 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. Ready to Open Check-List

EG The proposed charter holder understands, upon any subsequent approval and award of charter, that a ready-to-open check list may be required to complete prior to final approval for the opening of any campus.

XI. Postponement of Opening

EG The proposed charter holder understands that any request for the postponement of opening shall be denied if the founding Board no longer constitutes the governing Board at the time of the request.

XII. Federal and State Funding

EG 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.

EG 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.

EG 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.

XIII. Required Disclosure

EG 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.

Sponsoring Entity: Thrive With Autism

Proposed Charter School Name: Thrive Center for Success

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.

Elizabeth Goldsmith

Printed Name of Sponsoring Entity Board Chair

Elizabeth Goldsmith

Signature of Sponsoring Entity Board Chair

1-20-2020

Date

New Charter School Application Financial Plan Workbook Instructions

General Instructions and Notes

- **Colors for tabs and cells may be different on MAC computers and Apple products.**
- Complete all four tabs in GREEN. The BLUE tabs are informational only and do not require data entry.
- For MAC users, the BLUE tabs are **Budget**, **Financial Plan Workbook Summary**, **SOF**, and **Payment Formula Example**. All other tabs are GREEN data entry tabs.
- Formula driven cells are locked and should remain locked. Enter information into the GRAY cells ONLY.
- For MAC users, the GRAY cells may appear blue.
- Cells containing RED triangles in the upper right corner contain guidance on that particular line item.
- All **Notes** and **Notes and Descriptions of Assumptions** cells are editable. Adding as much detail as possible in these columns is encouraged. All Notes and Notes and Descriptions of Assumptions should be verifiable with support documents if requested by TEA.

School Info Tab

- Enter the Lead Applicant's name, email address, and phone number.
- In the row **Start-Up (Year 0) Fiscal Year End**, enter the fiscal year the proposed charter school will be in for it's startup year.
- In the row **Year One Fiscal Year End**, enter the fiscal year the school will be in for its first operational year.
- In the row **Fiscal Year End Date**, use the drop-down list box to select the proposed charter school fiscal year end date.
- In the row **Total School Year Minutes**, enter the number of minutes the proposed charter school will be open for operation.

Enrollment Tab

- **Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.**

ENROLLMENT Section

- Enter the anticipated enrollment for the proposed school by grade and year in the GRAY cells only. The anticipated enrollment for all five years is mandatory because those enrollment assumptions will directly impact the five year budget/operational plan.

- Enter the anticipated average daily attendance (ADA) percentage by year.
- **WARNING** - Enter conservative and realistic enrollment numbers. The state funding for your proposed charter school will be adjusted to your actual ADA, not your budgeted ADA! If you enter ambitious enrollment numbers or your estimated enrollment numbers are not realistic compared to your waiting list of students within commuting distance, then your projections may be invalid. Additionally, your enrollment numbers may change frequently during the school year. Over budgeting revenue is the most frequent cause of financial distress for charter holders.

STUDENT POPULATION Section

- Enter the anticipated number of students for each population designation by year in the gray cells only. The numbers entered will automatically generate the percentage of students anticipated for that designation based on the total enrollment entered.

TRANSPORATION Section

- Enter the anticipated transporation allotments for the specified programs.

Personnel Tab

- **Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.**
- Column C - Enter the position description.
- Column D - Select the category for the position entered in column C from the drop down list box. Categories listed in the drop down box align with the **Start-Up, Y1, & Assumptions** and **Budget** tabs.
  ***PLEASE NOTE** - Before selecting a category, be sure to review the **Budget** tab to see where each category falls in terms of the Personnel section.*
- Column E - Enter the starting salary for each position.
- Columns F - K - Enter the number of full-time equivalents (FTE) for each position for the given year.
- Coumn M - Enter any notes related to each position.
- Cells P10 - S10 - Enter the anticipated percentage of salary increases for each year. Salaries for each position for each year will be automatically generated based on the yearly raise percentages entered in the worksheet.

Start-Up, Y1, & Assumptions Tab

- **Enter information into the GRAY cells ONLY. All other cells are locked and should remain locked.**
- Column C - All line descriptions are locked and are to remain locked except those shaded gray and labeled **Custom**. **Custom** cells can be edited by the applicant.
- Columns E - F - Enter budgeted amounts for the proposed charter school in column E for the start-up year (Year 0) and in column F for Year 1.
- Columns H - M - Enter the percentage increase OR decrease that is anticipated for each line item from year to year.
  ***PLEASE NOTE** - The percentages entered in the PAYROLL TAXES AND BENEFITS section are for the percentage of total payroll for that particular year and NOT the percentage of increase from year to year.*
- Enter any notes and descriptions of assumptions that need further explanation.

Budget Tab

- ALL revenues and expenses are automatically calculated based on the **Enrollment**, **Personnel**, and **Start-Up, Y1, & Assumptions** tabs.

- No data should be entered on this tab.

Financial Plan Workbook Summary Tab

- ALL revenues and expenses are automatically calculated based on the **Enrollment**, **Personnel**, and **Start-Up, Y1, & Assumptions** tabs.

- No data should be entered on this tab.

SOF Tab

- Summary of Finances (**SOF**) tab displays the estimate for Total State Aid.
- No data should be entered on this tab.

Payment Formula with Example Tab

- Actual cash flows are based on average attendance for each 6 week period reported to TEA. If you experience a substantial change in enrollment during the year, your ADA will change and so will your payments.
- No data should be entered on this tab.

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Proposed Charter School Name

NEW CHARTER SCHOOL APPLICATION FINANCIAL PLAN WORKBOOK

Lead Applicant Name:	Elizabeth Goldsmith	
Contact Email:	eagoldsm1@comcast.net	
Contact Phone:	713.501.0052	
Start-Up (Year 0) Fiscal Year End:	2021	*Enter the 4-digit year (XXXX)*
Year One Fiscal Year End:	2022	*Enter the 4-digit year (XXXX)*
Fiscal Year End Date:	June 30	*Select date*
Total School Year Minutes:	75,600	*Enter the number of minutes (e.g., 75,600)*

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ESTIMATE OF STATE AID ENTITLEMENT INPUT

ENROLLMENT	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025	Year 5 2026
Pre-Kindergarten **(Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)**	15.00	15.00	15.00	15.00	15.00
Kindergarten	18.00	18.00	18.00	18.00	18.00
1st Grade	18.00	18.00	18.00	18.00	18.00
2nd Grade	18.00	18.00	18.00	18.00	18.00
3rd Grade	18.00	18.00	18.00	18.00	18.00
4th Grade	18.00	18.00	18.00	18.00	18.00
5th Grade		15.00	15.00	15.00	15.00
6th Grade			15.00	15.00	15.00
7th Grade				15.00	15.00
8th Grade					15.00
9th Grade					
10th Grade					
11th Grade					
12th Grade					
Total Number of All Students Enrolled (Average Membership)	**105.00**	**120.00**	**135.00**	**150.00**	**165.00**
Total Number of High School Students Enrolled	**-**	**-**	**-**	**-**	**-**
Average Daily Attendance (ADA) %	**80%**	**80%**	**80%**	**80%**	**80%**
Average Daily Attendance (ADA)	**84.00**	**96.00**	**108.00**	**120.00**	**132.00**
Percent change YOY		14%	13%	11%	10%

STUDENT POPULATION — Data for the following fiscal years must be based on reasonable estimates and projections.

Special Education Data:	2022	EYS 2022	2023	EYS 2023	2024	EYS 2024	2025	EYS 2025	2026	EYS 2026
Number Enrolled in Homebound	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Hospital Class	-	-	-	-	-	-	-	-	-	-
Number Enrolled in Speech Therapy	20.00	-	24.00		29.00		32.00	-	36.00	-
Number Enrolled in Resource Room	52.00	-	60.00		77.00		87.00	-	92.00	-
Number Enrolled in Self-Contained Mild/Mod/Sev	3.00	-	3.00		4.00		4.00	-	8.00	-
Number Enrolled in Full-Time Early Childhood	7.00	7.00	7.00	7.00	7.00	7.00	7.00	7.00	7.00	7.00
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	8.00		10.00							
Special Education Student Count (SPED)	**90.00**	**7.00**	**104.00**	**7.00**	**117.00**	**7.00**	**130.00**	**7.00**	**143.00**	**7.00**
Special Education Student Count %	**85.71%**	**6.67%**	**86.67%**	**5.83%**	**86.67%**	**5.19%**	**86.67%**	**4.67%**	**86.67%**	**4.24%**
Percent change YOY			16%	0%	13%	0%	11%	0%	10%	0%

Career and Technology (C&T) Data:	2022	Advanced C&T FTE 2022	2023	Advanced C&T FTE 2023	2024	Advanced C&T FTE 2024	2025	Advanced C&T FTE 2025	2026	Advanced C&T FTE 2026
Number Enrolled in One-hour Class	-	-	-		-		10.00		20.00	
Number Enrolled in Two-hour Class	-	-								
Number Enrolled in Three-hour Class	-	-								
Number Enrolled in Four-hour Class	-	-								
Number Enrolled in Five-hour Class	-	-								
Number Enrolled in Six-hour Class	-	-								
Career & Technology Students Enrolled	-	-	-	-	-	-	**10.00**	-	**20.00**	-
% of Career & Technology Students							**6.67%**		**12.12%**	
Percent change YOY			0%	0%	0%	0%	0%	0%	100%	0%

Gifted and Talented, Pregnancy Related, & Bilingual/ESL Data:	Data for the following fiscal years must be based on reasonable estimates and projections.				
	2022	2023	2024	2025	2026
Number Gifted and Talented Students Enrolled	4.00	4.00	5.00	5.00	6.00
% of Gifted and Talented Students Enrolled	**3.81%**	**3.33%**	**3.70%**	**3.33%**	**3.64%**
Number of Pregnancy Related Students	-				
% of Pregnancy Related Students Enrolled					
Number of Students Enrolled in Bilingual/ESL	7.00	7.00	8.00	9.00	10.00
% of Students Enrolled in Bilinguel/ESL	**6.67%**	**5.83%**	**5.93%**	**6.00%**	**6.06%**

Special Education Error Check					
Career and Technology Error Check					

Compensatory Education Enrollment	30.00				

TRANSPORTATION	2022	2023	2024	2025	2026
Regular Program Transportation Allotment	-	-	-	-	-
Special Education Program Transportation Allotment	5	5	6	6	7
Career and Technology Program Transportation Allotment	-	-	-	-	-
Transportation Total	**5**	5	6	6	7
Percent change YOY		0%	20%	0%	17%

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PERSONNEL

Position Description	Position Category (Categories align with the categories on the Five Year Budget)	Year Count	Number of FTEs						Notes	Total of Salaries					
			Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5		Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
		FYE	2021	2022	2023	2024	2025	2026		2021	2022	2023	2024	2025	2026
		Starting Salary								Yearly Raise %					
			# of FTEs	# of FTEs	# of FTEs	# of FTEs	# of FTEs	# of FTEs		0.0000%	0.0000%	2.0000%	2.0000%	2.0000%	2.0000%
Superintendent	Executive Management	$ 58,000	0.2	1.0	1.0	1.0	1.0	1.0	This position acts as	$ 11,600	$ 58,000	$ 59,160	$ 60,343	$ 61,550	$ 62,781
Principal	Instructional Management	$ 53,000	0.0	0.0	0.0	0.0	0.0	0.0	Combined with Superintendent	$ -	$ -	$ -	$ -	$ -	$ -
BCBA Student Management	Deans, Directors & Coordinators	$ 50,000	0.0	0.7	0.7	1.0	1.0	1.0	BCBA is a Board Certified	$ -	$ 33,500	$ 35,700	$ 52,020	$ 53,060	$ 54,122
Classroom Certified Special Ed Teacher	Teachers - SPED	$ 44,000	0.0	4.0	5.0	6.0	7.0	8.0	Texas Certified Specialists	$ -	$ 176,000	$ 224,400	$ 274,666	$ 326,852	$ 381,016
Classroom General Ed Teacher	Teachers - Regular	$ 43,000	0.0	3.0	3.0	3.0	3.0	3.0	Texas Certified Teachers	$ -	$ 129,000	$ 131,580	$ 134,212	$ 136,896	$ 139,634
Resource Teacher	Teachers - SPED	$ 43,000	0.0	0.3	0.3	0.5	0.5	0.5	Texas Special Education	$ -	$ 14,190	$ 13,158	$ 22,369	$ 22,816	$ 23,272
PE Teacher	Teachers - Regular	$ 44,000	0.0	0.3	0.3	0.3	0.3	0.3	Carries role of Elective Teacher	$ -	$ 14,520	$ 13,464	$ 13,733	$ 14,008	$ 14,288
Sign Language	Teachers - Regular	$ 43,000	0.0	0.3	0.3	0.3	0.3	0.3	Carries role of Elective Teacher	$ -	$ 14,190	$ 13,158	$ 13,421	$ 13,690	$ 13,963
Life Skills Teacher	Teachers - SPED	$ 43,000	0.0	0.3	0.3	0.3	0.3	0.3	Carries role of Elective Teacher	$ -	$ 14,190	$ 13,158	$ 13,421	$ 13,690	$ 13,963
CFO	CFO / Director of Finance	$ 58,000	0.1	0.3	0.4	0.4	0.4	0.4	Manages Financial Operations	$ 5,800	$ 19,140	$ 23,664	$ 24,137	$ 24,620	$ 25,112
PIEMS/Secretary	Administrative Staff	$ 32,000	0.1	1.0	1.0	1.0	1.0	1.0	Student Data and School	$ 3,200	$ 32,000	$ 32,640	$ 33,293	$ 33,959	$ 34,638
Administrative Assistant	Administrative Staff	$ 23,000	0.0	0.0	0.3	0.3	0.3	0.3	Assistant to the Executive	$ -	$ -	$ 7,038	$ 7,179	$ 7,322	$ 7,469
Paraprofessionals/TA	Teaching Assistants	$ 23,000	0.0	7.0	7.0	8.0	9.0	9.0	Registered Behavior Technician	$ -	$ 161,000	$ 164,220	$ 191,434	$ 219,670	$ 224,063
Nurse LPN	Other - Administrative	$ 35,000	0.0	0.0	0.3	0.3	0.3	0.3	Certified LPN for medicine	$ -	$ -	$ 10,710	$ 10,924	$ 11,143	$ 11,366
Substitute Teacher	Substitute Teachers	$ 12,000	0.0	0.0	0.3	0.3	0.5	0.5	Para's will perform subbing in	$ -	$ -	$ 3,672	$ 3,745	$ 6,367	$ 6,495
		$ -	0.0	0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -	$ -
		$ -	0.0	0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -	$ -
		$ -	0.0	0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -	$ -
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Total		$ 604,000	0.4	18.3	20.2	22.7	24.9	25.9		$ 20,600	$ 665,730	$ 745,722	$ 854,897	$ 945,642	$ 1,012,182

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REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS							
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Notes and Descriptions of Assumptions for Start-Up Year	Notes and Descriptions of Assumptions for Year 1 through Year 5
	2021	2022	2021	2022	2023	2024	2025	2026		
			Enter the % change below for which the amount entered in column F should change each year. Consider using the % changes in the Enrollment Tab.							
REVENUE										
TOTAL STATE REVENUES		1,116,115			14.00%	13.00%	11.00%	10.00%	This is the amount of money raised in support by the	The Percent change in Enrollment was used to
TOTAL FEDERAL REVENUES					0.00%	0.00%	0.00%	0.00%		Will add to budget upon award of Title I, II or III money during first year
TOTAL LOCAL & OTHER REVENUES	75,000				0.00%	0.00%	0.00%	0.00%		Fundraising will continue to occur by the Board of Directors. Will include in the budget upon receipt.
TOTAL REVENUE	$ 75,000	$ 1,116,115								
EXPENSES										
ADMINISTRATIVE STAFF PERSONNEL COSTS										
Executive Management	11,600	58,000							PT -10 Hrs wkly, 4 months, 18hrs wkly, 3 months	COMBINED as Principal duties
Instructional Management	-	-								
Deans, Directors & Coordinators	-	33,500								BSBA is a Board Certified Behavior Specialist for Student Management-(Autistic Specialist)
CFO / Director of Finance	5,800	19,140							$1000 Accounting set-up, 4 months 10 Hrs wkly	PT Position Manages Financials, Payroll, Payables and Charter First Requirements/Ratings
Operation / Business Manager	-	-								
Administrative Staff	3,200	32,000							SIS set up $1000, 200 Hrs @$16 HR	PEIMS and School Secretary
Other - Administrative	-	-								
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	$ 20,600	$ 142,640								
INSTRUCTIONAL PERSONNEL COSTS										
Teachers - Regular	-	157,710								Average salary $43,000
Teachers - SPED	-	204,380								Average salary $44,000
Substitute Teachers	-	-								
Teaching Assistants	-	161,000								Average salary $23,000
Specialty Teachers	-	-								
Aides	-	-								
Therapists & Counselors	-	-								
Other - Instructional	-	-								
TOTAL INSTRUCTIONAL PERSONNEL COSTS	$ -	$ 523,090								
NON-INSTRUCTIONAL PERSONNEL COSTS										
Nurse	-	-								
Librarian	-	-								
Custodian	-	-								
Security	-	-								
Other - Non-Instructional	-	-								
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	$ -	$ -								
TOTAL PERSONNEL EXPENSES	$ 20,600	$ 665,730								
			For each line item in the Payroll Taxes and Benefits section, enter the % of Total Personnel Expenses that line item should represent.							
PAYROLL TAXES AND BENEFITS										
Social Security	1,277	41,275	6.20%	6.20%	6.20%	6.20%	6.20%	6.20%	6.20%	6.20%
Medicare	299	9,653	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%
State Unemployment	556	17,975	2.70%	2.70%	2.70%	2.70%	2.70%	2.70%	2.70%	2.70%
Worker's Compensation Insurance	268	8,654	1.30%	1.30%	1.30%	1.30%	1.30%	1.30%	1.30%	1.30%
Custom Other Tax #1	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Custom Other Tax #2	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Health Insurance	1,648	53,258	8.00%	8.00%	8.00%	8.00%	8.00%	8.00%	8%	Employees would choose to opt in for healthcare through the school. They may also choose to decline.
Dental Insurance	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Vision Insurance	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Life Insurance	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Retirement Contribution	618	19,972	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%	3%	3% Contribution though Valic System for employees
Custom Fringe #1	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Custom Fringe #2	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		

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REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS							
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Notes and Descriptions of Assumptions for Start-Up Year	Notes and Descriptions of Assumptions for Year 1 through Year 5
	2021	2022	2021	2022	2023	2024	2025	2026		
TOTAL PAYROLL TAXES AND BENEFITS	$ 4,666	$ 150,788								
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	$ 25,266	$ 816,518								

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REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS							
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Notes and Descriptions of Assumptions for Start-Up Year	Notes and Descriptions of Assumptions for Year 1 through Year 5
	2021	2022	2021	2022	2023	2024	2025	2026		
			Enter the % change below for which the amount entered in column F should change each year.							
CONTRACTED SERVICES										
Accounting / Audit	2,000	5,000			3.00%	3.00%	3.00%	3.00%	Software expense-Set up paid through CFO ($1000)	Software Management and Expense/training
Legal	1,500	3,500			3.00%	3.00%	3.00%	3.00%	Legal fees for start-up	School Year legal fees
Management Company Fee	-	-			0.00%	0.00%	0.00%	0.00%		
Nurse Services	-	500			5.00%	5.00%	5.00%	5.00%		Bandaids, First Aid supplies on site
Food Service / School Lunch	-	-			0.00%	0.00%	0.00%	0.00%		
Payroll Services	1,500	3,000			2.00%	2.00%	2.00%	2.00%	Set up $500, 4 mo. payroll services $250/mo Surepay	Monthly Expense- Sure Pay $250
Special Ed Services	-	84,824			5.00%	4.00%	4.00%	3.50%		20 stud. SPEECH 1 HR wkly@$75hr=$1500 or 36 wks=$54K ; 3 stud.OT 1 HR wkly@$75hrs=$225 for 36 wks=$8100; 5 stud; DYSLEXIA 1HR wkly@$75hrs=$375 for 36 wks=$13,500; 5 stud. EVALUATION $2,000= $10,000
Titlement Services (i.e. Title I)	-	-			0.00%	0.00%	0.00%	0.00%		
Custom Contracted Services #1	-	-			0.00%	0.00%	0.00%	0.00%		
Custom Contracted Services #2	-	-			0.00%	0.00%	0.00%	0.00%		
Custom Contracted Services #3	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL	$ 5,000	$ 96,824								
SCHOOL OPERATIONS										
Board Expenses	4,500	600			0.00%	5.00%	5.00%	5.00%	Board Training	
Classroom / Teaching Supplies & Materials	-	8,000			2.00%	5.00%	10.00%	10.00%		7 academic classrooms 1 Elective Classroom- $1,000 ea
Special Ed Supplies & Materials	-	6,000			2.00%	3.00%	3.00%	3.00%		4 teachers and 1 resource rm- $1,200 for manipul each
Textbooks / Workbooks	1,500	1,000			5.00%	3.00%	3.00%	3.00%	Amt is taking into account the E-MAT funds every 2 yrs	Amt is taking into account the E-MAT funds every 2 yrs
Supplies & Materials other	1,200	4,000			2.00%	3.00%	3.00%	3.00%	Initial suppies for beginning of school	Teacher computers-$
Equipment / Furniture	18,000	2,000			5.00%	5.00%	5.00%	5.00%	9 classrooms, $2,000 per classroom for desks, chairs, tables, teacher desks, bookcase, and supplies-Cost breakdown in Start-up narrative	Staples, paperclips, pens and other classroom supplies needed by staff for daily work
Telephone	300	5,000			0.00%	2.00%	2.00%	2.00%		
Technology	7,000	250			0.00%	3000.00%	0.00%	0.00%	Staff HP computers -11 @$280=$3080;Apple IPAD 3 $105 @20=$2100; Cart$ 450; Projectors (7) =$1370	Technology licenses/warranties
Student Testing & Assessment	-	500			5.00%	5.00%	5.00%	5.00%		Materials
Field Trips	-	500			5.00%	5.00%	5.00%	5.00%		Field trip on location for student assembly
Transportation (student)	5,434	3,000			5.00%	5.00%	5.00%	5.00%	Purchase a Used Mini Van for school transport	Insurances and gasoline for transporting IEP mandated students
Student Services - other	-	500			5.00%	5.00%	5.00%	5.00%		Red Ribbon Week; Autism week celebrations etc...
Office Expense	1,500	2,500			2.00%	3.00%	3.00%	3.00%	Mailers; copy expense; paper	mailers, copy expense, paper, pens and basic equip.
Staff Development	1,000	800			5.00%	5.00%	10.00%	10.00%	Professional Development: Autism and IEP regiulations	Continued Development
Staff Recruitment	1,000	400			5.00%	5.00%	10.00%	10.00%	Recruitment	Recruitment for YR 2
Student Recruitment / Marketing	2,500	1,000			0.00%	5.00%	5.00%	2.00%	Student Recruitment and Advertising	Student Recruitment YR 2
School Meals / Lunch	-	-			0.00%	0.00%	0.00%	0.00%		
Travel (Staff)	800	500			5.00%	5.00%	5.00%	5.00%	Travel as necessary-events, training, region center	Travel as necessary-events, training, region center
Fundraising	-	-			0.00%	0.00%	0.00%	0.00%		
After School Program	-	-			0.00%	0.00%	0.00%	0.00%		
Custom Operations #1	-	-			0.00%	0.00%	0.00%	0.00%		
Custom Operations #2	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL SCHOOL OPERATIONS	$ 44,734	$ 36,550								
FACILITY OPERATION & MAINTENANCE										
Insurance	-	3,500			5.00%	5.00%	5.00%	5.00%		School Based insurances for liability and contents
Janitorial Services	-	8,000			5.00%	5.00%	5.00%	5.00%		Contracted janitorial services
Building and Land Rent / Lease		108,000			0.00%	2.00%	2.00%	2.00%		$9,000 monthly lease payment
Repairs & Maintenance	-	-			0.00%	0.00%	0.00%	0.00%		
Security Services	-	600			0.00%	0.00%	0.00%	0.00%		Office Alarm services

Proposed Charter School Name
REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS							
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Notes and Descriptions of Assumptions for Start-Up Year	Notes and Descriptions of Assumptions for Year 1 through Year 5
	2021	2022	2021	2022	2023	2024	2025	2026		
Utilities	-	12,000			5.00%	3.00%	3.00%	3.00%		$1,000 Electric and utility cost
Internet	-	3,000			5.00%	3.00%	3.00%	3.00%		$250 Business Internet 100MBS/mo
Custom Facilities Operations #1	-	-			0.00%	0.00%	0.00%	0.00%		
Custom Facilities Operations #2	-	-			0.00%	0.00%	0.00%	0.00%		
TOTAL FACILITY OPERATION & MAINTENANCE	$ -	$ 135,100								
RESERVES / CONTIGENCIES	-	31,000			5.00%	10.00%	10.00%	15.00%		5 days Cash on Hand savings account
TOTAL EXPENSES	$ 75,000	$ 1,115,992								
NET OPERATING INCOME (before Depreciation)	$ 0	$ 123								
DEPRECIATION & AMORTIZATION	-	-			0.00%	0.00%	0.00%	0.00%		
NET OPERATING INCOME (including Depreciation)	$ 0	$ 123								

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Proposed Charter School Name
PROJECTED BUDGET / OPERATING PLAN

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2021	2022	2023	2024	2025	2026
SUMMARY						
Total Revenue	**75,000**	**1,116,115**	**1,272,371**	**1,437,779**	**1,595,935**	**1,755,528**
Total Expenses	**75,000**	**1,115,992**	**1,222,428**	**1,375,667**	**1,499,924**	**1,596,692**
Net Operating Income (before Depreciation)	**0**	**123**	**49,943**	**62,112**	**96,011**	**158,836**
Revenue Per Pupil		10,629.67	10,603.09	10,650.22	10,639.57	10,639.57
Expenses Per Pupil		10,628.49	10,186.90	10,190.13	9,999.50	9,676.92
REVENUE						
TOTAL STATE REVENUES		1,116,115	1,272,371	1,437,779	1,595,935	1,755,528
TOTAL FEDERAL REVENUES		-	-	-	-	-
TOTAL LOCAL & OTHER REVENUES	$ 75,000	-	-	-	-	-
TOTAL REVENUE	**$ 75,000**	**$ 1,116,115**	**$ 1,272,371**	**$ 1,437,779**	**$ 1,595,935**	**$ 1,755,528**
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	11,600	58,000	59,160	60,343	61,550	62,781
Instructional Management	-	-	-	-	-	-
Deans, Directors & Coordinators	-	33,500	35,700	52,020	53,060	54,122
CFO / Director of Finance	5,800	19,140	23,664	24,137	24,620	25,112
Operation / Business Manager	-	-	-	-	-	-
Administrative Staff	3,200	32,000	39,678	40,472	41,281	42,107
Other - Administrative	-	-	10,710	10,924	11,143	11,366
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	**$ 20,600**	**$ 142,640**	**$ 168,912**	**$ 187,896**	**$ 191,654**	**$ 195,487**
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	-	157,710	158,202	161,366	164,593	167,885
Teachers - SPED	-	204,380	250,716	310,455	363,358	418,252
Substitute Teachers	-	-	3,672	3,745	6,367	6,495
Teaching Assistants	-	161,000	164,220	191,434	219,670	224,063
Specialty Teachers	-	-	-	-	-	-
Aides	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-
Other - Instructional	-	-	-	-	-	-
TOTAL INSTRUCTIONAL PERSONNEL COSTS	**$ -**	**$ 523,090**	**$ 576,810**	**$ 667,000**	**$ 753,988**	**$ 816,695**
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other - Non-Instructional	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
TOTAL PERSONNEL EXPENSES	**$ 20,600**	**$ 665,730**	**$ 745,722**	**$ 854,897**	**$ 945,642**	**$ 1,012,182**

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2021	2022	2023	2024	2025	2026
PAYROLL TAXES AND BENEFITS						
Social Security	1,277	41,275	46,235	53,004	58,630	62,755
Medicare	299	9,653	10,813	12,396	13,712	14,677
State Unemployment	556	17,975	20,134	23,082	25,532	27,329
Worker's Compensation Insurance	268	8,654	9,694	11,114	12,293	13,158
Custom Other Tax #1	-	-	-	-	-	-
Custom Other Tax #2	-	-	-	-	-	-
Health Insurance	1,648	53,258	59,658	68,392	75,651	80,975
Dental Insurance	-	-	-	-	-	-
Vision Insurance	-	-	-	-	-	-
Life Insurance	-	-	-	-	-	-
Retirement Contribution	618	19,972	22,372	25,647	28,369	30,365
Custom Fringe #1	-	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	**$ 4,666**	**$ 150,788**	**$ 168,906**	**$ 193,634**	**$ 214,188**	**$ 229,259**
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	**$ 25,266**	**$ 816,518**	**$ 914,628**	**$ 1,048,531**	**$ 1,159,830**	**$ 1,241,442**
CONTRACTED SERVICES						
Accounting / Audit	2,000	5,000	5,150	5,305	5,464	5,628
Legal	1,500	3,500	3,605	3,713	3,825	3,939
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	500	525	551	579	608
Food Service / School Lunch	-	-	-	-	-	-
Payroll Services	1,500	3,000	3,060	3,121	3,184	3,247
Special Ed Services	-	84,824	89,065	92,628	96,333	99,705
Titlement Services (i.e. Title I)	-	-	-	-	-	-
Custom Contracted Services #1	-	-	-	-	-	-
Custom Contracted Services #2	-	-	-	-	-	-
Custom Contracted Services #3	-	-	-	-	-	-
TOTAL	**$ 5,000**	**$ 96,824**	**$ 101,405**	**$ 105,318**	**$ 109,384**	**$ 113,126**

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2021	2022	2023	2024	2025	2026
SCHOOL OPERATIONS						
Board Expenses	4,500	600	600	630	662	695
Classroom / Teaching Supplies & Materials	-	8,000	8,160	8,568	9,425	10,367
Special Ed Supplies & Materials	-	6,000	6,120	6,304	6,493	6,687
Textbooks / Workbooks	1,500	1,000	1,050	1,082	1,114	1,147
Supplies & Materials other	1,200	4,000	4,080	4,202	4,328	4,458
Equipment / Furniture	18,000	2,000	2,100	2,205	2,315	2,431
Telephone	300	5,000	5,000	5,100	5,202	5,306
Technology	7,000	250	250	7,750	7,750	7,750
Student Testing & Assessment	-	500	525	551	579	608
Field Trips	-	500	525	551	579	608
Transportation (student)	5,434	3,000	3,150	3,308	3,473	3,647
Student Services - other	-	500	525	551	579	608
Office Expense	1,500	2,500	2,550	2,627	2,705	2,786
Staff Development	1,000	800	840	882	970	1,067
Staff Recruitment	1,000	400	420	441	485	534
Student Recruitment / Marketing	2,500	1,000	1,000	1,050	1,103	1,125
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	800	500	525	551	579	608
Fundraising	-	-	-	-	-	-
After School Program	-	-	-	-	-	-
Custom Operations #1	-	-	-	-	-	-
Custom Operations #2	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	**$ 44,734**	**$ 36,550**	**$ 37,420**	**$ 46,353**	**$ 48,340**	**$ 50,431**
FACILITY OPERATION & MAINTENANCE						
Insurance	-	3,500	3,675	3,859	4,052	4,254
Janitorial Services	-	8,000	8,400	8,820	9,261	9,724
Building and Land Rent / Lease	-	108,000	108,000	110,160	112,363	114,610
Repairs & Maintenance	-	-	-	-	-	-
Security Services	-	600	600	600	600	600
Utilities	-	12,000	12,600	12,978	13,367	13,768
Internet	-	3,000	3,150	3,245	3,342	3,442
Custom Facilities Operations #1	-	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	**$ -**	**$ 135,100**	**$ 136,425**	**$ 139,661**	**$ 142,985**	**$ 146,399**
RESERVES / CONTIGENCIES	-	31,000	32,550	35,805	39,386	45,293
TOTAL EXPENSES	**$ 75,000**	**$ 1,115,992**	**$ 1,222,428**	**$ 1,375,667**	**$ 1,499,924**	**$ 1,596,692**
NET OPERATING INCOME (before Depreciation)	**$ 0**	**$ 123**	**$ 49,943**	**$ 62,112**	**$ 96,011**	**$ 158,836**
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-
NET OPERATING INCOME (including Depreciation)	**$ 0**	**$ 123**	**$ 49,943**	**$ 62,112**	**$ 96,011**	**$ 158,836**

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Proposed Charter School Name

FINANCIAL PLAN WORKBOOK SUMMARY

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2021	2022	2023	2024	2025	2026
REVENUE						
Total State Revenue		$ 1,116,115	$ 1,272,371	$ 1,437,779	$ 1,595,935	$ 1,755,528
Total Federal Revenue		$ -	$ -	$ -	$ -	$ -
Total Local and Other Revenue	$ 75,000	$ -	$ -	$ -	$ -	$ -
TOTAL REVENUE	**$ 75,000**	**$ 1,116,115**	**$ 1,272,371**	**$ 1,437,779**	**$ 1,595,935**	**$ 1,755,528**
EXPENSES						
PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES						
Total Administrative Staff Personnel Costs	$ 20,600	$ 142,640	$ 168,912	$ 187,896	$ 191,654	$ 195,487
Total Instructional Personnel Costs	$ -	$ 523,090	$ 576,810	$ 667,000	$ 753,988	$ 816,695
Total Non-Instructional Personnel Costs	$ -	$ -	$ -	$ -	$ -	$ -
Total Payroll Taxes and Benefits	$ 4,666	$ 150,788	$ 168,906	$ 193,634	$ 214,188	$ 229,259
TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES	**$ 25,266**	**$ 816,518**	**$ 914,628**	**$ 1,048,531**	**$ 1,159,830**	**$ 1,241,442**
NON-PAYROLL RELATED EXPENSES						
Total Contracted Services	$ 5,000	$ 96,824	$ 101,405	$ 105,318	$ 109,384	$ 113,126
Total School Operations	$ 44,734	$ 36,550	$ 37,420	$ 46,353	$ 48,340	$ 50,431
Total Facilities Operations and Maintenance	$ -	$ 135,100	$ 136,425	$ 139,661	$ 142,985	$ 146,399
Reserves / Contingencies	$ -	$ 31,000	$ 32,550	$ 35,805	$ 39,386	$ 45,293
TOTAL NON-PAYROLL RELATED EXPENSES	**$ 49,734**	**$ 299,474**	**$ 307,800**	**$ 327,137**	**$ 340,094**	**$ 355,250**
TOTAL EXPENSES	**$ 75,000**	**$ 1,115,992**	**$ 1,222,428**	**$ 1,375,667**	**$ 1,499,924**	**$ 1,596,692**
NET OPERATING INCOME (before depreciation)	**$ 0**	**$ 123**	**$ 49,943**	**$ 62,112**	**$ 96,011**	**$ 158,836**
STUDENT ENROLLMENT						
Projected Student Enrollment		105	120	135	150	165
Revenue Per Pupil		$ 10,630	$ 10,603	$ 10,650	$ 10,640	$ 10,640
Expenses Per Pupil		$ 10,628	$ 10,187	$ 10,190	$ 9,999	$ 9,677

Proposed Charter School Name
ESTIMATE OF STATE AID ENTITLEMENT

Summary of Finance Description	Weight or Rate	
Refined Average Daily Attendance (ADA)		84.000
High School ADA	$ 275	0.000
Prior Year Refined ADA		0.000
SPECIAL EDUCATION FTE		
Homebound (Code 01)	5.0	0.000
Hospital Class (Code 02)	3.0	0.000
Speech Therapy (Code 00)	5.0	0.667
Resource Room (Code 41& 42)	3.0	19.822
Self-contained Mild/Mod/Severe (Code 43 & 44)	3.0	1.144
Full Time Early Childhood (Code 45)	3.0	2.668
Off-home Campus (Codes 91-98)	2.7	0.000
VAC (Code 08)	2.3	0.000
State School Students (Code 30)	2.8	0.000
Residential Care & Treatment (Code 81-89)	4.0	0.000
Total Special Education FTE		24.301
Total Special Education Weighted FTE		74.237
EXTENDED YEAR SERVICES (EYS) SPECIAL EDUCATION FTE		
Homebound (Code 01)	5.0	0.000
Hospital Class (Code 02)	3.0	0.000
Speech Therapy (Code 00)	5.0	0.000
Resource Room (Code 41& 42)	3.0	0.000
Self-contained Mild/Mod/Severe (Code 43 & 44)	3.0	0.000
Full Time Early Childhood (Code 45)	3.0	0.445
Off-home Campus (Codes 91-98)	2.7	0.000
VAC (Code 08)	2.3	0.000
State School Students (Code 30)	2.8	0.000
Residential Care & Treatment (Code 81-89)	4.0	0.000
Total ESY Special Education FTE		0.445
Total ESY Special Education Weighted FTE		1.334
Mainstream ADA	1.10	6.400
Career & Technology FTEs	1.35	0.000
Advanced Career & Technology Education FTEs	$ 50	0.000
Regular Program ADA		59.699
Gifted & Talented Enrollment	0.12	4.000
State Compensatory Education Enrollment	0.20	30.000
Pregnancy Related FTEs	2.41	0.000
Bilingual ADA	0.10	5.600
Adjusted GYA		0.9733
Total Weighted Average Daily Attendance (WADA)	SOF pg	185.771
Did Charter Holder Participate in TRS Active Care in 2005-06?		NO
Full-Time Staff (not MSS)	1	0.000
Part-Time Staff (not MSS)	1	0.000
State Average Funding Components	SOF pg	
Per Capita Rate	2	$ 447.180
District Basic Allotment (DBA)	7	$ 5,102.00
Adjusted Basic Allotment (ABA)	7	$ 5,390.00
Adjusted Allotment	7	$ 6,535.00
District Tax Rate Level 1 (DTR1)	12	$ 0.057339

District Tax Rate Level 2 (DTR2)	12	$	0.049003
2018-2019 State Average I&S Rate that limits spending to $60 million	16	$	0.060035
EDA Guaranteed Yield (GY)	16	$	37.00
Level 1 Entitlement	12	$	106.28
Level 2 Entitlement	12	$	31.95
Program Intent Codes -TIER I Allotments	SOF pg		
11-Regular Program Allotment	2	$	390,133
21-Gifted & Talented Adjusted Allotment (spend 55% of amount)	2	$	3,137
25-Bilingual Education Allotment (spend 52% of amount)	2	$	3,660
99-New Instructional Facility Allotment	2	$	-
31-High School Allotment (spend 100% of amount)	2	$	-
Special Education Detail:	SOF pg		
Regular Special Education	10	$	485,136
Mainstream	10	$	46,006
Residential Care and Treatment	10	$	-
State Schools	10	$	-
Extended Year Special Education	10	$	6,539
23-Special Education Adjusted Allotment (spend 52% of amount)		$	537,681
Career & Technology Detail:	SOF pg		
Regular Career & Technology (CTE) Allotment	10	$	-
Advanced CTE Allotment	10	$	-
22-Career and Technology Allotment (spend 58% of amount)	2	$	-
State Compensatory Education Detail:	SOF pg		
State Compensatory Allotment	11	$	39,210
Pregnancy Related	11	$	-
24-Compensatory Education Allotment (spend 52% of amount)	2	$	39,210
Transportation Detail:	SOF pg		
Regular	9	$	-
Special Education	9	$	-
Career & Technology Education	9	$	-
99-Transportation Allotment	2	$	-
TOTAL COST OF TIER I / STATE SHARE OF TIER I	2	**$**	**973,820**
TIER II	SOF pg		
Tier II Level 1	12	$	113,209
Tier II Level 2	12	$	29,085
TOTAL TIER II	3	**$**	**142,295**
OTHER PROGRAMS			
Staff Salary Allotment	13	$	-
Charter has at least an acceptable academic performance rating?			NO
HB21 - State Facilites Allotment	16	$	-
TOTAL OTHER PROGRAMS	3	**$**	**-**
	SOF pg		
TOTAL STATE AID	3	**$**	**1,116,115**
Available School Fund (ASF)	3	$	-
Foundation School Fund (FSF)	3	$	1,116,115

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Proposed Charter School Name

PAYMENT FORMULA EXAMPLE

FSP Allotment	$	1,116,115
Adjustments to Allotments	$	-
Less Total Paid to Date	$	-
FSP Remaining Balance	$	1,116,115

Payment Month	# of Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule
September	12	8.3%	$ 92,638
October	11	9.1%	$ 93,136
November	10	10.1%	$ 93,964
December	9	11.1%	$ 92,838
January	8	12.4%	$ 92,199
February	7	14.4%	$ 93,793
March	6	16.6%	$ 92,553
April	5	19.9%	$ 92,534
May	4	25.1%	$ 93,488
June	3	33.2%	$ 92,619
July	2	49.7%	$ 92,618
August	1	100.0%	$ 93,736
		Total Payments	**$ 1,116,115**