GENERATION 25

OPEN-ENROLLMENT CHARTER APPLICATION



RESPONSES AND ATTACHMENTS

RFA: 701-19-113

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 and Development	Talent Management	YES
	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

Attachments	Attachment 12: Board Member Résumés and Biographical Affidavits	YES
	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

Attachments	Attachment 26: Proposed School Schedule for Day and Week: Teacher and Student Versions	YES
	Attachment 27: Proposed Admissions and Enrollment Policy	YES
	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)	N/A

Applicant Cover Sheet

NAME OF PROPOSED GENERATION TWENTY-FIVE CHARTER SCHOOL	
Academy of Visual and Performing Arts	
NAME OF SPONSORING ENTITY	
Illumination Education, Inc	
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 s chool 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	**Stephanie Love**	**Dr. Andrea Nelson and Stephanie Love**	**Tracy McDaniel**
Mailing address	**603 Marble Falls Arlington, Tx 76002**	**909 Dunkirk Lane Arlington, Tx 76017** **603 Marble Falls Ct Arlington, Texas 76002**	**3885 Asbury Lane Addison Tx 75001**
Email address	**stefrlove@gmail.com**	**ncdcla921@gmail.com** **stefrlove@gmail.com**	**tgm10040@icloud.com**
Phone number	**817-966-0419**	**682-554-7143** **817-966-0719**	**347-451-3260**

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	Grades 6th - 8th
Number of students served in Year 1	504
Grade levels served at capacity	K-12
Number of students served at capacity	3972
Number of campuses requested	4
Number of districts within geographic boundary	16

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):***
Not yet determined
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:**
Southern Dallas County Area and Tarrant County

III. GOVERNANCE/LEADERSHIP

Number of Board Members	4
Chairperson of the Governing Board	Tracy McDaniel
Chief Executive Officer of the Sponsoring Entity	Stephanie Love
Superintendent of Proposed Charter School	Dr. Andrea Nelson
Board Member Who Attended Applicant Conference	Tracy McDaniel, Wanda Huckaby

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.*)

Generation 25: Academy of Visual and Performing Arts

Full Name	Current Job Title and Employer	Position or Role with Proposed Charter School
Vicki Meek	Artist/ Art Educator	Advisory Board
Lacrecia Terrance	Director / The EduProject	Advisory Board
Stephanie Love	Director/Illumination Education	Co-Chief Executive Officer
Andrea Nelson	Director/From The Heart Inc	Co-Chief Executive Officer
Candace Miller	Mahogany Music	Advisory
Wanda Huckaby	Ed. Consultant/ Retired	Founding Board

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?	
Carol Hecht	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.

Stephanie Love | January 29, 2020 | Stephanie Love

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

School Overview

Executive Summary

Illumination Education, Inc., the sponsoring entity, is proposing to open **Academy of Visual and Performing Arts** (AVPA), a K-12 public charter school consisting of four campuses in Tarrant County and in Southern Dallas County. The co-founders, Dr. Andrea Nelson and Ms. Stephanie Love, serve as the leadership team with over fifty (50) years combined experience, providing expertise in teaching and learning, talent management, school culture, operations, and community partnerships. The founding board of AVPA consists of four members: Wanda Huckaby (education), Tracy McDaniel (business management and finance), Bethel Zehaie (Law), and Serge Francois (operations and construction), whose expertise encompasses years of leadership in their representative fields and reflects the organization's commitment to diversity, equity and inclusion.

Mission

The mission of the Academy of Visual and Performing Arts is to provide a challenging, experiential education that cultivates academic and artistic excellence.

Vision

Our vision is to nurture creativity in young people from diverse backgrounds by providing equal access to *learning in and through the arts* – dance, music, theater, visual arts, and digital media arts.

Guiding Tenets

AVPA's four guiding tenets were crafted to reinforce our ethos and culture as it was organically developed in cooperation with our community stakeholders. The guiding tenets hold us together as a community and is reflected through our work.

Academic Excellence
We take responsibility for our academic success by being active participants in the learning process.

Performance
We pursue performance excellence through reflective practice, study, and evaluation of our own work and that of others

Character
We demonstrate good character and self-management by making responsible decisions, maintaining positive relationships, and displaying social awareness.

Mastery of Craft

We develop disciplined work habits – as learners, creators, and performers – as we are mastering our craft.

Our Innovative School Model – Equity and Access

A performing arts charter school offers an opportunity to foster early confidence and resilience in students and support them as they progress through their academic and artistic studies. At AVPA, students engage in culturally-responsive, arts-integrated, project-based learning that is supported through collaborative partnerships with Dallas-Fort Worth arts organizations, partnerships with teaching artists, and community partners. AVPA provides differentiated educational experiences targeting the domains in visual and performing arts in which students have *shown promise* or *the capacity for high levels of performance.*

To provide an unobstructed pathway for participation in our programming, AVPA is a non-magnet school. The audition processes are academically-neutral, which opens the door to Students who otherwise would not have an opportunity to explore and excel in the arts. This school design allows students to excel in art disciplines and helps to develop students social-emotional competencies. Further, AVPA provides comprehensive academic supports in literacy and mathematics, called Literacy and Mathematics Bridge (LAMB) program, targeting students who are performing below grade-level expectations in reading and mathematics by providing additional instruction taught by a trained reading and mathematics specialist. The LAMB program "bridges" the student who would otherwise not be able to participate in a performing arts school.

We believe the development of ability or talent is a lifelong process. The AVPA conservatory programs – dance, music, theater, visual arts, and digital media arts, led by artist in the field of study, emphasizes aptitude, rather than demonstrated achievement. The Dallas-Fort Worth cultural arts community is deeply embedded into the fabric of the school design. The partnerships will allow each conservatory to be led by an artist in the field of study and will provide comprehensive experiences that help students achieve optimal levels of performance and is supportive of students at all levels of talent – from beginner students, just learning his or her craft to experienced students at the mastery level.

Students who study the arts are four times more likely to be recognized for academic achievement and three times more likely to be awarded for school attendance.[1]

[1] Source: National Endowment for the Arts Report on Arts Education, 2015

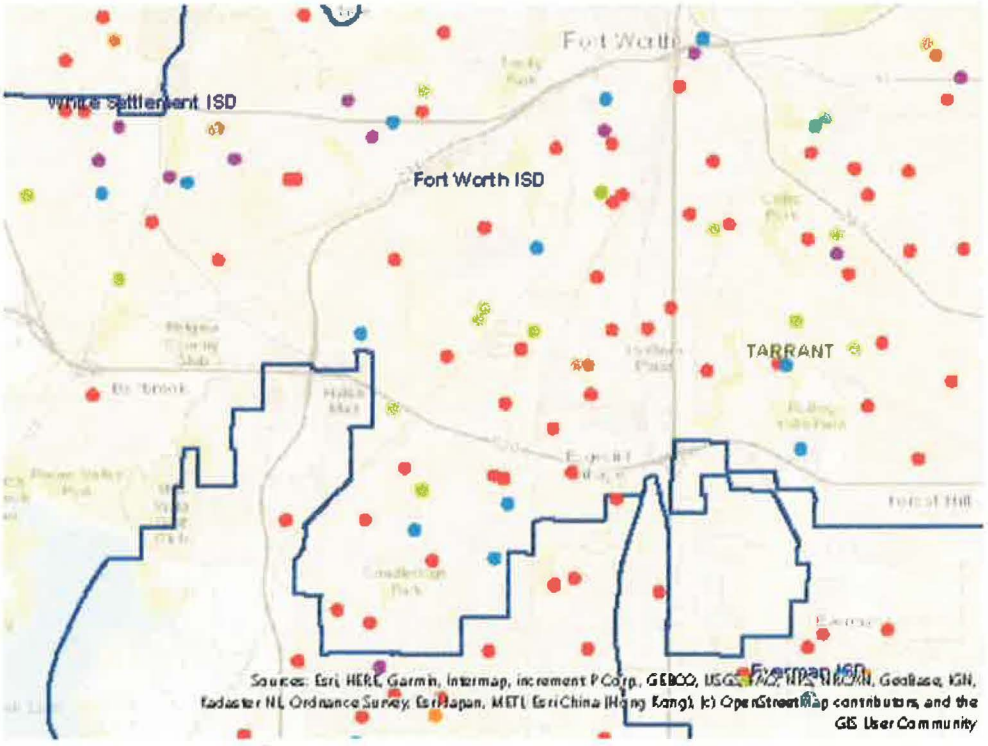
Targeted Community and Anticipated Student Population

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 ☐

Enter narrative response to the prompts in this section of the application and complete the tables in the geographic boundaries, enrollment projections, and demographic projections subsections.

Illumination Education, Inc., sponsoring entity, proposes Academy of Visual and Performing Arts (AVPA). AVPA consists of two campus in Tarrant County, *one K-5 campus and a 6th – 12th grade campus* and two campuses in Southern Dallas County, *one K-5 campus and a 6th – 12th grade campus.*

The proposed primary attendance boundary in Tarrant County encompasses the following zip codes: Castleberry ISD (76114), Crowley ISD (76132, 76133, 76036, 76123) Everman ISD (76140), Fort Worth ISD (76102, 76104, 76110, 76132, 76109, 76107, 76116), and White Settlement ISD (76018).



Source: Texas School District Locator (SDL)

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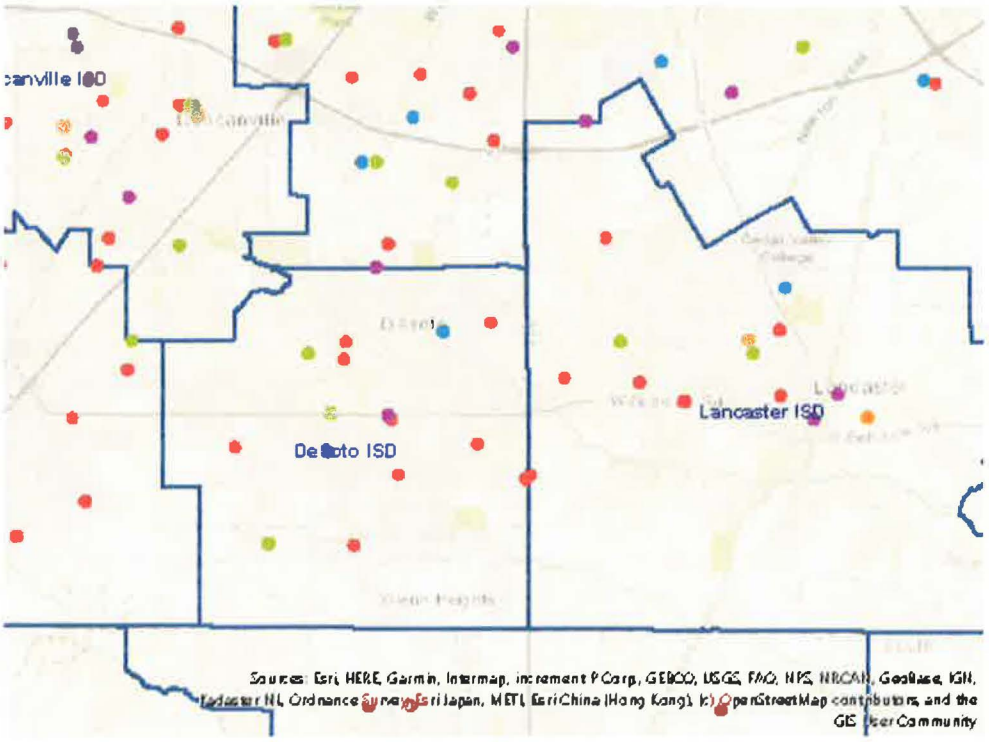
The proposed primary attendance boundary in Southern Dallas County encompasses the following zip codes: Cedar Hill ISD (75104), DeSoto ISD (75115), Duncanville ISD (75116, 75137), and Lancaster ISD (75134, 75146).



Source: Texas School District Locator (SDL)

The selection of our desired location was fueled by a desire to provide equity and access in arts education to underserved students in the Dallas-Fort Worth community. The founding board considered the available school choice options in the targeted communities to determine if data supported the need for an additional school choice option. Data representing four "inequities" supported the need for educational options in our desired locations:

Data Point 1: Geographic Inequity

There are three "performing arts" schools in the Dallas-Fort Worth area somewhat similar to the AVPA school design, all 20-35 miles away from the proposed community. Additionally, the attendance zones for two of the three schools exclude students residing in Lancaster, Texas, an area in Southern Dallas County – our targeted primary attendance zone.[2]

Academy of Visual and Performing Arts would serve students in Southern Dallas County, an area excluded from admissions zones of the available performing arts options. Going further, Illumination Education, Inc. is proposing dual K-12 campuses in both Tarrant and Southern Dallas County, thus eliminating the geographic inequity posed due to the locations of the current

school. If approved, Tarrant County students will have a K-12 non-magnet performing arts school choice option. Southern Dallas County students, particularly Lancaster, Texas students, will have a K-12 non-magnet performance art school choice option.

Data Point 2: Inequity in Academic Expectations

The three arts magnet schools require that all students enroll in advanced academic coursework in core content classes – English Language Arts, mathematics, science, and social studies. This requirement further prohibits students whose creative talent may not be expressed academically from enrolling in the available performing arts magnet schools.

Rooted in our desire to support students' academic success by offering a unique educational option, AVPA's targeted zip codes illustrate our commitment to cultivating academic excellence via innovative programming and school choice. Academy of Visual and Performing Arts school design is non-magnet school with academic-blind admissions policies. AVPA is committed to nurturing talent, specifically designing the school model based on primarily on input from the community who has expressed a desire for a non-magnet option. Research findings from the National Endowment of the Arts supports a non-magnet, academic-blind admissions policy:

- At-risk teenagers or young adults with a history of intensive arts experiences show achievement levels closer to, and in some cases exceeding, the levels shown by the general population studied.
- findings suggest that in-school or extracurricular programs offering deep arts involvement may help to narrow the gap in achievement levels among youth of high- versus low-SES.[3]

Data Point 3: Demographic and Socio-Economic Inequity

The demographics of the performing arts magnet schools are not reflective of the diversity of the surrounding community. Up to 64% of the student body at the three performing arts magnet schools is composed of white, non-economically disadvantaged students. Comparatively, the demographics in AVPA's proposed community reflect a student body that is 94% African American and Hispanic with 74.6% of all students being economically-disadvantaged. The demographic and socio-economic inequity highlights the profound disparity in access to performing arts schools for minority and low-income students.[4]

Research (2015) findings posits that magnet schools and magnet school conversions lead to a decline in concentrations of minority and low-income students, and they typically serve a larger share of students from outside their neighborhoods.[5] This phenomenon is evident in the current demographics in the comparison performing arts schools.

Academy of Visual and Performing Arts' primary attendance boundaries encompasses zip codes with a number of lower performing schools serving a higher portion of students from low-income households or minority/ethnic groups than the comparison performance arts schools. Thus, if approved, Academy of Visual and Performing Arts would be a viable school option for students who, as demographics has shown, have been excluded from participation in magnet school options. Going further, A 2012 National Endowment of the Arts report supports arts and at-risk youth, a large portion of AVPA's targeted demographic. "Teenagers from low socioeconomic status who don't have access to arts education have a five times higher chance of dropping out of school. Studies show that students in the arts outperformed their non-arts peers on the SAT by 96 points, while a child who has continued access to arts education has a 74 percent higher chance of planning to attend college."[3]

Data Point 4: Inclusion Inequity

The three performing arts schools are all "performing arts magnet schools" with restrictive admission policies that serve as an exclusionary gatekeeper preventing students from meeting the enrollment criteria. The restrictive admission criteria include: (a) Minimum Test Scores (b) Minimum Grade Point Averages; (c) Auditions (starting in 3rd grade); and (d) Onsite Interviews, Resumes, and Headshots. These restrictive admission policies further exclude students whose artistic talents are not also expressed academically.

Researchers (2018) posit, "when looking for geographic patterns in the data, access to arts education reflects income-inequality trends in fine arts."[6] Academy of Visual and Performing Art's co-founders and founding board has adopted a shared goal to not reinforce inequities through its practices, believing that students in lower-income schools need exposure to creative subjects more than ever.

[2] *See* admissions policies for Booker T. Washington High School for the Performing and Visual Arts, Grand Prairie Fine Arts Academy, and Fort Worth Fine Arts Academy

[3] National Endowment for the Arts. (2012). The arts and achievement in at-risk youth. Washington, DC.

[4] *See* Texas Academic Performance Reports

[5] Betts, J. Kitmotto, J. (2015). What happens when schools become magnet? American Institutes for Research

[6] Schneider, D., Hastings, O, (2018). Income inequality and class divides in parental investments. American Sociological Review 83(3) 475-504.

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*)
Arlington ISD	**Southern Dallas County**
Castleberry ISD	Cedar Hill ISD (75104)
Cedar Hill ISD	DeSoto ISD (75115)
Crowley ISD	Duncanville ISD (75116, 75137)
Dallas ISD	Lancaster ISD (75134, 75146)
DeSoto ISD	**Tarrant County**
Duncanville ISD	Castleberry ISD (76114)
Everman ISD	Crowley ISD (76132, 76133, 76036, 76123)
Ferris ISD	Everman ISD (76140)
Fort Worth ISD	Fort Worth ISD (76102, 76104, 76105, 76110, 76132, 76109, 76107, 76112, 76116, 76119)
Grand Prairie ISD	White Settlement ISD (76018)
Lancaster ISD	
Mansfield ISD	
Midlothian ISD	
Red Oak ISD	
White Settlement ISD	

Number of charter school campuses currently operating within the occupied district:	Southern Dallas County: 11 Tarrant County: 15
Number of traditional school campuses currently operating within the occupied district:	Southern Dallas County: 58 Tarrant County: 198
Number of traditional school districts within ten miles of the proposed location:	Southern Dallas County: 4 Tarrant County: 5

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):

The following are a list of schools in AVPA's primary attendance boundaries whose performance rating reflects unacceptable performance:

Southern Dallas County	
DeSoto ISD	The following schools are rated F – Northside Elementary and DeSoto East Middle School. Additionally, there are five elementary school rated D, indicating that not enough students are making adequate academic progress or "performance needs improvement."
Cedar Hill ISD	High Pointe Elementary
Duncanville ISD	James r. Bilhartz Jr. Elementary
Tarrant County	
Fort Worth ISD	There are fifteen schools rated F in AVPA's primary attendance boundaries: Como Montessori, Glencrest 6th, Handley Middle, Harlean Beal El, J. Martin Jacquet Middle, J T Stevens El, James Middle, Jean McClung Middle, J T White El, Leonard Middle, Morningside Middle, Rosemont 6th, Wedgewood 6th, Westcreek El, Western Hills El, and Western Hills Primary
Everman ISD	John and Polly Townley El

Source: Texas Academic Performance Reports

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	x	x	x	x	x	x
PK 4	x	x	x	x	x	x
K	x	132	132	132	264	264
1	x	132	132	132	264	264
2	x	132	132	132	264	264
3	x	x	132	132	132	264
4	x	x	x	132	132	264
5	x	x	x	x	132	264
6	168	168	168	336	336	336
7	168	168	168	336	336	336
8	168	168	168	336	336	336
9	x	168	168	168	336	336
10	x	x	168	168	168	336
11	x	x	x	168	168	336
12	x	x	x	x	168	336
Total enrollment	504	1068	1368	2172	3054	3972
For the projections below, specify by campus						
Students per classroom	Campus 1 *(28:1)*	Campus 1 *(28:1)* Campus 2 *(22:1)*	Campus 1 *(28:1)* Campus 2 *(22:1)*	Campus 1 *(28:1)* Campus 2 *(22:1)* Campus 3 *(28:1)*	Campus 1 *(28:1)* Campus 2 *(K-4 22:1; 5th 25:1)* Campus 3 (28:1) Campus 4 (22:1)	Campus 1 *(28:1)* Campus 2 *(K-4 22:1; 5th 25:1)* Campus 3 (28:1) Campus 4 *(K-4 22:1; 5th 25:1)*
Number of classrooms	18	42	54	84	120	156

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	Academy of Visual and Performing Arts	Fort Worth ISD	Crowley ISD	Everman ISD
African-American	34.6	22.1	44.7	37.0
Hispanic	50.5	63.1	32.2	56.4
White	9.7	11.2	14.2	3.8
American Indian	.2	0.1	0.4	0.2
Asian	2.3	1.8	4.4	0.7
Pacific Islander	0.1	0.1	0.2	0.2
Two or More Races	2.7	1.6	3.8	1.7
Economically Disadvantaged	81.7	85.8	68.1	91.4
English Learners	26.0	32.8	16.4	28.9
At-Risk	64.9	65.0	54.7	75.2
Gifted/Talented	7.6	11.8	7.0	4.1
Special Education	9.1	9.0	9.8	8.7

Rationale for Enrollment and Demographic Projections

The desire for multiple campuses arose from the ongoing and intensive research, since 2017, on the viability of a performing arts public charter school as a school model.[7] As early as elementary school, many students develop a negative or defeatist attitude toward academics, particularly in core content areas such as reading, mathematics, science and social studies. A discouraged student is sapped of natural interest, performs lower in academic subject areas, and can be reluctant to pursue advanced studies later in their educational career. A performing arts

charter school offers an opportunity to foster early confidence and resilience in students and support them as they progress through their academic and artistic studies

In order to counter the negative attitudes about academics that may develop in youth, as a community, we are compelled to address the need for early exposure to arts education. Our chief desire is to illuminate how arts education can foster deep interconnections among students' cognitive, emotional, and social-emotional development, thereby channeling students' natural talents into a tool for increased academic successes in content areas.

To that end, Illumination Education, Inc., sponsoring entity, proposes Academy of Visual and Performing Arts (AVPA). AVPA consists of two campus in Tarrant County, *one K-5 campus and a 6th – 12th grade campus* and two campuses in Southern Dallas County, *one K-5 campus and a 6th – 12th grade campus.*

Tarrant County Campuses

Illumination Education, Inc. has deep roots serving the students in the City of Fort Worth, since 2010, through its free after school and summer school programming for academically vulnerable students. The desire to propose a public charter in Tarrant County, in specific zip codes, was born out of the experiences of both co-founders as educators and school administrators in Fort Worth. After reviewing academic performance data, demographics, and engaging with community stakeholders, it was determined that certain zip codes within Tarrant County suggested a need for school choice options.

Academy of Visual and Performing Arts seeks to serve Tarrant County students in specific ZIP codes contained within Fort Worth ISD, Crowley ISD, Everman ISD, Castleberry ISD, and White Settlement ISD. Our recruitment efforts will target students from all five communities, allowing for us to recruit a cadre of students who have *shown promise* or *the capacity for high levels of performance* and who are diverse in a variety of ways: race, ethnic, gender, socio-economic status, and different learning styles and abilities. This will present an extraordinary opportunity for students to learn about different experiences, languages, and cultures which enhances the cultural arts experience. We anticipate a student demographic composed of approximately 34% African American, 50% Hispanic, 9.7% White, 2.3% Asian, 81.7% economically disadvantaged. Additionally, we anticipate 26% English learners, 9.1% special education, and 64.9% at-risk. We used the following assumptions:

1) The largest number of students will be recruiting from zip codes within Fort Worth ISD, given that there are 18,000 middle school students, which has 63.1% Hispanic students.

2) Crowley ISD's demographics are has a higher percentage of African American students (44.7%). We anticipate that a higher percentage of African American students will be recruited from this area, depending on the secured location of the first campus.

[7] See Community Engagement Section

The City of Fort Worth, the 15th largest city in the US, is impacted with the largest number ZIP codes in the primary attendance boundary.[8] Fort Worth ISD is home to over 84,000 diverse students on 143 campuses. Fifteen schools are rated F indicating unacceptable academic performance. Of the twenty-four middle school campuses serving 18,000 students, nine (9) are rated F and all of which in AVPA's primary attendance zone. The selected neighborhoods are in the most impoverished areas of Fort Worth, with the median annual incomes ranging from $19,206 - $29,881. Statistics for ZIP code 76104, which includes the Near Southside, Historic Southside, and Morningside neighborhoods are particularly troubling. The 76104 ZIP code, birthplace of co-founder Stephanie Love, has the lowest life expectancy in the state and the lowest educational attainment beyond high school (12%) according to a recent health study conducted by UT Southwestern.[8]

Dallas County Campuses

After researching three exemplars of performing arts schools, in Fort Worth, Grand Prairie, and Dallas, and after numerous meeting with educators, cultural arts organizations, families, and community stakeholders, data supported a need in Southern Dallas County as well. Academy of Visual and Performing Art's co-founders and founding board has adopted a shared goal to not reinforce inequities through its practices, specifically believing that selecting a sole location would cause the founding board to be guilty of the same geographic inequity that served as a rationale for the proposed charter school. Therefore, a model in Tarrant County and a replication of the model in Southern Dallas County, we believe, is appropriate.

Academy of Visual and Performing Arts seeks to serve Southern Dallas County students in specific ZIP codes contained within DeSoto ISD, Cedar Hill ISD, Duncanville ISD, and Lancaster ISD. Our recruitment efforts will mimic the efforts in Tarrant County, with a focus on recruiting a cadre of students who have *shown promise* or *the capacity for high levels of performance* and who are diverse in a variety of ways. We anticipate a student demographic that closely aligns with DeSoto ISD, consisting of 75% African American, 18.7% Hispanic, 2.9% White, 0.6% Asian, 73.3% economically disadvantaged. Additionally, we anticipate 6% English learners, and 9.6% special education.

Sustained Growth

Illumination Education, Inc., sponsoring entity for Academy of Visual and Performing Arts believes in responsible, sustainable, and attainable growth. The proposed campus growth model will allow AVPA, if approved, to be consistent with its mission to cultivate academic and artistic excellence, and protect AVPA from expanding too quickly. The model allows AVPA to ensure that the processes, procedures, partnerships, and cultural traditions are deeply embedded into the fabric of the school prior to adding a grade level and/or an additional campus. Additionally, the number of campuses rated as unacceptable performance in AVPA's primary attendance

boundary justifies both the number of campuses as well as the number of sections per grade level. The image below creates a visual for the campus growth, if approved.

Academy of Visual and Performing Arts

Campus Growth

Year 1 2021 - 2022	Year 2 2022 - 2023	Year 3 2023 - 2024	Year 4 2024 - 2025	Year 5 2025 - 2026	Year 6 2026 - 2027	Year 7 2027 - 2028	Year 8 2028 - 2029
Campus 1 Grades 6th - 8th	Campus 1 Grades 6th - 9th	Campus 1 Grades 6th - 10th	Campus 1 Grades 6th - 11th	Campus 1 Grades 6th - 12th At Capacity	Campus 1 Grades 6th - 12th At Capacity	Campus 1 Grades 6th - 12th At Capacity	Campus 1 Grades 6th - 12th At Capacity
	Campus 2 Grades K - 2nd	Campus 2 Grades K - 3rd	Campus 2 Grades K - 4th	Campus 2 Grades K - 5th At Capacity	Campus 2 Grades K - 5th At Capacity	Campus 2 Grades K - 5th At Capacity	Campus 2 Grades K - 5th At Capacity
			Campus 3 Grades 6th - 8th	Campus 3 Grades 6th - 9th	Campus 3 Grades 6th - 10th	Campus 3 Grades 6th - 11th	Campus 3 Grades 6th - 12th At Capacity
				Campus 4 Grades K - 2nd	Campus 4 Grades K - 3rd	Campus 4 Grades K - 4th	Campus 4 Grades K - 5th At Capacity

In Year 1, 6th-12th grade campus will start with 6th – 8th grades. The campus will grow by one grade level per school year. In Year 2, the K-5 campus will open with grades K-2 and will also grow a grade level per school year. Both initial campuses will incorporate grades K-12 within 5 years.

Year 3 allows the entity to perfect the model and improve upon any lesson learned prior to expanding into the new county.

In Year 4, Academy of Visual and Performing Arts will replicate its K-5 and 6th -12th grade campus in the other county. In Year 4, the 6th – 12th grade campus will start with 6th – 8th grade (replicating Year 1). In Year 5, the K-5 campus will open with grades K-2 (replicating Year 2).

In Year 8, Academy of Visual and Performing Arts will be at grade level capacity, if approved.

[8] Texas Health Maps at www.texashealthmaps.com/Iflex

[9] Scripp, L., & Paradis, L. (2014). Embracing the Burden of Proof: New strategies for determining predictive links between arts integration teacher professional development, [...]. Journal for Learning through the Arts. 10(1). 1-17.

[10]Farrington, C. A., Maurer, J., McBride, M. R. A., Nagaoka, J., Puller, J. S., Shewfelt, S., Weiss, E.M., & Wright, L. (2019). Arts education and social-emotional learning outcomes among K–12 students: Developing a theory of action. Chicago, IL: Ingenuity and the University of Chicago Consortium on School Research.

[11] https://ingenuity-inc.org/ArtsEd-SEL-Research
https://consortium.uchicago.edu/publications/arts-education-and-social-emotional-learning-outcomes-among-k–12-students

Community Engagement

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

The selection of our desired location was fueled by a desire to provide equity and access in arts education to underserved students in the Dallas-Fort Worth community. We believe that reaching an effective solution for the lack of equity and access requires learning by stakeholders involved in the problem and those who are committed to find actionable solutions.

"No single organization is responsible for any major social problem, nor can a single organization cure it."[9]

The mission and vision of Academy of Visual and Performing Arts is the result of three years of intentional and extensive learning, knowledge-sharing, listening, co-designing, and planning with stakeholders to gain an understanding of the community desires for a performing arts charter school. Since 2017, our co-founders and founding board have met with over stakeholders to help draft the mission and vision of AVPA and to elicit school design aspirations. Collectively, co-founders and the board have toured local arts magnet schools and high-performing charter schools in and out of state; received professional development on best practices in social justice in education, developing school cultures for academic excellence, educational neuroscience, project-based learning, and charter start-up training; and, hired two consultants to provide mentorship and guidance. The founding board has consulted with PBL Works and EBS, Inc. to provide expertise in creating the arts-integrated project-based learning program, which serves as the foundation of AVPA's school model. Most importantly, the founding board led a multi-modal community engagement campaigns consisting of four formal public meetings, one informal public meeting, two podcast, and fifteen co-design meetings with a broad cadre of families, community organizations, and governmental organizations to articulate the design.

To engage a diverse cadre of community stakeholders, Illumination Education, Inc., sponsoring entity, identified ten strategies to inform our school model. The results, so far, were overwhelming support for a non-magnet visual and performing arts option in Tarrant and Southern Dallas County, Texas.

Strategy 1: Research on Best Practices

The co-founders Dr. Nelson and Ms. Love attended three professional learning series related to equity and access, social justice, school culture, and neuroscience in education, creating an opportunity to study the most current research on the topics.

Professional Learning Series	
Date	Title
09/2017	*Social Justice in Education with Dr. Robert L. Green*

06/2018	*Creating School Cultures that Promote Academic Excellence with Dr. Pedro A. Noguera*
06/2019	*Teaching with the Brain in Mind with Dr. Eric Jensen*

[9] See Kania, J. Kramer, M. (2011). Collective Impact. *Stanford SOCIAL INNOVATION Review.* Winter, 2011.

Strategy 2: Meetings with Diverse Community Stakeholders

Beginning in 2018, the co-founders and board of director held listening sessions with over 200 stakeholders to elicit input about the state of education in the community. These meetings allowed board to better articulate the school design to meet the needs in the community. This resulted in the pursuit of an explicit socio-emotional professional development program for both teachers and students.

Listening Series	
Date	Title
07/23 – 24/2018	*Co-Design Meeting (Listening Camp) with Dr. Jacqueline Landry*
09/15/2018	*Planning Retreat with Dr. Jacqueline Landry*

Strategy 3: Academic and Conservatory Co-Design Meetings

The founding board and co-founders participated in multiple co-design meetings to informed the design of our innovative programming. Participants included: academic subject-matter experts, art educators, professional artist, and project-based learning experts to brain trust the academic and conservatory programming for AVPA. If approved, we will partner with Kennedy Center's "Ensuring the Arts for Any Given Child" to further assist our community in developing a plan to carry out the short- and long-term goals for our schools. The following are a list of co-design meetings.

Understanding: Diverse Educators, Experts, and Consultants	
Date	Title
09/02/2019	*Vicki Meek, Artist, Arts Educator, Dallas Cultural Arts Commission*
09/13/2019	*Conservatory Co-Design Meeting (music and digital media)*
09/14/2019	*Academics Co-Design Meeting (core subjects and project-based learning experts)*
09/28/2019	*Conservatory Co-Design Meeting (Visual Arts, Theater, Writing, Dance)*
10/03/2019	*Conservatory Co-Design Meeting (Visual Arts, Part II)*
10/04/2019	*Conservatory Co-Design Meeting (The Kennedy Center – Any Given Child)*
10/06/2019	*Academic Co-Design Meeting (Project-based Learning, Arts-Integration)*
11/04/2019	*Conservatory Co-Design Meeting (The Kennedy Center – Any Given Child)*
11/15/2019	*Social Emotional Learning Co-Design Meeting*
12/02/2019	*Any Given Child Meeting (Arts Connect Houston)*
12/12/2019	*Any Given Child Meeting (AGC Warren)*

Strategy 4: Facilities Co-Design Meeting

The Urban Design Center, a partnership between the University of Texas at Arlington School of Architecture and City of Arlington, partnered with board members to designed a concept for our charter school facility (site plans, architectural renderings, conceptual drawings of interior spaces). The facilities co-design meetings were successful on two fronts: first, it allowed the founding board members to gain a "mock" experience with site selection, building needs assessments, and the design process. Second, the meetings allowed graduate students to work with city staff on neighborhood development projects. As an entity proposing experiential instructional design, we were please to be able to participate in and partner with the City of Arlington and to support student's "learning by doing."

Creating: Community Partners	
Date	Title
08/28/2019	*Facilities Co-Design Meeting (needs assessment)*
10/23/2019	*Facilities Co-Design Meeting (site rendering)*
01/07/2019	*Facilities Co-Design Meeting (exterior and interior spaces)*

Strategy 5: Portrait of a Graduate Design Team

To study the implications of AVPA and to draft a prioritized set of competencies, we engaged a design team to draft visuals of the AVPA "Portrait of a Graduate".

Listening Series: Students and Families	
Date	Title
11/01/2019	*Co-Design Meeting (focus group of students)*
12/11/2019	*Board adoption of Portrait of a Graduate*

Strategy 6: Neighborhood Canvassing and Informal Events

Co-founders took every opportunity to engage with community members in and out of the targeted community. The results of neighborhood canvasing and attendance at information events resulted in 49 additional people learning about the proposed charter school.

Listening Series: Community Stakeholders	
Date	Title
11/2019 – 01/2020	*Conversations with Community Members (49)*
01/04/2020	*Conversations with Community Members (Informal Event)*

Strategy 7: Social Media Campaign and Letters of Support

A-Plus branding, a marketing company provided consultation on social media strategies using Facebook and Instagram. To date, the strategies engaged to bring awareness to AVPA has

yielded nearly 600 "likes and follows" on AVPA's Facebook page. In reviewing the demographics for the likes, most are from people residing in the targeted communities in Tarrant and Southern Dallas County. In addition, further demographics reveal that most are women with families in their 30s to 40s age range. Additionally, we have obtained eleven (11) letters of support from a diverse group of community members who support the school model as a parent in the community, as a students, as an artist, or as an organizational partner.

Listening Series	
Date	Title
11/01/2019	*A-Plus Branding (strategy meeting)*
11/01/2019	*Facebook, Instagram, Website*

Strategy 8: Formal Community Engagement Events

Our intent was to engage families and community stakeholders in both Tarrant and Southern Dallas County. Over five community information meetings, our team engaged with 92 families, all residing within ten miles of the proposed community. As a result of the community information meetings, multiple families shared a desire to enroll their child(ren), if approved. Of the 92 families, 98% supports our charter school design with 100% agreeing that the community needs a non-magnet public charter school option.

Interestingly enough, our broad-based community engagement attracted opposition and created an opportunity for the founding board to learn a valuable lesson about messaging and how to respond to opposition. A volunteer from Texas AFT, unbeknownst to our board, arrived one hour prior to our Lancaster, Texas family meeting. She met and turned away every parent/community member who attempted to attend our meeting. When no one showed up, we pivoted and went out to talk individually to community members face-to-face. We were able to speak with nine families, gaining an advocate who is willing to assist with planning another meeting in Lancaster, Texas, which we have scheduled for February 19, 2020.

Conveying and Receiving Input: Community Stakeholders			
Date			
11/23/2019	*DeSoto, Tx Community Meeting*		*24 families*
01/04/2020	*Grand Prairie Community Meeting*		*27 families*
01/07/2020	*Lancaster Community Meeting*		*9 families*
01/11/2020	*Cedar Hill Community Meeting*		*14 families*
01/11/2020	*Fort Worth Community Meeting*		*18 families*

Strategy 9: Required Notifications

Statement of impact forms will be sent via certified mail to 32 superintendents and school board presidents. In addition, our team emailed all members of the State Board of Education on three separate occasions to notify the intent to propose a public charter school, as well as to invite

them to the community events. Finally, the AVPA team sent emails to 28 local governmental representatives in AVPA's proposed attendance zone to invite him or her to attend the community information meeting. A legislative aid representing Rep. Carl Sherman attending the Cedar Hill event on 01/11/2020. Additionally, board members spoke personally with Rep. Turner, State Senator Royce West, and representatives from Congressman Veasey's office.

Strategy 10: Podcast

Thus far, co-founders and founding board members participated in two podcasts to share information about the AVPA school model, as well as the state of arts education. The purpose of the podcast was to use multi-mediums to share information about the proposed charter school.

Listening Series	
Date	Title
12/10/2019	*Podcast at The Epic Studios, Grand Prairie, TX (over 750 views)*
12/20/2019	*The Commish Radio Show with Ed Gray, Dallas, TX (over 800 views)*

Academy of Visual and Performing Arts is committed to continue to host engagement meetings with the community as an ongoing part of engagement. We will host a podcast on the innovative strategies for arts integration and social emotion learning.

School Design

Mission, Vision, and Overview of School Design

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

Young people need a breadth of opportunities to thrive, from early childhood through young adulthood, and arts education should play a prominent role in cultivating that breadth.[12]

Mission

The mission of the Academy of Visual and Performing Arts is to provide a challenging, experiential education that cultivates academic and artistic excellence.

Art is participatory process through which diversity is encouraged, appreciated, acknowledged, and celebrated. We believe that all students, regardless of race, culture, religion, language, income, or ZIP code, deserve an excellence education that supports their academic growth and performance ability. Simply put, experiential education pairs immersive experience with focused reflection allowing for actively engaged students. It means that children experience hands-on experiences in the arts that connect across content areas.

The Academy of Visual and Performing Arts' spirit of inclusiveness values contributions by all members of the community. To draft our mission, co-founders (Dr. Andrea Nelson and Stephanie Love) worked with the board to create a ten-strategy plan to engage the boarder community. Since 2017, the co-founders and board has conducted multiple listening and learning sessions, conducted 18 co-design meetings with parents, students, and community stakeholders. Based on those findings, a consistent theme emerged – lack of access in performing arts for academically vulnerable and low-income students, allowing for the articulation of the vision.

Vision

Our vision is to nurture creativity in young people from diverse backgrounds by providing equal access to *learning in and through the arts* – dance, music, theater, visual arts, and digital media arts.

Art makes way for transference. This means that students develop the tools for seeing connections among subjects and ideas, allowing them to develop problem-solving and critical thinking skills. The vision allows the founders to build infrastructure that is both adaptive and innovative that will support the development of creativity in students.

Our goal is an inclusive K-12 experience through which students learn observation and perception (art), music literacy (music), inquiry and understanding (theater), and enjoyment and challenge (dance). It is through these experiences that students develop the skillsets necessary to transfer the skills learned in and through the arts.

Guiding Tenets

AVPA's four guiding tenets were crafted to reinforce our ethos and culture as it was organically developed in cooperation with our community stakeholders. The guiding tenets hold us together as a community and is reflected through our work.

Academic Excellence
We take responsibility for our academic success by being active participants in the learning process.

Performance
We pursue performance excellence through reflective practice, study, and evaluation of our own work and that of others.

Character
We demonstrate good character and self-management by making responsible decisions, maintaining positive relationships, and displaying social awareness.

Mastery of Craft
We develop disciplined work habits – as learners, creators, and performers – as we are mastering our craft.

This means students will be involved in a process of participation in an activity, followed by reflection, evaluation and application of concepts to a new situation. This process ensures that students will gain a deeper understanding of the new learning. In this learning experience students also become responsible for managing their own learning with the teacher becoming a facilitator of the learning process. For students at AVPA, experiential learning in conjunction with project-based learning allows them easily discover the connections between what they are learning in school and the real-life experiences they encounter. Translation refers to the process of making meaning across different mediums of expression, such as writing a play to deepen knowledge of a historical era or learning about a mathematical concept through collage.[12] Engaging in the process of translation has previously been shown to increase students' capacity for generative and reflective thinking and can result in deeper understandings and connections. As a result of the mission, vision, guiding tenets, and the benefits of the arts, arts integration, and project-based learning, the board included the following key design elements:

Meeting the Needs of Our Proposed Community

The following four paired design principles serve as a foundation of the school's design, and is supported both by a slew of research in arts education and the result of community co-design meetings.

1) Characteristics of an AVPA Student + Arts-integrated, Project-based Learning

AVPA belongs to the community. Our recruitment efforts will target students from targeted communities, allowing for us to recruit a cadre of *students who have shown promise* or *the capacity for high levels of performance* and who are diverse in a variety of ways: race, ethnic, gender, socio-economic status, and different learning styles and abilities.

"*Show promise*" means that we can see certain traits, inherent skills or abilities or an aptitude for learning a particular skill. An example of this would be a student who has some artistic talent but needs additional training, coaching and experiences to improve upon their natural abilities. AVPA nurtures creativity in students who have "shown promise".

"*Capacity for high levels of performance*" refers being coachable, which has nothing to do with ability. AVPA's goals is to recruit students who recognize that expertise comes with practice, who recognize that there is room for discovery, exploration, and growth.

Arts-Integrated, Project-based Learning

To illustrate our guiding tenets in practice, our students will use the arts as a conduit to engage in inquiry-based instructional experiences at a various progression. All students will participate in arts-integrated, project-based learning in core content courses (reading, mathematics, science, social studies). Research confirms that arts education has a significant effect on other disciplines, while improving test performance by twenty percent. But the link between Arts Education and performance goes far beyond test scores. Brain research has shown the integration of music to the academic program have a positive outcome on creativity, social development, personality adjustment, and self-worth of students.[9]

2) Non-Magnet School Approach + Literacy and Mathematics Bridge

To provide an unobstructed pathway for participation in our programming, AVPA is a non-magnet school. The audition processes are academically-neutral, which opens the door to Students who otherwise would not have an opportunity to explore and excel in the arts. This school design allows students to excel in art disciplines and helps to develop students social-emotional competencies.

Potential AVPA students must show promise of demonstrated artistic ability as a requirement for admission (Texas Education Code §12.111(a)(5)(B)). This is determined through the audition process. Applicants to AVPA must audition for admissions (Texas Education Code §12.1171).

Audition deadlines will be established and judging will be conducted by qualified personnel in each of the designated conservatories. Rubrics will be developed by a diverse group of community stakeholders, including students, parents, teachers, art educators, and professional artist as a part of the community engagement process, if approved. AVPA will host a number of free audition workshops in advance to provide additional information and support for the process. In addition, the audition workshop will allow students to both understand the audition process, to receive coaching, and to leave with a real time understanding their progress well in advance of the actual audition.

Literacy and Mathematics Bridge Program

Analysis of student performance data from schools located in the targeted ZIP codes indicates that achievement in reading, mathematics, and writing is particularly low and specific subgroups of students are having the most difficulty obtaining "meets or masters" on the State Assessment of Academic Readiness (STAAR) assessment. One such example is Morningside Middle School, a school located in 76104 located in the primary attendance boundary. Morningside Middle School earned an F rating and is listed as "comprehensive support" for unacceptable work at closing performance gaps among the subgroups. 24% of students meeting grade level performance in reading and 19% in mathematics.

Academy of Visual and Performing Arts adopted a school design that is non-magnet, allowing for students with academic challenges to be nurtured and supported. We assume that students need additional academic supports, considering the academic challenges in the targeted zip code. As a part of the school innovations, the Literacy and Mathematics Bridge (LAMB) program was specifically designed to support such students. The literal definition of a bridge is a structure that is built so that people can cross from one side to another. The LAMB program bridges students by providing additional structures in reading and mathematics to move support students as they progress toward grade-level proficiency and beyond. In addition to using students' natural creativity to support academics in core content areas, LAMB provides the following additional academic structures:

- Our staffing plan includes a literacy and mathematics specialist, who will receive additional training from the national leader in secondary interventions.
- Additional instructional time (pullout and/or additional class)
- Weekly progress monitoring
- Adaptive technology
- LAMB Summer Intensives (4 weeks, 4 hours per day)

3) Conservatory Arts Programming + Community Partnerships

Socially and economically disadvantaged children and teenagers who have high levels of arts engagement or arts learning show more positive outcomes in a variety of areas than their low-arts-engaged peers.[10]

Conservatory Programs

The AVPA conservatory programs emphasize aptitude, rather than demonstrated achievement, by providing challenging programs in **dance, music, theatre, visual arts, and digital media arts.** The AVPA conservatory programs provide differentiated educational experiences which helps students achieve optimal levels of performance. Research supports the AVPA school model and has shown that art-integration has a positive effect on the proposed demographic, consisting of academically vulnerable students:

- The arts integration program had a positive statistically significant effect on student standardized state test scores as compared to control schools;
- Schools that provided equal focus on both arts and arts integration programs outperformed schools that focused primarily on one or the other;
- The arts integration program decreased the achievement gap among previously rated high, average, and low achieving students compared to control schools.[11]

4) Explicit Social Emotional Learning Instruction + Student Incentive Program

Explicit Social Emotional Learning Instruction (SEL)

Across existing research literature and among arts educators there is widespread belief that artistic disciplines including music, dance, theatre, visual arts, literary arts, and media arts have a positive effect on children's and adolescents' social-emotional development.[9]

AVPA has engaged the entire school community in designing an innovative school culture plan that embodies our commitment to ensuring a caring, supportive, and equitable learning environment for all students. Grounded in research by CASEL, our school culture and behavior management frameworks prioritize students' social and emotional competence, with strategic planning anchored in three focus areas of:

1. **Student-centered collaborative relationships**, with emphasis on social and emotional growth and increased academic achievement.
2. **Student voice, engagement, and communication,** empowering students to develop deeper, more meaningful pathways to learning, thereby encouraging them to become advocates for and activist in their own learning.

3. **Explicit feedback and celebrations**, that illuminates and accelerates the development of our students individual academic and performance goals, thereby enabling personalization of mastery.

The three anchors of our cultural plan are through the following school structures and include:

Academic Instruction

- Arts-integrated, project-based learning (embedded SEL)
- Explicit SEL instruction using an evidence-based program
- Professional Learning Plan (builds teacher capacity)
- Culturally-responsive instructional practices

Discipline Policies and Procedures

- Student Code of Conduct (proactive, restorative, and developmentally appropriate approach to discipline)
- Relationship Building

Student Support Services

- MTSS/PBIS
- Universal Supports
- Continuum of integrated, tiered academic and behavior supports

Student Incentive Program

Students are to be incentivized to maximize their performance both academically and socially. The incentive provided is a reward for achievements and is designed to encourage positive behavior, participation in projects assigned and relationships built as well as the empowerment of self-determination.

Incentives include additional time to perform on stage; presentations made to peers in formal and informal settings; opportunities to dialogue with experts that share their interests in the arts; trips that link the school environment to the authentic world of the arts; public praise through placing the student's name and photos in key places within the campus; and finally, the opportunity to lead.

As a community, the co-founders and board of Academy of Visual and Performing Arts believe that the four paired design principles, birthed as a result of three years of community engagement and co-design, allows AVPA to incorporate innovate design principles while meeting the needs of the students in the Tarrant and Southern Dallas County communities.

Curriculum and Instruction

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

Curricular Design Process

The purpose of the Academy of Visual and Performing Arts instructional leadership team is to provide leadership, service, and supports for AVPA staff, parents, and the community and to educate all students to high levels through quality teaching and learning. The curriculum development process ensures that students receive a viable and rigorous curriculum. A continuous improvement process will be used to improve teaching and learning. The process is executed by a diverse team of teachers, certified staff, administrators, and instructional leaders.

In Year 1, the co-executive directors will lead the curricular design process. As AVPA grows, this process will be coordinated effort between the directors of curriculum and instruction, exceptional student services, and artistic development. The following structures are included in the school model to support the curricular design process.

Curricular Design	
Staff	All teaching staff
Schedule	3 hours per week – Collaboration
Professional Development	Intensive Summer, 3 PD days,
Facilitators	Instructional Coaches, Literacy and Mathematic Specialist, Grade Level Leads
Funding Allocation	$100 per teacher is allocated for professional development

Monitoring the curriculum is an occurs throughout the school year as a part of the continuous improvement process. All teaching and learning staff are responsible for ensuring that the written, taught, and tested curriculum are aligned to the concept, context, and cognitive level related to the Texas Essential Knowledge and Skills (TEKS) and State Assessment of Academic Readiness (STAAR).

All teaching and learning staff shall monitor student performance data, shall identify the needs of all students and provide differentiated instruction based on an assessment of student needs and student performance.

Arts-integrated, Project-based Learning

"Art practices can enhance PBL by providing students new avenues to engage with important and challenging questions in critical and creative ways." Ryan Sprott

Project Based Learning (PBL) is a nationally recognized model and is an instructional approach that enables students to master academic skills and content knowledge, develop skills necessary for future success, and build the personal agency needed to tackle life's and the world's challenges through equitable opportunities for ALL students. Project-based learning is an educational approach rooted in inquiry. Because the arts are a conduit for us to explore questions and communicate how we view the world and ideas, Project-based learning and the Arts are a natural fit. Additionally, it matches Texas Essential Knowledge and Skills (TEKS) on rigor, depth, and higher-order skills such as conceptual understanding and application. In addition, we emphasize mastery of 21st century skills that all students will need to be successful.

Teachers will facilitate progressive student learning experiences through the application of the PBL gold standards of:

- Challenging Problem or Question
- Substantial Inquiry
- Authenticity
- Student Voice and Choice
- Reflection
- Critique & Revision
- Public Product

The AVPA has made an intentional decision to cultivate an equity mindset in students. PBL and arts integration will provide students with high quality critical/inquiry experiences, which cause them to generate ideas and designs under circumstances that assure they work at the application, synthesis and evaluation level. Teachers will use universal learning and backward design to design and implement high quality project using 21st century skills. The following structures are included in the school model to support the curricular design process.

Arts-integrated Project-Based Learning	
Staff	Core and Conservatory Teachers
Structure	One PBL Unit per Nine Weeks (4)
Collaboration / Planning	3 hours per week
Professional Development	3-day Summer, 3-day 3rd Quarter
Facilitators	PBL Consultant, PBL Instructional Coach
Funding Allocation	$400 per teacher is allocated for professional development

According to the Buck Institute for Learning Project-Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. The Buck Institute for Education describes the Four R's as *rigor, relationships, relevance, and results*.

Rigor would employ a project-based learning, college/workforce preparatory curriculum that sets high expectations for everyone.

Relationships would be achieved through a personalized learning environment where teams of teachers and peers provide students with academic and social-emotional guidance.

Relevance would allow meaning every day with a curriculum created around cultural relevance, current events, and historical realities while emphasizing competence in twenty-first-century skills.

Results would focus on student achievement using multiple indicators and using well-defined performance assessments such as portfolio tasks.

By using project-based learning and well-defined performance assessments (i.e. portfolio tasks) students will be challenged to perform at higher levels of rigor. Portfolios of programs from performances, contest, auditions, exhibits and projects will be used for verification of the data acknowledging the impact of the arts on foundation courses. Students will be expected to participate in a minimum of one project-based and/or problem-based learning experience per grade level.

Instructional Strategies

Academy of Visual and Performing Arts uses professional development and the monitoring of student performance to determine the most effective instructional strategy to use to enhance student learning. The development of the instructional strategies is an ongoing part of monitoring teaching and learning. The following are research-based instructional strategies designed to meet the needs of a diverse group of students.

English Language Arts

TEA adopted new Texas Essential Knowledge and Skills (TEKS) for grades K-8 in 2019-20 and for grades 9-12 in 2020-21. These new TEKS building on foundational skills, increasing comprehension through response to multiple genres, analyzing author's craft and purpose in order to apply that craft in their own compositions, and, allowing students to engage in inquiry-based thinking. To support the new TEKS, we will use Houghton Mifflin Harcourt's Into Reading and Into Literacy as the selected curriculum for English Language Arts/Reading. Further, AVPA has adopted a key strategic reading student achievement goal. In our baseline year, 2022-2023, 70% of 6-8th grade students will perform at "meets or mastery" level on the STAAR reading assessment. ELA/Reading in K-3 will focus on developing foundational skills development. ELA/Reading in 4-12 will focus on explicit skills instruction. ELA/Reading courses should be literature-rich with diverse reading materials.

To support the new TEKS, we will use Houghton Mifflin Harcourt's Into Reading and Into Literacy as the selected curriculum for English Language Arts/Reading. The group routines,

scaffolds and supports support English learners, 26% of our proposed demographic. The curriculum also contains culturally-relevant and ethnically diverse text that is in alignment with AVPA's vison to support diverse students.

Balanced Literacy (K-12)

Balanced Literacy refers to an instructional approach in reading that aims to guide students toward proficiency through five components. AVPA's students will have daily opportunities to read, write, think critically and converse about text.

1) Interactive Read-Aloud (daily)
2) Guided Reading
3) Shared Reading
4) Independent Reading
5) Explicit Vocabulary Instruction
6) Word Study

Professional Development in ELA

Early Literacy Academy (K-2, required)
Explicit Phonics Instruction (K-2)
Best Practices in Literacy Instruction (K-12)
Reading Intervention for Struggling Students (K-12)

Mathematics

Mathematic consists of Numbers and Operations, Algebraic Reasoning, Geometry, Measurement, Probability and Statistics and Problem Solving -- with Problem Solving being integrated into every strand. In high school, students will study the foundations and functions of various levels of mathematics courses – including Algebra 1, Algebra 2, Geometry, Pre-calculus, AQR and Math Models. This includes the curriculum for the regular classes, as well as for the honors and AP classes. AVPA offers an accelerated mathematics offering for students who are at mastery level, as indicated on the universal MAP mathematic screeners. This would allow student to take Algebra 1 in 8th grade, earning high school credit. As AVPA grows, additional high school credit options at the middle school level will be available. As a key strategic academic goal, in our baseline year, AVPA's goal is 50% of 8th/9th grade students earning "met or mastery" performance on the Algebra End-of-Course exam.

To accomplish this goal, AVPA has selected Great Minds/Eureka Mathematics as the curriculum. Eureka Math is a widely used curriculum,

Attachment 7 is a curriculum map showing, at a glance, the sequence of modules *A Story of Ratios* - comprising each grade of the Grades 6 through 8 curricula. The map also indicates the

approximate number of instructional days designated for each module of each grade. Details that elaborate on the curriculum map are found in the grade-level descriptions.

Science

Elementary science involves hands on engaging activities, classroom and outdoor investigations using safe practices and proper tools as well as discovery through inquiry. Topics such as Matter & Energy, Force & Motion, Earth Resources & Cycles, and Organisms & their Environment are covered. Intermediate and Middle school grade science provides hands-on activities for life, earth, physical and space science. In high school, students take a variety of science classes. AVPA values exploratory science. To that end, we have selected STEMScopes as a possible science curriculum. Students will use science as a part of arts-integrated project-based learning. Our goals baseline goal is for 70% of 8th graders to earn a "meets or masters" performance on the science STAAR assessment.

Social Studies

Elementary social studies classes will focus on students' learning about the world around them in an ever-expanding circle. First, they learn about themselves, then their families. As they advance, they learn about their state, country and the world. In 5th and 6th grade social studies, students study an overview of United States history and contemporary world cultures. Seventh and eighth grade social studies is an in-depth study of Texas and U.S. history. In high school, students can take a variety of courses including World Geography, World History and the global issues that affect us all. Not only will students be immersed in history through the conservatory programs, students will benefit from the integration of social students with English Language Arts, along with other curriculum. Our goals baseline goal is for 70% of 8th graders to earn a "meets or masters" performance on the social studies STAAR assessment.

Conservatory Program

Past studies have shown positive relationships between the arts and academic achievement when the arts are integrated into language arts, mathematics, and science classes.

Elementary Conservatory

The elementary school conservatory program allows students to develop foundational skills and understanding of the arts. Students will explore art, music, dance, physical education, world language (chosen by a parent survey), and technology. Students participate in conservatory daily in 45-minute blocks, on a 6-day rotation. Theater arts is integrated during the reading block as a part of balanced literacy.

Middle School Conservatory

The middle school program at The Academy of Visual and Performing Arts will allow students to explore and discover the arts through a variety of course offerings. As students' progress

through each grade level, in the middle school program, they will receive the necessary support in a chosen fine arts strand. The goal is to support and encourage students as they prepare for the audition and performance requirements for the high school program. The middle school fine arts program will include:

Grade 6 - Exploration of the Fine Arts Strands. Students will explore a wide range of fine art experiences, such as courses in arts, dance, music, and theater, to expose them to the various arts disciplines and facilitate students' choice in later grades.

Grade 7 - Foundation and Development. Seventh grade will serve as the foundation year for students. It is during this time that they will designate their area of focus in the arts. Students will be exposed to and participate in Fine Arts Fairs that are designed to introduce students to the various fine arts strands that are available.

Grade 8 - Application and Capstone. Grade eight is the year of application and capstone, in which students will receive support in their chosen fine arts strand in order to be prepared for high school performance expectations. As students matriculate into the high school program, they will have the opportunity to audition for a specific fine arts strand. This program design allows for exploration and support in the middle grades and a specific fine art focus in high school. Students will begin the ninth grade having auditioned and qualified for a specific strand of instruction.

Audition Process:
The Academy for the Performing and Visual Arts wants every student to become a successful artist. In the eighth-grade students will be required to attend an audition orientation. This session is designed inform students of the requirements, scoring, and criteria for each strand of the arts. In addition, an audition workshop will be held twice yearly to provide additional support for the audition process. These sessions will be open not only to students in The Academy for the Performing and Visual Arts, but also to outside students who may be interested in participating in the high school program. Application deadlines will be established and judging will be conducted by qualified personnel in each of the designated strands. Rubrics will be developed and distributed prior to the auditions to further ensure a transparent application process.

High School Conservatory

Students will begin the ninth grade having auditioned and qualified for a specific strand of instruction. Throughout the remaining high school years students will progressively hone their skills in the designated strand of study. During the high school years students will focus on the fine arts in one of the following strands: Dance, Theatre, Music; vocal and instrumental, Visual Art and Recording Arts Technology. In this arts-integrated curriculum, high school students will be expected to participate in an End-of-Year Performance or complete a final portfolio, based on

their fine arts genre. This performance/portfolio display can serve as a project-based learning activity as students plan all aspects of the activity from design to presentation. The curricular choices for both the middle and high school are articulated later in the application.

Studies show that students who have learning experiences in the arts tend to demonstrate academic growth in both reading and mathematics. (Reinvesting in Arts Education, 2011) while also demonstrating enhanced thinking, social skills, and increase student engagement. Arts activities can impact self-confidence, self-control, collaboration and social tolerance, particularly among educationally or economically disadvantaged youth. In addition, because students are engaged and motivated by an arts program, studies have revealed that absenteeism and the dropout rate have been impacted positively in many schools. (Deasy, Richard J., 2002, Critical Links: Learning in the Arts and Student Achievement and Social Development, Washington, DC). An arts-integrated curriculum can be a real "game changer" in the lives of students of poverty.
To cultivate artistic and academic excellence, it is essential to include the performing and visual arts community as partners with the school. In addition to community partnerships with the arts community, APVA will engage adjunct performers and guest artists to support depth and application of the artistic

disciplines. The Dallas Museum of Art, the Dallas Symphony, The Dallas Musicians Guild, The Dallas Black Dance Theater, Latino Cultural Center, and other Local fine arts organizations will be invited to partner with the school to further enhance the curriculum and provide real-life experiences for the students. In addition, mentors from the various organizations will be sought and assigned to students to provide encouragement and assistance in the arts. Organizations will be solicited to provide guest artists to interact with the students by means of performances and informal discussions. Students will also be encouraged to participate in community activities through Project-Based Learning experiences. Student internships will be made available to students during the summer months.

Guest Artist Program/Community Partnerships - Guest artists and performers will be invited to partner with the teaching staff throughout the school year. These artists will work side-by-side with the teaching staff to give students a real-world perspective of their various crafts. Students will be able to see live performances, to converse with artists in small group settings, and to discuss the craft from a professional and business perspective. During the summer, the guest artist will assist with mini-sessions in each of the arts genres to give students more exposure.

Summer Programming - Mini Institutes held during the summer months.

Internships - Juniors and seniors will have the opportunity to participate in summer internship programs with various artists and community groups.

Supporting Organizations: Big Thought, The Dallas Musicians Guild, AT&T Performing Arts Center, Latino Cultural Arts Center, TACA

Community Art Organizations: Dallas Museum of Art

Community Dance Organizations: Dallas Black Dance Theatre, Avant Chamber Ballet, Chamberlain Performing Arts

Community Theatre Organizations: Dallas Children's Theatre, Dallas Theatre Center, Junior Players, African American Repertory Theatre

Community Music-related Organizations: South Dallas Children's Choir, Children's Choir of Greater Dallas,

Community Technology Organizations: Texas Instruments

The Academy of Visual and Performing Arts will secure a memorandum of agreement with the above organizations to provide services during the regular calendar year and during the summer months.

Personalized Learning Plan

The mission of the Academy of Visual and Performing Arts is to ultimately prepare a student who is ready and equipped for the 21st century. One way to help our students prepare for this task is to enable them to develop personal responsibility and accountability. At each grade level students will confer with a counselor at the beginning of the year to develop a Personalized Learning Plan. This plan will state the academic, fine arts, leadership, social, and community service goals for the specific year. Students will sign off on the goals and they will be reviewed with the parents at the initial parent teacher conference. The Personalized Learning Plan will be revisited midyear during the advisory period to monitor completion and then at the end of the year at the final parent conference to determine attainment of the goals.

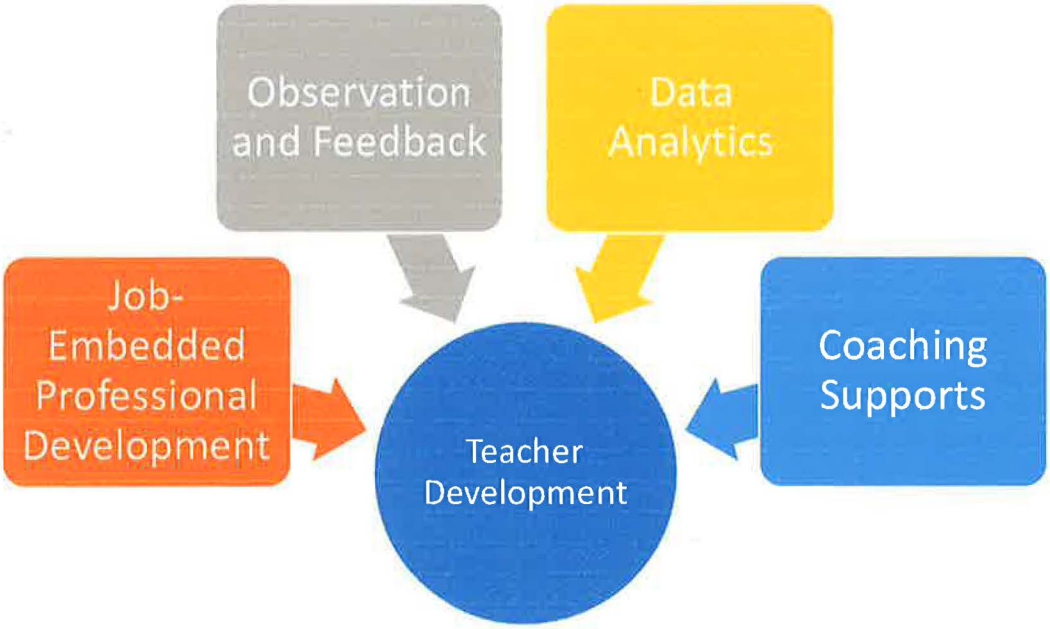
As students move throughout the year the Personalized Learning Plan will also serve as a benchmark for their success. It can serve as a means of tracking graduation requirements, PSAT and SAT preparation, and college and career readiness. Additional support can be provided in all areas to assist students in accomplishing their goals. This is particularly important in the middle school fine arts area. With the eighth grade being a capstone year for admission into the high school program, it is important that student progress in the fine arts as well as other areas is monitored closely. Because seventh and eighth grades focus on refined skill areas in the fine arts, it is imperative that if student deficiencies exist, the proper support structures are identified early to prepare them for audition into the high school program. The same holds true for the high school student. Graduation requirements are outlined during the freshman year and are monitored continuously throughout the senior year. The goal for all students is to provide benchmarks to assist them in being responsible for and monitoring their own progress.

Teacher Development

The successful model of coaching is embedded, visible and attempts to respond to student and teacher needs in many intentional ways. The focus is on teaching and learning, and more specifically, on the new knowledge teachers are exploring and practicing in their classrooms. Ongoing teacher development should align with four critical components: job-embedded professional development, observation and feedback, data analytics on teaching quality, and coaching supports. The responsibility for teacher development is primarily the executive director, in concert with district level leadership providing additional supports as needed.

Examples of coaching supports could include:

- Modeling with Exemplar, Video, Rubric, etc.
- Teacher practices *in context* with feedback *(ILT, Grade-level Chairs, Peers etc.)*
- Teacher Reflection
- Time-bound Implementation



Instructional Leadership Schedules

Instructional Leadership Teams should divide teachers among the instructional leadership team to ensure that each teacher is supported through observations and feedbacks. An example of an instructionally-focused maximizes time in the classroom.

SAMPLE WEEKLY SCHEDULE

Name: _____ Week of: _____

Leadership Meetings | Observation & Feedback | Data Meetings | Big Projects | Professional Development | Audits

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30 am					
8:00 am	A- Teams Meeting	Follow-up Huddles	Follow-up Huddles	Observation: Morning Huddle (3-5)	Observation: Morning Huddle (6-8)
8:30 am					
9:00 am		Data Meeting K-2 PLC Room	Data Meeting 3-5 PLC Room		
9:30 am					Operations Team Meeting Conference Room
10:00 am	Instructional Leadership Meeting			Data Meeting 6-8 PLC Room	
10:30 am		Observation: Jones	Observation: Thompson		
11:00 am					Co-Walks Instructional Leadership
11:30 am				Observation: Switzer	
12:00 pm	Observation: Miller	Follow-up: Jones	Observation: Roubideaux		
12:30 pm					Big Project Work Time
1:00 pm		Weekly Leadership Meeting Virtual		Bi-Weekly Department Meeting	
1:30 pm					
2:00 pm	Follow-up: Miller		Audit: ELL and GT Compliance		
2:30 pm		Observation: Godfrey		Audit: Special Education Compliance	
3:00 pm	Big Project Work Time				Professional Development
3:30 pm					
4:00 pm		Audit: Lesson Plans	Professional Development		
4:30 pm					
5:00 pm					

Strategies for Assessment of Learning and Data-Driven Instruction

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

At Academy of Visual and Performing Arts, we believe that accountability drives student achievement. To retain focus on our academic goals, we will actively measure student progress through formative and summative assessments, as well as track student performance through student scorecards, portfolios, and performances.

Data-Driven Leadership

Strong instructional leaders use a variety of tools to support teacher growth in alignment with their campus academic vision, the primary of which is the observation/feedback cycle. The AVPA leadership team will receive training from the Co-Chief Executive Officer – Academic on the expectations for a data-driven culture of learning. Teams are expected to lead data meetings, lead interim assessment analysis, lead weekly data meetings, and conduct observations and feedback to improve teaching and learning.

The five foundational data-driven leadership practices are as follows:

1) **Quality Interim Assessments**
    a. Create a master assessment calendar that identify and locks in interim assessments that are aligned to STAAR assessments.
    b. Calendar should identify dates of assessment scoring, analysis, and reteach.
2) **High-Quality Lesson Plans**
    a. Conduct backward mapping to align curriculum, taught, and assessed curriculum with master assessment calendar.
3) **Data Meetings**
    a. Establish protocols for weekly data meetings and after-interim data meetings
    b. Establish a consistent protocol for analyzing student work
4) **Post-Assessment Reteaching**
    a. Consistently monitor post assessment reteaching plans as a tool for improving assessment results.
5) **Observation and Feedback**
    a. Create a weekly calendar that is 70% instructionally focused to ensure that teachers positively impacting student learning.

Assessments and Calendars

The AVPA assessment calendar assumes that there are four 9-week quarters. The image below shows an example of what an formative and summative assessment MASTER calendar would look like when incorporating the five foundational design principles.

Academy *of* Visual *and* Performing Arts

SAMPLE MS MASTER ASSESSMENT CALENDAR 2021-2022

* for illustrative purposes only to show cycle of reteach

WINDOW:	UNIT / ASSESSMENT:	NOTES:
Quarter 1 Oct. 12-13 (9 weeks of instruction)	**Interim Assessment for English and Math**	*Make-up assessments* *10/14 - 10/15*
10/18 – 10/19	**Scoring, Analysis, and Planning**	
10/20 – 10/22	**Professional Development for ELA and Math** **Focus:** Priorities from the data/Reteach action planning	
1 Week 10/25 – 10/29	**RE-TEACH week**	Re-teach based on test results analysis
Quarter 2 Jan. 6-7 (9 weeks of instruction)	**Interim Assessment for English and Math**	*Make-up assessments* *1/10 – 1/11*
1/12 – 1/13	**Scoring, Analysis, and Planning**	
1/18 – 1/19	**Professional Development for ELA and Math** **Focus:** Priorities from the data/Reteach action planning	
1 Week 01/25 – 01/28	**RE-TEACH week**	Re-teach based on test results analysis
Quarter 3 Mar. 10 – 11 (9 weeks of instruction)	**Interim Assessment for English and Math**	*Make-up assessments* *03/21 – 03/22*
03/21 – 03/22	**Scoring, Analysis, and Planning**	
03/23 – 03/25	**Professional Development for ELA and Math** **Focus:** Priorities from the data/Reteach action planning	
1 Week 03/28 – 04/01	**RE-TEACH week**	Re-teach based on test results analysis
Quarter 4 Apr. 11 - 12 (6 weeks of instruction)	**Interim Assessment for English and Math**	*Make-up assessments* *04/13 – 04/14*
04/13 – 04/14	**Scoring, Analysis, and Planning**	
2 Days 04/19 – 04/20	**Professional Development for ELA and Math** **Focus:** Priorities from the data/Reteach action planning	
3 Days 04/25– 04/29	**RE-TEACH Days**	Re-teach based on test results analysis
2 Weeks 05/11 – 05/22	**STAAR ASSESSMENTS FOR ELA + Math for Grade 3-8**	
2 Weeks 05/18 – 05/29	**STAAR ASSESSMENTS Assessments for ELA + MATH Grades K-2**	

AVPA MTSS/Response to Intervention Plan

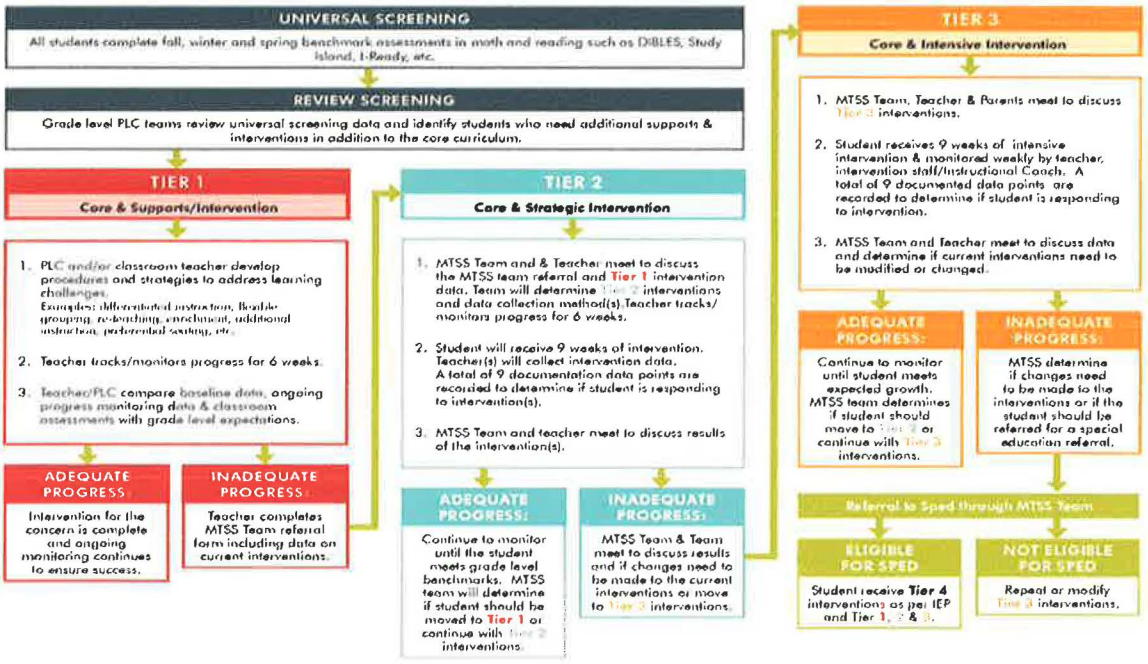
The Academy of Visual and Performing Arts' Response-to-Intervention (RtI) program will include the following component: early intervention, increasingly intensive multi-tiered instruction, universal screening, progress monitoring, curriculum-based measurements, and data-based decision making. This will allow for student movement within the tiered model and disability identification, aligned with statutory legislative requirements.

At Academy of Visual and Performing Arts, Tier 1 represents high-quality instruction and services available to all students. Tier 1 practices and procedures will be focused on balancing the needs of the entire student population and the resources available to at Academy of Visual and Performing Arts Academy. At the classroom level, teachers will provide quality classroom instruction, supported by research-based instructional strategies. Tier 1 consists of general education instruction in the core curriculum and content interventions. For some students, this could include some content interventions implemented in differentiated instructional settings, such as during push-in services or pull-out services. Instructional coaches will assist classroom teachers with identifying instructional strategies that are intended to build upon students' strengths. Universal screenings will occur three times per year in (fall, winter, spring), in accordance to a specified schedule.

Academy of Visual and Performing Arts will use NWEA (MAP) for benchmarking and progress monitoring for foundation reading and math skills, as well as screeners for dyslexia and behavior. The instructional leadership team will analyze universal screening data to identify students who need additional interventions. The results will help us identify and group students who are at-risk, to personalize instruction, and to evaluate student progress.

For at-risk students who are identified through universal screening and/or benchmark
ructional supports will be determined. Instructional leadership team
ved intervention resources prescribe targeted interventions based on
on of student progress will be collected and reviewed regularly by the instructional leadership team. Data will be used to make any necessary changes and/or additions to student intervention plans. The classroom teachers and the instructional leadership teams will keep detailed records to monitor the progress of at-risk students who may need more intensive tier 2 supports. The goal of MTSS program will be to improve student performance, not to result in a referral to Special Education or 504. A 504 referral can occur at any process.

The following is a visual representation of the referral process. This was adapted from: RTI Works.



Tier 1 supports include: general education classroom Instruction - 9 weeks (Universal Screeners, District Benchmarks, Formative Assessments), general education curriculum, high-quality tier 1 instruction and differentiated instruction, anecdotal records, teacher observation, etc.

Ter 2 in the RtI framework includes targeted short-term instruction for a small group of students identified during universal screenings, progress monitoring, etc. These interventions will be created from research-based practices. Interventions could be offered as a part of a small-group instruction in the general education classroom, pull-out instruction during the school day, a required intervention class in place of an elective, or before/after school programs. These interventions will be created to target students' individual instructional needs, academically or behaviorally.

Tier 2 supports include: a minimum of 60 distributed minutes weekly of additional instructional support for a minimum of 9 weeks. Progress monitoring will occur weekly during the 9 weeks. The instructional leadership team will meet after 9 weeks of tier 2 instruction to determine: if students will continue tier 2 interventions for another 9 weeks, if students should move back to tier 1, or if students will move to tier 3 instruction.

Tier 3 instruction represents the most intensive supports. Tier 3 services, at Academy of Visual and Performing Arts are designed to address the needs of students who are experiencing significant academic or behavioral problems and/or students who are unresponsive to Tier 1 and Tier 2 efforts. This level of intensive instruction includes research-based programs, strategies, and procedures designed to strengthen the areas of deficit. The instructional leadership team will

MS

behavioral, or social-emotional problems can be triaged directly into Tier 3 to receive necessary intensive and individualized intervention supports. These students may be referred for evaluation to determine eligibility for special education services. Tier 3 supports includes dyslexia pull-out services. For Dyslexia Pullout Services follow the specific intervention requirements identified in the student's individual accommodation plan.

Tier 3 supports include: a minimum of 120 minutes distributed weekly instruction for a minimum of 9 weeks. 3:1 grouping with specific intervention and continued weekly progress monitoring. The instructional leadership team will meet after 9 weeks of tier 2 instruction to determine: if students will be referred to special education services or 504, if students will return to Tier 2 instruction, or if students will continue with Tier 3 for no longer than an additional 6 weeks.

Supports for Special Populations

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

Our instructional framework is designed to serve all students who walk through the doors of the Academy of Visual and Performing Arts. Therefore, as we prepared to support the special needs of our special population students (9%) Special Education and (26%) English Language Learner it was crucial to ensure these would be provided with services that supported them as learners. Therefore, through the teaming with academy teachers and Special Education Coordinator these students will be provide instruction that is rooted in small group data driven instruction that align to the TEKS standards. Our model is rooted in rigor and critical thinking at level of the spectrum. We have also budgeted contracted serves for speech, psychological services, adaptive and occupational support. Also, each student who has been classified as Bilingual or EL will have either an endorsed ESL or certified bilingual teacher. Best practice would suggest that it very important and crucial to support in their home language. It should noted that our teacher are support through coaching by a Literacy and Math specialist that both target acquisition of language, specifically with emphasis placed on Tier II and words.

English Learners

Increasing the school engagement and oral language skills of ELLs through arts integration in the primary grades.

We anticipate that 26% of our student population will be identified as an English learner. Although the occupied district has a greater percentage of EL students, we account for student recruitment in contiguous districts which have a lower percentage of EL students. AVPA is committed to diversity, inclusion, equity and access. This is reflected in our supports of EL students.

Research shows that arts integration has a positive effect on English learners. In addition to the project-based instruction occurring within the core content areas, the following instructional accommodations are expected and should be reflected on classroom teacher's lesson plans:

- Create a print-rich environment
- Use visuals, realia, and manipulatives
- Use graphic organizers
- Introduce key vocabulary before lesson
- Write key vocabulary words on board
- Provide highlighted text and/or key concepts
- Provide summaries or outlines of texts
- Record lesson digitally for review
- Divide information into smaller chunks
- Focus on oral language as a basis for learning content
- Have bilingual dictionaries available
- Work toward longer passages as skills in English increase

In addition to the instructional accommodations, the following additional academic supports will be provided to support English learners.

EL Support	
Certification	ESL Certification (Preferred) at 6-12th Bilingual/ESL at Elementary
Structure	LPAC Committee Pullout/Push in, as needed (2-3 times per week)
Collaboration / Planning	3 hours per week
Professional Development	Sheltered Instruction (SIOP)
Facilitators	Instructional Coach, Director of Exceptional Services
Screener	Woodcock-Munoz (within 30 days)
Assessment	Texas English Language Proficiency Assessment (TELPAS)

Differentiation	• Teachers become familiar with their **standards and curricular materials** • SPED, ELL, and 504 **students are identified** early; teachers are shown **strategies** to support these students • School leaders support teachers with **easy-to-implement differentiation strategies**

Gifted and Talented

We anticipate that 7.6% of our students will be identified as gifted/talented. To ensure equity and access to gifted and talented services, AVPA will universally screen all 2nd graders using a culturally-responsive screener. The annual screening process will be available annually. Information regarding the gifted and talented nomination/referral process will be shared with parents during a family meeting in which we will share how arts-integrated, project-based learning supports their child's giftedness. In addition, we will share the screening and referral process.

Gifted and Talented Supports	
Certification	Gifted and Talented Endorsement (preferred)
Staffing	Gifted and Talented teacher hired at Year 2
Collaboration / Planning	3 hours per week
Professional Development	30 hours per year
Facilitators	Instructional Coach, Director of Exceptional Services
Screener	Universal screening for all student at 2nd Grade Using a culturally-responsive screener Naglieri Nonverbal Ability Test, Second (NNAT2)
	G/T Pullout, 3x per week (Elementary) Honors sections core academics in 6th – 12th
Differentiation	• Teachers become familiar with their **standards and curricular materials** • School leaders support teachers with **easy-to-implement differentiation strategies**

School Culture and Safety

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

Academic Excellence, Performance, Character, and Mastery of Craft are the foundational bedrock tenets that act as a guiding force in creating a vibrant learning organization at the Academy of Visual and Performing Arts (AVPA). Our mission is to provide a challenging, experiential education that cultivates academic and artistic excellence. Furthermore, AVPA, through the employment of an embedded fine arts integrated, project-based learning curriculum and close attention to the development of organizational structures and systems, students learn resilience, executive functions and self-regulatory skills. They develop awareness of what accelerates or hampers their learning, and teaches them to act from a posture of empathy and respect for others.

In 1976, Edward T. Hall developed the iceberg analogy for culture. If we apply the iceberg analogy to a school's cultural framework, there are some aspects that are visible above the water, however, beneath the surface of the water there are some parts we cannot see. Like the top of the iceberg, smaller parts of culture are easier to see than the many complex sides of organizational culture that can have either negatively or positively impact desired outcomes. The internal behaviors below the iceberg are subconscious beliefs, values and thoughts that underlie our implicit bias, unconscious judging, subjective knowledge, and one's personal subjectivity.

Simply said, it is the sub-surface aspects of school culture that have a direct correlation on how successful students become. Because we are at the threshold of creating and developing the foundational cultural framework for the Academy of Visual and Performing Arts, it is vital at the onset to establish a set of standards based on high expectations, rituals, behavioral norms, symbols, traditions and the day to day actions used to educate all students.

We analyzed the National Center for Education Statistics' Education Longitudinal Study or ELS which followed the progression of a nationally representative sample of tenth grade students from 2000 to 2012. This longitudinal study linked teacher expectation to individual student data collected up to 10 years. The study findings reported high schoolers, whose teacher had higher expectation about their future success, were more likely to graduate from college. Conversely, a secondary teacher predicted that high poverty students of color were 53% less likely to earn a college diploma than their affluent counterparts. Furthermore, they believed that African American students were 47% less likely to graduate from college than their white peers. Results also revealed that Hispanic students were 42% less likely to earn a college diploma than their white peers. This finding builds on a large body of research on the power of expectation. School and teacher expectation have long-term effects on student achievement.

Another construct the AVPA team researched students who suffered from behavioral issues, low engagement and academic challenges to determine what causal factors impacted students ability

to take responsibility for their own academic success by becoming active participants in the learning process? Several studies that were reviewed reported a strong correlation between decrease of negative student behaviors, the shortage of interest or engagement and the relationship of integrated project-based learning curricula. These studies reported that students' were 1.) able to self-direct their own learning; 2.) able to identify problems that were of interest and worth knowing (relevant); and finally, 3.) able to incorporate their own voice in the completion of assignments or tasks which brought empowerment to both the student and teacher.

Ultimately, not only has research impacted the design of the AVPA cultural model, it has also influenced the professional and personal experiences the founders and board members have had as students, parents, volunteers, and employees of campuses and school districts. Therefore, it is AVPA's belief that for true transformative innovation to occur we must intentionally focus both on the culture of the student body and the culture demonstrated by the leadership and staff.

Our Guiding Tenets will always be at the forefront of the work we do around the academic and social environment of AVPA. These tenets include:

(1.) Academic Excellence: We will take responsibility for our academic success by being active participants in the learning process.
(2.) Performance: We will continuously pursue excellence in performance through reflective practice, study, and evaluation of our own work and that of others.
(3.) Character: We will show good character and self-management by making responsible decisions, by maintaining positive, relationships, and by displaying social awareness.
(4.) Mastery of My Craft: We will develop discipline work habits-as learners, creators, and performers. Thus, we are mastering our craft.

In order for us to build a campus built on these guiding tenets, there must be clear understanding of expectations at all levels of the organization. District leadership must be intentional in developing the structures, systems and routines that equip all stakeholders with a true understanding of what must occur to ensure academic excellence. Therefore, in collaboration with AVPA, the District will establish scheduled calendared professional development opportunities that support teacher understanding of diverse student cultures, and the behavioral expectation both on campus and in their classroom. Positive Behavioral Intervention and Supports (PBIS) the core components and operations of a school by standardizing, simplifying, and establishing the rules and regulations by which the campuses operate. Subsequently, team lessons will be developed that support the behavioral expectations of both the common and classroom areas for implementation.

Positive Living Promoting Your Purpose is a purchased social and emotional leadership program that provides direct services to AVPA campuses. The goal of PLPYP is to provide all students with academic and social development programming that will result in improved academic achievement and self-confidence. Institute participants are engaged in various learning experiences intended to promote self-awareness, teach basic life skills, support skills

development in the Texas TEKS for Reading and Writing, and ultimately emphasize the importance of living positive, purposeful and productive lives.

From the Heart International Educational Services, Inc. will collaborate with AVPA to provide direct instruction to students addressing broad aspects in student development of their awareness of who they are socially and emotionally. These direct services provide positive models to the teaching staff demonstrating how to instill trust and build relationships with individuals from diverse backgrounds. The staff members of From the Heart (FTH) provide additional services such as summary reports concerning individual students, classroom visitations, support counseling through individualized mentorships and home visitations as needed. We believe that in order to change the achievement trajectory for at risk youth, the approach must be multifaceted including schooling systems changes, as well as, targeted academic and social development programming.

Essentially, our goal is to assist youth in school, so they are prepared to arrive at adulthood ready to live as positive and productive citizens. In pursuit of this end, in partnership with FTH and AVAP, we will strive to ensure all students are fully developed whole beings cognitively, linguistically, emotionally, socially, physically, financially and spiritually.

Executive functions can be defined as the awareness and directive capacities of the mind (Wilson & Conyers, 2015). By exercising these skills and abilities, students decide what should be the center of their attention and which undertakings should take priority. It is important to consider, that when students of any age struggle to finish developmentally appropriate academic tasks on their own, executive functioning may be the root cause of the problem. We believe through explicit instruction and modeling in all aspects of learning, students will come to recognize the importance of empowering themselves to prioritize their actions in the timely performance of their academic endeavors and later in their careers.

Discipline is closely aligned with the setting of expectations. One of the objects of utilizing input from students in establishing expectations and discipline is that they understand and create new methods of approaching inappropriate behaviors. Consequently, it is important that any mis-behavioral practices foster the student's ability to self-regulate, modify and adjust their behavior. The primary purpose of the reprimand should not be to punish but to provide students with the opportunity to self-correct without continuous prompting.

As more students of color and Hispanic dissent are classified as "at risk", the responsibilities which they assume cause them to take on adult behaviors at an early age. This necessitates them to acquire adult behavior just to exist and survive. As a consequence, it becomes difficult for them to switch between child and adult. Teachers, who understand the situation faced by the student, must have a set of strategies that support the academic and social success of these students.

In addition, personal bias on the part of the students, teachers and parents can negatively impact the ability to create positive change. Bias originates in the home simply by providing children with a name that announces their ethnicity to the public. This is followed closely by the definition of "at risk" utilized by educators to describe children of color; foreign student; students from rural areas; gender fluid students; and disabled students to name a few. It is difficult to overcome a classification applied for no apparent reason yet students in these categories enter school with a strike against them which results, in many instances, in feelings of marginalization.

Bringing brain research into the classrooms requires us to understand that brains are influenced by experiences. We can change the experiences. The implementation of a culture built on relationships is the cornerstone to all interactions and individual empowerment. In order to overcome many aspects or hindrances of why children are not successful, we must be very deliberate in exploring institutionalized biases and personal biases that hamper students from achieving both academically and socially. To accomplish change in this area, it will be necessary for campus staff and administrators to collectively agree that they will work intentionally to reflect upon their personal implicit biases which stifles one's ability to view students and others from only one perspective.

Likewise, Adverse Childhood Experiences (ACE) impact the students' ability to socialize, work cognitively and achieve at expected high levels. These stressful experiences encountered daily by economically disadvantaged children signals to us the need to ensure counseling and wrap-around services that promote mental wellbeing are available on campus. Through the use of PBIS and PYLP, our goal is to ensure that the students that attend AVPA feel safe and trust in the relationships being built.

Systemic planned collaboration must be the vehicle we use for this daunting transformative work. Changes have to be targeted based on clear data that will meet standards. Simple, clear short-term action steps must be developed to effect changes with a school-wide rubric to evaluate student progress fairly. But this strategy has to be combined with overall instructional, social and environmental templates for long-term change. As a team we must routinely ensure we target our lowest SES students. Each of them has a slightly different focus, but all of them use focused skill-building, relationship-building, in a positive, hopeful environment.

AVPA School Safety Plan

A safety plan is a complete all-hazards plan that considers all threats and hazards for a particular school. The plan must address ways the administrator will address those threats **and** develop a protocol that specifically unique ways for responding to those such threats, as we are aware that each campus is different. Therefore, our district and campus safe coordinator will annually evaluate and implement recommendations from the TEA, United States Secret Service,

Governor's School Safety Initiative, and ESC Region 10 & 11 to ensure our campus is secure and safe including double door entrances with electronic visitor management systems, training for reporting protocols, and rehearsing emergency operation plans. One of TEA's key recommendations involves having qualified mental health staff available to provide interventions for students and screen for possible threats to themselves or others.11 Our Director of Exceptional Student Services, campus special population coordinators, counselors, and social workers will be trained on how to screen for potential concerns and provide/connect students with services to support students struggling with mental health-related issues.

Discipline Policy Dissemination

A copy of the Discipline Policy will be provided to each teacher during the orientation/welcome back meeting held at the beginning of the semester. The key points of the policy will be discussed with the teachers who will be required to review the applicable sections of the policy with parents whose children have violated the Code during Parent/Teacher meetings or phone calls.

Student Incentives

Students are to be incentivized to maximize their performance both academically and socially. The incentive provided is a reward for achievements and is designed to encourage positive behavior, participation in projects assigned and relationships built as well as the empowerment of self-determination.

Incentives include additional time to perform on stage; presentations made to peers in formal and informal settings; opportunities to dialogue with experts that share their interests in the arts; trips that link the school environment to the authentic world of the arts; public praise through placing the student's name and photos in key places within the campus; and finally, the opportunity to lead.

Exhibits - Attachment 8

The 2017 – 2018 Texas Education Data Standards, Code C165 – Disciplinary Action Reason Code details criminal actions that result in students being expelled and/or suspended is attached hereto as Attachment No. 8.

AVPA Sample Code of Conduct

Expectation for Student Conduct	p.8
Definition of Offenses	p.25
Out of School Suspension	p.16
Appeal Process	p.22
Dress code or uniform policy	p.27

Citations

Generation 25: Academy of Visual and Performing Arts

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Promotion and Graduation Requirements

The mission of the Academy of Performing and Visual Arts is to ultimately prepare a student who is ready and equipped for the 21st century. One way to help our students prepare for this task is to enable them to develop personal responsibility and accountability. At each grade level students will confer with a counselor at the beginning of the year to develop a Personalized Learning Plan. When students are in 7th grade, components related to transition to high school are added, requiring students to begin making preparations for both high school academics and for the audition process. In grade 8, students will take Career Pathways, a one-semester course designed to allow students to learn about college, career, and military options. The capstone for the class is the creation of a high school graduation plan, along with an audition plan that reveals the student's primary desired high school conservatory, as well as a secondary choice. In addition, I document students' current level of performance and the areas of growth in preparation for audition at the end of 8th grade year. This plan will also state the leadership, social, and community service goals for the specific year. Students will sign off on the goals and they will be reviewed with the parents at the initial parent teacher conference.

Promotion, Credits and Graduation

Unlike many schools that focus primarily on students in Grades 6-8 or 9-12, APVA students will be continuously supported academically beginning in 6th grade and continuing throughout high school graduation. This design will ensure vertical alignment in academics and fine arts programming along the 6-12 continuum.

The default graduation plan for Academy of Visual and Performing Arts will be Distinguished Level of Achievement, giving our students a pathway to college, if they so choose. According to the National Association for College Admission, a rigorous curriculum is the best preparation for postsecondary success for all students. The linkage of a strong, high-quality educational program from the middle to the high school will allow for coordination and academic intensity for the students.

House Bill 5 identifies the endorsement, credit requirements for high school graduation. Because the school design process is intrique and involves stakeholder input, AVPA has selected endorsement plans in only two: Arts and Humanities and Multidisciplinary. A cadre of stakeholders, including students, parents, cultural arts organizations and educators will research and select appropriate additional endorsements considering feasibility.

<u>Chapter 74</u>

AVPA will ensure that all students meet Chapter 74 requirements for course progressions.

The following promotion, graduation, and credit requirements was adopted, in the interim, from Texas Association of School Boards.

Generation 25: Academy of Visual and Performing Arts

COPYRIGHT MATERIAL

5 pages have been withheld

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Family and Community Engagement

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

Parents and the community formulate critical bonds with the school community. The Academy of Visual and Performing Arts will seek to expand the collaborative and meaningful participation with parents and the community at large. Researchers have evidence that demonstrate the positive effects of parent involvement on children, families, and school when schools and parents continuously support and encourage the children's learning and development (Eccles & Harold, 1993; Illinois State Board of Education, 1993). It has also been found that not only is student achievement impacted, but parents also draw benefits from being involved with the students.

Community Liaison
AVPA will hire a community liaison whose primary responsibility to engage and assist parents. The community liaison will host parent trainings on topics generated by interest.

Parent Conference Room
AVPA will have a parent conference room, technology-enabled, that will serve as a meeting space/teaching space.

AVPA will conduct the following parent/community engagement task to support a deeper connection with the families of AVPA students.

Family & Community Engagement

- **Communication** with families is emphasized
- **Websites** updated at least 2x per quarter
- **Community kickoffs** happen at least once a quarter, starting in Q2
- Family Co-Design Meetings (during planning year)
- Open Mike
- Parental Representative (Board)
- Annual Family Meetings
- Monthly Coffee Chats
- Family Nights
- Exhibitions/Showcases
- Volunteer Opportunities
- Climate Survey

Panorama climate surveys will be utilized 2x per year, once in Fall and once in the Spring as a metric to determine the effectiveness of our engagement.

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.*

Born out of a desire to fulfill the mission and vision of Academy of Visual and Performing Arts, special consideration was given to the convening founding board members. To that end, the criteria for selection were as follows:

- Commitment to education equity for all students;
- An advocate for AVPA's mission and vision;
- Leadership experience;
- Reflects the diversity of the community; and
- Expertise from a variety of industries and skillsets.

The founding board of AVPA reflects its commitment to diversity and inclusion from a variety of stakeholders. The board consist of four members: Wanda Huckaby (education), Tracy McDaniel (business management, finance and operations), Dr. Serge Francois (construction and human resources management), and Bethel Zehaie (law), whose represent a broad experience in various industries.

To further support our mission, Academy of Visual and Performing Arts has a ten-member advisory board that advocates for the conservatory programs and lead the establishment of community partnership with the Dallas-Fort Worth cultural arts community.

Proposed board member	Area of expertise	Brief description of experience in this area
Tracy McDaniel	finance, budgeting, operations, internal controls, business development, strategic planning, and technical assistance	Mr. McDaniel has overseen up to five leadership staff and large-scale operations with fiscal management of up to $38 million, including multiple federal grants, insurance and employee benefits. Mr. McDaniel is skilled in management, presentation, written and oral communication, and

		identifying and capitalizing on opportunities.
Wanda Huckaby	special populations, educational leadership, academic performance improvements	Over the last decade, Ms. Huckaby has worked as an External Monitor for the Texas Education Agency, providing support to schools across the state identified as "Improvement Required" based on their academic performance. Ms. Huckaby has twenty years' experience as a school administrator with expertise in building programs to support English Language Learners, gifted and talented students, and at-risk students. Ms. Huckaby has also held positions as a senior director of a charter school network, working on curriculum and instruction, operations, and human capital.
Bethel Zehaie	legal aspects of business development, project and team management experience, and expertise in marketing and communication	She is an experienced civil and criminal litigator, specializing in family, criminal, and business law.
Dr. Serge Francois	administrator, business leader and entrepreneur	Dr. Francois has over thirty-eight years' experience as a practicing Doctor of Chiropractic Medicine specializing in industrial injury, regenerative medicine, and holistic health care. He is a former member of the Texas Board of Chiropractic Examiner, a member of the healthcare advisory committee for the 23rd senatorial district and the 30th congressional district in Texas.

Proposed Superintendent Qualifications

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

Academy of Visual and Performing Arts has determined that a Co-Chief Executive Model is the most appropriate to fulfilling the promise of providing equity and access to students in our community.

Dr. Andrea B. Nelson currently serves as the Executive Director of Professional Learning for From the Heart International Educational Services. She has a track record of being a transformational leader in urban school districts with over 25 + years of experience as an elementary reading coach, curriculum/ professional development specialist, assistant principal, principal, and assistant superintendent of instruction. Dr. Nelson is a third-generation educator with degrees from North Carolina Central University (BA), Louisiana Tech University (MA), and the University of Mary Hardin-Baylor (EdD). Her research and dissertation on school leadership competence and quality forms the basis of her outlook and approach to transforming education institutions and achieving extraordinary results. Increasing cultural sensitivity, addressing systemic social barriers, affirming each child as an individual, and applying a disciplined approach to research-based pedagogy have been the keys to her success. Dr. Nelson expertise is in social-emotional learning, culturally-responsive pedagogy, principal leadership and school operations.

Stephanie Love has eighteen years' experience in public education, most recently as the director of instruction and assessment for a charter management organization. Ms. Love is an experienced portfolio manager, responsible for directly managing a portfolio of four K-12 public charter schools, using the continuous improvement cycle in curriculum, instruction, and assessment to improve academic outcomes. Ms. Love has created extensive leadership and teacher development programs, observation and feedback systems, and a data analytics system that monitors teacher and instructional quality in classrooms. Ms. Love's research is on response to intervention in secondary literacy, specifically identifying and eliminating barriers to implementation fidelity in secondary literacy to ensure that students graduate from high school both literate and prepared for the rigors of 21st century college and workforce. Ms. Love has a bachelor's degree from Southern Methodist University, a master's degree in educational leadership, and is a doctorate-candidate in curriculum and instruction from Texas A&M University.

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.

AVPA's operations team consists of the following positions: Co-Chief Academic Officer, Director of Finance and Operations, payroll and human resources manages, PEIMS and student recruitment manager, nutrition manager, health services manager, information technology manager. Additionally, the director of facilities, student safety and security manager, transportation manager.

Their direct reports at the school level include HR clerk, PEIMS registrar, cafeteria manager, school nurse, technology coordinator, business managers, school security, bus drivers, and building managers.

Job descriptions and qualifications can be found in the supplemental HR forms.

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.

AVPA's finance team consists of the following positions: Co-Chief Academic Officer, Director of Finance and Operations, payroll and human resources manages.

Their direct reports at the school level include HR clerk, PEIMS registrar..

Job descriptions and qualifications can be found in the supplemental HR forms.

Performance Management

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

The AVPA board of director holds total accountability for academic performance and assesses academic performance indicators on a regularly scheduled basis to evaluate progress. Each month, the Co-Chiefs provides a data report to the board, leadership team, grade level leads, and teachers to evaluate goal attainment. This data presentation will include information about student growth and achievement rates, class passing rates, reading levels, student work samples, attendance, as well as interim, STAAR and other campus assessments. During these data meetings all participants are allowed to ask questions to the Co-Chiefs. These dialogue must act a sounding board to recommendation, interventions and pertinent suggestion are made to ensure necessary adjustments are made in real time. Grade leads and Content coordinators will support of the Co-Chiefs in preparation of these monthly reports to the Board outlining the organization's progress towards academic progress indicators, as well as requests for Board action.

INDICATOR 1: Grade level mastery of TEKS standards is assessed through interim assessments (administered at the end of the first and second trimester), the STAAR assessment (administered to students 6-8 during the third trimester according to the state's evaluation schedule),

The MAP assessment (administered to students 6-8 at the end of the third trimester).

Metric 1: Overall achievement on grade level standards. - Threshold: 85% of students enrolled for at least 1 year perform after the opening of AVPA will score satisfactorily on the STAAR as defined by the evaluation standard of the state of Texas, the threshold needed to score a B or higher on the state accountability system.

INDICATOR 2: Academic performance on interim assessments; the STAAR; and the MAP is analyzed and disaggregated by specific subgroups including race, gender, EL status, and SPED designation.

Metric1: Overall achievement comparisons between subgroups. – Threshold 1: All subgroups meet overall targeted achievement goals in the "closing the gaps11 domain on the state accountability system set by the TEA for that given year.

Metric 2: Overall growth comparisons between subgroups. - Threshold 1: All subgroups meet overall targeted growth goals in the 11closing the gaps11 domain on the state accountability system set by the TEA for that given year.

INDICATOR 5: Average daily attendance is tracked and compared with the occupied district and chronic absenteeism is tracked and compared with the city of Fort Worth.

Metric 1: Average daily attendance (ADA) as compared to occupied district. –

Threshold 1: ADA equals or exceeds our occupied district's ADA (FWISD current ADA is 95%1).

Metric 2: Chronic absenteeism, defined by the US DOE as missing 10 percent or more of the school year2, is compared to the city of Fort Worth. - Threshold 1: Chronic absenteeism will be less than Fort Worth chronic absenteeism in public schools (Fort Worth ISD current chronic absenteeism is 14.5%).

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.*

Research consistently shows that teaching is the single most important school-based factor in a student's academic growth. The idea is that constant feedback loop that exist between teachers and students, gauging the effectiveness of teachers requires a consistent focus on how students respond to their teacher's instructional practices.

Recruitment Strategies

AVPA's proactive recruitment strategy means that recruitment efforts begin immediately after the charter is awarded, with additional community engagement events. As of January 20, 2022, we have interest in our prospective school model from twelve professional educators.

- **Local Universities**
- **Alt certification partners**
- **Job fairs**
- **Social media**
- **Competitive salaries**

Hiring Process

Academy of Visual and Performing Arts will engage the following hiring process.

1) Online Application
   Using a web-based application, AVPA will accept online application from prospective employers. This could be Skyward of JazzHr. We assume approximately $2000 for the cost of the service.
2) Phone Interview
   After qualifications screening, qualified applicants will be invited to participate in an 1-hour phone interview. The interview will be conducted by someone in supervisory capacity within the division of the job opening. The phone interview will be scored using a holistic rubric.
3) In Person Interview
   The next step is an in-person interview with a hiring committee, composed of AVPA staff. Ideally, the hiring committee would be composed of prospective colleagues.
4) Final Interview

Pending a positive outcome of the in-person interview, a final interview is scheduled with the Executive Director or Co-CEO

5) Reference and Background Check
   Prior to a job offer, references are checked and a background screening is completed.
6) Job Offer

Timeline

The teacher recruitment timeline will begin approximately in November, 2021. It is anticipated that the hiring process will be complete in approximately April, 2022. Staff onboarding, including professional development and acclimating new staff to the AVPA traditions will begin in July, 2022 in advance of staff development weeks.

Obstacles

One obstacle we anticipate is locating qualified special education and bilingual education teachers, a concern statewide. To combat this, we offer competitive salaries and stipends to teachers to assist in recruitment efforts.

Professional Development and Evaluation

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

Ongoing, job-embedded professional development is the key to the success of The Academy of Visual and Performing Arts. Faculty and staff need understand the art and science of integrating fine arts into the core curriculum. The Arts School Network is an organization that provides excellent resources for schools who specialize in the fine arts. This organization consists of some of the best fine arts schools in the country. The Academy of Visual and Performing Arts will partner with this organization to provide training for all staff in arts integration. Staff members will be expected to participate and implement these strategies into the regular curriculum. These sessions will provide an opportunity for the staff to continue to hone their skills, to enhance their knowledge base, and perfect their craft so that students can become better learners.

In addition, specific times will be designated in the school calendar to allow for other teacher training. Several of the new programs, including Project-Based Learning, PBIS, and other instructional strategies, will require teachers to receive training prior to the beginning of the planning year. During the school year, weekly time will be allotted during instructional time to permit teachers to participate in professional learning communities. Some of the sessions will address designated curricular issues, while some will be designed for the staff to explore options that are pertinent to their professional growth. Whether formal or informal in its delivery format, professional development at The Academy for Performing and Visual Arts will be a key structure to anchor the instructional program, such as:

- On-boarding
- Immersive Summer
- Dedicated Professional Development
- Collaborative Planning
- Coaching and Feedback
- Professional Development for the Instructional Leadership Team
- Evaluation Process

Examples of job-embedded professional development that will be offered as a part of the continuous improvement process is below:

Teacher		
Designing Effective Lesson Plans	Culture of Continuous Improvement: Data-driven Classroom Instruction	Collaborative Practices: Profession Learning Communities
Differentiation for Diverse Learners	Data-driven Classroom: Monitoring Student Performance	Instructional Leadership Team
Culturally responsive Classroom Instruction	Backward Mapping/Unit Planning	Peer Observations to Support Effective Practice
Literacy: Differentiation, Scaffolding and Content Strategies	Student-centered, Objective-driven Learning Targets	Student-led Conferences
Literacy: Academic Discourse in the Classroom/Habits of Discussion	High-Impact Instructional Strategies Across Content	
Secondary Literacy Instruction/Interventions	Checking for Understanding: Formative Assessment Strategies for Classroom Teachers	
Active Engagement Strategies during Guided Practice	Flexible Grouping for Differentiation	
Literacy: Formative Assessment in the Literacy Classroom	Fostering Student Engagement	
Literacy: Genre Studies Across Diverse Literacy Texts	Maximizing Instructional Time: Building a Culture of Learning	
Literacy: Inquiry and Research in the Literacy Classroom		
Leadership		
Shared Vision for Effective Instruction	Data-driven Instructional Leadership Practices	Instructional Leadership Team Training
Culturally-responsive Teacher Leadership	Framework for Monitoring Curriculum, Instruction, and Assessment	
Multi-Tiered Systems of Support	Observation and Feedback: Support for Teacher Development	
	Follow the Data: High-leverage Professional Development at Systems Level	

Retention Policy

Write narrative in the space provided below

Retention Procedure

Before retaining a student, the Principal or designee shall determine that:

1) The student has not made progress towards meeting grade level standards of expected student achievement.

2) An SST meeting has been held.

3) Research based interventions suggested at the SST meeting have been implemented and documented in an ongoing and consistent manner

4) 4) Student achievement is "at risk" as defined by AVPA "Specific Grade Level Criteria for Retention" for 1 or more trimesters (attached as Exhibit A).

5) A Retention Team consisting of the Principal, teacher(s), support staff and the parent(s) or guardian(s) of the student considered for retention has met, reviewed interventions and progress and has endeavored to reach a conclusion as to which grade level placement is in the best interest of the student. If the team does not agree upon a recommendation, the Principal will make the determination based upon all information discussed at the meeting.

6) Appropriate instruction and interventions are targeted for the following year so the student will be supported in meeting the standards the following year in the retained grade.

7) The student's parent/guardian has been continually informed and invited to be involved. When a final decision is made to retain, the parent/guardian is notified and given the reason for retention in writing along with a copy of this policy.

III. Identification of "At Risk" Students

A student will be identified as "at risk" of retention based on end of year AVPA School Specific Grade Level Criteria for Retention, which are based Texas TEKS and described in Exhibit A.

Parent notification and involvement

1) Parents will be notified by the teacher of areas of academic concerns in parent teacher conferences or in writing on progress reports or trimester report card.

2) Parents will be invited to the SST meeting to discuss concerns and proposed interventions. Parents will receive a copy of the SST meeting notes which will serve as notice of proposed interventions and student achievement strategies.

3) Parents will receive notice of progress or lack of progress in target areas through midtrimester progress reports and trimester report cards.

4) A recommendation for retention is made by the teacher. Once made, parents will be invited to conference with teacher, Principal, and other staff members as deemed necessary ("Retention Team"). A recommended interval of 6 weeks of academic should occur before the initial SST and the recommendation for retention.

5) Retention Team Conference invitation will be via telephone by teacher to the number Parent/Guardian provided School, followed up by a written confirmation sent via US Mail to the address Parent/Guardian provided to the School. Teacher will log all attempts to contact parent/guardian

. 6) If after 2 documented attempts to schedule a conference by phone if parent(s)/guardian(s) does not respond or attend the conference, the conference will be held without their presence.

7) Notes of the meeting and the decision of the team present will be sent to the parent(s)/guardian(s) within 48 hours of meeting at the address provided by Parent/Guardian to the School via registered mail unless otherwise agreed in writing.

8) Students will be offered placement for the following year in the grade level determined as appropriate by the Retention Team. If there is disagreement among the retention team, the Principal will make the determination.

9) Retention Team Conference

The Retention Team Conference will include:

1) Review of previous SST notes; 2) Discussion of previous/current/ongoing interventions, review of intervention logs; 3) Review of current work and available assessments; and 4) Development of a plan for support for the following academic year.

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.*

Academy *of* Visual *and* Performing Arts

Sample Yearly Schedule

As a way to engage our school community in the process, calendar options will be drafted and narrowed down by a committee of stakeholders, consisting of students, parents, staff, and community members. After gathering feedback from the community through a survey, the most popular option will be submitted to the governing board for approval. The yearly academic calendar for AVPA must be drafted in accordance to state law. The school year will begin on **August 16, 2021** and end on **June 2, 2022**, if the schedule is adopted.

School Year Calendar

- ❑ Longer school year (81,000) start around the same time
- ❑ There are four quarters
- ❑ 2 Parent/Teacher conference days (fall/spring)
- ❑ 4 Student Release/Professional Development Days
- ❑ 3 Bad Weather Make-up Days
- ❑ Teachers have 10 days of Immersive Professional Development in August

Elementary Scheduling Criteria

- ❑ K-2 classrooms are self-contained.
- ❑ Teachers receive one planning period per day (Conservatory for students)
- ❑ 1 early release day per week to accommodate collaborative planning and professional development
- ❑ Proposed start time 7:45 arrival - day starts at 8:00 (parents will vote)
- ❑ Departments will have common planning
- ❑ Proposed end time 3:30 pm, giving students 7.5 instructional hours per day
- ❑ Conservatory teachers: art, music, dance, physical education, world languages, technology.

Schedule requirements

Subject	Minutes	Days	Curriculum
Balanced Literacy (150 minutes daily)			
K-3	150 minutes	5 days	Into Reading
$4^{th} - 5^{th}$	100 minutes	5 days	Into Literacy
$6^{th} - 12^{th}$	80 minutes	AB Block	Into Literacy
Mathematics			
Math - core curriculum	60 minutes	5x per week	Eureka Math
RC - Morning Meeting	15 min	5x per week	
Conservatory	45 minutes	6-day rotation	
Intervention	45 minutes 3x per week	Reading and/or mathematics specialist	MAP Growth
Science	45 minutes	3 x per week	STEM scopes
Social Studies	45 minutes 2x per week	2 x per week	Jr Achievement / Second Step
Lunch	30 minutes	Paraprofessional	
Recess	10 minutes per day	Paraprofessional	

Student Recruitment and Enrollment

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

Philosophy

The AVPA recruitment effort is multifaceted. Therefore, our budget allocation in the first year is $75000 which allows us to present a multimodal strategy. Although our capacity is 504 in our first year, our goal is to recruit 1000 students. We will begin the student recruitment process seven months prior to the start of school. We will begin with creating a story of a prospective student. We would like the communities to truly understand what we mean by "showing promise or high capacity of performance." That brand messaging will be the start of an ongoing effort that includes the following:

- Prioritized ZIP Codes
- Community Engagement
- Leveraged Partnerships
- Direct Mailers / Flyers
- Social Media Marketing
- Referrals
- Timeline
- Pre-Application
- Open Enrollment
- Enrollment and Lottery
- Contingency Efforts
- Waitlist
- Board Metrics

In addition, our $75000 includes $10,000 to hire an part time translator/assistant to assist with translation/canvassing services.

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:	N/A

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).

Although Academy of Visual and Performing Arts has not yet secured a facility, co-founders and board have partnered with the City of Arlington Urban Design Center

Attachment 30: Detailed Start-up Plan

Provide a detailed start-up plan for Year 0 (September 2020-August 2021).

Detailed Start-up Plan

Provide a detailed start-up plan for Year 0 (September 2020-August 2021)

During the process of completing the Application for Charter, Academy of Visual and Performing Arts (AVPA) has been made to think through all the diverse components required when writing a detailed start-up plan.

These components began with a detailed explanation of the focus, mission and vision of the charter school proposed. The qualifications of the proposed leadership positions and board required the proposed Co-CEOS to evaluate again the feasibility and necessity of each position and consider the type of individual who could best fill the job. Financial considerations were the next concern although in anticipation of the start up of the charter, numerous grants had been sought.

The year after the approval of the application is critical to the successful and timely opening of the District. Although the demographics of the desired location of the campus have been identified, finding the right facility is a time consuming task. Simultaneous with the leasing of a facility, comprehending the financial data and the requisite expenditures is essential. Realizing that facts and dreams are mutually exclusive and play a large part in decisions that must be made impacts the timing of the numerous tasks that must be undertaken.

This year of planning encourages leaders to seek input from mentors and professionals in an effort to minimize the stress and maximize making informed decisions.

Transportation

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

At the present time AVPA will not sponsor Transportation due the affordability to provide quality service to the student we will serve. As our revenues increase this will be an option we will add.

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.*

1/21/2020 11:57

Academy of Visual and Performing Arts

FINANCIAL PLAN WORKBOOK SUMMARY

	Start-Up Year 0 2021	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025	Year 5 2026
REVENUE						
Total State Revenue		$ 3,842,822	$ 3,842,822	$ 4,918,812	$ 7,820,911	$ 11,027,484
Total Federal Revenue		$ -	$ -	$ -	$ -	$ -
Total Local and Other Revenue	$ 35,000	$ -	$ -	$ -	$ -	$ -
TOTAL REVENUE	**$ 35,000**	**$ 3,842,822**	**$ 3,842,822**	**$ 4,918,812**	**$ 7,820,911**	**$ 11,027,484**
EXPENSES						
PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES						
Total Administrative Staff Personnel Costs	$ 406,500	$ 563,000	$ 1,373,940	$ 1,799,892	$ 2,279,475	$ 2,866,280
Total Instructional Personnel Costs	$ -	$ 1,674,000	$ 4,476,780	$ 5,858,492	$ 8,493,909	$ 12,363,540
Total Non-Instructional Personnel Costs	$ 26,200	$ 168,000	$ 376,380	$ 742,846	$ 1,078,187	$ 1,432,058
Total Payroll Taxes and Benefits	$ 105,449	$ 586,099	$ 1,517,544	$ 2,047,380	$ 2,888,228	$ 4,060,500
TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES	**$ 538,149**	**$ 2,991,099**	**$ 7,744,644**	**$ 10,448,610**	**$ 14,739,799**	**$ 20,722,378**
NON-PAYROLL RELATED EXPENSES						
Total Contracted Services	$ 50,000	$ 142,500	$ 142,500	$ 142,500	$ 142,500	$ 142,500
Total School Operations	$ 116,550	$ 199,450	$ 199,450	$ 199,450	$ 199,450	$ 199,450
Total Facilities Operations and Maintenance	$ 17,000	$ 452,000	$ 452,000	$ 452,000	$ 452,000	$ 452,000
Reserves / Contingencies	$ 5,000	$ 43,000	$ 43,000	$ 43,000	$ 43,000	$ 43,000
TOTAL NON-PAYROLL RELATED EXPENSES	**$ 188,550**	**$ 836,950**	**$ 836,950**	**$ 836,950**	**$ 836,950**	**$ 836,950**
TOTAL EXPENSES	**$ 726,699**	**$ 3,828,049**	**$ 8,581,594**	**$ 11,285,560**	**$ 15,576,749**	**$ 21,559,328**
NET OPERATING INCOME (before depreciation)	**$ (691,699)**	**$ 14,773**	**$ (4,738,773)**	**$ (6,366,748)**	**$ (7,755,838)**	**$ (10,531,844)**
STUDENT ENROLLMENT						
Projected Student Enrollment		504	1,068	1,368	2,172	3,054
Revenue Per Pupil		$ 7,625	$ 3,598	$ 3,596	$ 3,601	$ 3,611
Expenses Per Pupil		$ 7,595	$ 8,035	$ 8,250	$ 7,172	$ 7,059

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

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

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

Ruth R. Hughs
Secretary of State

Office of the Secretary of State

CERTIFICATE OF FILING
OF

Illumination Education, Inc.
File Number: 801334409

The undersigned, as Secretary of State of Texas, hereby certifies that the application for reinstatement for the above named entity has been received in this office and has been found to conform to law. It is further certified that the entity has been reinstated to active status on the records of this office.

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

Dated: 01/14/2020

Effective: 01/14/2020

Ruth R. Hughs
Secretary of State

Form 811
(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: See instructions

This space reserved for office use.

Certificate of Reinstatement

1. The name of the entity is:

Illumination Education, Inc.

The entity is a foreign entity that was required to obtain its registration under a name that differs from the legal name stated above. The name under which the entity is registered is:

The file number issued to the filing entity by the secretary of state is: 801334409

2. The jurisdiction of organization of the entity is: _____
(state or country)

The entity was organized or obtained its certificate of registration on: 10/22/2010
mm/dd/yyyy

3. The effective date of the entity's termination or revocation is: 11/05/2018
mm/dd/yyyy

4. The condition giving rise to the termination of the entity's existence or the revocation of its registration is described below. The entity requests reinstatement under the following code provision:
(Select the appropriate box below. Do not check more than one box.)

4A. Reinstatement of a Texas Entity Following a Voluntary Termination **(3 year limit)**

☐ The domestic filing entity requests reinstatement under section 11.202 of the BOC following the filing of a certificate of termination. The undersigned certifies that the conditions for reinstatement of the entity's certificate of formation are met and that the reinstatement of the filing entity has been approved in the manner provided by the Texas Business Organizations Code.

4B. Reinstatement of a Texas Entity Following an Involuntary Termination

☑ The domestic filing entity requests reinstatement of its certificate of formation after the involuntary termination of its existence by the secretary of state pursuant to subchapter F of chapter 11 of the Code. The entity has corrected the circumstances giving rise to its involuntary termination and has taken any other action required for its reinstatement, including the payment of any fees, interest, or penalties. The undersigned certifies that the reinstatement of the filing entity has been approved in the manner required by the Texas Business Organizations Code.

4C. Reinstatement Following Revocation of Registration of a Foreign Entity **(3 year limit)**

☐ The foreign filing entity requests the reinstatement of its certificate of registration after its revocation by the secretary of state pursuant to subchapter C of chapter 9 of the BOC. The entity has corrected the circumstances giving rise to its revocation and has taken any other action required for its reinstatement, including the payment of any fees, interest, or penalties.

5. The name of the entity's registered agent and the address of the entity's registered office are as follows: (Select and complete either A or B and complete C)

☑ A. The registered agent is an organization (cannot be the entity seeking reinstatement) by the name of:

Registered Agents Inc.

OR

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

First Name	*M.I.*	*Last Name*	*Suffix*

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

5900 Balcones Drive Suite 100	Austin	TX	78731
Street Address	*City*	*State*	*Zip Code*

The street address of the registered office as stated in this instrument is the same as the registered agent's business address.

Additional Documentation or Filings

☑ Comptroller of Public Accounts Tax Clearance Letter (Required, unless entity is a nonprofit corporation.)
☑ Amendment to Certificate of Formation or Registration (Required if entity name is no longer available.)
☐ Other _____

(A certificate of reinstatement may be conditioned on the submission of additional filings. See instructions.)

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.

Date: January 14, 2020

By: Illumination Education, Inc

Stephanie Love

Signature of authorized person (see instructions)

Stephanie Love

Printed or typed name of authorized person

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

Ruth R. Hughs
Secretary of State

Office of the Secretary of State

CERTIFICATE OF FILING
OF

Illumination Education, Inc.
801334409

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

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

Dated: 01/14/2020

Effective: 01/14/2020

Ruth R. Hughs
Secretary of State

Form 424
(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: See instructions

This space reserved for office use.

Certificate of Amendment

Entity Information

The name of the filing entity is:

Illumination Education, Inc.

State the name of the entity as currently shown in the records of the secretary of state. If the amendment changes the name of the entity, state the old name and not the new name.

The filing entity is a: (Select the appropriate entity type below.)

- ☐ For-profit Corporation
- ☑ Nonprofit Corporation
- ☐ Cooperative Association
- ☐ Limited Liability Company
- ☐ Professional Corporation
- ☐ Professional Limited Liability Company
- ☐ Professional Association
- ☐ Limited Partnership

The file number issued to the filing entity by the secretary of state is: 801334409

The date of formation of the entity is: 10/22/2010

Amendments

1. Amended Name

(If the purpose of the certificate of amendment is to change the name of the entity, use the following statement)

The amendment changes the certificate of formation to change the article or provision that names the filing entity. The article or provision is amended to read as follows:

The name of the filing entity is: (state the new name of the entity below)

The name of the entity must contain an organizational designation or accepted abbreviation of such term, as applicable.

2. Amended Registered Agent/Registered Office

The amendment changes the certificate of formation to change the article or provision stating the name of the registered agent and the registered office address of the filing entity. The article or provision is amended to read as follows:

Registered Agent
(Complete either A or B, but not both. Also complete C.)

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

Registered Agents Inc.

OR

☐ B. The registered agent is an individual resident of the state whose name is:

First Name	*M.I.*	*Last Name*	*Suffix*

The person executing this instrument affirms that the person designated as the new registered agent has consented to serve as registered agent.

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

Street Address (No P.O. Box)	*City*	*State*	*Zip Code*
5900 Balcones Drive Suite 100	Austin	TX	78731

3. Other Added, Altered, or Deleted Provisions

Other changes or additions to the certificate of formation may be made in the space provided below. If the space provided is insufficient, incorporate the additional text by providing an attachment to this form. Please read the instructions to this form for further information on format.

Text Area (The attached addendum, if any, is incorporated herein by reference.)

☐ **Add** each of the following provisions to the certificate of formation. The identification or reference of the added provision and the full text are as follows:

☑ **Alter** each of the following provisions of the certificate of formation. The identification or reference of the altered provision and the full text of the provision as amended are as follows:

Change Article 3: Management
Change Director 2: Replace LaShonda Johnson, 1248 W. Jefferson, Fort Worth, Texas 76104 with Andrea B. Nelson, 909 Dunkirk Lane, Arlington, Texas 76017
Change Director 3: Replace Pamela Brackins, 7732 Grassland Drive, Fort Worth, Texas 76133 with LaTara Carter, 3655 Prairie Waters Drive, Apt 5224, Grand Prairie, Texas 75052

☐ **Delete** each of the provisions identified below from the certificate of formation.

Statement of Approval

The amendments to the certificate of formation have been approved in the manner required by the Texas Business Organizations Code and by the governing documents of the entity.

Effectiveness of Filing (Select either A, B, or C.)

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

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

C. ☐ This document takes effect upon the occurrence of a future event or fact, other than the passage of time. The 90th day after the date of signing is: _____

The following event or fact will cause the document to take effect in the manner described below:

Execution

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.

Date: 01/14/2020

By: Illumination Education, Inc.
Stephanie Love
Signature of authorized person

Stephanie Love
Printed or typed name of authorized person (see instructions)

Illumination Education, Inc. ... of Texas

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

Hope Andrade
Secretary of State

Office of the Secretary of State

CERTIFICATE OF FILING
OF

Illumination Education, Inc.
File Number: 801334409

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

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

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

Dated: 10/22/2010

Effective: 10/22/2010

Hope Andrade
Secretary of State

Illumination Education, Inc. EIN 27-5142115

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 #: 801334409 10/22/2010** **Document #: 336126740002** **Image Generated Electronically for Web Filing**

Article 1 - Corporate Name

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

Illumination Education, Inc.

Article 2 – Registered Agent and Registered Office

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

United States Corporation Agents, Inc.

OR

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

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

Street Address:
Quarry Oaks-Bldg A, 10900 S. Stonelake Blvd.
Ste. A-320 Austin TX 78759

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: **Stephanie Love**	Title: **Director**
Address: **5416 Presidio Drive Grand Prairie TX, USA 75052**	
Director 2: **LaShonda Johnson**	Title: **Director**
Address: **1248 W. Jefferson Fort Worth TX, USA 76104**	
Director 3: **Pamela Brackins**	Title: **Director**
Address: **7732 Grassland Drive Fort Worth TX, USA 76133**	

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:

To provide programming that is supportive of the advancement of the educational offerings to low-income students. By providing rigorous curricular offerings, the organization seeks to actively support student's exploration of science,

Illumination Education, Inc EIN 27-3948913

technology, engineering, mathematics, and leadership through project-based learning. Students participating in the organizations coursework will exceed national and state standards, as compared to their peers. To provide this opportunity to students, the organization will offer after school and summer academy programming (year one and two), seek to open a STEM-based elementary school (year three), and open an early childhood center focused on advancing the academic readiness of children (year four). Future projects for the organization will be centered around, and focused on the advancement of science, technology, engineering, mathematics and leadership education for students in K-12. To provide rigorous afterschool and summer academy programs that will encourage low-income, minority, and otherwise reluctant student's exploration of science, technology, engineering, mathematics, and leadership. Through the use of STEM units, aligned to both national and state standards, students will participate in curricular units that will both encourage active exploration of STEM, and remediate students who otherwise would not be candidates to participate in this type of program.

Supplemental Provisions / Information

Said organization is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under the section 501 (c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code. The business activity for said organization is as follows: To provide programming that is supportive of the advancement of the educational offerings to low-income students. By providing rigorous curricular offerings, the organization seeks to actively support student's exploration of science, technology, engineering, mathematics, and leadership through project-based learning. Students participating in the organizations coursework will exceed national and state standards, as compared to their peers. To provide this opportunity to students, the organization will offer after school and summer academy programming (year one and two), seek to open a STEM-based elementary school (year three), and open an early childhood center focused on advancing the academic readiness of children (year four). Future projects for the organization will be centered around, and focused on the advancement of science, technology, engineering, mathematics and leadership education for students in K-12. To provide rigorous afterschool and summer academy programs that will encourage low-income, minority, and otherwise reluctant student's exploration of science, technology, engineering, mathematics, and leadership. Through the use of STEM units, aligned to both national and state standards, students will participate in curricular units that will both encourage active exploration of STEM, and remediate students who otherwise would not be candidates to participate in this type of program.

No part of the net earnings of this organization shall inure to the benefit of, or be distributable to, its members, trustees, officers, or other private persons, except that the organization shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the purpose clause hereof. No substantial part of the activities of this organization shall be the carrying on propaganda, or otherwise attempting to influence legislation, and this organization shall not participate in, or intervene in (including the

Illumination Education, Inc. EIN 27-3742915

publishing or distribution of statements), any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of this document, the corporation shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from federal income tax under section 501(c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or (b) by an organization, contributions to which are deductible under section 170(c) (2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Upon the dissolution of this corporation, assets remaining shall be distributed for one or more exempt purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not disposed of shall be disposed by the Court of Common Pleas of the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

[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.

Jaimie Lang 101 N. Brand Blvd., 10th Floor, Glendale, CA 91203

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.

Jaimie Lang
Signature of organizer.

FILING OFFICE COPY

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January 07, 2020

Stephanie Love
Illumination Education, Inc.
603 Marble Falls Court
Arlington, TX 76002

Texas Taxpayer Number: 3204895055
Secretary of State File Number: 0801334409
Reference number: 200078001

Dear Ms. Love:

Thank you for contacting us about exemption from Texas taxes. The charter for Illumination Education, Inc. was forfeited on November 05, 2018 for failure to file the report required by Article 9.01 of the Texas Non-Profit Corporation Act or the Periodic Report of a Non-profit Corporation required under section 22.357 of the Texas Business Organizations Code.

The organization had previously been granted exemption from Texas franchise tax, as a 501(c)(3) organization. However, with the forfeiture, the corporation has no legal existence in Texas.

To reinstate the corporation, you must file the periodic report (Form 802) with the Secretary of State. The form and instructions are online at *www.sos.state.tx.us/corp/forms_reports.shtml*. Include a copy of this letter as evidence that your corporation has satisfied its franchise tax responsibility by qualifying for franchise tax exemption.

Once the reinstatement process is complete, you can obtain verification of the exemption from the search we provide online at comptroller.texas.gov/taxes/exempt/search.php

Our goal is to provide you with prompt, professional service. Please take a moment to complete our survey online at https://www.surveymonkey.com/r/Taxpayer_Services_Survey

If you have any questions, write to us at *exempt.orgs@cpa.state.tx.us* or P. O. Box 13528, Austin, Texas 78711-3528, or call us at 844-519-5677. The fax number is 512-475-5862. Also, our publications and other helpful information are online at comptroller.texas.gov/taxes/exempt/

Sincerely,

Exempt Organizations Section
Tax Policy Division

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Illumination Education

(817) 966-0419 / IlluminationEdu@gmail.com
603 Marble Falls Court, Arlington, TX 76002

To Whom It May Concern:

Illumination Education, Inc. is a 501(c)3 nonprofit corporation, originally founded on 10/22/2010. The entity was involuntarily terminated on 11/05/2018. Below outlines the steps to document the entity's active status, as required and documented with Attachment 1: Articles of Incorporation.

The Texas Comptroller of Public Accounts issued a tax clearance letter on 01/07/2020 allowing the entity to pursue reinstatement with the Texas Secretary of State. The tax clearance letter is included with the documentation.

On 01/14/2020, the entity received reinstatement from the Texas Secretary of State, indicating that the entity has active status on the records. The signed Certificate of Reinstatement is included with the documentation.

On 01/14/2020, the Texas Secretary of State certified that a Certificate of Amendment of the entity conformed with applicable provisions of law. The signed Certificate of Amendment is included with the documentation.

The original Certificate of Formation, dated 10/22/2010, for a Domestic Nonprofit Corporation is included to further conform to the requirements of attachment 1.

We have spoken with representatives at both the Texas Comptroller of Public Accounts and the Office of the Secretary of State of Texas. Both entities certify that Illumination Education, Inc. is in active status. An update to the web query form typically takes three to five business days to transmit the updated active status from the Secretary of State to the Texas Comptroller's office. We are available at (817) 966-0419 or at illuminationedu@gmail.com, if there are any questions regarding the information above. Thank you in advance for your consideration.

Regards,

Stephanie Love

Stephanie Love
Illumination Education, Inc
603 Marble Falls Court
Arlington, TX 76002
817-966-0419

9n

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.

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.

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

DEPARTMENT OF THE TREASURY

Date: FEB 25 2011

ILLUMINATION EDUCATION, INC.
C/O STEPHANIE LOVE
4621 S COOPER ST 131-379
ARLINGTON, TX 76017

Employer Identification Number:
27-3742915
DLN:
17053349312030
Contact Person:
TRACY P DORNETTE ID# 31330
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
October 22, 2010
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Sincerely,

Lois G. Lerner

Lois G. Lerner
Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

99

GEN25 APP INFO SESSION
OCT 18 '19 AM9:28

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: Dr. Jacqueline Landey Academy of Visual and Performing Arts

Sponsoring Entity Name *as reflected on the 501(c)(3) form*: Illumination Education

Application Contact Name: Stephanie Love SL

Title/Role: Board Member

Email: stefrlove@gmail.com Phone: 817-966-0419

Board Member Attending: Stephanie Love SL

Board Member Attending: Wanda J. Huckaby WH

Board Member Attending:

Board Member Attending:

Board Member Attending:

Date of Session:

- [x] 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

GEN25 APP INFO SESSION
NOV 1 '19 AM9:24

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: Landry Academy of Visual and Performing Arts

Sponsoring Entity Name *as reflected on the 501(c)(3) form*: Illumination Education

Application Contact Name: Stephanie Love & Andrea Nelson

Title/Role: Board Member

Email: ncdcla921@gmail.com Phone: 682-554-7143

✓ Board Member Attending: Dr. Andrea B. Nelson AN

Board Member Attending: Tracie McDaniel TGM

Board Member Attending: Bobby LaBode

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.

Community Outreach Survey

Academy *of* Visual *and* Performing Arts

Academy of Visual and Performing Arts (AVPA) Support Petition

A proposed K - 12th grade public charter school to be located in Southern Dallas and Tarrant County. AVPA will accept 6th - 8th grade students in Fall 2021.

1. Do you support the proposed Kindergarten - 12th grade charter school - Academy of Visual and Performing Arts to be located in Southern Dallas County and Tarrant County?

- ◌ Yes
- ◌ Yes. I am willing to help with community advocacy.
- ◌ Yes. I am willing to help with fundraising for this project.
- ◌ Unsure. I need more information and would like to set up a meeting with the founding board.

*** 2. What is your first and last name?**

*** 3. What is your street address?**

*** 4. At what email address would you like to be contacted?**

* 5. Do you have a school-age child(ren) in the following grade levels?

(you may choose more than one response)

- [ ] Not Applicable
- [ ] I do not have a school-aged child(ren) in the grade levels listed below.
- [ ] 3rd grade
- [ ] 4th grade
- [ ] 5th grade
- [ ] 6th grade
- [ ] 7th grade
- [ ] 8th grade
- [ ] 9th grade
- [ ] 10th grade

6. Are you interested in receiving electronic updates on the proposed charter school?

- ( ) Extremely interested
- ( ) Very interested
- ( ) Somewhat interested
- ( ) Not interested

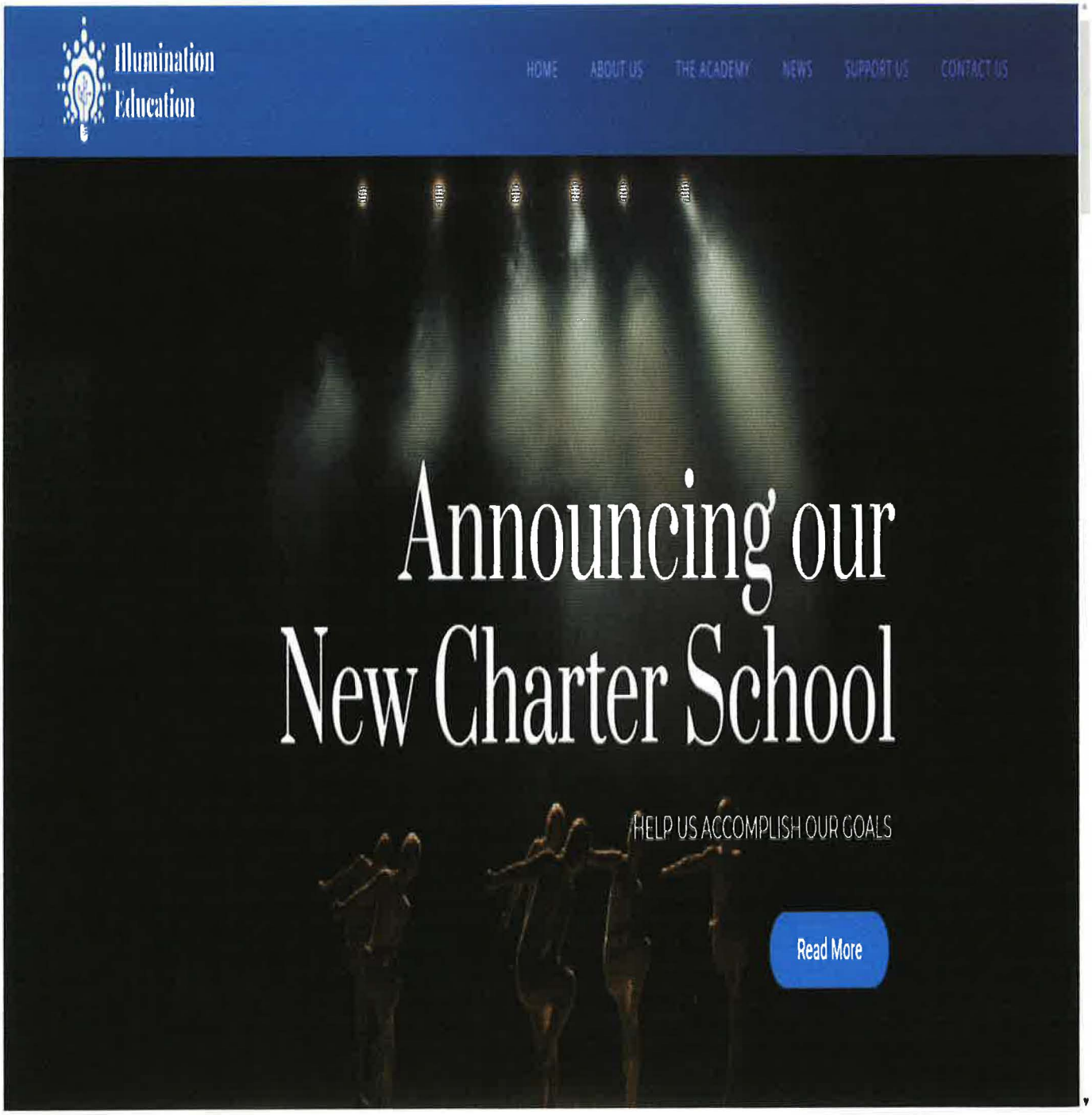
7. Please add any additional questions you may have or comments below.

Outreach Efforts to Promote Meetings

(Social Media)

Illumination Education

Website Home Page



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Search

Stephanie Home Create

[redacted]

Share Comment Love

Academy of Visual and Performing Arts Dallas was live.

about a month ago ·

Following

Please join us in Making a Difference in our community.

1,875 People Reached

156 Engagements

Boost Post

6

44 Shares 785 Views

Love Comment Share

Comments

Up Next

Most Relevant

[redacted]

IFE!!!

g to try to make it to

2

Academy of Visual and Performing Arts Dallas · 0:00 [redacted]enz thank you

Like · Reply · Commented on by [redacted] · 5w

View more replies

Write a comment...

Comment as Academy of Visual and Performing ...

Press Enter to post.

Academy of Visual and Performing Arts Dallas
Published by Stephanie Love · December 20, 2019 at 10:08 AM ·

Join us this afternoon for a conversation with Ed Gray - The Commish Radio Show Podcast. We will talk about education and the Academy of Visual and Performing Arts!



2,164
People Reached

125
Engagements

Boost Post

2

66 Shares

Like Comment Share

Comment as Academy of Visual and Performing ...

Press Enter to post.

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People Reached Engagements **Boost Unavailable**

1/8/2020

1 Share

Like **Comment** **Share**

Comment as Academy of Visual and Performing ...

Press Enter to post.

Academy of Visual and Performing Arts Dallas
Published by Stephanie Love · January 8 at 7:19 AM ·

If you missed the podcast with Ed Gray of The Commish Radio Show, here it is! We talk all things Academy, as well as a discussion of arts education. Share!



702 Views

Ed Gray was live.
December 20, 2019 at 4:28 PM

#GrayVision2020: Academy of Visual and Performing Arts interview . Stephanie Love and Dr. Andria Nelson,Wanda Huckaby.

Watch together with friends or with a group **Start Watch Party**

32
People Reached

1
Engagement

Boost Unavailable

1

1 Share

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Podcast Script

Script for December 10, 2019

Pod Cast Outline for Illumination Education – Academy of Visual and Preforming Arts

(Episode I)

Topic: Introduction of the Academy of Visual and Performing Arts
Supporting Students Through Arts Integration (Pilot)

Time: 45 – 55 minutes

Target Audience: Parents
Students w/ talent
Metroplex Community

(45 seconds) Musical Introduction: Harold Melvin & The Blue Notes – Wake Up Everybody

<iframe id='AmazonMusicEmbedB00138JBA8' src='https://music.amazon.com/embed/B00138JBA8/?id=A5AI7m6QUZ&marketplaceId=ATVPDKIKX0DER&musicTerritory=US' width='100%' height='550px' style='border:1px solid rgba(0, 0, 0, 0.12);max-width:'></iframe>

(5 minutes) Introduction

Script

Good Evening,

Thank you for joining Illumination Education the sponsoring agent of the **Academy of Visual and Performing Arts a proposed charter school.** Lets talk about Illumination for a quick moment
My name is **Dr. Andrea B. Nelson** and with me this evening is:

Ms. Wanda Huckaby has 33 years of experience in education. She has held such position as classroom teacher, counselor, and 20 years in the administrative field as an Assistant Principal, Senior Director of a Charter school, and an external monitor for the Texas Education Agency, aiding schools classified as Improvement Required.

Mr. Tracey McDaniel holds a bachelor's degree in Business Administrator with a concentration in Finance from Morehouse College. His professional experience has allowed him to work in such industries as consumer goods, banking and insurance, and healthcare. His service to organizations within these industries allowed him to focus on both compliance and strategic growth, thereby ultimately ensuring the operational and financial success of these entities.

Ms. Bethel Zehaie works as an attorney for her own law firm that main focus is criminal and family law. Her job requires her to provide services that contribute to individual who need legal guidance that provides positive client support. Her attention to detail has ensured the expansion of her law firm due to her exceptional ability build relationships with all who walk in her office.

Mr. Claude Trotter III .....

Our panel this evening are experts in the field they serve and have an unbreakable abiding belief that all children should have access to a premier education that ensures their ultimate success and productive success as citizens of the 21st century.

Which brings us to our discussion this evening

(5 minutes) Start Up Catalyst:

Script

In a 2012 study done by the National Endowment of the Arts shows, "Teenagers and young adults of low socioeconomic (SES) status who have a history of in-depth arts involvement ("high arts") show better academic outcomes than low-SES youth with less arts involvement ("low arts"). They earn better grades and have higher rates of college enrollment and attainment."

"The simple fact is, every child in this country needs and deserves access to the subjects that go into being a well-rounded, well-educated person. Music and art; world language; physics, chemistry, and biology; social studies, civics, geography and government; physical education and health; coding and computer science – these aren't luxuries that are just nice to have. They're what it means to be ready for today's world." – U.S. Secretary of Education John B. King

This would leave one to ponder, Why aren't their more opportunities for students to engage in integrated fine arts?

Podcast Outline

Will introduce the Academy of Visual and Performing Arts

(20 minutes) **Discussion Points:**

- What is Our Story!!!!!!!
- Mission
- Vision
- Guiding Tenets
- WHY NOW?

Fwd & Growth Mindset

Script

What's Our Story?

We are a group of citizens, educators , parents, artist and business professionals that believe there is more than one way to educate our students in such a manner that ensures the success of all students. This pilot podcast will explore the benefits of the Integration of Arts Education in the traditional school curriculum supports students excelling academically and developing social and emotional skills.

What Is the Academy of Visual and Performing Arts?

In January 2020, Illumination Education will propose, to the Texas Education Agency, a strategic plan to open four charter schools by 2025-2026. The first schools will be The Academy of Visual and Performing Arts, which consist of two connecting campuses. Under the umbrella of the Academy of Visual and Performing Arts will be two connecting campuses, a 6th – 12th grade academy, and a K-5 primary.

The Academy of Visual and Performing Arts is a non-magnet...academic blind admissions policies seek to equity and access to students who would otherwise not qualify for a performing arts program.

What is our mission?

The mission of the Academy of Visual and Performing Arts is to fully prepare all students for college, career, and citizenship by educating the whole child and by providing programming focused on improving each child's cognitive, physical, social and emotional development.

How would this school be different from the visual and performing arts school that are currently in existence?

Our vision is to nurture creativity in young people from diverse backgrounds by providing equal access in and though all the arts – dance, music, theater, visual arts and media arts. Student will engage in culturally responsive arts integrated; project-based learning supported through collaborative partnerships with stakeholders from the Dallas -Fort Worth arts community

Take a moment to imagine a place were every student believes they can achieve and master any goal that has been a set for them.

Imagine a school that was designed specifically to accentuate each student's natural giftings, while teaching and supporting them to turn academic challenges into bedrock moments that build resilience and grit through the development of a customized personalized learning plan, consistent feedback and celebrations for each milestone accomplished!

We have 4 Guiding Tenets we believe that will ensure our students success.

Academic Excellence

We will take responsibility for our academic success by being an active participants in the learning process.

Performance

We continuously pursue performance excellence through reflective practice, study and evaluation of our own work and that of others.

Character

We will show good character and self-management by making responsible decisions, by maintaining positive relationships, and by displaying social awareness.

Mastery of My Craft

We will develop disciplined work habits-as learners, creators, and performers- as we are mastering our craft.

What Makes Us Different - Our Design:

Arts Integrated project-based learning

LAMB

Social/Emotional Curriculum

Conservatory Programs

- Visual Arts
- Dance
- Theater
- Music
- Writing/Communication
- Digital Technology
-

Why do we need a school like this now? How can you be a part of this journey and adventure?

Go to our Facebook website:

- Volunteer
- Donate a charitable gift (Attend our fund raisers and have the opportunity meet us

- Sign the petition that you support this worth endeavor

Ad live

(20 minutes) **Discussion Points:**

- **Research:**
  1. Students who study art are 4 times more likely to be recognized for academic achievement and 3 times more likely to be awarded for attendance
  2. Researchers find that sustained learning and theater correlates strongly with higher achievement in both math and reading.
- **What Makes Us Different - Our Design:**
  1. Arts Integrated project-based learning
  2. LAMB
  3. Social/Emotional Curriculum
  4. Conservatory Programs
     - Visual Arts
     - Dance
     - Theater
     - Music
     - Writing/Communication
     - Digital Technology

Interview Outline

As this point, I believe it will very necessary to ensure we grab the audience heart and mind as to why the arts is important. No Theory or research on the why.....with some good story telling. Everyone relates to a real story.

- Who are some artists who have made an indelible impact on the society that we live in (e.g., Nina Simone, The Motown Experience, etc.)
  - Their background
  - How was their talent nurtured and background?
  - The background journey of artist who were not developed "wholistic".
- Why do you believe this is a worthwhile project to champion for?
- How can the audience at help and support this cause?

(5 minutes) Closing and Introduction of Next Topic

Thank you for giving us some of your valuable time this evening. If you would like to know more about us, you can go to our website at

http://illuminationed.org/

or at AVPA Dallas on facebook

Also, support us with our upcoming fund raiser at Epicwaters

Meeting Agenda
And
Question Protocol

123

Academy of Visual and Performing Arts
A Proposed Public Charter School

Agenda

January 7, 2020

6:00 – 8:00

Public Parent Information Meeting

2019

1. Opening and Introduction
2. Setting The Tone – First Thought Activity
3. The Importance of Art Education
4. Raw Talent -------- Becomes Polished

Audience Q & A

5. What Research Says.....Performing Arts collaborate with?
6. Mission & Vision Statement
7. Design Principles:
   - Art-Integrated, Project- Based Learning
   - L.A.M.B.
   - Embedded Social- Emotional Learning

8. Something Different and Innovative
9. Guiding Tenets
10. Community Feedback & Recommendations

Academy *of* Visual *and* Performing Arts

Public Information Meeting Protocol
2019 - 2020

Opening and Introduction

1. **Who are we?**
   - Biographies of Founders Dr. Stephanie Love and Dr. Andrea B. Nelson
   - Biographies of Founding Board of Directors
2. **Why arts education? How does that relate to student achievement?**
   - Discussion of Research

Community Input Questions

3. What do you think is important for schools to offer in your community?
4. How can we best serve the needs of your child?
5. Do you think that there is a need to have a strong K-12 art-integrated program, focusing on developing academic and artistic excellence, in your community?
6. Do you think it's important for schools to focus on students' social and emotional development?

---

7. **What is the Academy of Visual and Performing Arts?**
   - Vision, Mission and Design Principles
   - Academic Program (Arts-integrated, project-based)
   - Conservatory Program (embedded DFW Cultural Arts organizations)
   - Literacy and Mathematics Bridge (LAMB) Program
   - Embedded Social Emotional Learning (SEL) Curriculum
8. **What are the benefits of AVPA to the community-at-large?**
   - Audience discussion regarding the purpose and benefits of a visual and performing arts school
9. **What are the admissions requirements of other performing arts schools in DFW?**
   - Discussion of BTWSPVA, Grand Prairie Fine Arts Academy, Fort Worth Fine Arts Academy
10. **Is there a need for a *"different"* type of visual and performing arts school?**
    a. Academic Bridge Curriculum designed to eliminate achievement gaps in Math and Reading
    b. Opportunity to develop student social -emotional competencies, thereby impacting both academics and performance talents
11. **What partnerships or collaborations would you like to see for the Academy of Visual and Performing Arts?**

Community Feedback and Questions

125

Factor that Contributed to Low Attendance Rate

1. **Opposition handouts at public meetings on 01/07/2020 and 01/11/2020**
2. **Weather forecast on 01/11/2020**

CHARTER SCHOOL FACTS

CHARTERS HURT OUR PUBLIC SCHOOLS

The rapid expansion of charter schools is part of a well-coordinated wave of attacks to privatize public education. Unelected charter boards control more per pupil tax dollars than our democratically elected school boards!

CHARTERS HURT PUBLIC SCHOOLS

$3 BILLION ANNUALLY



UNLIMITED FUNDING

Charter funding has doubled in the last 5 years, yet many charter school financial dealings are not disclosed to the public and are not available for public review.

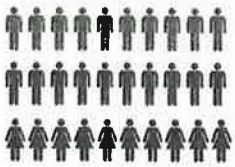
CHARTER FUNDING ADVANTAGE

$882 MILLION

If charters were funded in the same manner as public schools, the state of Texas would save $882 MILLION in taxpayer dollars.



95%



PER-PUPIL FUNDING ADVANTAGE

Charter schools receive more per-pupil funding than the public schools that educate 95% of Texas public school students.



CHARTERS HURT PUBLIC SCHOOLS

Every time a student leaves a public school to attend a charter in a recapture district, the local tax dollars the community must send to the state goes up and state funding simultaneously drops. This is often the cause of school district budget shortfalls in recapture or "Robin Hood" districts.

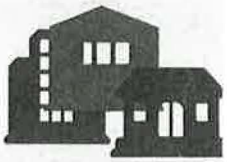
Taxpayers and public schools can't afford unregulated charter school growth!

TELL ELECTED OFFICIALS IT'S TIME FOR A TIME OUT FOR CHARTERS

UNLIMITED GROWTH

400 NEW CAMPUSES

The Commissioner of Education has sole authority to approve charter amendments, approving 400 within the last six years. Charters can open an unlimited number of new campuses anywhere in Texas with virtually no public notice.



DISCRIMINATION



TX charter schools can legally discriminate against students in admissions based on discipline history. Charters serve fewer Special Education students and fewer English Language Learners than public schools.

CHARTER PER-PUPIL FUNDING ADVANTAGE

Austin ISD.....-$1,740
Dallas ISD.....-$1,895
Houston ISD.....-$1,806
San Antonio ISD.....-$1,411



The same student who leaves Dallas ISD to attend a charter is worth $1,895 more at a charter school located down the street!

SOURCE: TEA SB 1882 RUNS, AUGUST, 2018.

BEWARE OF CHARTER "PARTNERSHIPS"



Recent state legislation, SB 1882, championed by public school privatizers, creates a lucrative incentive for underfunded districts to receive the charter per-pupil advantage only if the democratically elected board hands over governance to a privately operated charter school

Texas AFT
American Federation of Teachers, AFL-CIO
A Union of Professionals
www.texasaft.org

ALLIED PRINTING AND MAILS AFL-CIO MEMBER

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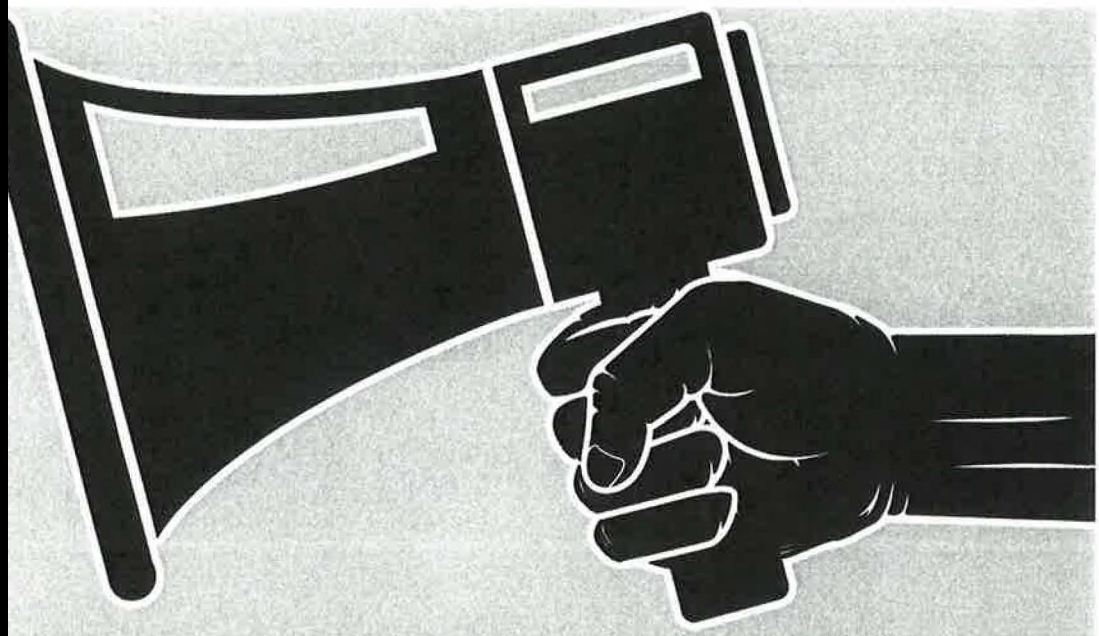
COMPARISON:

OPEN ENROLLMENT CHARTER SCHOOLS AND PUBLIC SCHOOLS IN TEXAS

Source for SNAPSHOT Data: Texas Education Agency 2014- 2015

https://rptsvr1.tea.texas.gov/perfreport/snapshot/2015/state.html

	COMPARISON - HIGHLIGHTS
1	• Public schools are governed by democratically elected Boards of Trustees; charter schools are private nonprofit organizations governed by privately selected Boards of Directors.
2	• Charter schools do not accept all students – they may exclude any student with discipline history or problems from enrollment.
3	• Charters receive significantly more in state M & O funding per pupil than half the independent school districts in Texas (*i.e., adjusted allotment for maintenance and operations funding),* and these districts include 95 percent of all ISD pupils in Texas.
4	• Public schools outperformed charters on state STAAR tests for all subjects in 4 out of the last 4 years.
5	• The percent of charter schools that received the rating "improvement required" under the state accountability system is double the rate of public schools for 3 of the last 4 years (and higher in the 4th year).
6	• The 4-year graduation rate for public schools is 28 points higher than for charter schools (class of 2014).
7	• The dropout rate at charter schools is 3 times higher than the rate at public schools.
8	• Public schools have higher average scores on both the ACT and the SAT.
9	• Charter schools enroll 25% fewer students with special needs.
10	• 75% of teachers in charter schools have less than five years of teaching experience compared to only 33% of teachers in public schools.
11	• Teacher turnover at charters schools is more than double the rate of public schools (34.4% vs. 16%).
12	• Charter schools pay teachers $6,323 less annually than public schools.
13	• Charter schools can include subjective behavior expectations for students and parents in its student code of conduct and expel students for discretionary violations of the code and for the actions of their parents.
14	• Charter schools spend more than $500 less for instruction per pupil than public schools and more than double for central office administration.



TIMEOUT on CHARTER SCHOOLS

Texas has experimented with charter schools for a number of years. Results have shown overall that charter schools do not perform better than public schools. Instead, charters schools drain our public schools of resources. Doesn't it make sense to take a **TIMEOUT** on more privatization?

Here is what we know about charter schools:

- Charter schools now receive more funding per-pupil than 95% of all students in traditional public school districts.
- If charter schools received the same level of funding as public schools, the state would save $882 million dollars every two years.
- Charters in Texas, unlike any other state in the nation, are allowed to discriminate against students on the basis of "discipline problems." Research shows that excluding students for discipline problems equates to exclusion of these students by race, socioeconomic status, gender, and academic performance, which are all prohibited by state law.
- Some state lawmakers view charter schools as a way to starve public schools of resources, and they are working on ways to make the charter approval and expansion even easier. The rapid expansion of charter schools is part of a well-coordinated wave of attacks to priva[redacted] public education.

CALL FOR A [redacted]MEOUT TODAY!

Take a stand now and call for a **TIMEOUT** on charter schools. Sign our petition today and learn more about how charter schools affect public schools at **www.texasaft.org/timeout**.

A Union of Professionals

Texas AFT

TexasAFT @TexasAFT TexasAFT

3000 South IH-35, Suite 175 - Austin, TX 78704 - 800/222-3827 - **#CharterTIMEOUT**

DFW Weather: Snow Falls In Parts Of North Texas, First Measurable Snowfall Since 2017

January 11, 2020 at 12:15 pm

Filed Under: Collin County, denton, Denton County, DFW News, DFW Snow, DFW Weather, Frisco, North Texas, Sleet, Snow, Winter, Winter Weather Advisory, Wintry Weather

DENTON, Texas (CBSDFW.COM) – Residents in parts of North Texas woke up to quite a wintry surprise as some as seeing their first snow in the area in quite awhile.

A cold front that moved into North Texas Friday brought severe storms in the evening hours and massive temperature drops for early Saturday.

With temperatures in the freezing mark, areas of the Metroplex such as Denton and Collin counties saw some snow accumulation. A Winter Weather Advisory was issued early in the morning for those two counties, as well as Parker and Wise counties.

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Taco Cabana Closing 19 Texas Restaurants, 8 In DFW Area Effective Immediately

Woman Grabbed, Threatened On Popular McKinney Hike And Bike Trail



66 7:30 AM - Jan 11, 2020 · Texas, USA

See North Texas Weather's other Tweets

Although Tarrant County wasn't included in the Winter Weather Advisory, residents reported seeing some snowfall in parts of Fort Worth, Hurst, Colleyville, Flower Mound and Southlake.

Stewart McKenzie
@CBS11Stew

Video proof that it CAN #snow in North Texas. Happening at 9am in @TheCityofHurst. @CBSDFW #cbs11wx



13 9:06 AM - Jan 11, 2020 · Hurst, TX

See Stewart McKenzie's other Tweets

The Winter Weather Advisory lasted until 12 p.m. as temperatures began to slightly warm up above freezing.

Comments

131

CBS DFW

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Letters of Support

Gmail

Stephanie Love <stefrlove@gmail.com>

Letters of Support needed

[redacted]

Hello fellow cultural workers,
First, let me wish you all a very Happy New Year and my hope that it will be a very productive one! 2020 has already started with a bang for me with another Houston opening and a Denton Black Film Festival premiere for my first video art project! I'm stoked to say the least!

In 2019, I signed on to help two women launch an arts based charter school in Southern Dallas County focused on Black and LatinX students, by providing some expertise in areas of curriculum content and suggestions on who to seek partnerships with in the cultural community. Drs. Andrea Nelson and Stephanie Love have committed countless hours to designing an educational program that can provide arts training to these students who have few options in their communities. We all know the situation that occurred for so many years at Booker T. Washington HSPVA where DISD students were often overlooked in favor of suburban students. We also know that many of those overlooked were students who may not have obtained the academic test scores required to enter a DISD Magnet program.

So, this led Drs. Nelson and Love to examine the barriers to access that Black and LatinX students faced when their desire was to study the arts and where the greatest need was once BTWHSPVA began to abolish the practice of allowing out-of-district students to attend. They determined that a school was needed in the Southern part of Dallas County that would focus on integrating the arts into the curriculum. They also determined that it should not be a magnet school that placed academic requirements on students who might have artistic promise but less success academically. This was the motivation for them creating the Academy of Visual and Performing Arts (AVPA), a public charter that will be presented for Charter School adoption to the Texas Education Agency this month.

Now for what I need from you. I would like to get letters of support for this school initiative from individual artists who are cultural leaders in our community and arts organizations that can address a culturally specific arts curriculum. These letters should stress the need to broaden the opportunities for students who have been underserved in arts education due to their geographic location and their economic status. AVPA will be located in an area where 94% of the student population is Black and LatinX with 74.6% of those students qualifying for free or reduced lunch, the federal delineation for poverty. It will not be a magnet and therefore can seek students who show promise for artistic talent albeit raw talent. It will start with a student population K-8 and expand to 9-12, allowing a student to spend their entire school career with a faculty that is intimately familiar with their artistic development. AVPA wants to provide a myriad of experiences for the students which include both field trips to cultural institutions and onsite artist long term residencies.

I hope I can count on a letter of support from you or your organization to include with the formal Charter School Application AVPA will submit. Please send you letter on official letterhead and forward it to Ms. Wanda Huckaby whose email address is whuckaby@sbcglobal.net. She is also included in this communication. Thank you in advance and once again, have a Happy New Year!
Peace,
Vicki



January 14, 2020

Texas Education Agency
William B. Travis Building
1701 N. Congress Avenue
Austin, Texas, 78701

RE: Letter of Support for the Academy of Visual and Performing Arts (AVPA), a public charter that will be presented for Charter School adoption to the Texas Education Agency.

To whom it may concern:

My name is Karen Blessen. I am the Founder and Executive Artistic Director of 29 Pieces, an arts non-profit organization based in Dallas, TX. 29 Pieces uses art to awaken, uplift and give voice to the creative human spirit to make genuine, positive social change. Eight lessons of our art-based curriculum are available at no cost, in English and Spanish, to teachers everywhere at our educational website: artistsmakingakinderworld.org. In the last 15 years, we have worked with more than 80,000 students and trained more than 500 teachers.

I am writing to support the proposed Academy of Visual and Performing Arts. According to the National Arts Education Public Awareness Campaign, young people who participate in the arts for at least three hours on three day each week for one full year are: 4 times more likely to be recognized for academic achievement, 4 times more likely to participate in a math and science fair, 3 times more likely to win an award for school attendance and 4 times more likely to win awards for creative writing. The arts work in so many ways and the proposed Academy of Visual and Performing Arts will serve a historically under-served community of young people.

Student anxiety has climbed to an all-time high, and for good reason. Anyone paying passing attention to the news (or to young people themselves) can rattle off a list of stressful situations that students face on a daily basis. In addition to the general stress inherent in child social and intellectual development, students regularly encounter threats and sometimes violence in school settings, from bullying to bigotry, to hate, to the real possibility of someone bringing a weapon to school. The Southern Poverty Law Center tracked 88 reports of hate incidents nationwide in March 2019 alone, reflecting the growing cultural permissiveness of taunting peers for perceived "otherness" – be it racial, ethnic, sexual, religious, ability, or national origin. Such common occurrences of intolerance on school campuses contribute to a general sense of insecurity among students. Active shooter and lockdown drills cause apprehension, making school feel unsafe.

In addition to social anxieties, a great number of students in public schools suffer from traumas attendant to racial and economic injustice. Dallas is exemplary of this, with roughly 86% of its 157,000 students eligible for free or reduced lunch showing the vast majority of students coping with poverty endemic to decades of systemic racial and economic segregation. Basic food, safety and shelter insecurities create

P.O. Box 140962 Dallas, TX 75214 - 214.770.1219 - www.29pieces.org
29 Pieces is a registered 501 (c) (3) non-profit organization.

major health challenges, including brain trauma. As Big Thought CEO Byron Sanders attests, Dallas ISD enrolls 9-year-old students with brain development patterns similar to a soldier coping with war-induced PTSD.

Fortunately, school districts are increasingly responding to challenges with Social-Emotional Learning (SEL), and Dallas is a leader in this regard. Put simply, SEL supports the development of underlying mental and emotional health foundational to well-being. Chicago-based institute, The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines SEL more specifically as "the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions." SEL has been shown not only to improve student attitudes and behaviors toward self and others but also enhances academic achievements and has longer-term positive impacts on productivity and earnings.

Where previous disciplinary models might have met academic and behavioral challenges with punitive measures (suspensions, for example), schools currently incline toward preventive skill-teaching, relationship-building, constructive communication, and restorative justice. Increased adoption of the five core SEL competencies identified by CASEL – self-awareness, self-management, social awareness, relationship skills, and responsible decision making – is one powerful way school districts, including Dallas, are meeting the challenges that are the cause of so much student anxiety. Methods include pausing for breathing exercises, mindfulness, mind-set adjustments, circle time, trust exercises, communicating feelings through visual and performing arts. It involves moving away from a "test and punish" approach to teaching personal skills and responding to mistakes and mishaps in a way that restores a student to a place of higher character and values. Dallas ISD has become a statewide model showing the astoundingly positive academic and behavioral shifts that can happen through implementing smart SEL strategies.

Because visual and performing arts are one of the most effective methods to teach SEL, and because the community that the Academy of Visual and Performing Arts proposes to serve is historically under-served, I recommend approval of a charter for this new and innovative school.

Karen Blessen

Karen Blessen
Founder and Executive Artistic Director, 29 Pieces

Contact information:
[redacted]
214-770-1219

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Karen Blessen

Karen Blessen
Founder and Executive Artistic Director, 29 Pieces

Contact information:
[redacted]
214-770-1219

January 16, 2020

Commissioner Mike Morath

Texas Education Agency

1701 N. Congress agency

Austin Texas 78701

Dear Commissioner Mike Morath,

I am writing this letter expressing my full support for the proposed new charter school, The Academy of Visual and Performing Arts (AVPA). I'm excited about Southern Dallas and Tarrant Counties being selected as the locations for this amazing academic addition to these communities.

The promise and mission of AVPA is a huge step in giving students in these locations a major chance to compete and play significant roles in contributing to the fabric of this nation. The opportunity this type of program offers will no doubt prepare them for our everchanging world.

As a retired Reading Specialist and a Former School Principal I am proud to be a part of endorsing this school.

Sincerely,

Evelyn D. Lorenz

Evelyn D. Lorenz

136

Cedar Hill Independent School District
285 Uptown Blvd Building 300 | Cedar Hill TX 75104 | 972-291-1581 | www.chisd.net

January 10, 2020

Commissioner Mike Morath
Texas Education Agency
1701 N. Congress Avenue
Austin, Texas 78701

Greetings Commissioner Mike Morath:

I am writing to express my support for the Academy of Visual and Performing Arts, a proposed kindergarten through 12th grade public charter school in the southern part of Dallas County in Dallas, TX. The school's focus is on integrating the arts into the curriculum. It is my belief that the AVPA will make a substantial contribution to the overall education ecosystem in the southern Dallas/Ft Worth sector.

As the District Fine Arts Department Chair of Cedar Hill ISD Visual Arts, I have a very clear knowledge and understanding of what is needed for students whose desire is to study the arts. As a Texas educator with over 16-years of experience, I am excited by the pedagogical vision of the Academy of Visual and Performing Arts's model which includes student-driven projects, arts and social-emotional learning. Additionally, as a local DFW educator, I believe the proposed school will uniquely add to the ecosystem of educational options available to families in our city.

After meeting with Ms. Stephanie Love, I believe that her experience and background strengthen her abilities and skills to successfully lead the Academy of Visual and Performing Arts and ensure that the school of serving all students. I fully support the Academy of Visual and Performing Arts as a school that will help fulfill the promise of innovation and creativity that charter schools uphold. It has my highest recommendation for authorization.

Sincerely,

A Collins

Alvin Collins
Fine Art Teacher/District Fine Arts Department Chair
Cedar Hill ISD

137

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Karen Bower Robinson
Amanda Stone
Mary Lois Sweatt
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MANAGING ASSISTANT
Dedra Brent

OFFICE ASSISTANT
Tristan Rodney

January 18, 2020

Mr. Mike Morath,
Commissioner of Education

Dear Sir,

Greetings ... I hope all is well with you.

I do support the Academy of Visual and Performing Arts (AVPA) a charter school that would broaden the opportunities for students in the Southern Sector of Dallas and bring a better balance to children who are trapped in an area that is underserved in arts education due to their geographic location and economic status.

The AVPA would serve students who show artistic, if raw, talent. It would start with K-8, later adding 9-12 grades. These young people would be able to spend their entire school career with a faculty that is intimately familiar with their artistic development, while including and strengthening their academic education.

The school would be located in an area where the vast majority of the students would be African American or Latinx, while providing exposure to many experiences for students to arts and cultural institutions. It would also have long term residencies with artists of various genres. This would be an outlet for energies that would be creative rather than destructive.

Many hours have been spent designing an educational program that can serve students who have few options in their communities.

I trust you will consider and approve the application of the Academy of Visual and Performing Arts.

Sincerely,

Loris Anthony Beckles

Loris Anthony Beckles.

Sammons Center for the Arts .. 3630 Harry Hines Boulevard .. Dallas TX 75219
214-886-2321 .. arganovadance_21c@yahoo.com
www.BecklesDancingCo.org

Beckles Dancing Company is a component of ARGA NOVA DANCE, a 501(c)(3) nonprofit corporation.

January 19, 2020

To whom it may concern,

I write on behalf of Wanda Huckaby in support of the Academy of Visual and Performing Arts proposal to The Texas School Charter Association to increase the opportunities for different cultures to study Fine Arts. I strongly support this Charter School application and the focus on decreasing the disparities among African Americans and Hispanics by providing equal opportunities to be successful in Fine Arts. They have evidence-based interventions and supports that lend themselves to the academic success of all students.

The Academy of Visual and Performing Arts focuses on academic achievement, gender equality, racial equality, and social-emotional intelligence. The Academy of Visual and Performing Arts proposal aligns with the Effective School Framework model.

In conclusion, The Academy of Visual and Performing Arts has realized the importance of learning through the Arts. Their design principles are Art-integrated, Project-Based Learning, L.A.M.B, and embedded Social-emotional learning. The Academy of Visual and Performing Arts has collaborated with the community, studied research best practices regarding Fine Arts, and will produce a school that is different and innovative. They have a plan to polish raw talent.

Sincerely,

Stonie Arbuckle

A Poetic Verse of Support

By Lori Trotter

We see you stretching trying to grow, but you don't know how to get there

Which path to choose

Trying so hard to win

so afraid you will lose.

Tell us in your own expression

communicate

in your style and all the

while you pour your soul in what you have to say.

We can show you the way

you can speak of your identify

dance

leap

sing

write or paint

of your individual legacy

Stretch you mind body, soul, and spirit

Close your eyes

In your mind see it

Show us your spirit if you can dream it you can be it

The world awaits with anticipation to hear of your revelation

Take our hand

We will represent your generation.

We will stand with you as we each take our parts

We are the Academy of Visual and Performing Arts.

January 17, 2020

Texas Education Agency Williams B. Travis Building
170 N. Congress Avenue
Austin, Texas, 78701

To Whom It May Concern

[redacted]

It was my participation within the arts that ensured my commitment to my academic career. Although, I knew I would need the[redacted], certain core content was not always my priority. It was my love music that made me work. Not every student will use the core contents as their only source to develop themselves life-long learner. The lessons I learned as o[redacted]. These lessons provided me with a concrete examples of commitment to what one's craft looks like and what grit and fortitude feels like when discipline is needed. These learned behaviors have transferred to [redacted]

Students will who attend the Visual and Performing Arts Academy will have this opportunity. They will gain a treasure of intellectual and social skills that can be used in any circumstance. The list could go on and on, concerning the impact the arts has had on t[redacted].

In closing, I am in total support to the building to this school in Southern Sector of Tarrant County.

[redacted]

1 of 2

January 18, 2020

Texas Education Agency Williams B. Travis Building
170 N. Congress Avenue
Austin, Texas, 78701

RE: Letter of Support For The Academy of Visual and Performing Arts (AVPA), a public charter that will be presented for Charter School adoption to the Texas Education Agency

My name is Claude R. Trotter, III. I live in the Dallas Metroplex and my professional background is in communications and digital media. Due to the nature of the work I do, I have had the opportunity to work at and for school districts, media venues, and the fine arts community-at-large in the metroplex. I have seen what happens when students have access to the Arts, and when the don't, This inequity I believe, is the reason why many students of diverse background have not achieved academic success.

I attended the November 23, 2019 Community engagement meeting. During this open forum, I was impressed and excited of the possibility of a proposed public charter school possibly being build in Southern Dallas County. A school that works the toward educating the whole child through the art-integrated, project-based learning will increase the level of engagement for our neediest students in Dallas county. Another choice of schools is long overdue.

In closing, I am in total support to the building to this school in Southern Sector of Dallas County. I look forward to my granddaughter attending the Academy of Visual and Performing Arts in the fall of 2021.

Yours Truly,
Claude R Trotter III

Mr. Claude R. Trotter, III
214 924 8164

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From The Heart
International Educational Services

Texas Education Agency
William B. Travis Building
170 N. Congress Avenue
Austin, Texas 78701

Dear Texas Education Agency,

From The Heart International Educational Services (FTH) is a comprehensive education provider working in Charter and Public Schools and Districts across the country. We have had the opportunity to work teachers, students, parents, administrators, school board members and communities, all who envision greatness for the students entrusted under their care. FTH has been in existence for eight years. We also produce and publish our own books, workbooks and educational materials, we have a highly competent team of dedicated educators, who have a wealth of knowledeg and experience.

"The Mission of the Academy of Visual and Performing Arts is to provide a challenging, experiential education that cultivates academic and artistic excellence." As one can ascertain, the mission in and of itself is powerful. This school is designed to make a major impact the lives of many children. From Heart International Educational Services is proud to not only endorse The Academy of Visual and Performing Arts, we are honored to submit this letter as support for this Charter School.

The Lead Educators for this initiative are amazing representatives for a school of this magnitude. It is our hope that nothing less than major success comes as a result of the Academy of Visual and Performing Arts.

Dr. Walter Milton, Jr.
CEO

144

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Expanding empathy one story at a time.

January 20, 2020

Mike Morath
Commissioner of Education
1701 N. Congress Avenue
Austin, Texas, 78701

Dear Commissioner Morath:

I'm writing to express support for the Academy of Visual and Performing Arts (AVPA). As a former magnet arts student of African-descent, it would have been wonderful to see reflections of my future possibilities in administrators like Dr. Andrea Nelson and Dr. Stephanie Love. In addition to keeping up with a rigorous academic program, I was also expected to maintain a false sense of "all is well" and valiantly endure the constant pricks of what I later learned are micro-aggressions. I overcame all of those obstacles. But I was a child and no child should be expected to make peace with trauma, no matter how subtle the pokes.

That is why I firmly support AVPA under the leadership of Dr. Nelson and Dr. Love. While there is an inherent value to arts-based education, AVPA is further positioned for academic thriving in areas not measured by traditional matrixes but are, nonetheless, critical to the success of black and LatinX students. Having administrators, for example, who are credentialed, compassionate, connected and still relatable to their target audience is a "W" in their Wins column right out of the gate. The ability of AVPA students to see reflections of their possibilities in their campus leaders is an internal motivator, a cosmic regulator for self-determination.

Growing up in Texas in the 1970's, my mother's highest aspiration for me was that my academic and artistic gifting would make room for me to be bussed out of my neighborhood and into a predominantly white community to attend a magnet arts program where I played upright bass in the school's orchestra and was also active in the theater arts program. Today, my highest aspirations are that children in every black and LatinX community will receive a top-tiered education nurtured in safe environments with school leaders who fan the flames of their giftedness while also directing learning opportunities to ensure they are competitive for the future thriving in Texas.

I look forward to celebrating the awarding of a charter to the Academy of Visual and Performing Arts, a future A+ rated campus.

Best,

Alexus Rhone
Founder, Truth Meet Story, LLC
www.alexusrhone.com

THEEDUPROJECT
LACRECIA TERRANCE* 6014 LANIER DRIVE
BATON ROUGE, LA 70812*972-201-4777

January 14, 2020

Texas Education Agency
William B. Travis Building
1701 N. Congress Avenue Austin, Texas, 78701

RE: Letter of Support for the Academy of Visual and Performing Arts (AVPA), a public charter that will be presented for Charter School adoption to the Texas Education Agency.

To whom it may concern:

My name is Lacrecia Terrance. I am the Founder and Lead Consultant of theEduProject, an educational consultant organization that advances educational equity and empowers youth furthest from opportunity through school and district trainings. I am also a National Project Based Learner (PBL) trainer. PBL is transformative for all kids. Through PBL, students engage in learning that is deep, long-lasting, and relevant to the challenges of their lives and the world they will inherit. In the last 10 years, I have worked with more than 100,000 students and trained more than 1000 teachers.

I am writing to support the proposed Academy of Visual and Performing Arts. As an ARTS and PBL instructional focued school, teachers will build knowledgeable, critical thinkers, communicators, collaborators, creators, and ultimately contributors to the world. In my experience, I have learned that lower socio-economic students are often disengaged at school, because of many factors such as negative environmental impacts, family and social issues that many of them deal with on a daily basis, wide achievement gaps in their academic skills, having little engagement in lesson strategies, lack of intentional strategies to build self-confidence, and having difficulty adjusting to restrictive classroom environments that do not encourage communication. PBL blends content mastery, meaningful work, and personal

connection to create powerful learning experiences, in terms of both academic achievement and students' personal growth in the classroom. Integrating Arts and PBL can be transformative for students, especially those furthest from educational opportunity and the proposed Academy of Visual and Performing Arts will serve a historically un- der-served community of young people.

Arts and PBL is one of the most effective methods to teach SEL, and because the community that the Academy of Visual and Performing Arts proposes to serve is historically under-served, I recommend approval of a charter for this new and innovative school.

Your Partner in Education,

Lacrecia Terrance M.Ed
National Faculty, Lead Cosultant

147

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



Generation 25: Academy of Visual and Performing Arts

U.S. Postal Service™
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Domestic Mail Only

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DALLAS, TX 75228

OFFICIAL USE

Certified Mail Fee	$3.50
Extra Services & Fees (check box, add fee as appropriate)	
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☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$0.00
Postage	$0.55
Total Postage and Fees	$6.85

0018 01

Postmark Here

11/21/2019

Sent To: Board President Justin Henry, Dallas ISD
Street and Apt. No., or PO Box No.: Board Services Office, 5151 Samuell Blvd
City, State, ZIP+4®: Dallas, Texas 75228

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

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DALLAS, TX 75231

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Extra Services & Fees (check box, add fee as appropriate)	
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☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$0.00
Postage	$0.55
Total Postage and Fees	$6.85

0018 01

Postmark Here

11/21/2019

Sent To: Superintendent Michael Hinojosa, Dallas ISD
Street and Apt. No., or PO Box No.: 9400 North Central Expressway
City, State, ZIP+4®: Dallas Texas 75231

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

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FORT WORTH, TX 76123

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Extra Services & Fees (check box, add fee as appropriate)	
☐ Return Receipt (hardcopy)	$2.80
☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$0.00
Postage	$0.55
Total Postage and Fees	$6.85

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11/21/2019

Sent To: Board President Jane Davis, Crowley ISD
Street and Apt. No., or PO Box No.: 8035 Southern Freeway
City, State, ZIP+4®: Fort Worth, Texas 76123

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

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CROWLEY, TX 76036

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☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$0.00
Postage	$0.55
Total Postage and Fees	$6.85

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11/21/2019

Sent To: Superintendent Michael McFarland, Crowley ISD
Street and Apt. No., or PO Box No.: 512 Peach Street
City, State, ZIP+4®: Crowley, Texas 76036

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

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CEDAR HILL, TX 75104

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☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$0.00
Postage	$0.55
Total Postage and Fees	$6.85

0018 01

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11/21/2019

Sent To: Board President Cheryl Wesley, Cedar Hill ISD
Street and Apt. No., or PO Box No.: 285 Uptown Blvd Bldg 300
City, State, ZIP+4®: Cedar Hill Tx 75104

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

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☐ Return Receipt (electronic)	$0.00
☐ Certified Mail Restricted Delivery	$0.00
☐ Adult Signature Required	$0.00
☐ Adult Signature Restricted Delivery	$0.00
Postage	$0.55
Total Postage and Fees	$6.85

0018 01

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11/21/2019

Sent To: Superintendent Gerald Hudson, Cedar Hill ISD
Street and Apt. No., or PO Box No.: 285 Uptown Blvd Bldg 300
City, State, ZIP+4®: Cedar Hill Tx 75104

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

7018 2290 0001 2273 5111

149

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ARLINGTON, TX 76015

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	$0.55
Total Postage and Fees	$6.85

$2.80 $0.00 $0.00 $0.00

0018 01

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11/21/2019

Sent To: Board President Kecia Mays, Arlington ISD
Street and Apt. No., or PO Box No.: P.O. Box 150273
City, State, ZIP+4®: Arlington Tx 76015

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

7018 2290 0001 2273 5081

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ARLINGTON, TX 76013

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	$0.55
Total Postage and Fees	$6.85

$2.80

0018 01

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11/21/2019

Sent To: Superintendent Marcelo Cavazos, Arlington ISD
Street and Apt. No., or PO Box No.: 1203 W. Pioneer Parkway
City, State, ZIP+4®: Arlington, Tx 76013

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

7018 2290 0001 2273 5074

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FORT WORTH, TX 76114

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	$0.55
Total Postage and Fees	$6.85

$2.80

0018 01

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11/21/2019

Sent To: Board President David Holder, Castleberry ISD
Street and Apt. No., or PO Box No.: C/O Gregg S. Jones Adm. Bldg 5228 Ohio Garden Rd
City, State, ZIP+4®: Fort Worth, Tx 76114

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

7018 2290 0001 2273 5067

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FORT WORTH, TX 76114

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	$0.55
Total Postage and Fees	$6.85

$2.80

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11/21/2019

Sent To: Superintendent John Ramos
Street and Apt. No., or PO Box No.: Castleberry ISD 5228 Ohio Garden Rd
City, State, ZIP+4®: Ft. Worth, Tx 76114

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

7018 2290 0001 2273 5364

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GRAND PRAIRIE, TX 75052

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	$0.55
Total Postage and Fees	$6.85

$2.80

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11/21/2019

Sent To: Barbie Wall, Grand Prairie
Street and Apt. No., or PO Box No.: 2602 S. Beltline Rd
City, State, ZIP+4®: Grand Prairie TX 75052

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

7018 2290 0001 2273 5357

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GRAND PRAIRIE, TX 75052

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	$0.55
Total Postage and Fees	$6.85

$2.80

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11/21/2019

Sent To: Linda Ellis - Grand Prairie
Street and Apt. No., or PO Box No.: 2602 S. Beltline Rd
City, State, ZIP+4®: Grand Prairie, TX 75052

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

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FORT WORTH, TX 76107

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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 $0.55
Total Postage and Fees $6.85

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11/21/2019

7018 2290 0001 2273 5296

Sent To: Dr. Kent Scribner Ft. Worth ISD
Street and Apt. No., or PO Box No.: 100 N. University
City, State, ZIP+4®: Fort Worth, Texas 76107

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FORT WORTH, TX 76107

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 $0.55
Total Postage and Fees $6.85

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11/21/2019

7018 2290 0001 2273 5326

Sent To: Jacinto, Ramon J. Fort Worth ISD
Street and Apt. No., or PO Box No.: 100 N. University
City, State, ZIP+4®: Fort Worth, TX 76107

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FERRIS, TX 75125

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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 $0.55
Total Postage and Fees $6.85

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11/21/2019

7018 2290 0001 2273 5241

Sent To: James Hartman, Ferris ISD
Street and Apt. No., or PO Box No.: 201 E. 5th Street
City, State, ZIP+4®: Ferris, Texas 75125

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FERRIS, TX 75125

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 $0.55
Total Postage and Fees $6.85

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11/21/2019

7018 2290 0001 2273 5272

Sent To: Robert Scott, Ferris ISD
Street and Apt. No., or PO Box No.: 201 E. 5th St
City, State, ZIP+4®: Ferris, Texas 75125

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FORT WORTH, TX 76140

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 $0.55
Total Postage and Fees $6.85

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11/21/2019

7018 2290 0001 2273 5203

Sent To: M.C. Ramos
Street and Apt. No., or PO Box No.: 520 Everman Parkway
City, State, ZIP+4®: Everman, Texas 76140 Everman ISD

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FORT WORTH, TX 76140

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 $0.55
Total Postage and Fees $6.85

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11/21/2019

7018 2290 0001 2273 5210

Sent To: Gary Balch, Everman ISD
Street and Apt. No., or PO Box No.: 520 Everman Parkway
City, State, ZIP+4®: Everman, TX 76140

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MANSFIELD, TX 76063

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

Postage $0.55

Total Postage and Fees $6.85

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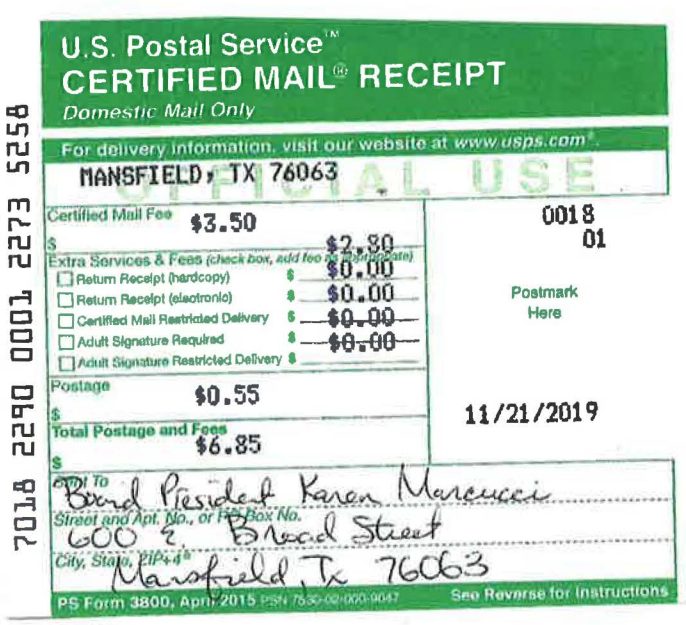
11/21/2019

Sent To: Superintendent Jim Vaszaukas, Mansfield ISD
Street and Apt. No., or PO Box No.: 605 E Broad Street
City, State, ZIP+4®: Mansfield Tx 76063

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

7018 2290 0001 2273 5234



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MANSFIELD, TX 76063

OFFICIAL USE

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

Postage $0.55

Total Postage and Fees $6.85

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11/21/2019

Sent To: Board President Karen Marcucci
Street and Apt. No., or PO Box No.: 600 E. Broad Street
City, State, ZIP+4®: Mansfield, Tx 76063

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

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FORT WORTH, TX 76108

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

Postage $0.55

Total Postage and Fees $6.85

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11/21/2019

Sent To: Superintendent Frank Molinar, White Settlement ISD
Street and Apt. No., or PO Box No.: 401 Cheney Lane
City, State, ZIP+4®: Fort Worth Tx 76108

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

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FORT WORTH, TX 76108

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

Postage $0.55

Total Postage and Fees $6.85

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11/21/2019

Sent To: Board President Randy Armstrong, White Settlement ISD
Street and Apt. No., or PO Box No.: 401 Cheney Lane
City, State, ZIP+4®: Fort Worth Texas 76108

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

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RED OAK, TX 75154

OFFICIAL USE

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

Postage $0.55

Total Postage and Fees $6.85

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11/21/2019

Sent To: Superintendent Brenda Sanders Red Oak ISD
Street and Apt. No., or PO Box No.: 109 W. Red Oak Rd, P.O. Box 9000
City, State, ZIP+4®: Red Oak Texas 75154

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

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RED OAK, TX 75154

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

Postage $0.55

Total Postage and Fees $6.85

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11/21/2019

Sent To: Board President Matt Sanders, Red Oak ISD
Street and Apt. No., or PO Box No.: 109 W. Red Oak Blvd, P.O. Box 9000
City, State, ZIP+4®: Red Oak Texas 75154

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

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LANCASTER, TX 75146

OFFICIAL USE

Certified Mail Fee $3.50
$ $2.80
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) $ $0.00
☐ Return Receipt (electronic) $ $0.00
☐ Certified Mail Restricted Delivery $ $0.00
☐ Adult Signature Required $ $0.00
☐ Adult Signature Restricted Delivery $
Postage $0.55
Total Postage and Fees $6.85

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11/21/2019

Sent To Ellen Clayke Lancaster ISD
Street and Apt. No., or PO Box No. 422 S. Centre Ave
City, State, ZIP+4® Lancaster, TX 75146

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

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LANCASTER, TX 75146

OFFICIAL USE

Certified Mail Fee $3.50
$ $2.80
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) $ $0.00
☐ Return Receipt (electronic) $ $0.00
☐ Certified Mail Restricted Delivery $ $0.00
☐ Adult Signature Required $ $0.00
☐ Adult Signature Restricted Delivery $
Postage $0.55
Total Postage and Fees $6.85

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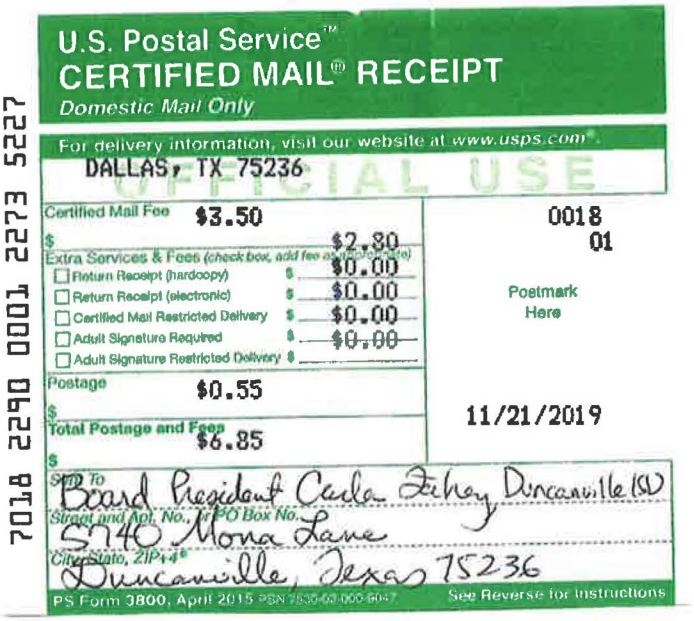
11/21/2019

Sent To Mr. Elijah Ganger Lancaster
Street and Apt. No., or PO Box No. 422 S. Centre Ave
City, State, ZIP+4® Lancaster TX 75146

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

7018 2290 0001 2273 5227



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DALLAS, TX 75236

OFFICIAL USE

Certified Mail Fee $3.50
$ $2.80
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) $ $0.00
☐ Return Receipt (electronic) $ $0.00
☐ Certified Mail Restricted Delivery $ $0.00
☐ Adult Signature Required $ $0.00
☐ Adult Signature Restricted Delivery $
Postage $0.55
Total Postage and Fees $6.85

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11/21/2019

Sent To Board President Carla Zahey Duncanville ISD
Street and Apt. No., or PO Box No. 5740 Mona Lane
City, State, ZIP+4® Duncanville, Texas 75236

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DUNCANVILLE, TX 75137

OFFICIAL USE

Certified Mail Fee $3.50
$ $2.80
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) $ $0.00
☐ Return Receipt (electronic) $ $0.00
☐ Certified Mail Restricted Delivery $ $0.00
☐ Adult Signature Required $ $0.00
☐ Adult Signature Restricted Delivery $
Postage $0.55
Total Postage and Fees $6.85

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11/21/2019

Sent To Superintendent Marc Smith, Duncanville ISD
Street and Apt. No., or PO Box No. 710 S. Cedar Ridge Drive
City, State, ZIP+4® Duncanville, Texas 75135

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

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DESOTO, TX 75115

OFFICIAL USE

Certified Mail Fee $3.50
$ $2.80
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) $ $0.00
☐ Return Receipt (electronic) $ $0.00
☐ Certified Mail Restricted Delivery $ $0.00
☐ Adult Signature Required $ $0.00
☐ Adult Signature Restricted Delivery $
Postage $0.55
Total Postage and Fees $6.85

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11/21/2019

Sent To Superintendent D'Andrea Weaver, DeSoto ISD
Street and Apt. No., or PO Box No. 200 E. Belltine Rd
City, State, ZIP+4® DeSoto, Texas 75115

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

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DESOTO, TX 75115

OFFICIAL USE

Certified Mail Fee $3.50
$ $2.80
Extra Services & Fees (check box, add fee as appropriate)
☐ Return Receipt (hardcopy) $ $0.00
☐ Return Receipt (electronic) $ $0.00
☐ Certified Mail Restricted Delivery $ $0.00
☐ Adult Signature Required $ $0.00
☐ Adult Signature Restricted Delivery $
Postage $0.55
Total Postage and Fees $6.85

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11/21/2019

Sent To Board President Karen Daniel, DeSoto ISD
Street and Apt. No., or PO Box No. 200 E. Belltine Rd
City, State, ZIP+4® DeSoto Tx 75115

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MIDLOTHIAN, TX 76065

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 $0.55

Total Postage and Fees $6.85

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11/21/2019

Sent To Superintendent Lane Ledbetter, Midlothian ISD
Street and Apt. No., or PO Box No. 100 Walter Stephenson Rd
City, State, ZIP+4® Midlothian Texas 76065

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

7018 2290 0001 2273 5289

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MIDLOTHIAN, TX 76065

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 $0.55

Total Postage and Fees $6.85

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11/21/2019

Sent To Board President Matt Sanders, Midlothian ISD
Street and Apt. No., or PO Box No. ~~1000~~ 100 Walter Stephenson Rd
City, State, ZIP+4® Midlothian, Tx 76065

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

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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.

Evidence of Published Notice
of Public Meeting
Dallas Morning News 11/21/2019

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AFFIDAVIT OF PUBLICATION

STATE OF TEXAS

COUNTY OF DALLAS

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

ILLUMINATION EDUCATION
was published in The Dallas Morning News

DATE PUBLISHED
November 21, 2019

Mert Tezkol

November 21, 2019

(Notary Public)

FILIZ ONCULER
My Notary ID # 130023017
Expires November 12, 2022

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etplace

North Texas.

rted today at **dallasnews.com/classifieds** or call **214.745.8123.**

legal

LEGAL BIDS & NOTICES

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

Bids & Proposals

DALLAS INDEPENDENT SCHOOL DISTRICT

NOTICE TO PROPOSERS

Sealed proposals for RFP JB-205682 Disinfection & Antimicrobial Applications will be received by the Dallas Independent School District Procurement Services Department, 9400 North Central Expressway, Suite 1510, Dallas TX 75231 until 2:00 P.M. on December 2, 2019.

The proposal documents can be obtained by downloading them from the Dallas ISD website homepage at http://www.dallasisd.org/ at the "Supplier Opportunities" link.

Any proposals received after the closing time will be held for pickup or destroyed.

*****M/WBE POLICY ENDORSEMENT*****

All proposals shall contain the M/WBE Compliance Guidelines and Forms at the time of proposal opening. Bidders/proposers who will subcontract out portions of the work will be required to submit a signed Letter of Intent to Subcontract. Proposals will be considered non-responsive, and will not be accepted if the M/WBE Compliance Guidelines and Forms are not completed, signed and submitted. The M/WBE Department reserves the right to contact proposers for additional information/clarification after the proposal opening.

Any questions regarding the M/WBE documentation should be directed to the M/WBE Office at 972-925-4140.

Proposal # JB-205682

Proposal Description Disinfection & Antimicrobial Applications

Closing Date December 2, 2019

Closing Time 2:00 P.M.

Buyers Initials JB

The right is reserved to reject any or all proposals and to waive technicalities.

The Dallas Independent

Bids & Proposals

Beginning November 21, 2019, 8:00 a.m. RFCP documents, Specifications, Plans and Drawings may be obtained on the Irving ISD website at: http://irvingisd.net/Page/2238. The posted documents is the official Request for Competitive Sealed Proposal and will include all information relevant to the procurement process and specifications. It is the responsibility of the vendor to monitor the Irving ISD website noted for any relevant addendo.

BONDING REQUIREMENTS: Bids exceeding $25,000.00 must be accompanied by a bid bond, certified check or cashier's check drawn to the order of the Irving Independent School District for not less than five percent (5%) of the total amount of the bid (including total of all separate bids for one or more projects bid and multiple base bids and/or alternate bids and/or optional bids and/or allowances).

If the total contract price exceeds $25,000.00, a Payment Bond must be furnished by the successful Contractor. If the total contract price exceeds $100,000.00 a Payment Bond and a Performance Bond must be furnished by the successful Contractor. All bonds submitted shall be the original form bearing original signatures and seal.

PO# 1233-9128/ DO# 828955
CITY OF DALLAS
PROCUREMENT ADVERTISEMENT FOR BIDS

Sealed bids will be received electronically via the City of Dallas' solicitation website at https://dallascityhall.bonfirehub.com until 2:00 P.M. on THURSDAYS. All bids will be publicly read at 2:00 P.M on FRIDAYS in the Express Business Center, RM L2ES at City Hall, and can be viewed on the City of Dallas website at www.dallascityhall.com (see City Meetings). Bids titles and dates of public opening are listed below. Bid Packets may be obtained by downloading from https://dallascityhall.bonfirehub.com.

Animal Food – Commodity Code – 32500, 32525 (BE20-00011563– Bids Due on 12/12/19, Bid Reading on 12/13/19)

Scrap Tire Removal and Disposal – Commodity Code – 86300, 96871, 96800, 92677, 92600 (BE20-00012108– Bids Due

Bids & Proposals

Notice of Request for Proposals

The Irving Independent School District (IISD), Dallas County, Texas will receive Proposals for the above referenced Request for Proposals as follows:

RFP #20-17-881 for Guidance Curriculum Services and Materials Until 2:00 PM, December 12, 2019, in the Purchasing Office at 2621 W. Airport Frwy, Irving, TX 75062.

RFP information and requirements may be obtained for review on the Irving ISD website at: http://www.irvingisd.net/Page/2238 or from the Purchasing Office from 7:30 AM to at least 5:00 PM, Monday through Thursday, or by calling (972) 600-5440.

Documents will be posted on the district's Purchasing website by 8:00AM on Thursday, November 21, 2019. The posted document will include all information relevant to the procurement process and services needed.

PO# 1233-9124/ DO# 827724
CITY OF DALLAS
PROCUREMENT ADVERTISEMENT FOR BIDS

Sealed bids will be received electronically via the City of Dallas' solicitation website at https://dallascityhall.bonfirehub.com until 2:00 P.M. on THURSDAYS. All bids will be publicly read at 2:00 P.M on FRIDAYS in the Express Business Center, RM L2ES at City Hall, and can be viewed on the City of Dallas website at www.dallascityhall.com (see City Meetings). Bids titles and dates of public opening are listed below. Bid Packets may be obtained by downloading from https://dallascityhall.bonfirehub.com.

Gear Dryers – Commodity Code – 50087 (BD20-00011551– Bids Due on 12/05/19, Bid Reading on 12/06/19)

PO# 1233-9123/ DO# 827454
CITY OF DALLAS
PROCUREMENT ADVERTISEMENT FOR BIDS

Sealed bids will be received electronically via the City of Dallas' solicitation website at https://dallascityhall.bonfirehub.com until 2:00 P.M. on THURSDAYS. All bids will be publicly read at 2:00 P.M on FRIDAYS in the Express Business Center, RM L2ES at City Hall, and can be viewed on the City of Dallas website at www.dallascityhall.com (see City Meetings).

Bids & Proposals

CSP No. 2019-0553-B, OSP Fiber Cabling Network Phase III, Project No. 7159. Proposals will be opened at the City of Plano Purchasing Division at 2:00 PM on December 20, 2019.

Instructions for submitting proposal may be obtained at www.plano.gov/purch, www.planotx.ionwave.net or by calling 972-941-7557.

Legal Notices

ACQUISITION OPPORTUNITY OF PHARMACY IN DALLAS

Dougherty's Holdings, inc. is selling its pharmacy located at 6090 Campbell Road, Suite 100, Dallas, Texas 75248 pursuant to a private sale and auction to be held on November 22, 2019 at 2:00 p.m. Interested purchasers must submit a minimum written bid of no less than $525,000.00 by 5:00 p.m. (CST) on November 21, 2019. Further, in order to participate in the November 22 auction, any interested purchaser must provide other information to be a "Qualified Bidder" including a deposit with the escrow agent of at least $25,000.00 by 5:00 p.m. (CST) on November 21, 2019. For more information, contact Dougherty's Holdings, inc., Attn: Stewart Edington, 954-818-6813, sedington@doughertys.com, 13155 Noel Road, Suite 900, Dallas, TX 75240

Legal Notices

PUBLIC MEETING NOTICE

Illumination Education, the sponsoring entity of a proposed performing arts charter school, Academy of Visual and Performing Arts, will conduct a public information meeting on Saturday, November 23, 2019 from 10:00 am – 11:00 am at DeSoto Civic Center, 211 E. Pleasant Run Rd, DeSoto, Texas 75115. Participants will receive information about the academic and conservatory programs of the proposed public charter school and have an opportunity to ask questions. Academy of Visual and Performing Arts would serve grades 6th – 12th, starting with grades 6th – 8th in Fall 2021, if approved. Founding board members are: Stephanie Love, Andrea Nelson, Tracy McDaniel, Bethel Zehale, and Serge Francois.

REQUEST FOR PROPOSALS
RFP # 2020-008
Independent Contract PEARLS Counselor

The North Central Texas Council of Governments (NCTCOG) is soliciting Statements of Proposals for an Independent Contract PEARLS Counselor. Responses are due in NCTCOG's offices no later than 2:00 pm (CT) 12/09/19. To obtain a proposal packet visit: http://www.nctcog.org/aa/RFP.asp

Legal Notices

APPLICATION HAS BEEN MADE WITH THE TEXAS ALCOHOLIC BEVERAGE COMMISSION FOR A RETAILERS OFF PREMISE LICENSE PACKAGE STORE, PACKAGE STORE TASTING, LOCAL CARTAGE PERMIT BY MAIKHANA, LLC DBA XPRESS LIQUOR TO BE LOCATED AT 5630 TX-78, SUITE A, SACHSE, DALLAS COUNTY, TX 75048. OFFICER OF SAID CORPORATION MAIKHANA, LLC IS AKASH JAIN (MEMBER)

Legal Notice

Application has been made with

services

Call us about our exciting new online and print advertising opportunities!

Concrete

JUAN EXPRESS CONCRETE. Free est. Bonded. (972)-768-3793 ZantelloConcrete.com

Garza Bobcat Demolition Garages, pools, piers 8ft deep, any demolition. Level and clean up lots FREE ESTIAMTE 214-923-1087

Concrete Work, Low rates. Free estimates. Patios, Driveways & more! 972-272-4468 214-674-1166

Electrical Services

Master Electrician tdlr#:22861 No job to big or small. License and insured. 214-793-7965

Fencing/Repair

Fence Repair Wood-Chain Link-Iron, Retaining Walls, Electric Gates, 30 yrs EXP. All work Guaranteed. Reliable, call 972-765-5919

Firewood



EAST TEXAS FIREWOOD
4x4"-$119 4x8"-$189
4x16"-$299
Free Delivery & Stack
Call Rowdy (903) 385-5886

FIREWOOD SALE
Dallas & surrounding areas, full cord $250 plus delivery 1/2 cords $150.
(214) 375-5220

Handyman

Handyman Service. Tiles, repairs, painting in/out , carpentry, hardwood firs, doors, remodeling. House Cleaning. Free Est. Henry 214-597-2423

DOORSMITH

House Foundation Repairs



ROCK Foundation Repair
Free est; $125 pier & beam
214-887-5606 972-765-0729
469-735-8572, credit cards
dfw-foundationrepair.com

DOORSMITH
Door Repair From Foundation Movement. Since 1963. (214) 878-3869

Plumbing & Septic/ Drainage

REEVES Pro Plumbing
Residential / Commercial
***Licensed & Insured ***
(214) 693-0651 M-38264

Portable Buildings



WOOD BUILDINGS
(Unfinished Inside)

12x16	$2,620
14x24	$4,825
16x32	$5,770
24x28	$9,120
30x40	$15,595

(built on site) 817-505-6215

Roofing Repair

Best Deal in Town! Free A/C Tune-up with Roof Replacement Call 214-375-2484 for all of your roofing needs. Ask about our Vets & Senior Discounts. Ask for Roy.

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COPYRIGHT MATERIAL

1 page has been withheld

PLEASE NOTE: The responsive information contains copyrighted information that can only be made available to you for viewing in person. Because the information indicates that it is protected by copyright, you may review this information in person during normal business hours at TEA. If you are interested in reviewing the copyrighted information, please send an email to CharterSchools@tea.texas.gov to schedule an appointment.

Screenshots of Emails Sent to State Board of Education Members in the

Academy of Visual and Performing Arts Proposed Geographic Boundaries

(14 SBOE members and John Garland - TEA)

and Charterapplication@tea.texas.gov

Gmail

Illumination Education <illuminationedu@gmail.com>

Invitation: Proposed Public Charter School Parent Information Meeting

Illumination Education <illuminationedu@gmail.com> Wed, Jan 15, 2020 at 4:17 PM
To: georgina.perez@tea.texas.gov, rubencortezfortexas@gmail.com, marisa.perez@tea.texas.gov, sboesupport@tea.texas.gov, donna.bahorich@tea.texas.gov, matt.robinson@tea.texas.gov, sboecargill@sbcglobal.net, ellisSBOE@gmail.com, Tom Maynard <tom@maynardfortexas.com>, pat.hardy.1109@gmail.com, pam.little@tea.texas.gov, Aicha.Davis@tea.texas.gov, smelton51@gmail.com, marty@martyrowley.com
Cc: john.garland@tea.texas.gov, stefrlove@gmail.com, ncdcla921@gmail.com, charterapplication@tea.texas.gov

Greetings State Board of Education Members,

Please see the updated dates for January Community Information Meetings below, as well as an update of the board members

Illumination Education, Inc. is pleased to invite you to our upcoming Community Information Meetings concerning a proposed new public charter school - ***Academy of Visual and Performing Arts***. This event will allow us to discuss the school design, academic and conservatory programming, and allow our team to receive specific recommendations from the community-at-large in the execution of this project. The meeting is also a time that community members can ask questions about our proposed charter school. We would be honored to have you join us at one of the designated cities:

January 7, 2020, 10:00 am - 12:00 pm

City of Lancaster Lancaster Public Library, 1600 Veterans Memorial Parkway, Lancaster, Texas 75134

January 11, 2020, 10:00 am - 12:00 pm

City of Cedar Hill, Lula B. Wylie Public Library, 225 Cedar St, Cedar Hill, Texas 75104

January 11, 2020, 2:00 pm - 4:00 pm

City of Fort Worth, Sycamore Community Center, 2525 E. Rosedale Street, Fort Worth, Texas 76105

Given your commitment to equitable education for all students, this event aligns with your interest in serving our students in the great State of Texas. We think this would be a great event for you to share your priorities and to learn firsthand how the Academy of Visual and Performing will work to cultivate academic and artistic excellence. We value community input on this valuable project.

The board members of Illumination Education, Inc. are Tracy McDaniel, Wanda Huckaby, Dr. Serge Francois, and Bethel Zehaie. The co-founders are Dr. Andrea Nelson and Stephanie Love.

If you are unable to attend the upcoming meetings and would like to have a personal meeting, at your convenience, please do not hesitate to contact us at (817) 966-0419 or (682) 554-7143. Thank you in advance for your continued advocacy for our communities.

Sincerely,

Stephanie Love

161

Gmail

Illumination Education <illuminationedu@gmail.com>

Invitation: Proposed Public Charter School Parent Information Meeting

Illumination Education <illuminationedu@gmail.com> Wed, Dec 18, 2019 at 4:33 PM
To: georgina.perez@tea.texas.gov, rubencortezfortexas@gmail.com, marisa.perez@tea.texas.gov, sboesupport@tea.texas.gov, donna.bahorich@tea.texas.gov, matt.robinson@tea.texas.gov, sboecargill@sbcglobal.net, ellisSBOE@gmail.com, Tom Maynard <tom@maynardfortexas.com>, pat.hardy.1109@gmail.com, pam.little@tea.texas.gov, Aicha.Davis@tea.texas.gov, smelton51@gmail.com, marty@martyrowley.com
Cc: john.garland@tea.texas.gov, stefrlove@gmail.com, ncdcla921@gmail.com

Greetings State Board of Education Members,

Please see the updated dates for January Community Information Meetings below.

Illumination Education, Inc. is pleased to invite you to our upcoming Community Information Meetings concerning a proposed new public charter school - ***Academy of Visual and Performing Arts***. This event will allow us to discuss the school design, academic and conservatory programming, and allow our team to receive specific recommendations from the community-at-large in the execution of this project. The meeting is also a time that community members can ask questions about our proposed charter school.

We would be honored to have you join us at one of the designated cites:

City of Lancaster, Lancaster Public Library, January 7, 2020, 10:00 am – 12:00 pm

City of Cedar Hill, Lula B. Wylie Public Library, January 11, 2020, 10 am - 12 pm

City of Fort Worth, Sycamore Community Center, January 11, 2020, 2 pm - 4 pm

Given your commitment to equitable education for all students, this event aligns with your interest in serving our students in the great State of Texas. We think this would be a great event for you to share your priorities and to learn firsthand how the Academy of Visual and Performing will work to cultivate academic and artistic excellence. We value community input on this valuable project.

For more information about the upcoming events, please don't hesitate to contact us at (817) 966-0416 or (682) 554-7143. Thank you in advance for your continued advocacy for our communities.

Sincerely,

Board of Directors
Illumination Education, Inc.,
Sponsoring Entity for Academy of Visual
And Performing Arts, *a proposed generation 25 public charter school*
[Quoted text hidden]

162

Gmail

Illumination Education <illuminationedu@gmail.com>

Invitation: Proposed Public Charter School Parent Information Meeting

1 message

Illumination Education <illuminationedu@gmail.com> Thu, Nov 21, 2019 at 12:49 AM
To: georgina.perez@tea.texas.gov, rubencortezfortexas@gmail.com, marisa.perez@tea.texas.gov, sboesupport@tea.texas.gov, donna.bahorich@tea.texas.gov, matt.robinson@tea.texas.gov, sboecargill@sbcglobal.net, ellisSBOE@gmail.com, tom@maynardfortexas.com, pat.hardy.1109@gmail.com, pam.little@tea.texas.gov, Aicha.Davis@tea.texas.gov, smelton51@gmail.com, marty@martyrowley.com
Cc: john.garland@tea.texas.gov, stefrlove@gmail.com, ncdcla921@gmail.com

Greetings State Board of Education Members,

Illumination Education, Inc. is pleased to invite you to our upcoming Parent Information Meetings concerning a proposed new public charter school - ***Academy of Visual and Performing Arts***. This event will allow us to discuss the school design, academic and conservatory programming, and allow our team to receive specific recommendations from the community-at-large in the execution of this project. The meeting is also a time that community members can ask questions about our proposed charter school.

We would be honored to have you join us at one of the designated cites:

DeSoto Community Center (Pecan Room 1), November 23, 2019, 10:00 am – 12:00 pm

City of Lancaster, Location TBD, December 14, 2019, 10:00 am – 12:00 pm

City of Fort Worth, Location TBD, December 14, 2019, 4:00 pm – 5:30 pm

Cedar Hill Lula B. Wylie Public Library, January 11, 2020, 10:00 am – 12:00 pm

Given your commitment to an equitable education for all students, this event aligns with your interest in serving our students in the great State of Texas. We think this would be a great event for you to share your priorities and to learn firsthand how the Academy of Visual and Performing will work to cultivate academic and artistic excellence. We value community input on this valuable project.

For more information about the upcoming events, please don't hesitate to contact us at (817) 966-0416 or (682) 554-7143. Thank you in advance for your continued advocacy for our communities.

Sincerely,

Board of Directors
Illumination Education, Inc.,
Sponsoring Entity for Academy of Visual
And Performing Arts, *a proposed generation*
25 public charter school

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Screenshots of Emails Sent to Local Politicians in the

Academy of Visual and Performing Arts Proposed Geographic Boundaries

(27 local politicians)

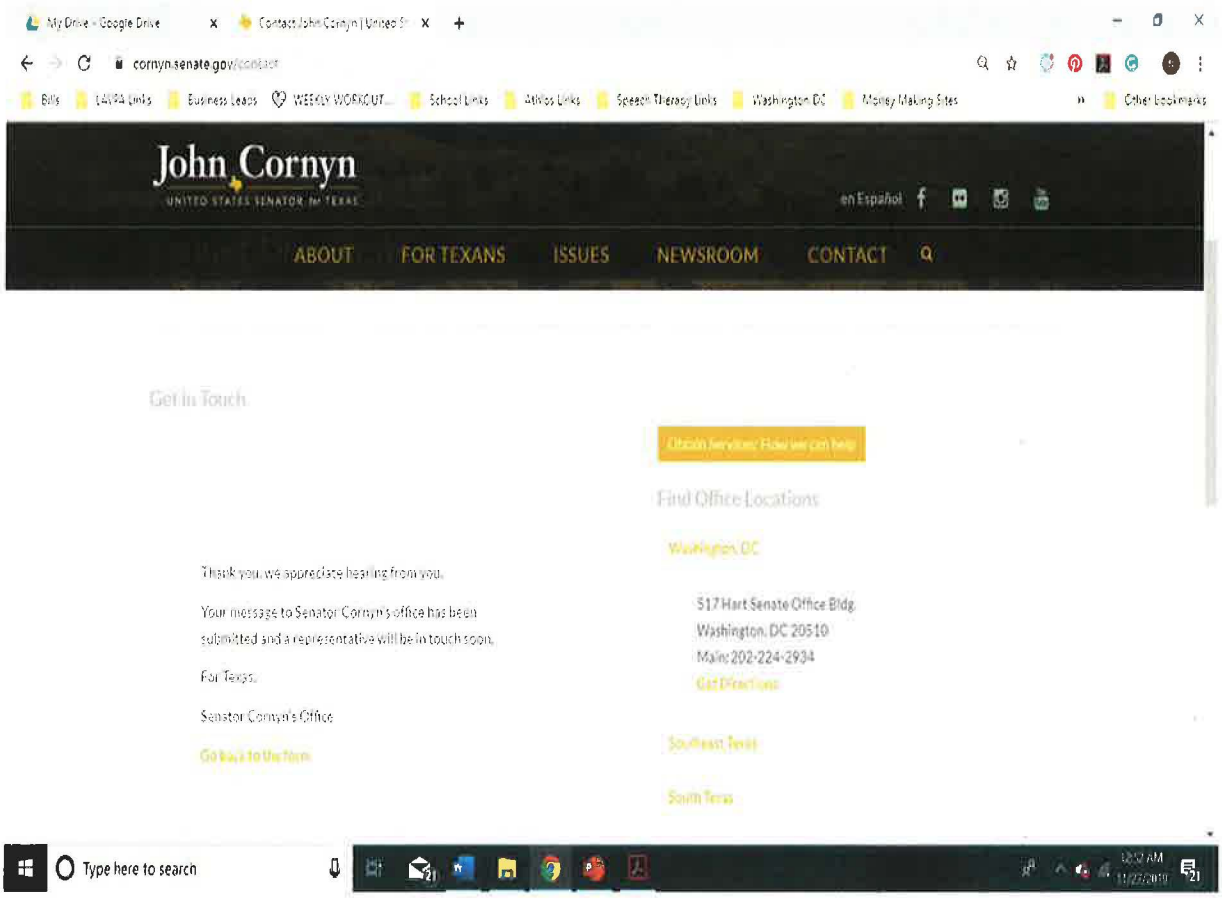
Illumination Education

sponsoring entity for

Academy *of* Visual *and* Performing Arts

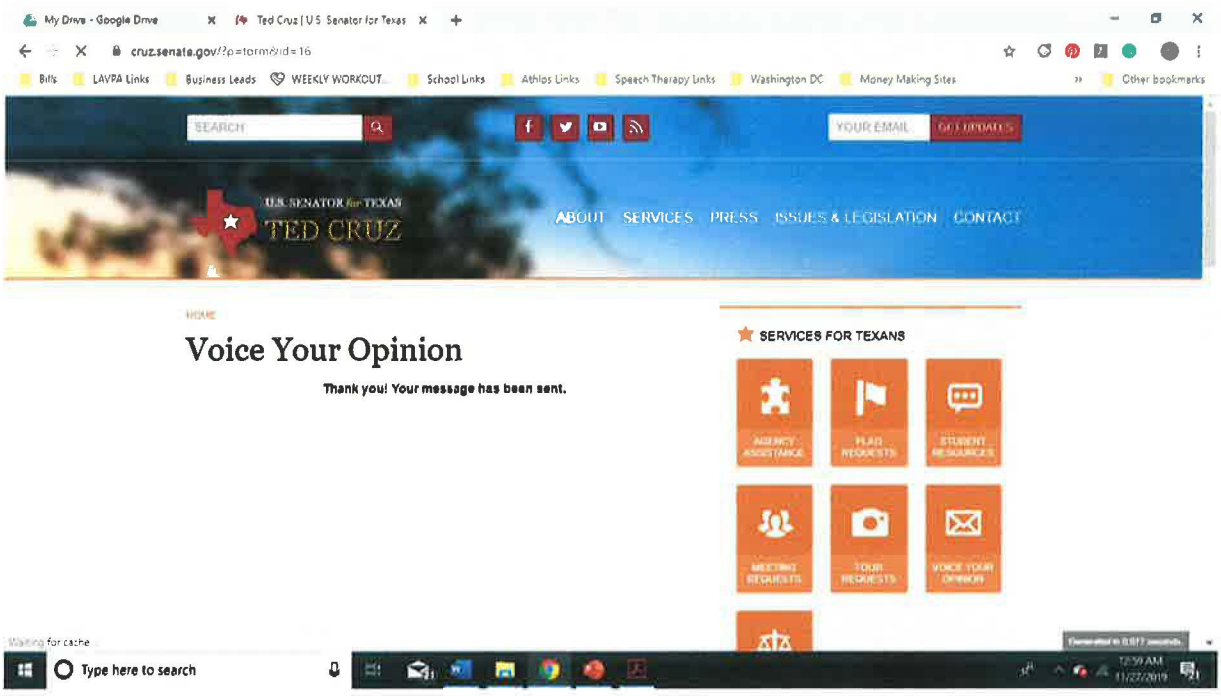
Notification of Local Politicians Covering Geographic Boundaries

1. Screenshot of Senator John Cornyn

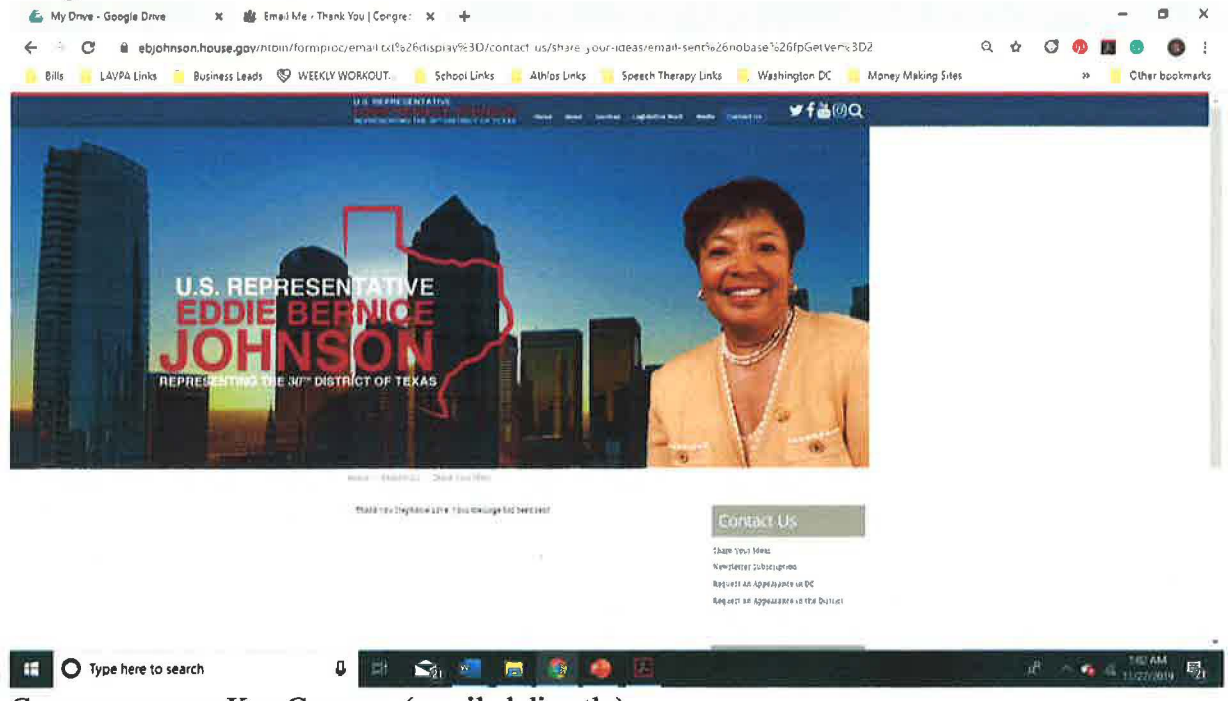


2. Senator Ted Cruz

165

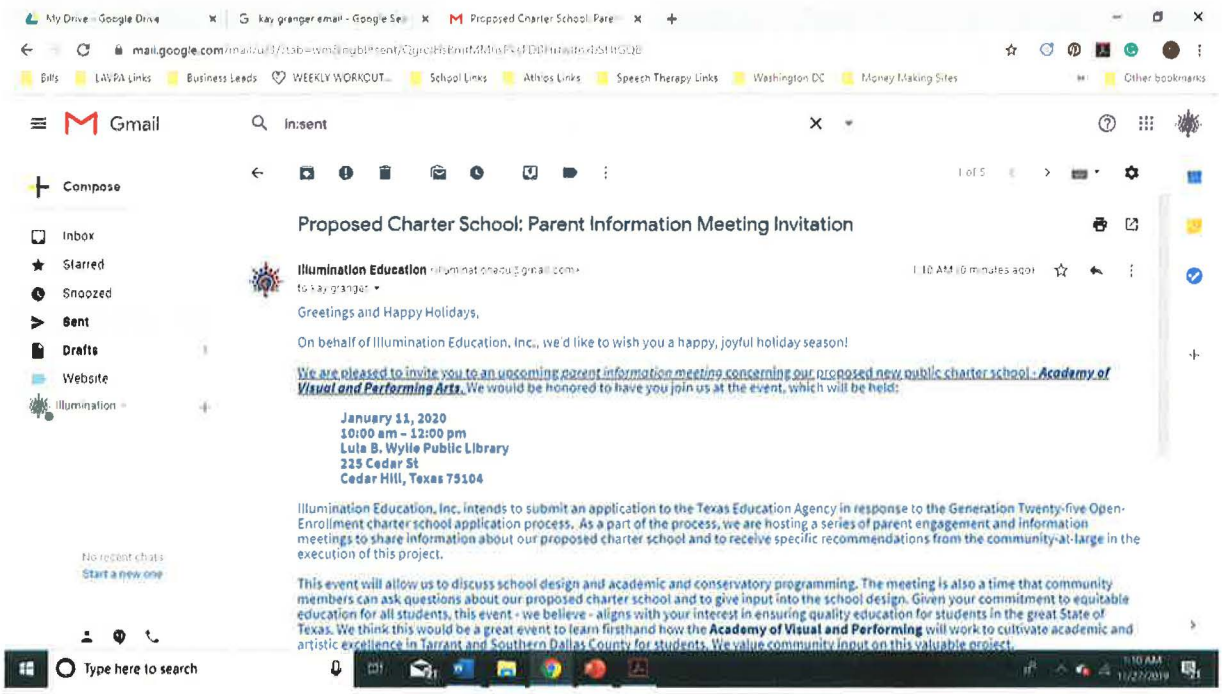


3. Congresswoman Eddie Bernice Johnson

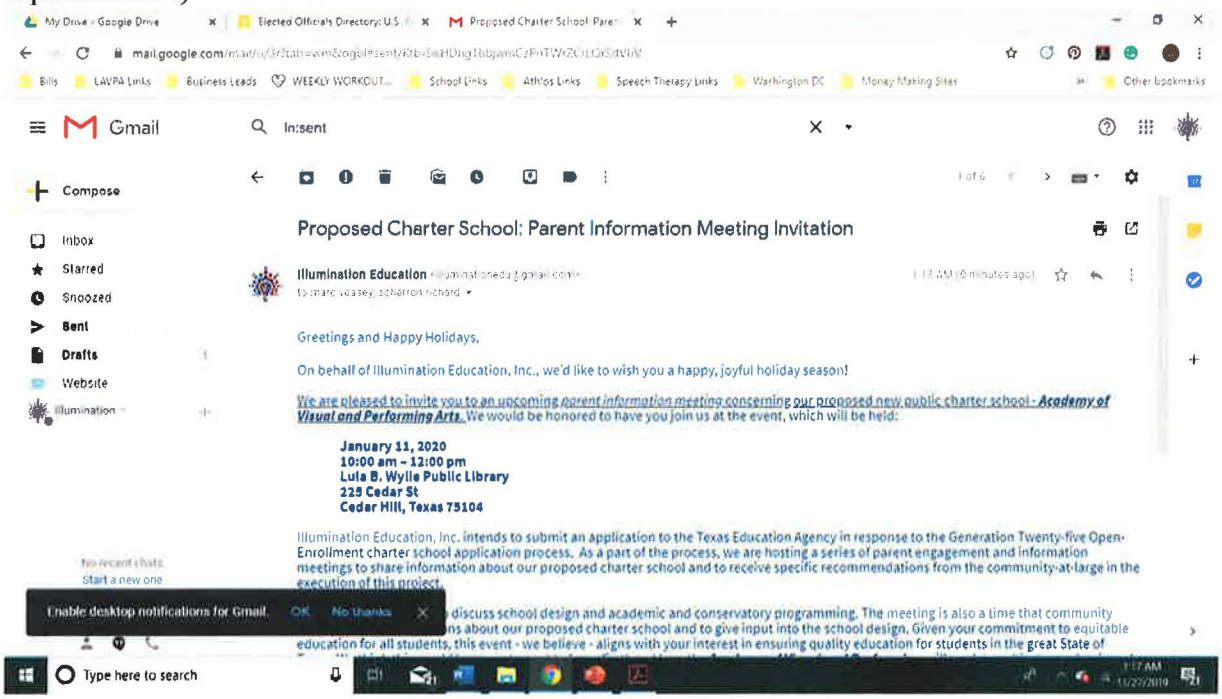


4. Congresswoman Kay Granger (emailed directly)

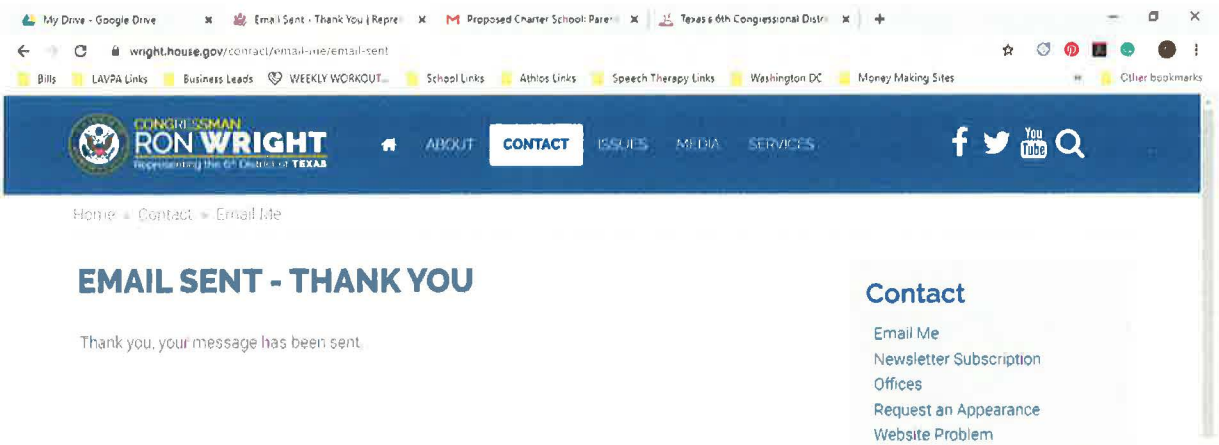
166



5. Congressman Marc Veasey (email returned – cc'd Scherron Richard, local field representative)

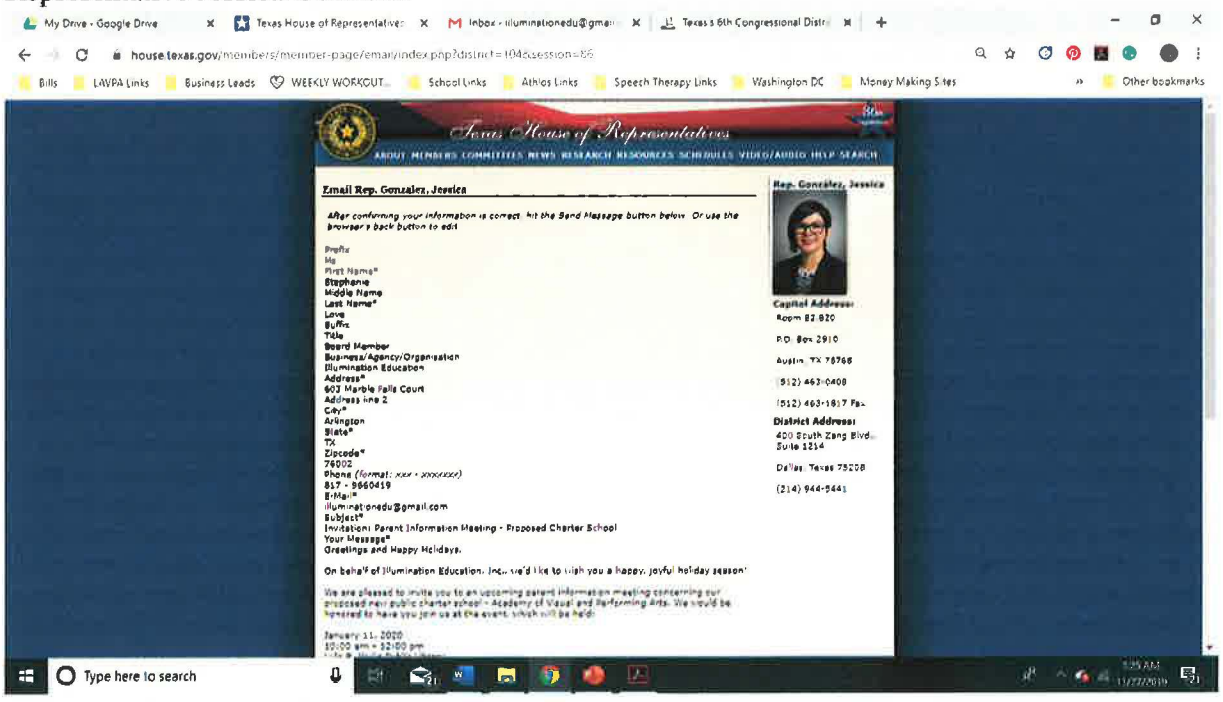


6. Representative Ron Wright

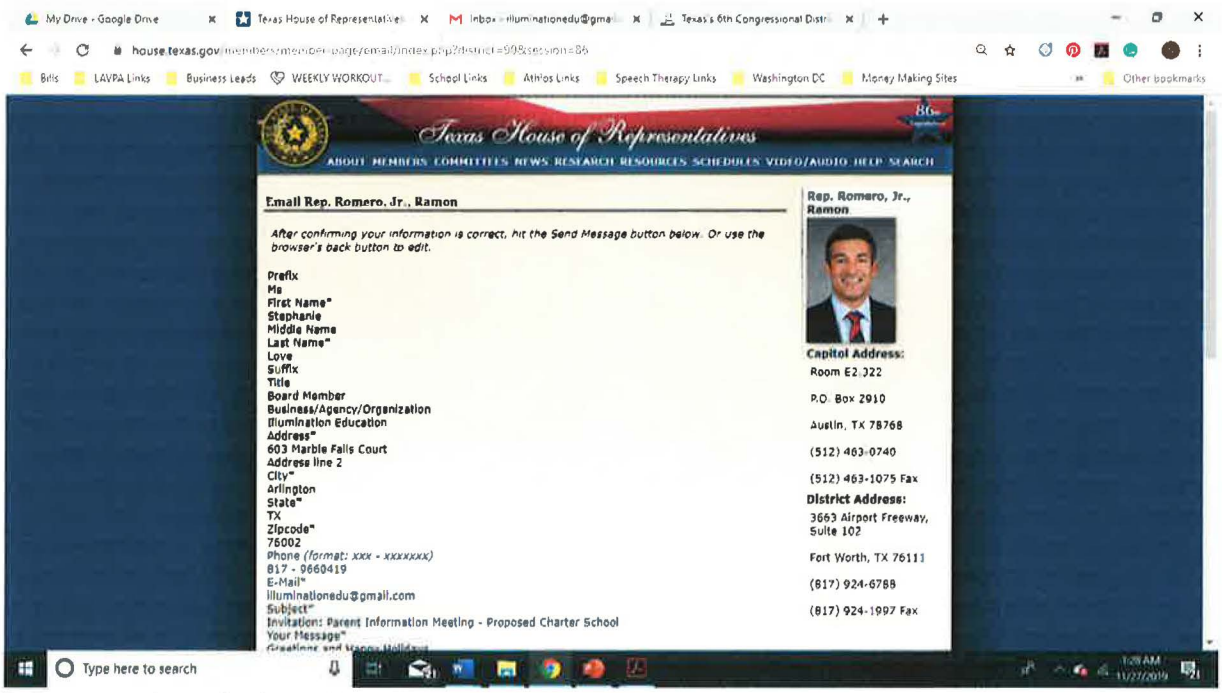




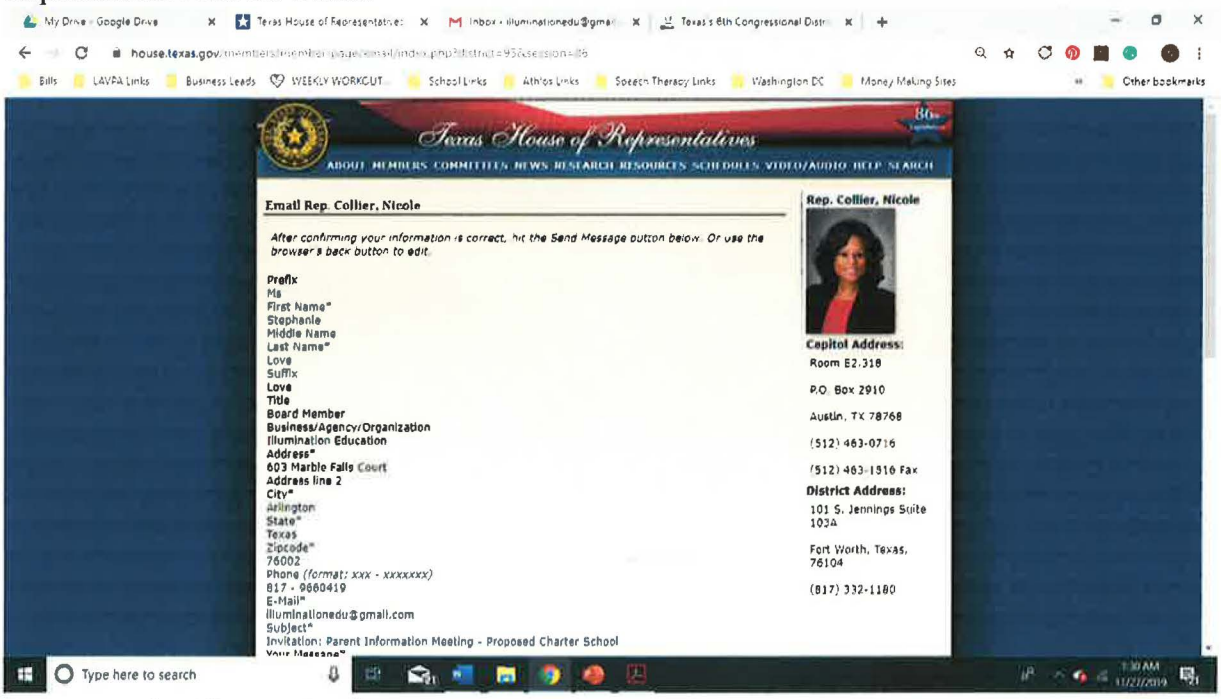
7. Representative Jessica Gonzalez



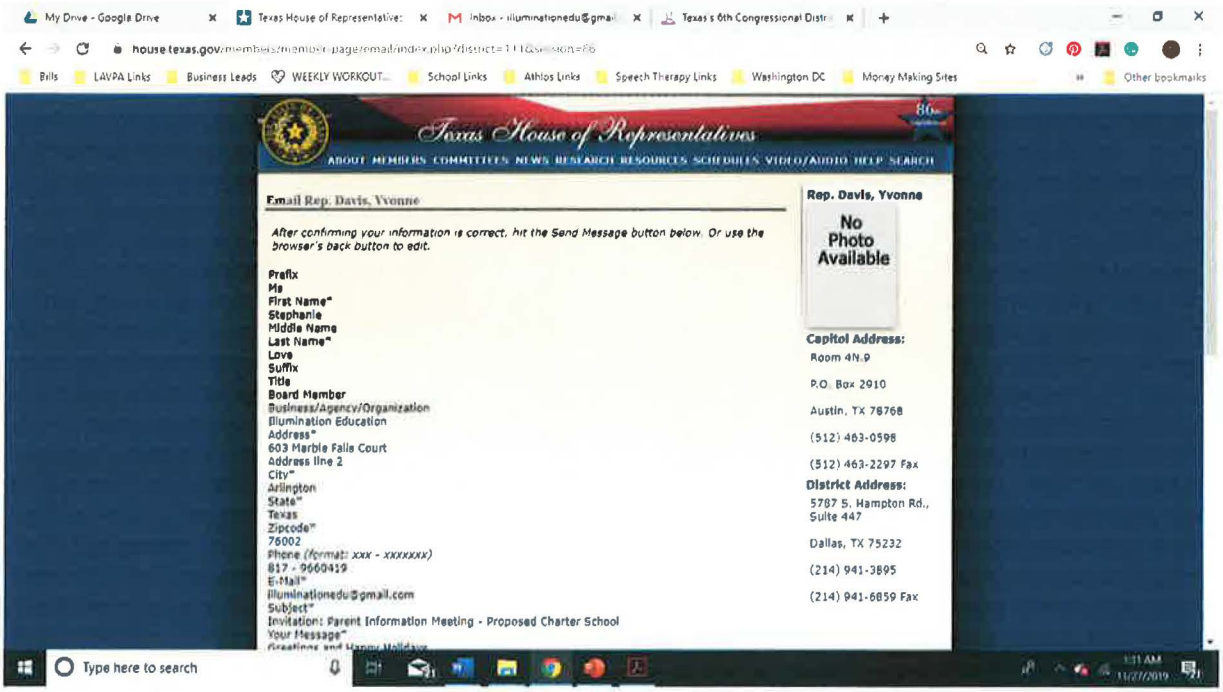
8. Representative Ramon Romero, Jr.



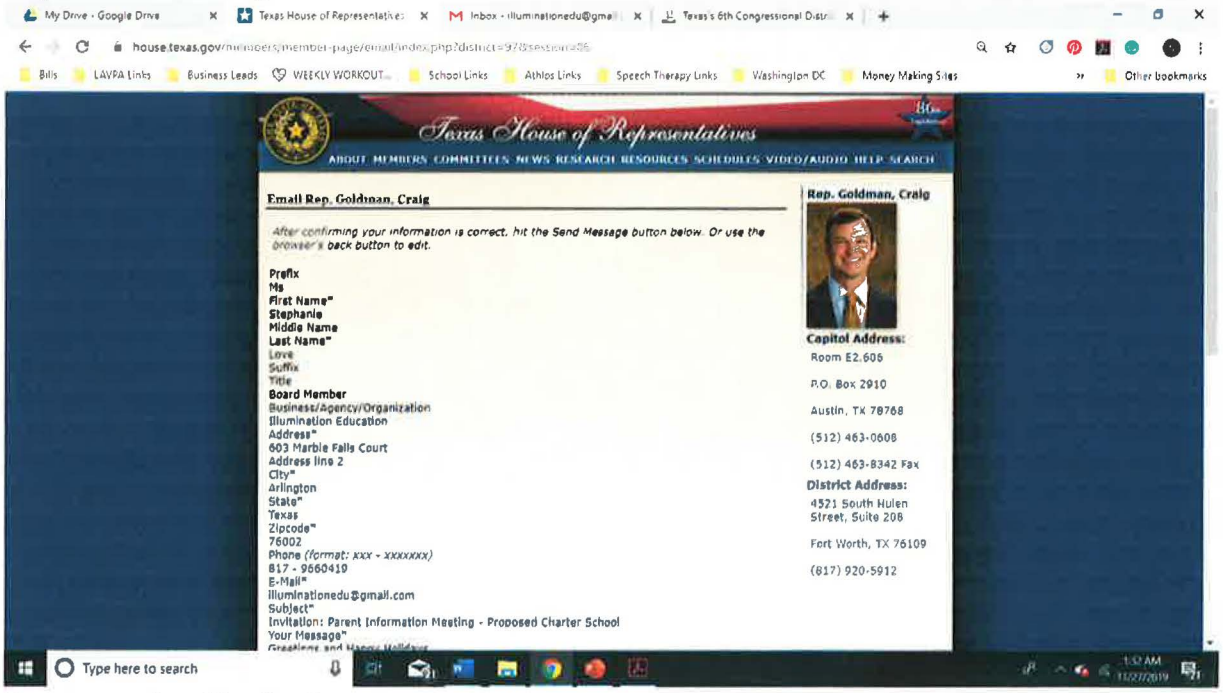
9. Representative Nicole Collier



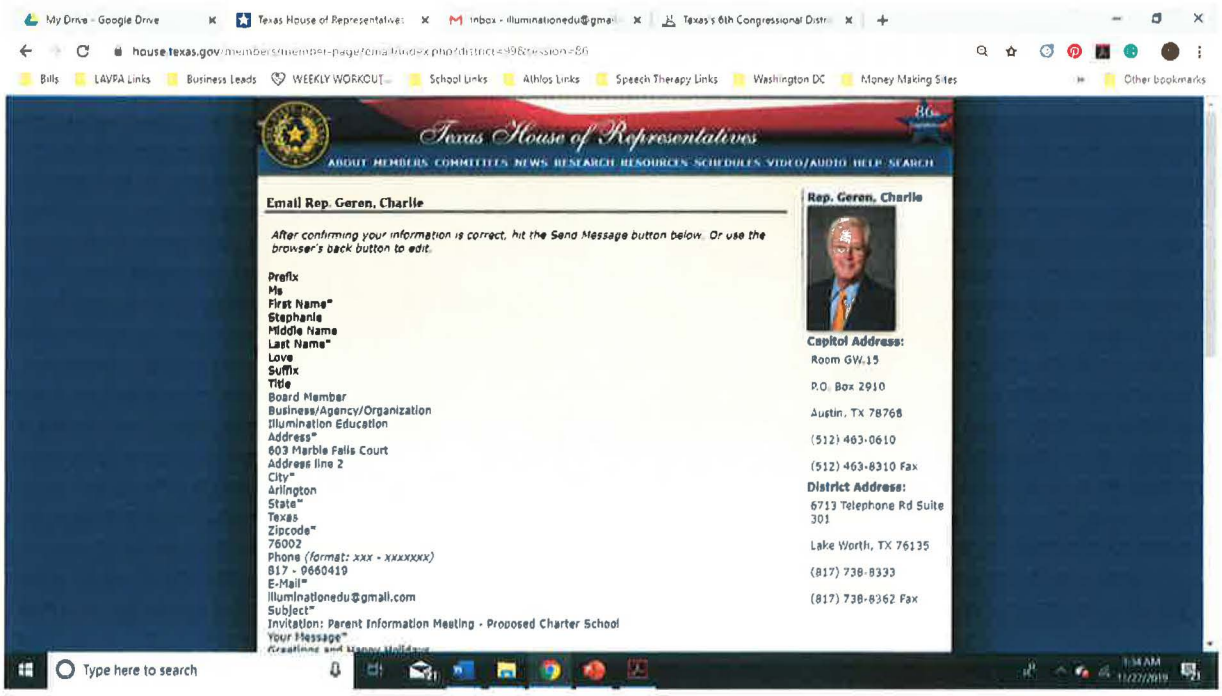
10. Representative Yvonne Davis



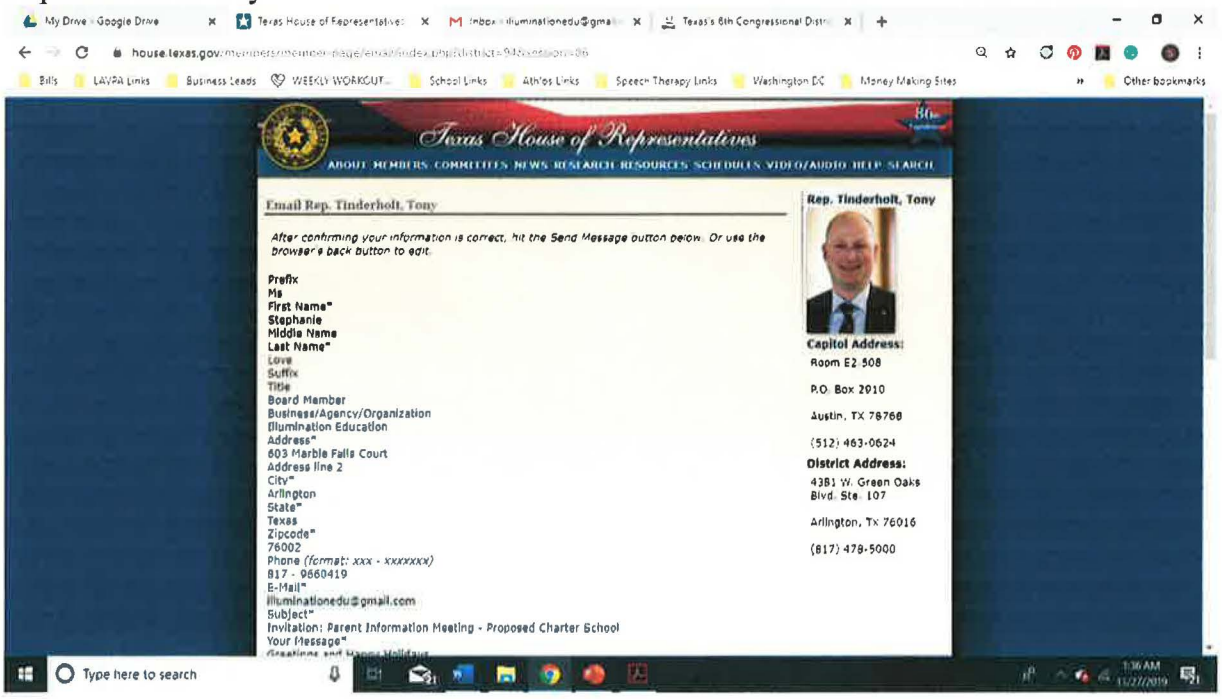
11. Representative Craig Goldman



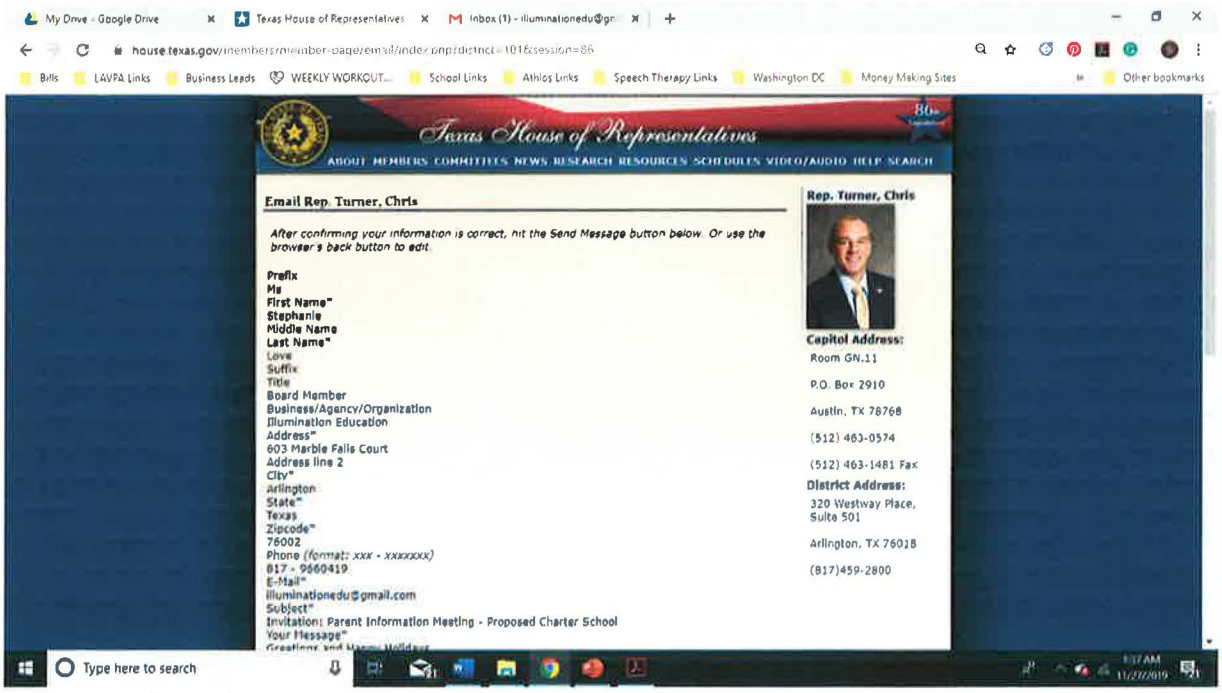
12. Representative Charlie Geren



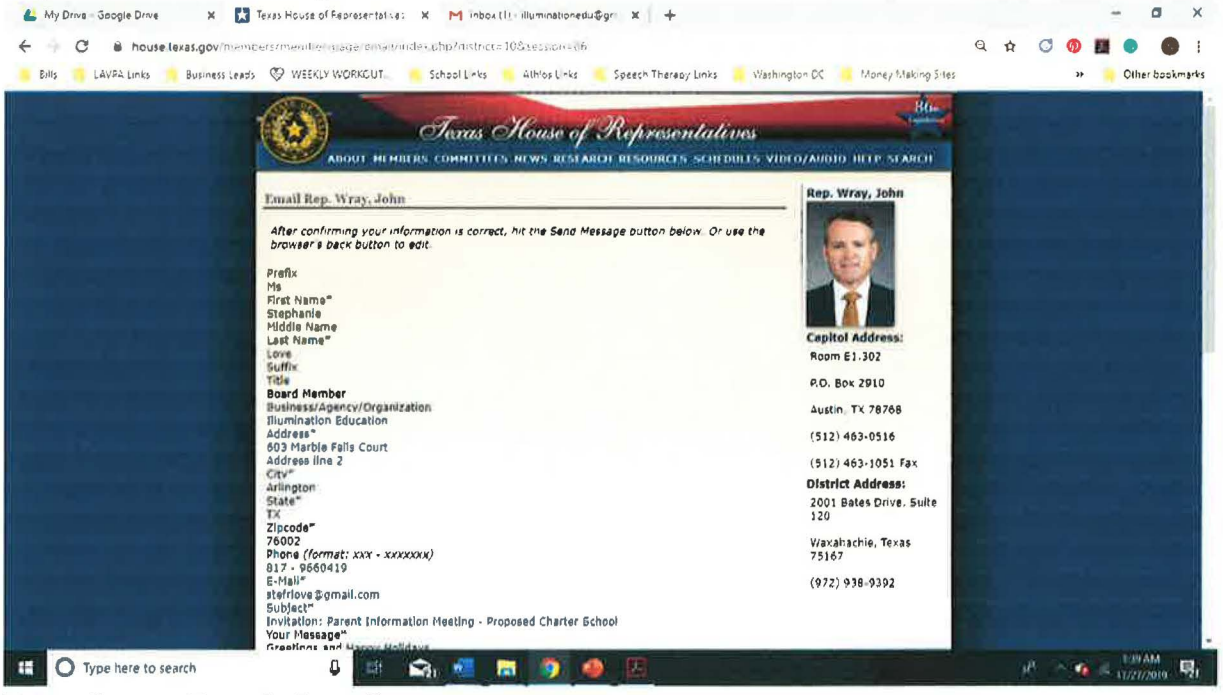
13. Representative Tony Tinderholt



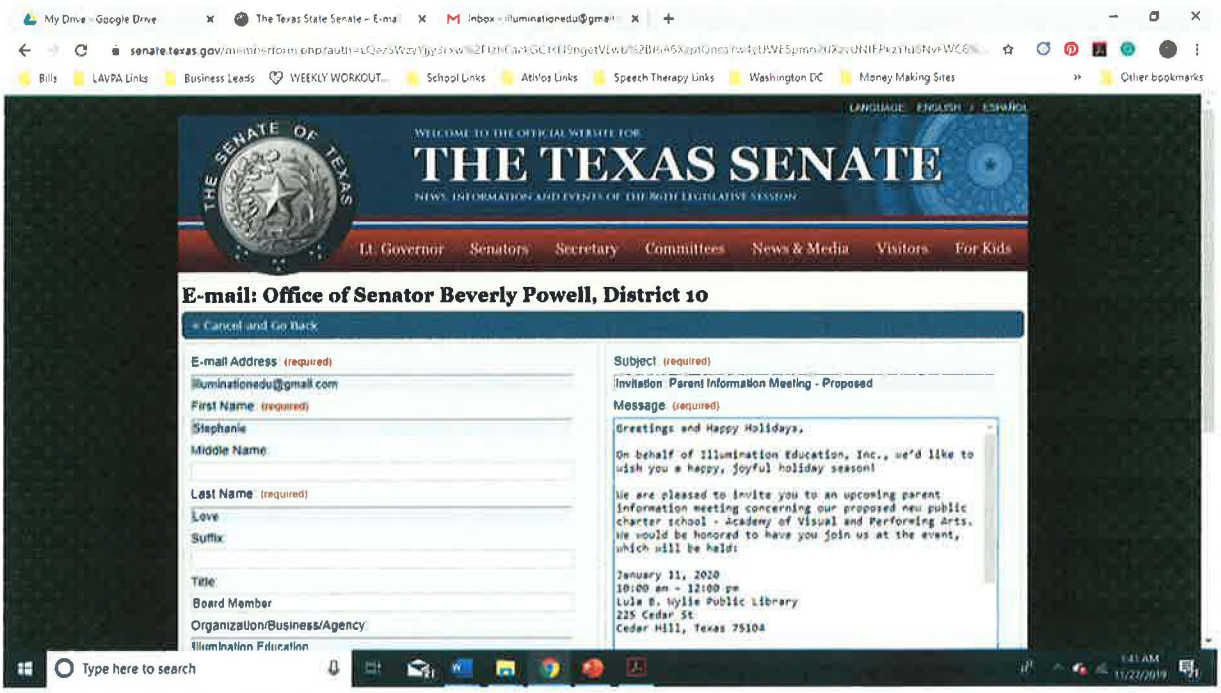
14. Representative Chris Turner



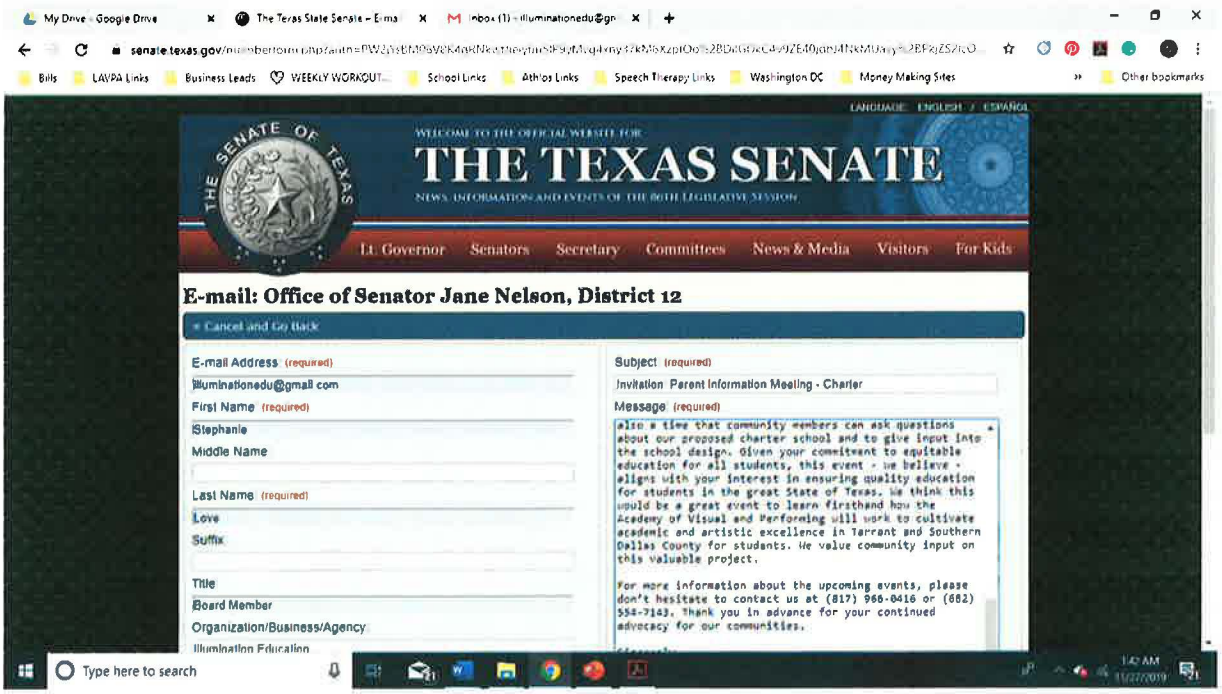
15. Representative John Wray



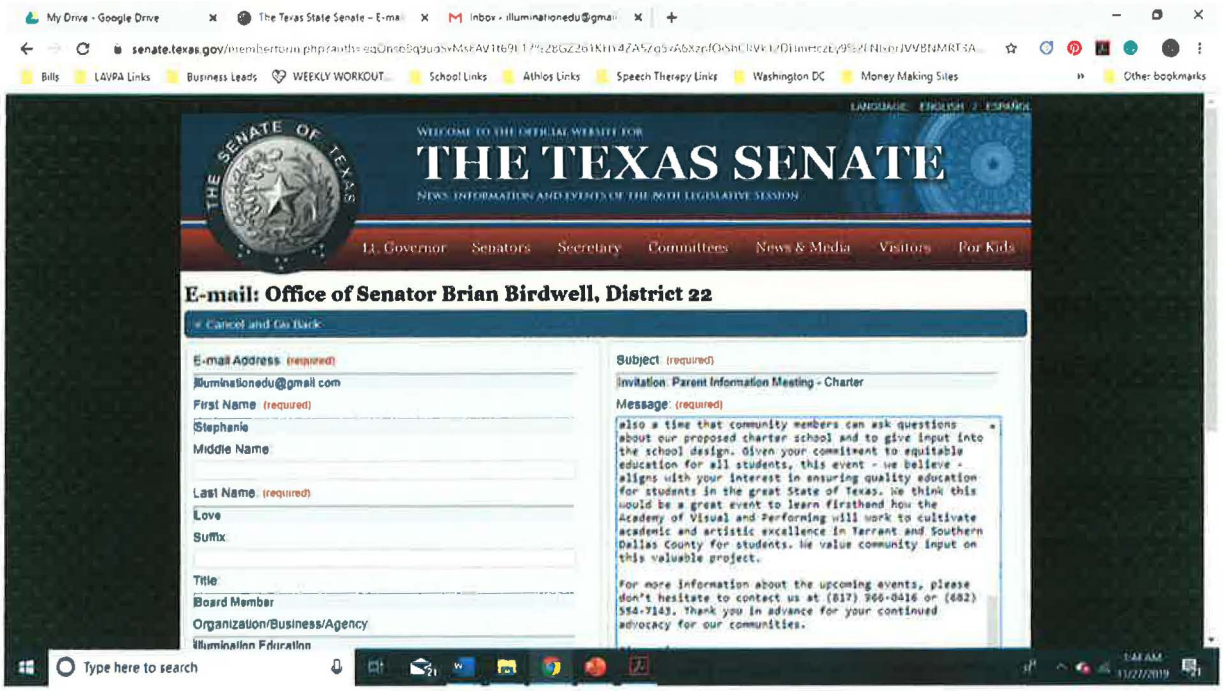
16. Texas Senator Beverly Powell



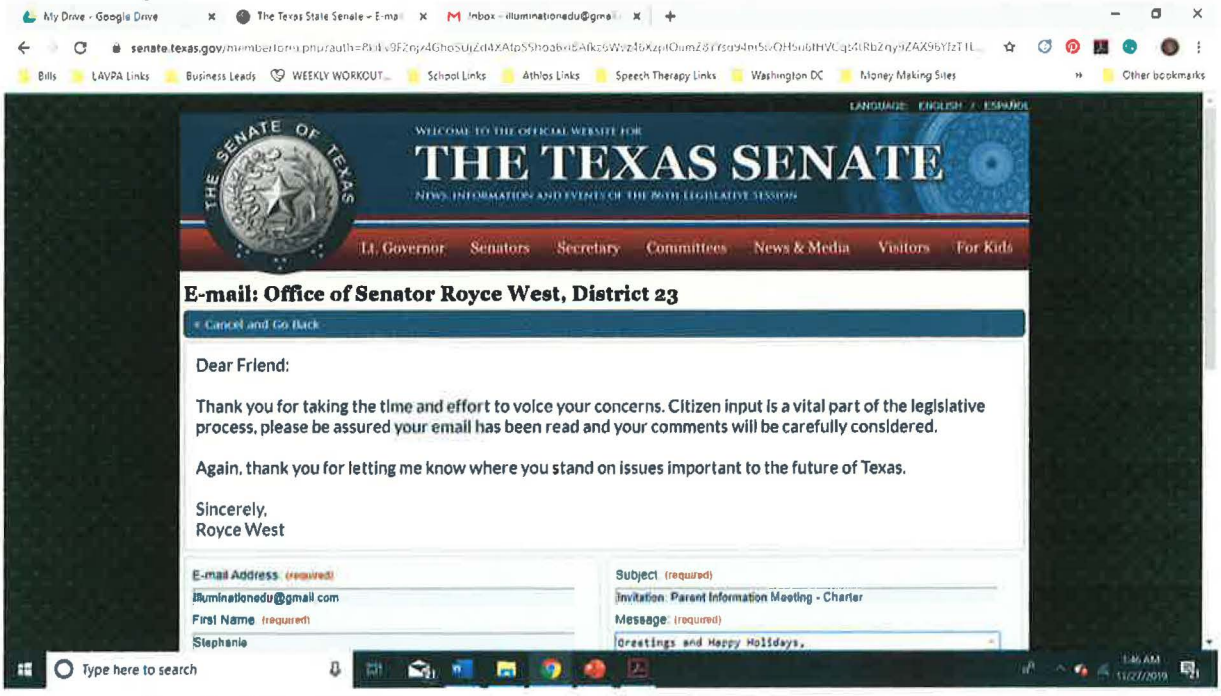
17. Texas Senator Jane Nelson



18. Texas Senator Brian Birdwell



19. Senator Royce West



20. Representative Carl Sherman Sr

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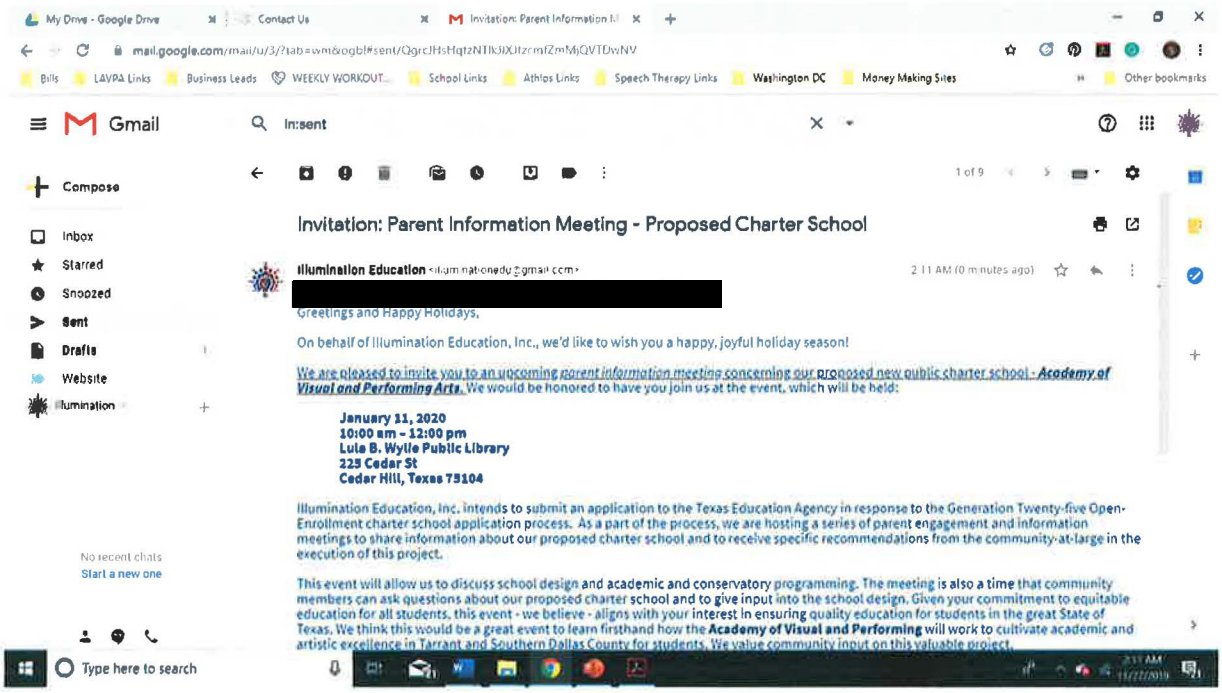
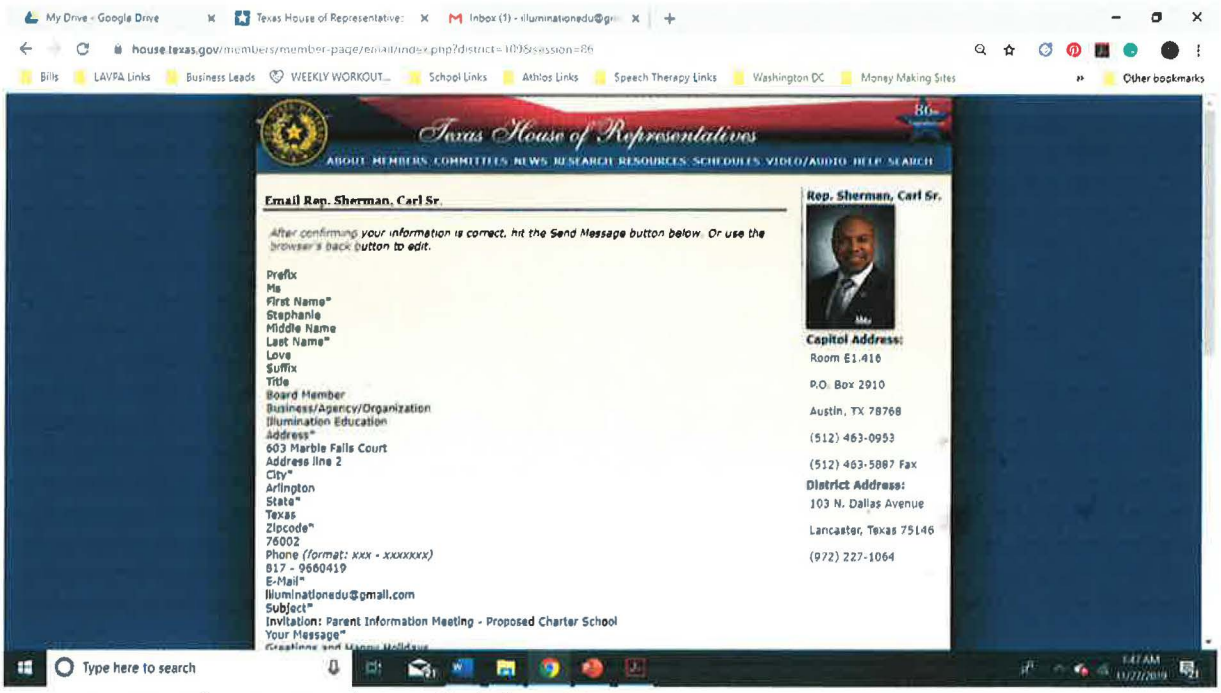
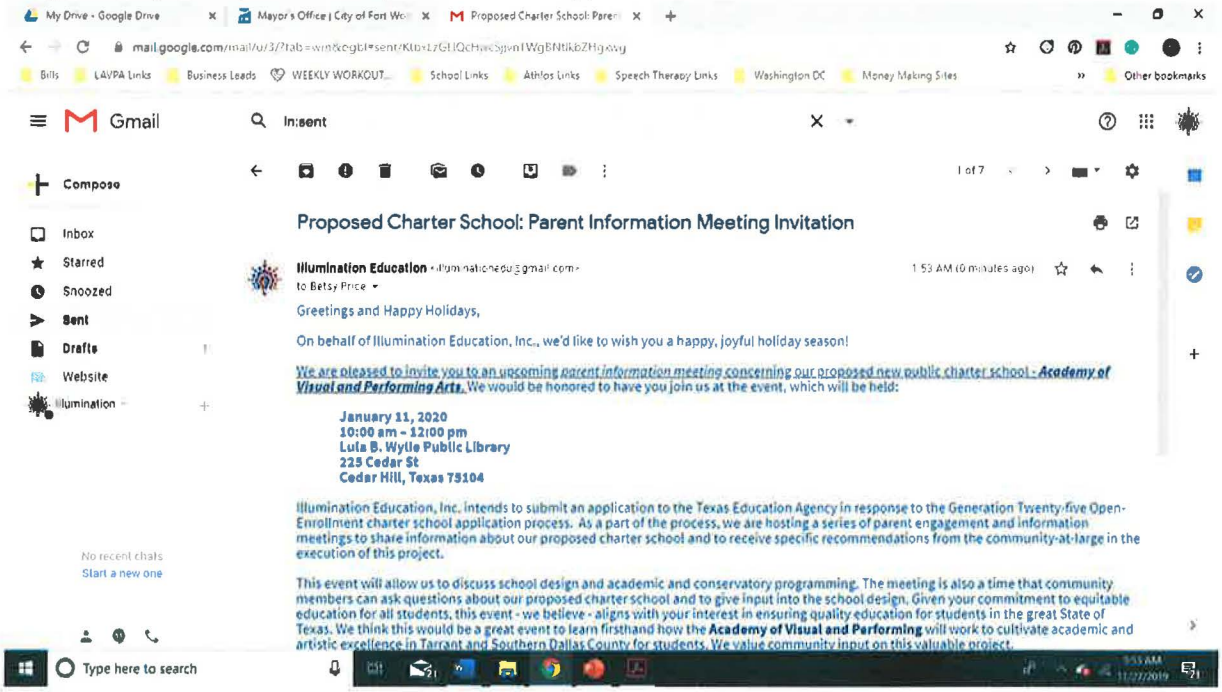




21. Mayor Betsy Price, Ft Worth (emailed directly)



22. Mayor Curtistene McCowan, DeSoto (emailed directly)

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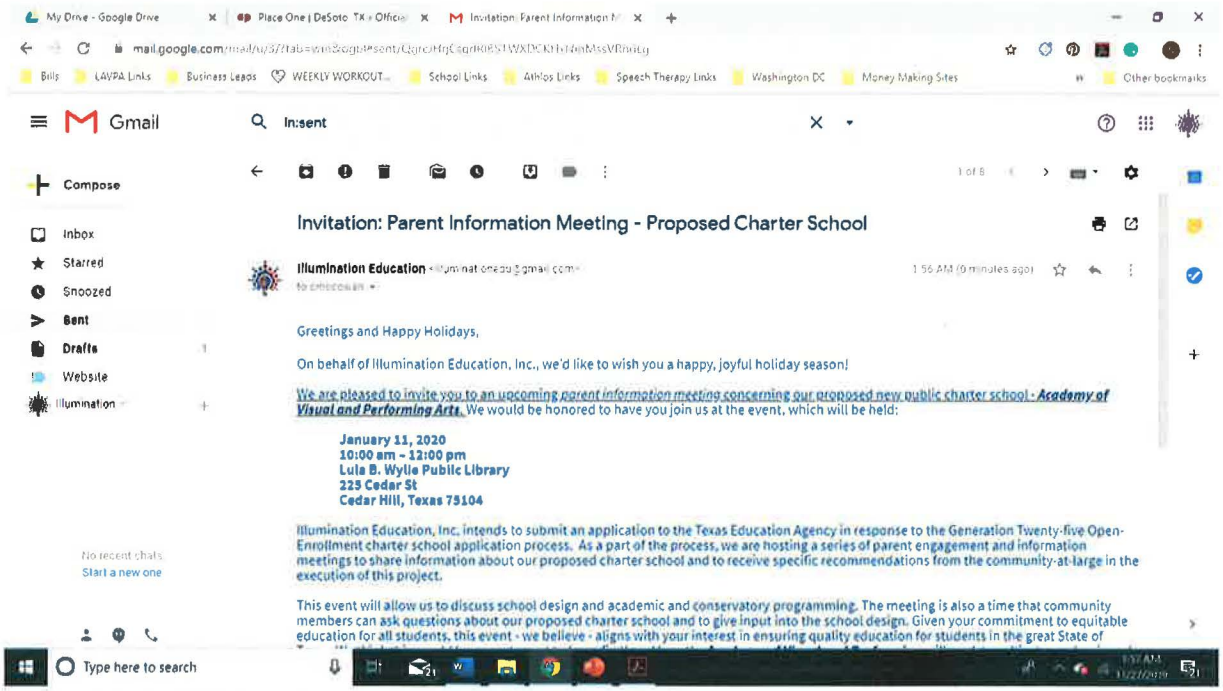

23. Mayor Clyde Hairston, Lancaster
24. Mayor Stephen Mason, Cedar Hill
25. Mayor Barry Gordon, Duncanville
26. Mayor Bill Davis, Crowley
27. Mayor Ray Richardson, Everman (email sent to City Secretary – no email address could be found).

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.

Curriculum Map for Grades 6-8

	Grade 6	Grade 7	Grade 8		2015-16*
1st TRIMESTER	M1: Ratios and Unit Rates (35 days)	M1: Ratios and Proportional Relationships (30 days)	M1: Integer Exponents and Scientific Notation (20 days)	1st QUARTER	
	M2: Arithmetic Operations Including Division of Fractions (25 days)	M2: Rational Numbers (30 days)	M2: The Concept of Congruence (25 days)		
2nd TRIMESTER	M3: Rational Numbers (25 days)	M3: Expressions and Equations (35 days)	M3: Similarity (25 days)	2nd QUARTER	
	M4: Expressions and Equations (45 days)	M4: Percent and Proportional Relationships (25 days)	M4: Linear Equations (40 days)	3rd QUARTER	
3rd TRIMESTER	M5: Area, Surface Area, and Volume Problems (25 days)	M5: Statistics and Probability (25 days)	M5: Examples of Functions from Geometry (15 days)		
	M6: Statistics (25 days)	M6: Geometry (35 days)	M6: Linear Functions (20 days)	4th QUARTER	
			M7: Introduction to Irrational Numbers Using Geometry (35 days)		

Approx. test date for grades 6-8

Key:					
Number	Geometry	Ratios and Proportions	Expressions and Equations	Statistics and Probability	Functions

*The columns indicating trimesters and quarters are provided to give you a rough guideline. Please use this additional column for your own pacing considerations based on the specific dates of your academic calendar.

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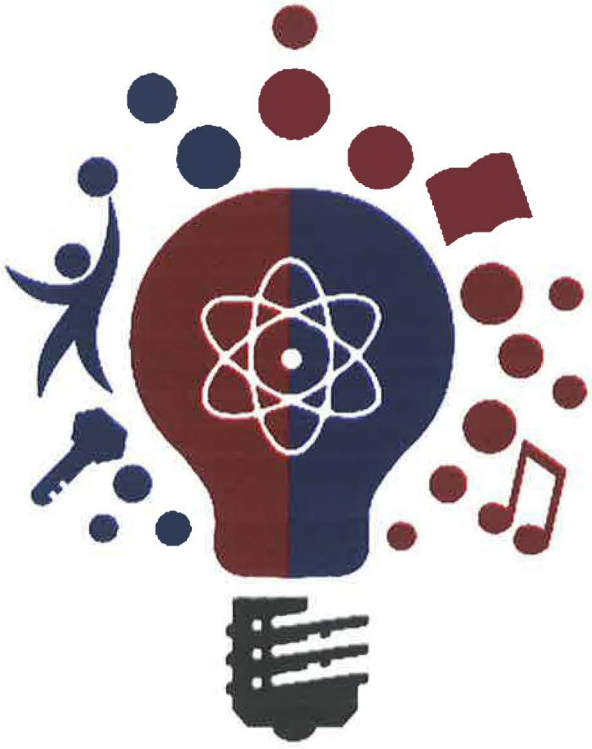
Attachment 8: Proposed Discipline Policy

Provide the school's proposed discipline policy.

PROPOSED STUDENT CODE OF CONDUCT



Academy Of Visual and Performing Arts

A proposed K-12 grade charter District in Tarrant & Southern Dallas County, TX

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Signature Page

This is to certify I have read and understand the information contained in this Code of Conduct.

Parent Signature **Date**

Student Signature **Date**

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MISSION STATEMENT

The mission the Academy of Visual and Performing Arts (AVPA) is to provide a challenging, experiential education that cultivates academics and artistic excellence.

Academy Of Visual and Performing Arts
STUDENT CODE OF CONDUCT
2020-2021

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APPLICATION OF THE CODE

The proposed Academy of Visual and Performing Arts has adopted this Student Code of Conduct (the "Code") in accordance with Section 12.131 of the Texas Education Code, to clearly communicate standards for expected student conduct, the disciplinary consequences and the applicable procedures for the implementation of disciplinary consequences. All students must comply with the Code. Definitions of words and phrases used throughout this Code are provided at the end of the Code.

Parents and students are expected to be familiar with the provisions of the Code. Parent and students will be required to sign a statement acknowledging receipt and understanding of the Code at the beginning of each semester. A copy of this Code is available at the office of each campus.

AVPA has the authority to enforce rules related to student conduct and behavior while on District property, traveling to or in attendance at a District-sponsored or activity, whether on or off campus. The District has the authority to issue disciplinary consequences for certain other student conduct that relates to, affects, or shares a connection with the District, its students, or its employees regardless of when or where the conduct occurs. The District may also issue discipline based on a student's use of electronic media, whether on or off campus.

Other rules, codes or policies may apply to a student's misconduct, and may result in multiple disciplinary consequences issued for the same conduct.

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EXPECTATIONS FOR STUDENT CONDUCT

To achieve its mission, AVPA must be an environment safe, secure and free from disruption. Each student is expected to:

- Behave in a respectful manner;
- Demonstrate courtesy and respect for other students and District personnel;
- Attend classes regularly and on time;
- Prepare for each class and complete assignments on time;
- Respect the rights and privileges of other students and AVPA personnel in person and online;
- Respect and care for campus property and facilities;
- Turn off cell phones or other electronic media during instructional time, and follow policies related to use of technology; failure to do so will result in confiscation and a fee to retrieve the device
- Cooperate with District personnel in maintaining safety, order and discipline;
- Obey classroom rules and classroom expectations for behavior;
- Refrain from verbal or written acts of bullying in person or online; inclusive of social media, email, text, chat and all other forms of electronic media

Students are expected to comply with the District's technology and electronic media use policies and procedures. Students are also expected to demonstrate the same behavior online or while using electronic media as is expected in the classroom, on District property, or at District-related events. Avoid sending, posting, or possessing electronic messages that are disrespectful, disruptive, abusive, obscene, illegal, threatening, harassing or damaging will not be tolerated.

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PROHIBITED CONDUCT

Any student found to have engaged in conduct that violates this code shall be subject to one or more disciplinary consequences as identified herein.

General Student Behavior

1. Cursing, using offensive language, name calling, ethnic, racial or gender slurs, other derogatory statements, or yelling; aggressive, lewd misconduct
2. Disrespectful behavior towards adults;
3. Failure to follow directives;
4. Disruption of instruction or other District activities or operations;
5. Unexcused or excessive tardiness;
6. False statements or false accusations;
7. Bullying (*including cyberbullying*);
8. Teasing, or targeting other students;
9. Inappropriate cell phone or electronic media use;
10. Consistent classroom disruptions

Violation of District Rules and Policies

11. Leaving the classroom, District building, mandatory District activities or events, or adult supervision without permission;
12. Skipping a class period or other mandatory activity;
13. Violation of District or campus policies or rules related to the use of electronic media, including personal or District-owned electronic devices (*e.g.* cell phones, tablets, game systems, computers, cameras), or the District's network or Internet connection;
14. Truancy or other failure to attend District without excuse;
15. Defacing, destroying or otherwise modifying District property without authorization;
16. Taking photographs or making video or audio recordings of students, employees, or other persons without the consent of the other person; during District hours
17. Slander of District staff
18. Soliciting or attempting to solicit another student to violate the Code, District policies and rules, or the law;
19. Inappropriate or unauthorized use of District property, including posting or distributing literature or materials without District authorization;

Violent, Illegal, and Other Serious Offenses

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24. Possession of prohibited items;
25. Theft of District and/or teacher property
26. Harming adults or children with objects
27. Conduct which meets the elements of a criminal offense, as determined by the District;
28. Physical, verbal or sexual harassment of others;
29. Inappropriate physical or sexual behavior, including jokes, comments, gestures or unwelcome physical conduct or contact;
30. False statements or false accusations;
31. Hazing or initiations;
32. Participation in a gang, soliciting or attempt to solicit participation in a gang;
33. 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;
34. Possessing drug paraphernalia;
35. Stealing, lying, cheating, or copying the work of another without authorization (plagiarism);
36. Deliberately, and without District authorization, accessing, damaging, or altering District data and records, including but not limited to confidential records, electronic data, networks or systems;
37. Violence of any kind, including dating violence;
38. Fighting;
39. Physical assault of a student or District employee
40. Gambling;
41. Setting or attempting to set a fire;
42. Inappropriate or indecent exposure of body parts;
43. Retaliation of any form against other students or District personnel;
44. Conduct which requires the student's registration as a sex offender;
45. Possession or distribution of pictures, text messages, electronic messages or other material of a sexual or obscene nature;
46. Endangering the health or safety of others;

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DETERMINING APPROPRIATE DISCIPLINE

Depending on the nature and severity of the offense, discipline may be issued by the student's classroom teacher, campus administrator, or administrator's designee. order to make a determination of misconduct or issue disciplinary consequences, the authorized District employee must have a reasonable belief that the student engaged in the suspected conduct.

In reaching a decision regarding a student discipline matter, the District may consider the specific facts and circumstances of the situation, including but not limited to:

- The student's intent;
- The student's age and grade level;
- The student's past disciplinary history;
- Whether the student's conduct may have been the manifestation of a disability;
- The extent of the student's cooperation during the investigation of the matter;
- The nature and severity of the alleged conduct;
- Whether the student has previously engaged in similar conduct;
- Whether self-defense was involved and necessary for student safety;
- The student's remorsefulness for the conduct;
- The severity of the effect or harm of the conduct on other persons or property; • The frequency of the conduct.

The District may issue discipline based on a determination that a student has engaged in conduct which meets the elements of a criminal offense. It has the authority to make such a determination without regard for whether the student is arrested, charged, or otherwise processed by the criminal justice system for the criminal offense. The District may consider information received from law enforcement or other entities within the criminal justice system in issuing discipline.

Actions will not be based on a student's race, ethnicity, national origin, gender, sex, religion, disability, or any other unlawful consideration.

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RESTORATIVE DISCIPLINE

Restorative Practice is a method focused on strengthening and repairing relationships in classrooms and across the District community were there has been harm. A restorative approach aims to build relationships and repair harm. There is an understanding that when wrong is done, we need to encourage those involved to take responsibility for their behavior, to learn from the incident and to take what action is required to repair the harm. Restorative practice promotes a positive, orderly District environment. Students and ALL members of the District community can learn and practice self-discipline, empathy, and accountability. Restorative practice is an effective alternative to punitive responses to wrongdoing.

INVESTIGATION OF DISCIPLINE ISSUES

To determine whether a violation Code has occurred, campus 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 District surveillance footage, review of relevant documents, review of information on District-owned computers, verification of tips received from other individuals, gathering of physical evidence, contact of or cooperation with law enforcement agencies and officials. Law enforcement may be contacted and informed of student conduct which may constitute a criminal offense.

A student's person or property may be searched by authorized District 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 District property or to a District-sponsored or District-related activity or event, on or off District property, may be subject to search (*e.g.* , student cell phone, backpack, personal computer, purse, car, etc.).

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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 District 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 District 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 District days; or

2. Subjected to a series of removals that constitute a pattern because:
    a. The series of removals total more than ten District days in a District year;
    b. The student's behavior is substantially similar to the student's behavior in the previous incidents that resulted in the series of removals; and
    c. Additional factors exist, such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

The District will determine, on a case-by-case basis, whether a pattern of removals constitutes a change in placement.

A student who has not been determined eligible for special education services and who has engaged in behavior that violates the Code is entitled to the protections under the IDEA regarding discipline of a student with special needs described above if the District has knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred. If the District does not have knowledge that a student is a student with a disability prior to taking disciplinary action, the student may be subject to the disciplinary actions applied to students without disabilities. If a

request is made for an evaluation of a student during the time period in which the student is subjected to disciplinary action, the evaluation shall be conducted in an expedited manner.

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TYPES OF DISCIPLINE

Available disciplinary consequences and/or supports include:
(Note: *Corporal Punishment* is ***NOT*** an approved form of discipline at AVPA.)

- Parent conference;
- Verbal correction;
- Counseling;
- Check in/Check out
- Conference with teacher or administrator;
- Education/training;
- Improvement plan;
- Community service;
- District-related assigned tasks or duties;
- Loss or restriction of privileges (*e.g.* , including, but limited to eligibility to hold special positions, exemption from exams, etc.); dress down, classroom incentive parties, District dances, sports participation
- Consequences related to student participation in extracurricular activities, including removal, suspension, or restriction of participation;
- Removal from class to campus office;
- Confiscation of items; Detention;
- In-District Suspension;
- Out-of-District Suspension;
- Expulsion.

One or more of these disciplinary consequences may be issued to a student found in violation of the Code. If the Code does not specify the appropriate disciplinary consequence for a particular type of student conduct, the District may issue whatever disciplinary consequence is deemed reasonable and appropriate, with the exception of expulsion. A teacher may have additional rules and consequences for student conduct in the classroom which maybe enforced in addition to any discipline issued under this Code.

If a student withdraws from the District before completing assigned In-District Suspension, Out-of-District Suspension, or Expulsion, the District shall send documentation of the discipline to the next District that enrolls the student. If a student withdraws from the District before the expulsion process is completed, the District may choose to complete the expulsion process and send documentation of the expulsion decision to the next District that enrolls the student. If the student returns to enroll in the District at a later date and has not been required to complete the disciplinary consequences previously required, the District may require the student to complete the discipline upon return.

The Code shall be applied and enforced consistently and equitably among students, with the understanding that every disciplinary situation will differ and decisions will be made based on the individual facts and circumstances of a given situation

IN-DISTRICT SUSPENSION / BEHAVIOR TIME-OUT (BTO)

In-District Suspension and Behavior Time-Out (BTO) is appropriate disciplinary consequence for Code of Conduct violations. However, **Behavior Time-Out (BTO) is only appropriate for Kindergarten scholars.**

Behavior Time-Out is limited to forty-five minutes in a 24-hour period and will not be used more than one time per day. Ongoing misbehavior by a scholar will be referred to administration for further disciplinary action.

In-District Suspension can ONLY be assigned by an administrator. Scholars assigned to ISS are expected to complete all assignments and return them to their teachers for credit.

Scholars are expected to adhere to all ISS/BTO classroom rules, failure to comply will result in further disciplinary action.

OUT-OF-DISTRICT SUSPENSION

A scholar may be suspended for one or more District days for engaging in prohibited conduct. The scholar's parent or guardian will be notified by phone and in writing of the scholar's conduct and the length of the period of suspension. A scholar may not be suspended for more than three consecutive District days. During a period of suspension, the suspended scholar may not enter onto District property or participate in or attend District-sponsored or District-related events or activities. The scholar's teachers will provide assignments that the scholar will be expected to complete during the period of suspension. Scholar assignments or other class work completed during a period of suspension will be accepted for grading if completed in a timely fashion.

REASONS FOR EXPULSION

A student may be expelled from the District if he or she is found to have committed any of the acts listed below.

1. **Weapons.** The student used, exhibited, or possessed any of the following while on District property or while attending a District-sponsored or District-related activity on or off District property:

    a. A firearm;
    b. An illegal knife;
    c. A club; or
    d. Any item utilized as a weapon
    e. A prohibited weapon.

2. **Violent Conduct.** The student engaged in conduct that contains the elements of the following offenses within the Texas Penal Code, regardless of location :

    a. Aggravated assault, sexual assault, aggravated sexual assault, arson, murder, capital murder, criminal attempt to commit murder or capital murder, indecency with a child, aggravated kidnapping, aggravated robbery, manslaughter, criminally negligent homicide, or continuous sexual abuse of a child or children;

    b. Assault against another student, an employee, or a volunteer of the District;

    c. Deadly conduct;

    d. A Title V felony under the Penal Code.

3. **Disruptions.** The student engaged in conduct that contains the elements of the following offenses within the Texas Penal Code, regardless of location :

    a. False alarm or report or terroristic threat involving a public District;

    b. An offense related to an abusable volatile chemical;

    c. Breach of computer security if the conduct involves accessing a computer network, or computer system owned by or operated on behalf of a public District and the student knowingly alters, damages, or deletes District property or information or commits a breach of any other computer, computer network, or computer system;

    d. Criminal mischief if the conduct is punishable as a felony;

    e. Public lewdness or indecent exposure.

4. **Drugs and Alcohol.** The student engaged in conduct that contains the elements of the following offenses within the Texas Penal Code:

a. On District property, at District-sponsored or District-related event, or within 300 feet of District property:

i. Sells, gives, or delivers to another person or possesses, uses, or is under the influence of any amount of marijuana, dangerous drug, or alcoholic beverage.

b. Regardless of location:

i. Sells, gives, delivers to another person or possesses or uses or is under the influence of marijuana or a dangerous drug, as defined by the Health and Safety Code, if the conduct is punishable as a felony.

ii. Sells, gives, delivers to another person an alcoholic beverage, as defined by the Alcoholic Beverage Code, commits a serious act or offense while under the influence of alcohol or possesses, uses, or is under the influence of an alcoholic beverage, and the conduct is punishable as a felony.

5. **Bullying.** The student, regardless of location:

a. Engages in bullying that encourages a student to commit or attempt to commit suicide;

b. Incites violence against a student through group bullying; or

c. Releases or threatens to release intimate visual material of a minor or a student who is 18 years of age or older without the students consent.

6. **Other.** The student, while on campus or at a District-sponsored or District-related event, on or off campus:

a. Engages in conduct that constitutes a felony;

b. Commits an assault;

c. Commits frequent violations of this Code that cause significant disruption to the District environment or substantial interference with the instructional process.

EXPULSION PROCESS

If the District administrator or administrator's designee determines that the student's conduct warrants expulsion, the administrator shall provide written notice to the parent, guardian, or adult student 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 campus administrator during which the student and/or the student's representative (*e.g.* , parent, guardian, attorney, other) will have the opportunity to review and present evidence and information. The campus administrator may place reasonable restrictions on the conduct of the hearing, including the length of the presentations. At the end of the hearing, the campus administrator may issue a decision immediately or may wait until a later date to communicate a decision. The administrator shall call and will send written communication of the decision to the parent, guardian or adult student. If the administrator determines that expulsion is appropriate, the written decision ("Expulsion Order") shall include the length of the term of expulsion.

The parent, guardian or adult student 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 administrator will review the relevant evidence and issue a written decision to the parent as described above.

The District will notify the independent District district in which the student resides of the student's expulsion within three business days of the Expulsion Order.

TERMS OF EXPULSION

The period of expulsion may be determined by many factors, including the severity of the conduct and the existence of a continuing risk of harm to other students and employees if the student were allowed to return. An expulsion may be temporary or permanent. A temporary expulsion may range in length from 4 District days to one calendar year. A permanent expulsion allows the District to deny future admission to the student based on consideration of the student's past disciplinary history. In each instance, the Expulsion Order must explain the circumstances which justify the length of the expulsion.

A student expelled from the District is eligible to apply for readmission to the District upon expiration of the expulsion period. However, the student will need to reapply to the District in accordance with the District's admission policies and timelines. A formerly expelled student who applies for readmission to the District during the District year will be added at the end of the waiting list for the grade sought based on the date the application was received.

During a period of expulsion, the student is prohibited from entering onto any District property and attending any District-sponsored or District-related events. Failure to comply with this prohibition will

result in the filing of criminal trespass charges against the student. Except as otherwise required by law, students will not receive educational services or receive course credits during a 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, 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 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 AVPA Board of Directors 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 AVPA Board of Directors President and arrange for the AVPA Board of Directors 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 AVPA Board of Directors. The decision of the governing body is final and not appealable. An expulsion action will not be delayed during the appeal process.

TRUANCY

State compulsory attendance law requires that every child at least 6 and younger than 19 years of age attend District. The District enforces the compulsory attendance laws by ensuring the regular attendance of currently enrolled students through the application of truancy prevention measures and, if necessary, referral of students to truancy court.

A student's absence is excused if the absence is specifically authorized by District policy or rule, or is otherwise approved by the campus administrator. Any absence that is not excused shall be considered an "unexcused" absence.

The District will provide written notice to parents if their student has incurred three unexcused absences (including partial day absences) in a four week period, and will begin the implementation of truancy prevention measures, which shall include one of the following:

1. The creation of a behavior improvement plan that includes a specific description of required or prohibited behavior, the period of the plan's effectiveness (not to exceed 45 days), and penalties for additional absences;
2. District-based community service; or
3. Referral to counseling, mentoring, teen court, community-based services, or other services to address the student's truancy.

A student will be considered "truant" if the student fails to attend District, without excuse, on 10 or more days or parts of days within a six-month period in the same District year. A student, who is at least 12 years of age and younger than 19 years of age, may be referred to truancy court by the District within 10 days of the student's 10th unexcused absence. In rare occasions, parents may also be subject to prosecution for criminal negligence if the parent fails to secure the student's attendance.

Before the District makes a referral to truancy court, the District's Truancy Prevention Facilitator will create and oversee the implementation of truancy prevention measures for the student. The District will not refer a student to truancy court if the student's truancy is the result of pregnancy, foster care, homelessness, or because the student is the principal income earner for their family and instead may offer additional counseling for the student.

If a student is 19 or older and has more than 3 unexcused absences in one semester, the District will issue a warning letter to the student that states enrollment can be revoked after 5 unexcused absences. As an alternative to revoking enrollment, the District may require the student to comply with a behavior improvement plan to address the student's lack of attendance. If the student fails to comply with the behavior improvement plan, the District may revoke the student's enrollment.

BULLYING

Bullying is strictly prohibited and AVPA may implement a variety of different techniques both educational and disciplinary in nature in order to eliminate bullying students.

Students may face disciplinary consequences for bullying conduct that:

1. Occurs on or is delivered to District property or to the site of a District-sponsored or District-related activity on or off District property.
2. Occurs on a public or privately owned District bus or vehicle being used for transportation of students to or from District or a District-sponsored or District-related activity; or
3. Is considered cyberbullying that occurs off District property or outside of a District sponsored or District-related activity, if the cyberbullying interferes with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, District, or District sponsored or District-related activity.

Students who engage in certain bullying behavior may be expelled from AVPA, as further discussed on page 17. Any student who, after an investigation, is found to be a victim of bullying and used reasonable self-defense in response to the bullying will not be subject to disciplinary action on the basis of the student's reasonable use of self-defense.

Students are encouraged to report an alleged incident of bullying immediately to AVPA or to any teacher, counselor, principal or other campus employee. Reports may be made orally or in writing, and reports may be made anonymously. Students or parents may contact AVPA to obtain a form that may be used to submit the report, but use of a form is not required to make a report. Refer to AVPA bullying policies or an AVPA Administrator for additional information. No student or other person shall retaliate against any other student or other person who reports bullying. The District will promptly launch an investigation into the reported incident pursuant to AVPA bullying prevention policy.

Pursuant to AVPA prevention policy and the AVPA student handbook, students who are victims of bullying, witnesses of bullying, or who engage in bullying have the following counseling options available: **Each AVPA campus has a District Counselor and Student Support Employee where incidents of bullying can be reported and where individuals who have engaged in bullying can receive counseling.**

The principal or a designated staff member may report acts of bullying that constitute assault or harassment to the local law enforcement office.

DEFINITIONS

The following definitions are provided to further detail and define the terms of this Code. The AVPA Board of Directors shall have final authority to interpret or amend any terms or provisions within this Code.

Abusable volatile chemicals: Those substances as defined in Texas Health and Safety Code § 485.001.

Alcoholic Beverage: Those substances as defined in Texas Alcoholic Beverage Code § 1.04.

Assault: Intentionally, knowingly, or recklessly causing bodily injury to another.

Bullying: 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 through electronic means, or physical conduct that (1) has 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; or (2)is threatening, or abusive educational environment for a student; (3)substantially disrupts the orderly operation of a classroom or District; or (iv) infringes on the rights of the victim at District. Bullying includes cyberbullying.

Cyberbullying: Bullying that is done through the use of any electronic communication device, including a cell phone or other phone, a computer, a camera, e-mail, an internet website, or any other internet based communication tool. Cyberbullying includes conduct that occurs off District property or outside of a District-sponsored or District related activity if it (1) interferes with a student's educational opportunities, or (2) substantially disrupts the orderly operation of a classroom, District, or District-sponsored or District related activity.

Club: An instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk.

Controlled substance: Substances as defined in Chapter 481 of the Texas Health & Safety Code or 21 U.S.C. § 801 et seq.

Deadly conduct: Recklessly engaging in conduct that places another in imminent danger of serious bodily injury or knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Electronic media: Refers to all forms, kinds and types of electronic devices, communication systems, networks, software, websites, and any other technology resources including, but not limited to, social media, text messaging, instant messaging, electronic mail (e-mail), Web logs (blogs), electronic forums

(chat rooms), video-sharing or file sharing Web sites, cellular telephones, portable electronic devices, computers.

False alarm or report: Knowingly initiating, communicating, or circulating a report of a present, past, or future bombing, fire, offense, or other emergency that is known to be 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 (federal): (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 device, such as an explosive, incendiary, or poison gas bomb, or grenade.

Firearm (state): Any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use.

Gang: An organization, combination, or association of persons composed wholly or in part of students that: (1) seeks to perpetuate itself by taking in additional members on the basis of the decision of the membership rather than on the free choice of the individual, or (2) that engages in illegal and/or violent activities. In identifying gangs and associated gang attire, signs, or symbols, the District will consult with law enforcement authorities.

Harassment: Threatening to cause harm or bodily injury to another, engaging in sexually intimidating conduct, causing physical damage to the property of another, subjecting another to physical confinement or restraint, maliciously taking any action that substantially harms another's physical or emotional health or safety, alone or in combination with other conduct prohibited by District policy, rules or the Code.

Hazing: Any act, occurring on or off campus, by one person alone or acting with others, directed against a student, that endangers the mental or physical health or safety of a student for the purposes of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization or group. Consent to or acquiescence in the hazing activity does not excuse the student of responsibility for the misconduct.

Intimate visual material: visual material that depicts a person: (1) with the person's intimate parts exposed; or (2) engaged in sexual conduct.

Location-restricted knife: A knife with a blade over 5 ½ inches; hand instrument designed to cut or stab another by being thrown; dagger, including but not limited to a dirk, stiletto, and poniard; bowie knife; sword; or spear.

Paraphernalia: Any article or device used or intended for use to inject, ingest, inhale, or otherwise introduce marijuana, a controlled substance, or a dangerous drug into the human body, including but not limited to roach clips, rolling papers, needles, baggies with residue, razor blades, bongs and pipes.

Possession: Regardless of the student's knowledge or intent to possess the item, to have in or on: (1) a student's person or in the student's personal property, such as the student's clothing, purse, or backpack; (2) in any vehicle used by the student for transportation to or from District or District-related activities, such as an automobile, truck, motorcycle, or bicycle; or (3) any other District property used by the student, such as a locker or desk.

Prohibited item: Includes but is not limited to (1) alcoholic beverages, marijuana, controlled substances, or dangerous drugs; (2) paraphernalia; (3) prohibited weapons; (4) any other item prohibited by this Code.

Prohibited weapons: Includes the following items: armor-piercing ammunition, chemical dispensing device, explosive weapon, firearm silencer, knuckles, machine gun, short-barrel firearm, switchblade knife, or zip gun, taser gun.

Retaliation: Harming or threatening to harm another: (1) on account of their service as a District employee or volunteer, (2) to prevent or delay another's service to the District, or (3) because the person intends to report a crime or violation of this Code.

Self-defense: When the person who is not the aggressor in an encounter uses the minimum force required to remove himself or herself from immediate danger of harm. Actions that escalate or continue the encounter will not be considered self-defense.

Sexual harassment: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that has the purpose or effect of unreasonably interfering with a student's performance or creates an intimidating, hostile, or offensive educational environment.

Soliciting: Requesting, commanding, or attempting to induce another student to engage in specific conduct that would constitute a violation of the Code, and with the intent that a violation of the Code be committed.

Short-barrel firearm: 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 if, as altered, it has an overall length of less than 26 inches.

Switchblade knife: Any knife with a blade that folds, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or other device located on the handle or opens or releases a blade from the handle or sheath by the force of gravity or centrifugal force.

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Terroristic threat: Threats to commit an offense involving violence to any person or property with intent to: (1) cause a reaction 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, 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).

Title 5 felony offenses: Offenses against the person that, depending on the circumstances, may include the following offenses under the Penal Code: murder; capital murder; transport; assault; aggravated assault; sexual assault; aggravated sexual assault; improper relationship between educator and student; indecency with a child; injury to a child, an elderly person, or a disabled person; abandoning or endangering a child; improper photography or visual recording; coercing, soliciting, or inducing gang membership; deadly conduct; terroristic threat; aiding a person to commit suicide; harassment by a person in a correctional facility; continuous sexual abuse of a young child or children; and tampering with a consumer product.

Under the influence: When in an employee's professional judgment, the student does not have the normal use of mental or physical faculties likely attributable to the student's use of marijuana, a controlled substance, dangerous drug or alcoholic beverage. Such impairment may be evidenced by the symptoms typically associated with drug or alcohol use or other abnormal or erratic behavior. The student need not be legally intoxicated.

Use: With respect to substances, voluntarily injecting, ingesting, inhaling, or otherwise introducing a prohibited substance into the body. With respect to objects or devices, putting into action or service or carrying out an action or purpose with the object or device.

Zip gun: A device or combination of devices that was not originally a firearm and is adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

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Code Table ID	Name	XML Name	Date Issued	Date Updated
C165	DISCIPLINARY-ACTION-REASON-CODE	TX-DisciplinaryActionReasonType	3/2/1998	3/1/2015

Code	Translation
01	Permanent Removal By A Teacher From Class (Teacher has removed the student from classroom and denied the student the right to return. TEC §37.003 has been invoked.) – TEC §37.002(b)
02	Conduct Punishable As A Felony – TEC §37.006(a)(2)(A)
04	Possessed, Sold, Used, Or Was Under The Influence Of Marihuana Or Other Controlled Substance – TEC §§ 37.006(a)(2)(C) and 37.007(b)
05	Possessed, Sold, Used, Or Was Under The Influence Of An Alcoholic Beverage – TEC §§37.006(a)(2)(D) and 37.007(b)
06	Abuse Of A Volatile Chemical – TEC §37.006(a)(2)(E)
07	Public Lewdness Or Indecent Exposure – TEC §37.006(a)(2)(F)
08	Retaliation Against School Employee – TEC §§37.006(b) and 37.007(d)
09	Based On Conduct Occurring Off Campus And While The Student Is Not In Attendance At A School-Sponsored Or School-Related Activity For Felony Offenses In Title 5, Penal Code – TEC §37.006(c), TEC §37.007(b)(4), and TEC § 37.0081
10	Based On Conduct Occurring Off Campus And While The Student Is Not In Attendance At A School-Sponsored Or School-Related Activity For Felony Offenses Not In Title 5, Penal Code – TEC §37.006(d) and TEC §37.007(b)(4)
11	Brought a Firearm to School - TEC 37.007(e) or Unlawful Carrying of a Handgun under Penal Code 46.02 - TEC 37.007(a)(1)
12	Unlawful Carrying of an Illegal Knife under Penal Code 46.02 - TEC 37.007(a)(1) (Illegal knife - blade longer than 5.5 inches)
13	Unlawful Carrying of a Club under Penal Code 46.02 - TEC 37.007(a)(1)
14	Conduct Containing the Elements of an Offense Relating to Prohibited Weapons Under Penal Code 46.05 - TEC 37.007(a)(1)
16	Arson – TEC §37.007(a)(2)(B)
17	Murder, Capital Murder, Criminal Attempt To Commit Murder, Or Capital Murder – TEC §37.007(a)(2)(C)
18	Indecency With A Child – TEC §37.007(a)(2)(D)
19	Aggravated Kidnapping – TEC §37.007(a)(2)(E)
21	Violation Of Student Code Of Conduct Not Included Under TEC §§37.002(b), 37.006, or 37.007 (does not include student code of conduct violations covered in reason codes 33 and 34)

Code Table ID	Name	XML Name	Date Issued	Date Updated
C165	DISCIPLINARY-ACTION-REASON-CODE	TX-DisciplinaryActionReasonType	3/2/1998	3/1/2015

Code	Translation
22	Criminal Mischief – TEC §37.007(f)
23	Emergency Placement/Expulsion – TEC §37.019
26	Terroristic Threat – TEC §37.006(a)(1) or §37.007(b)
27	Assault Under Penal Code §22.01(a)(1) Against a school district employee or volunteer – TEC §37.007(b)(2)©
28	Assault Under Penal Code §22.01(a)(1) Against someone other than a school district employee or volunteer – TEC §37.006(a)(2)(B)
29	Aggravated Assault Under Penal Code §22.02 Against a school district employee or volunteer – TEC §37.007(d)
30	Aggravated Assault Under Penal Code §22.02 Against someone other than a school district employee or volunteer – TEC §37.007 (a)(2)(A)
31	Sexual Assault Under Penal Code §22.011 Or Aggravated Sexual Assault Under Penal Code §22.021 Against a school district employee or volunteer – TEC §37.007(d)
32	Sexual Assault Under Penal Code §22.011 Or Aggravated Sexual Assault Under Penal Code §22.021 Against someone other than a school district employee or volunteer – TEC §37.007(a)(2)(A)
33	Possessed, Purchased, Used, or Accepted a Cigarette Or Tobacco Product As defined in the Health and Safety Code, Section 3.01, Chapter 161.25
34	School-Related Gang Violence Action by three or more persons having a common identifying sign or symbol or an identifiable sign or symbol or an identifiable leadership who associate in the commission of criminal activities under Penal Code §71.01
35	False Alarm/False Report – TEC §§37.006(a)(1) and 37.007(b)
36	Felony Controlled Substance Violation – TEC §37.007(a)(3)
37	Felony Alcohol Violation – TEC §37.007(a)(3)
41	Fighting/Mutual Combat – Excludes all offenses under Penal Code §22.01
46	Aggravated Robbery – TEC §37.007(a)(2)(F), TEC §37.007©-(D) (HB9680)
47	Manslaughter – TEC §37.007(a)(2)(G)
48	Criminally Negligent Homicide – TEC §37.007(a)(2)(H)
49	Engages In Deadly Conduct – TEC §37.007(b)(3)

Code Table ID	Name	XML Name	Date Issued	Date Updated
C165	DISCIPLINARY-ACTION-REASON-CODE	TX-DisciplinaryActionReasonType	3/2/1998	3/1/2015

Code	Translation
55	Student Is Required To Register As A Sex Offender Under Chapter 62 Of The Code Of Criminal Procedure And Is Under Court Supervision - TEC §37.304. The offense(s) for which the student is required to register as a sex offender must have occurred on or after Sept. 1, 2007
56	Student Is Required To Register As A Sex Offender Under Chapter 62 Of The Code Of Criminal Procedure And Is Not Under Court Supervision - TEC §37.305. The offense(s) for which the student is required to register as a sex offender must have occurred on or after Sept. 1, 2007
57	Continuous Sexual Abuse Of Young Child Or Children Under Penal Code §21.02 Occurring on school property or while attending a school-sponsored or school-related activity on or off school property – TEC §37.007(a) (2) (I)
58	Breach of Computer Security – TEC §37.007(a)(5) (HB1224)
59	Serious Misbehavior, as defined by TEC §37.007(c), while expelled to/placed in a Disciplinary Alternative Education Program (DAEP)- TEC §37.007(c) defines "serious misbehavior" as: (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: (A) public lewdness under Section 21.07, Penal Code; (B) indecent exposure under Section 21.08, Penal Code; (C) criminal mischief under Section 28.03, Penal Code; (D) personal hazing under Section 37.152; or (E) harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.

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.



THEEDUPROJECT

PROFESSIONAL LEARNING WORKSHOPS

PREPARED FOR:
ILLUMINATION EDUCATION
LANDRY ACADEMY OF VISUAL AND PERFORMING ARTS

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12. Triangulation: Students engaged in experiences that integrate ARTS, PBL, and Equity Framework.

13.

Equity Framework

TheEduProject Equity is making an intentional decision to cultivate an equity mindset in children. Project Based Learning and ARTS aligned PBL indicates that when students have high quality experiences, they demonstrate deeper learning outcomes.

COMPETENCY 1: Culture & Mindset

COMPETENCY 2: Authentic Inquiry Based Experiences

COMPETENCY 3: Multi-Dimensional Assessments

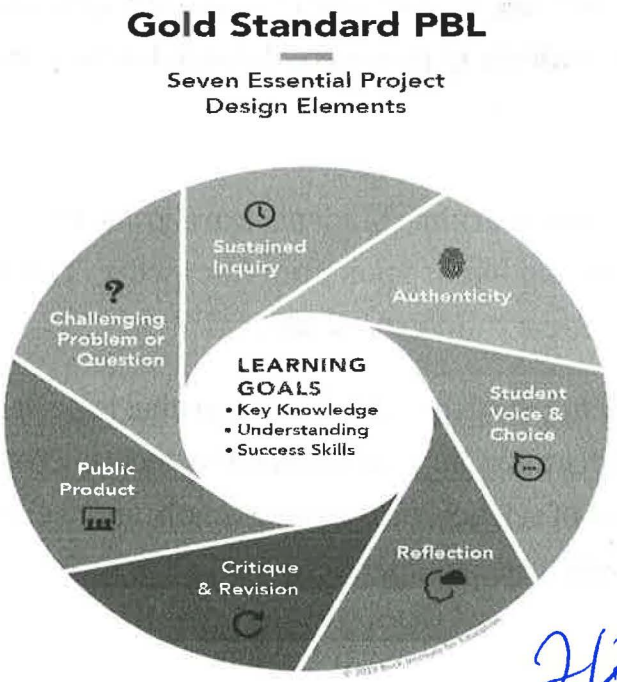
COMPETENCY 4: Collaboration & Agency

COMPETENCY 5: Reflection & Feedback

COMPETENCY 6: Culminating Product

Instructional Framework

Teachers will use the backward design model to design and implement high quality projects using 21st century skills. Teachers will facilitate student learning through the application of the gold standard PBL essential project design elements by PBL Works . Students will engage in inquiry based instructional experiences at various progressions.



Professional Development Teacher Plan

- Transform practice by developing skills to design and implement high quality PBL through hands-on workshops, focused networking, and personalized coaching
- Develop and implement PBL units aligned with Texas standards where students explore and address pressing global issues with emphasis on ART final products.
- Embedded tools and coaching to support high quality PBL design and implementation across content areas provided by Lead Coaches.
- The 5Es are: engage, explore, explain, evaluate, and elaborate.

Sample Lesson Plan (separate attached document)

Workshop Outcomes

- Eight essential elements, features and student benefits of rigorous project-based learning.
- How PBL can strengthen other school initiatives, rather than compete with them
- The three components of authentic projects and how schools are incorporating them
- Why PBL isn't an "extra" to save for the end of the unit or year
- How PBL supports Social-Emotional Learning (SEL)
- How leaders can support teachers in developing rigorous PBL units

Professional Development Plan

Timeline	Action Step	Person Responsible
June/July 2021	**Initial Three Day Implementation Training Guiding Questions** • Introduction to Project Based Learning • Why Is Project Based Learning Important?	Eduproject Professional Development Team

Title: PBL Introductory Workshop

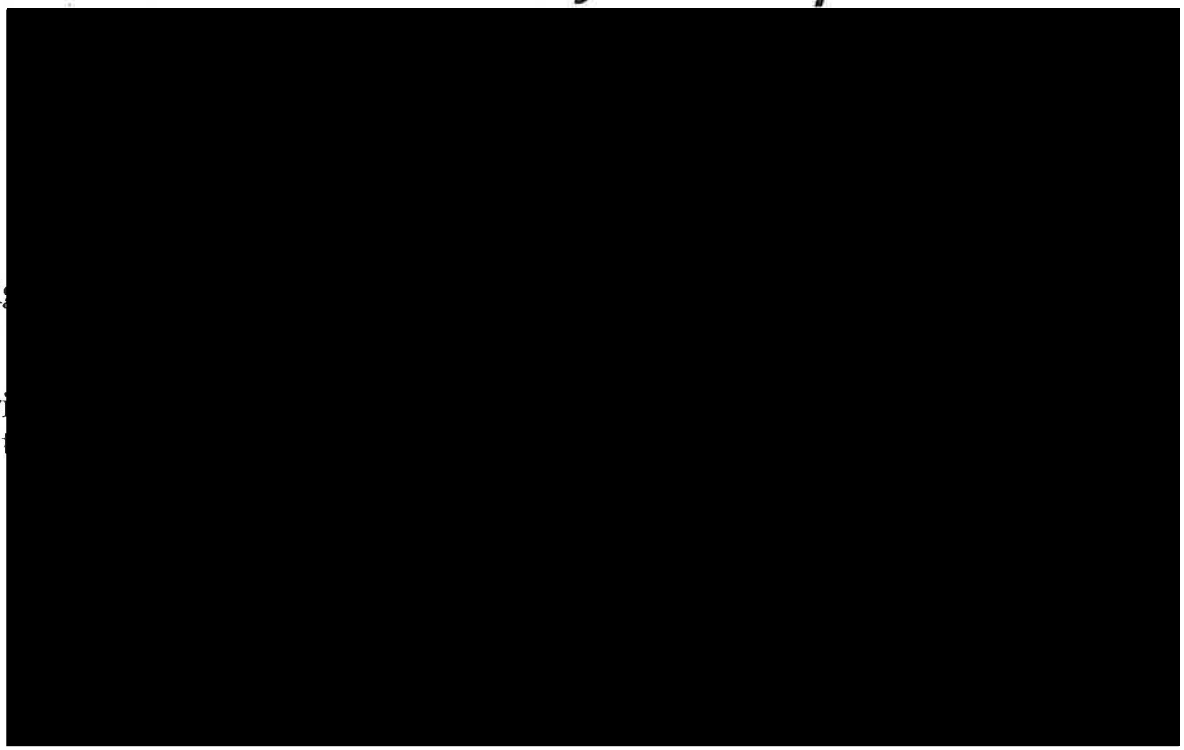
Workshop Goals:
*Understand Project Based Learning

*Incorporate best practices

*Implementation of Hi Quality Assessment

*How PBL is aligned wi other initiatives *How manage resources

*Learn to use peer-driven feedback protocols



Description

Building a Foundation

3 Day On-Site Workshop – Teachers learn how to design and plan quality PBL, build in meaningful assessment, and employ strategies for the management of the process. Participants will engage in increasing levels of peer critique throughout the workshop. Deliverable: creation of a project for classroom implementation.

2 Day On-Site Workshop -Teachers learn how to design and plan quality PBL and build in meaningful assessment practices. Participants will engage in increasing levels of peer critique throughout the workshop. Deliverable: creation of a project for classroom implementation.

1 Day On-Site Workshop – Learn the basics of PBL and how it can help you and your school move students from consumers to creators to contributors. This workshop usually allows for project ideation and sets participants up for project development as next steps.

JH

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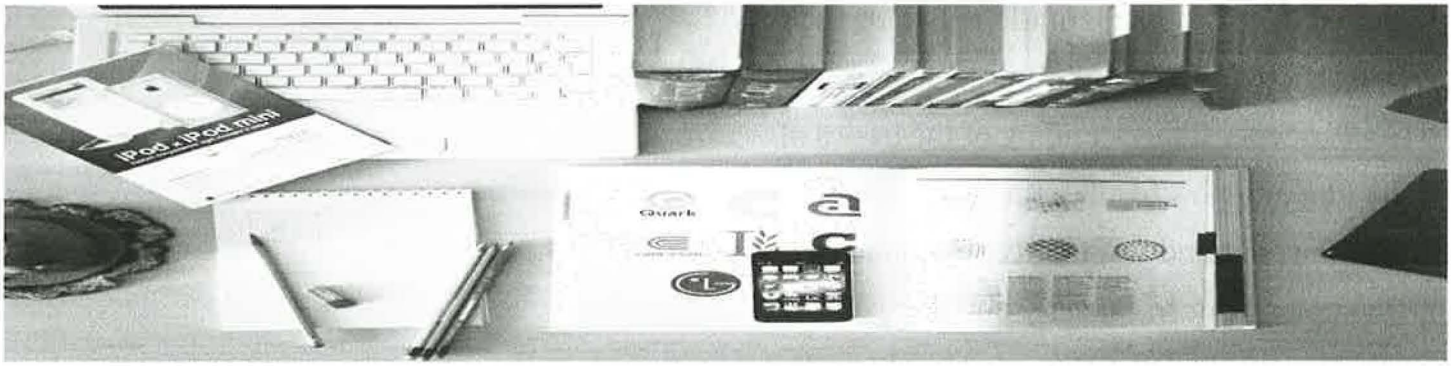
Other Services: Building Capacity

1 **Next-level PBL** – Already built a PBL foundation? Take your Instructional Practices to the next level with more sophisticated project design, assessment and culture.

2 **Internal Sustainability Coaching** – develop internal resources to sustain and grow students by leveraging internal teacher-leaders and coaches.

3 **Getting High Quality Presentations from Students** – Are you ready to ramp up communication in your classroom? This workshop will empower teachers with resources and strategies to foster communication skills and get the most out of student presentations. Teachers will leave with an actionable plan for high quality presentations.



4 **On-Site Support Visits** – our Instructional Coaches work in partnership with your teachers and leaders to refine and tune projects and PBL understanding, observe teaching and learning and provide feedback, and reflect and revise for future project implementation.

5 **Leader Scheduled Virtual Visits** – a great way to reduce travel costs, these sessions allow our Instructional Coaches to do much of the same work as on-site visits via Google Hangouts or Skype.

6 **Teacher Scheduled Virtual Office Hours** – teachers or leaders can connect with their Specialist/Facilitator to for help as the needs arise instead of having to wait until the next scheduled PD day.

Illumination
Dallas, Texas

Description	U/M Cost	Price per Qty	Unit	Total
3 Day On-Site Workshop – Teachers learn how to design and plan quality PBL, build in meaningful assessment, and employ strategies for the management of the process. Participants will engage in increasing levels of peer critique throughout the workshop. Deliverable: creation of a project for classroom implementation.	Per 3 Day	$10,000 (Not Including Travel)		
Provide training for leaders and teachers on Foundations of PBL w/ emphasis on ARTS Learning and Development	Each	$5,000		
Provide consulting for school design cohort onDevelopment Foundations of PBL and ARTS Learning and Development	Each	$5,000		
Planning and Prep work	Each	$2,500		
Travel	Each	$1,500		
TOTAL		To be determined		24, 000

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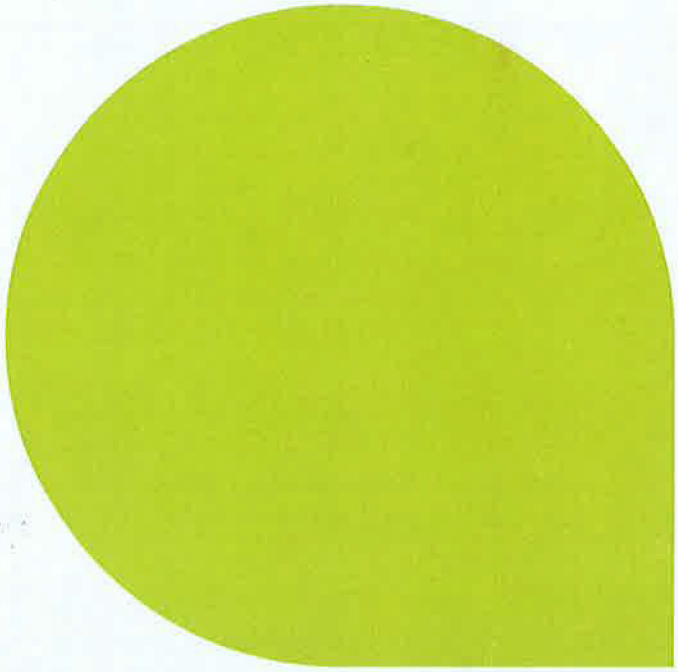



Ensuring the Arts for

The Kennedy Center

ANY GIVEN CHILD®





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OVERVIEW

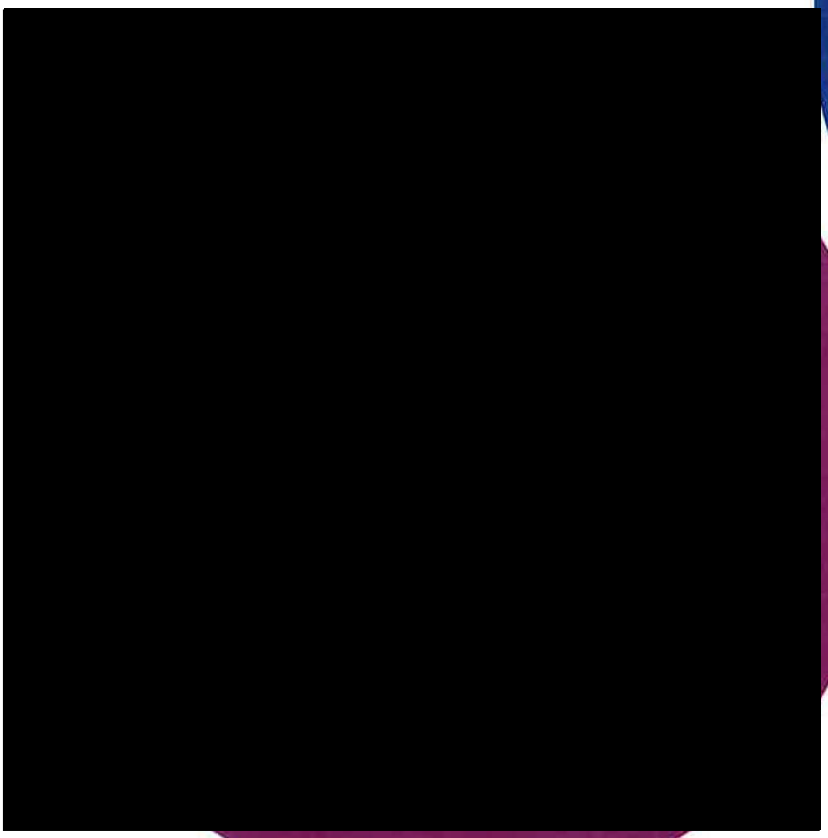
The primary goal of the Kennedy Center's ***Ensuring the Arts for Any Given Child*** program is to assist communities in developing and implementing a plan for expanded arts education in their schools, ensuring access and equity for all students in grades K-8. Although the initiative provides a structure for work to be accomplished, the Kennedy Center understands that every community is unique, and tailors the consultation and facilitation to each site.

The Kennedy Center brings to this initiative more than three decades of work with thousands of students, teachers, principals, school district administrators, business leaders, and arts managers across the country.



"It's about equity. It's about access. It's about helping every child develop to his or her potential."

—Springfield, MO Community Member

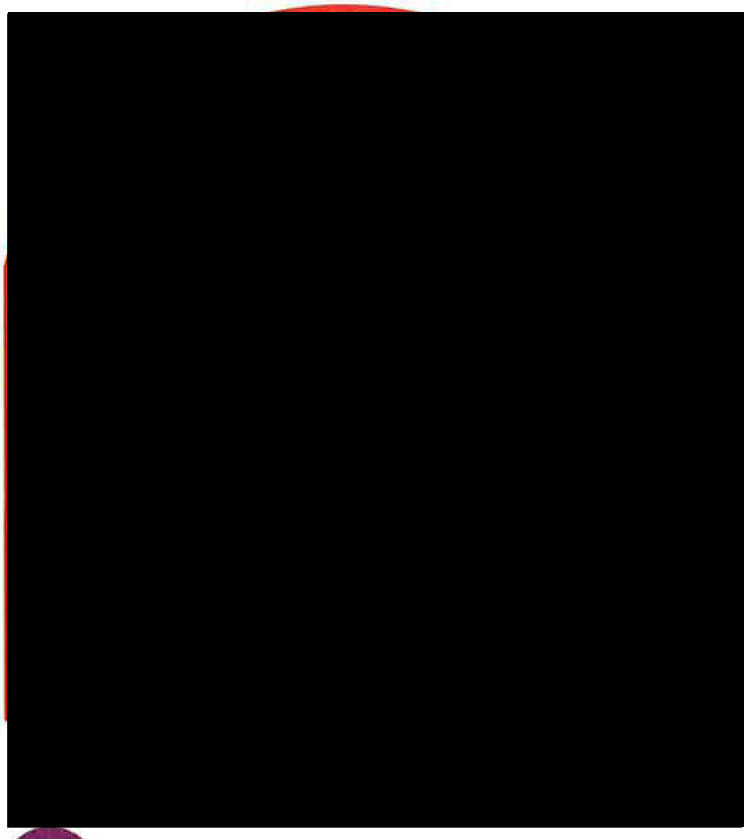


THE NEED

Equity in and access to a strong arts education remains an issue for too many students.

For most young people, arts education during their school years is sporadic and uneven, occurring during some years and not others. When they do participate in arts education, students may have uneven access to content—learning in or through some art forms and not others. Additionally, equity is an issue. Students in some schools have less access to arts education than students in other schools.

A strong district arts education plan is achieved when *all* students, in Kindergarten through grade 8, have ongoing and equal access to learning in and through *all* the arts—dance, music, theater, visual arts, and media arts.



GOAL

The goal of the ***Any Given Child*** initiative is to create full access to and equity in arts education programs and resources for all K–8 students in a community.

To achieve this goal, communities:

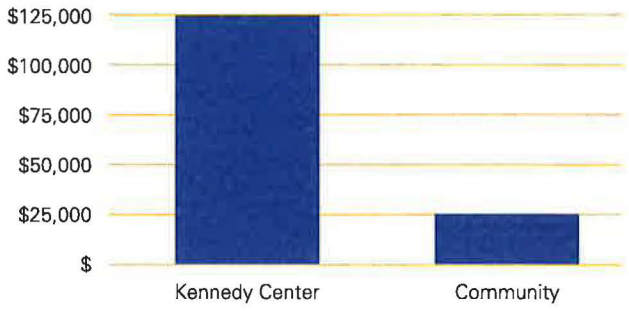
- Develop and carry out long-term goals and short-term action steps for planning, implementing, and sustaining arts education programs and resources for students.
- Establish an organizational infrastructure to oversee and sustain an effective effort.
- Develop support systems (including data collection, resources, and professional development) for arts education providers, such as classroom teachers, arts specialists, administrators, arts organizations, and teaching artists.
- Secure funding and other resources necessary to sustain the community's long-term goals for K-8 arts education for every child.
- Communicate and collaborate with policymakers and other leaders to influence arts and education policy in the school district, local government, and arts organizations, so that the initiative's gains are institutionalized.

FINANCIAL COMMITMENT

The ***Any Given Child*** site assumes responsibility for convening the Community Arts Team (CAT), data collection, and drafting and implementing the strategic plan. The Kennedy Center facilitates CAT strategic planning and leverages existing Kennedy Center resources to support the implementation of the site's strategic plan.

For these Kennedy Center services, which total $125,000, the cost to the community is $25,000. This one-time expense contributes toward Kennedy Center consulting team time, travel, and materials, as well as the costs associated with the Kennedy Center resources (workshops for teachers, seminars for teaching artists, and conferences) provided to the site. This fee is due to the Kennedy Center in the first year of participation.

Financial Contribution Years 1–4



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FREQUENTLY ASKED QUESTIONS

Why focus on K-8 only?

Any Given Child focuses its efforts on students of grades K-8 because electives dictate arts classes in high school. It is anticipated that as arts education increases in grades K–8, more demand will follow into high schools.

Why focus only on public and public charter schools?

Because the ***Any Given Child*** initiative is partially supported by tax-payer dollars, it focuses efforts on equity and access to arts education in public schools and public charter schools.

Why focus on arts programs and resources delivered only during the school day?

Why not focus on after-school programs?

The ***Any Given Child*** initiative seeks to improve equity in arts education. Since only some students have access to after-school programs, the initiative's focus remains on programs and resources available to students within the school day. These resources may be offered at the school or at community venues.

HOWTOAPPLY

Communities are accepted into the ***Any Given Child*** initiative through an application process. Applications are accepted between January 1 and March 31.

- A community member contacts the Kennedy Center to indicate interest and to discuss the application process.
- A Coordinator for the local initiative is identified.
- The Coordinator assembles the Community Arts Team (CAT), a group of 25–35 local leaders who represent a broad cross-section of the community, and who are interested in working together to provide greater access to arts education for students in grades K–8 throughout their community. The CAT includes high-level representatives from the Mayor's office/local government; the Superintendent's team within the school district; arts organizations that provide education programs; the business community; philanthropy; communication organizations; and higher education. The CAT also includes a researcher who will take primary responsibility for data collection for the ***Any Given Child*** initiative. This person may be from the school district assessment office, higher education, or other local organization.
- The Coordinator submits the application to the Kennedy Center, including letters of support from the school district Superintendent, the Mayor, and the CEO of a local arts organization (such as a local arts council or a major arts presenter/producer in the community). Note that ***Any Given Child*** sites apply and begin their work with a single school district. Additional districts may be included in the project in subsequent years under the guidance of the local initiative, rather than the Kennedy Center.
- After review of all applications, the Kennedy Center consulting team selects communities to visit and meets with the Mayor, the school district Superintendent, and the CAT to discuss the initiative. Final selection of communities to participate in the initiative is made no later than July 1.

[redacted]

"The Kennedy Center provided us with a process to audit our arts education offerings in the schools and in the community. What resulted is a Community Arts Team who now meets regularly to continue the conversation on arts education. We even published our findings, which helped engage the entire community in advocating for arts education."

—Portland, OR Community Arts Team Member

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THREE PHASES

Through the application procedure, the ***Any Given Child*** site demonstrates support from the school district Superintendent, the Mayor or other senior government official, and a local arts organization leader. This cross-sector community commitment provides a foundation for the initiative's three phases.

PHASE ONE: STRATEGIC PLANNING (Year 1)

Guided by a Kennedy Center consulting team, community leaders participate in a strategic planning process that includes visioning, goal-setting, and data collection to determine the current status of arts education and to identify where gaps exist in programs. At the end of this Phase, the data results, along with long-range goals and action steps, are announced at a public event and documented in a report. The Kennedy Center consulting team offers additional technical assistance by phone/email and provides select resources.

PHASE TWO: IMPLEMENTATION (Years 2, 3, and 4)

Guided by an Implementation Committee, the community puts the strategic plan into action. The Implementation Committee is responsible for ensuring funding for program activities, as well as overseeing communications and marketing. The Kennedy Center consulting team visits the site on a limited basis, offers technical assistance by phone/email as needed, and provides select resources.

[redacted]

PHASE THREE: SUSTAINING (Year 5 and beyond)

The community sustains and expands arts education offerings and continues to ensure funding and staffing for program initiatives, communications, and marketing. During this Phase, Kennedy Center staff visit the site on a limited basis, offer technical assistance by phone/email as needed, and provide support for select resources. This Phase has no end date.

ALL PHASES

While the Kennedy Center leverages existing resources and connections to assist the community in improving access to arts education, all fundraising, grant-writing, and budget activities related to the initiative are the community's responsibility.

PHASE ONE: STRATEGIC PLANNING (Year 1)

With the ongoing guidance of the Kennedy Center consulting team, a **Community Arts Team** (CAT) meets seven times between September and June to engage in strategic planning.

The Community Arts Team (CAT) is the heart of the ***Any Given Child*** strategic planning process. The CAT is comprised of high-level leaders from a diverse cross-section of the community.

The CAT begins its work by adapting and implementing a series of survey instruments, provided by the Kennedy Center, to determine the current status of arts education resources provided by the schools and the community. The CAT reviews the survey data and identifies gaps in programs and resources for students. The CAT then recommends long-range goals for achieving a collective vision for arts education. The Kennedy Center consulting team meets with the CAT to facilitate the strategic planning process and to identify appropriate resources for implementing the new arts education plan.

At the conclusion of the Phase One strategic planning process, the CAT will have created a prioritized list of action steps for strengthening arts education and a timetable for implementation. The CAT shares the goals and recommendations at a public event (e.g., press conference) and through a report.

Throughout the initiative, the CAT maintains visibility for the community effort. When Phase One work is complete (including the data gathering, strategic planning, and public reporting), the CAT evolves into the Implementation Committee that will be responsible for carrying out the long-range plan.



During Phase One, the Kennedy Center provides:

- Facilitation of Community Arts Team (CAT) meetings, leading a strategic planning process.
- Travel, hotel, and per diem for the Kennedy Center's two-person consulting team.
- Consultation by phone/email on an ongoing basis.
- The ***Any Given Child*** Exchange (an annual convening of ***Any Given Child*** community representatives)
- Support for community educators to attend the Kennedy Center Arts Integration Conference and/or Intersections: The Arts and Special Needs Conference in Washington, D.C.
- Access to ongoing networking opportunities across sites.

During Phase One, the *Any Given Child* site:

- Designates a Coordinator to serve as the primary contact for the Kennedy Center.
- Identifies and convenes the CAT that contributes to the strategic planning process, collects survey data, and drafts the strategic plan.
- Provides access to the Mayor or other government official, the school district Superintendent, and other local leaders to review the survey findings and goals.
- Provides meeting space, materials, and equipment needed for CAT meetings.
- Identifies three representatives to attend the Exchange.

"We've mapped arts delivery across the district to identify areas of strength and weakness. We've made good working connections across areas and governmental bodies. We've given focused thought to what an arts-rich education looks like and how we can provide these benefits to students district-wide."

—Sacramento, CA Community Member



PHASE ONE TIMELINE

Meeting 1
September/October: The **Coordinator** and other members of the Community Arts Team (CAT) develop the first draft of a vision statement and begin to develop community survey tools.

Meeting 2
October/November: The CAT revises the vision statement and edits survey tools.

Meeting 3
November/December: The CAT approves the surveys and vision statement, and finalizes plans for data collection.

January: The CAT deploys the surveys. CAT members contact those being surveyed to ensure a high rate of return. The **Working Group**, under the guidance of a researcher, prepares the data for the CAT to review at their next meeting.

February: The Working Group continues to meet and discuss the survey data.

Meeting 4
February/March: The Working Group distributes survey data for the CAT to review.

Meeting 5
March/April: The CAT brainstorms long-range goals and records them in an Action Plan. The Working Group creates plans for implementation and the public announcement of the initiative's goals and action steps.

Meeting 6
April/May: The CAT approves long-range goals and brainstorms action steps for each goal. The Working Group prioritizes the action steps and makes plans for a public event and a publication to announce the survey findings and recommendations.

Meeting 7
May/June: The CAT reviews recommendations for action steps developed by the Working Group. The Action Plan is finalized. The CAT continues to plan the public event and publication.

Summer/Fall: A public event is held to announce the findings and recommendations.

The Coordinator enlists the participation and support of other community leaders. The position is held by a person who works full-time at the initiative's lead organization, rather than a volunteer. The lead organization supports the Coordinator's efforts by providing the space, materials, equipment, and supplies for Community Arts Team (CAT) meetings.

The Coordinator's responsibilities include facilitating meetings with the Kennedy Center consulting team, maintaining communication with CAT members about tasks and meetings, arranging for materials needed for meetings, providing staff to take meeting minutes, following up on action items between meetings, and distributing approved minutes to the CAT. In addition, the Coordinator attends meetings with the Kennedy Center consulting team prior to and immediately following each CAT meeting and participates in monthly phone calls with the Kennedy Center consulting team.

The Working Group is a small cadre of leaders from within the CAT who are identified jointly by the Coordinator and the Kennedy Center consulting team.

The Working Group discusses issues affecting data collection, communications, and long-range planning. It meets between and immediately following CAT meetings during Phase One. Ideally, the Working Group includes the Coordinator, a school leader, a member of the philanthropic sector, the researcher in charge of data collection, a member from the communications sector, and an arts organization representative.



PHASE TWO: IMPLEMENTATION (Years 2, 3, and 4)

During this three-year Phase, the community designates a Coordinating Organization to provide administrative support for the initiative's implementation.

The **Implementation Committee**, working with the Coordinator, provides direction and support to ensure the community's Action Plan is realized. The Committee may establish subcommittees to lead activities in the areas of programming, communications and marketing, fundraising, etc., to support specific implementation tasks.

Additionally, the Implementation Committee completes an Annual Report that documents accomplishments achieved each year, and annually updates and submits their Action Plan to the Kennedy Center.

Throughout this Phase, the Kennedy Center's participation continues, and the Coordinator communicates regularly with the Kennedy Center consulting team.

The Implementation Committee begins its tenure during Phase Two. It may be the same group of members as the Community Arts Team (CAT), but often includes new representation. Most communities invite high-level decision makers to serve on this committee, which ensures that the CAT's long-range plan is resourced and carried out. The Implementation Committee is responsible for staffing, funding, programs, communications, and marketing.



"We want to ensure that every child has the arts as part of their education. We see *Any Given Child* communities serving as examples for other cities across the United States."

—Barbara Shepherd
Director, National Partnerships, The Kennedy Center

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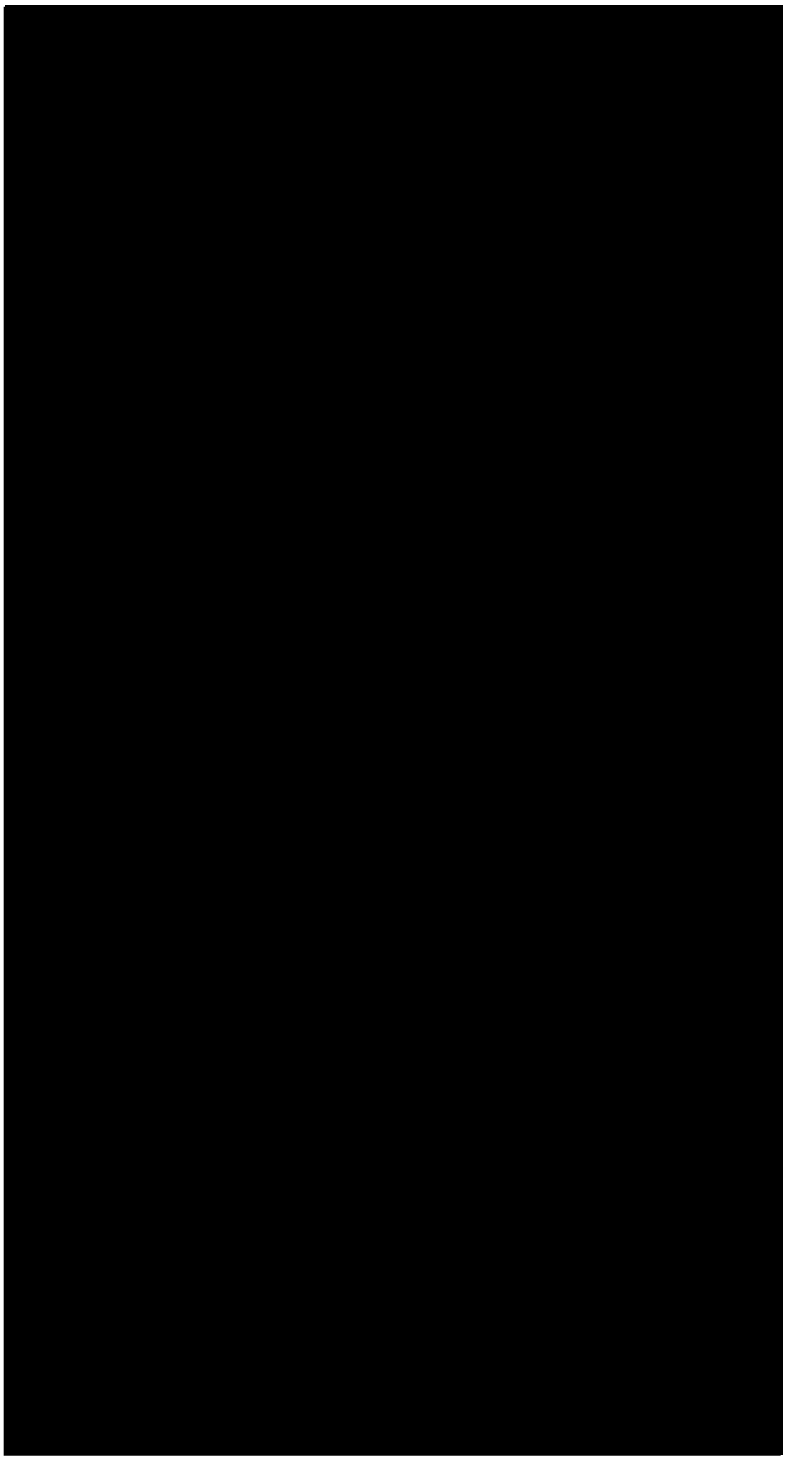
PHASE TWO continued

During Phase Two, the Kennedy Center provides:

- Consultation via phone/email as well as networking opportunities with other ***Any Given Child*** sites.
- Up to two Kennedy Center workshops for teachers.
- Up to two days of Kennedy Center seminars for teaching artists.
- Support for community members to attend the ***Any Given Child*** Exchange in Washington, D.C.
- Support for community educators to attend the Kennedy Center Arts Integration Conference and/or Intersections: The Arts and Special Needs Conference in Washington, D.C.

The *Any Given Child* community:

- Designates a Coordinating Organization as well as an Implementation Committee to carry out the strategic plan.
- Continues to support the work of the local Coordinator.
- Identifies at least three representatives to attend the ***Any Given Child*** Exchange each year.
- Provides the Kennedy Center with a copy of the Annual Report of activities and measures of success for the program by July 1 of each year.
- Updates the ***Any Given Child*** Action Plan annually and submits the new plan to the Kennedy Center by September 1 of each year.

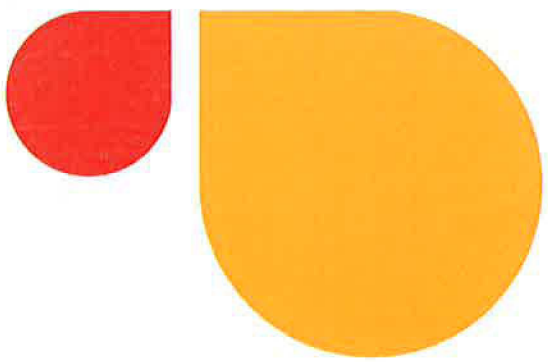


PHASE THREE: SUSTAINING (Year 5 and beyond)

In Phase Three, the ***Any Given Child*** initiative continues to be governed by a local cross-sector Implementation Committee, which ensures funding and staffing for program initiatives, communications, and marketing. The Coordinator continues to communicate regularly with the Kennedy Center. Participation in Phase Three has no time limit. Communities may continue to benefit from participation in the ***Any Given Child*** network as long as they are able to meet responsibilities outlined by the program guidelines below.

To remain in good standing in the *Any Given Child* initiative, the community will:

- Maintain the position of Coordinator to serve as the primary contact with the Kennedy Center and continue to sustain an Implementation Committee to carry out the work identified in the community's Action Plan.
- Annually, by July 1, provide a copy to the Kennedy Center of the ***Any Given Child*** Annual Report of the past year's activities and measures of success.
- Annually, by September 1, update the Action Plan and submit it to the Kennedy Center.
- At least every three years, re-deploy the School Mapping Tool (the primary survey originally used during Phase One) and share the results with the Kennedy Center.
- Annually send at least two community members involved in the local ***Any Given Child*** initiative to the Exchange in Washington, D.C.



If all responsibilities are met, the Kennedy Center will provide:

- At no cost, consultation/technical assistance via phone/email and access to the Kennedy Center's education newsletter.
- At no cost, access to quarterly conference calls among all ***Any Given Child*** Coordinators and the Kennedy Center for information sharing, problem-solving, and networking.
- At no cost, access to ***Any Given Child*** marketing materials including brochures, bookmarks, and other printed resources.
- Use of ***Any Given Child*** branding, including use of the approved language and logo.
- Visibility through a Kennedy Center ***Any Given Child*** website which includes information about each member community.
- Partial reimbursement for costs associated with bringing Kennedy Center workshops for teachers or seminars for teaching artists to the community, as funds allow.**
- An annual Exchange, which brings together representatives from all ***Any Given Child*** sites to share best practices, with partial reimbursement for travel costs for two representatives, as funds allow.**
- Kennedy Center consulting team site visits, on a limited basis.

**Full policy available from the Kennedy Center

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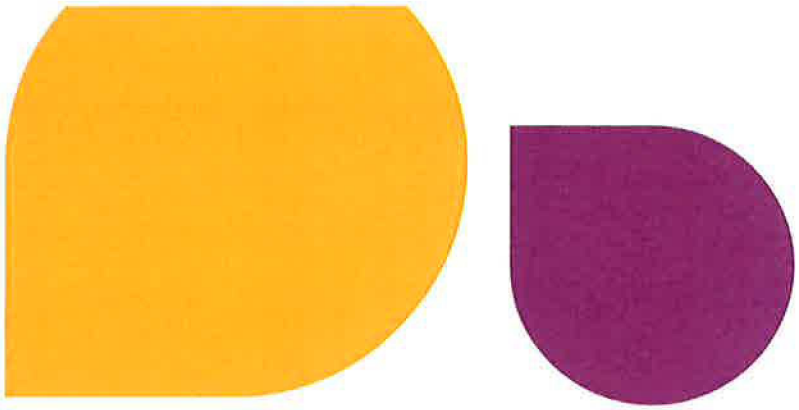
"We could not have done this without the Kennedy Center. Their consultants guided our community in re-thinking how all of us can work together to strengthen arts education programs in our schools."

—Tulsa, OK Community Member



Visit www.kennedy-center.org/anygivenchild or contact the Kennedy Center at (202) 416-8806 for more information.



Any Given Child, part of the *Rubenstein Arts Access Program*, is generously funded by **David and Alice Rubenstein**.

This program is also funded by an endowment from
Newman's Own Foundation in honor of A.E. Hotchner.

Additional support is provided by the U.S. Department of Education and the National Endowment for the Arts.

ART WORKS.
arts.gov

Gifts and grants to educational programs at the Kennedy Center are provided by Sandra K. & Clement C. Alpert; AnBryce Foundation; The Argus Fund; Bank of America; The Honorable Stuart Bernstein and Wilma E. Bernstein; Carter and Melissa Cafritz Charitable Trust; Centene Charitable Foundation; The Charles Engelhard Foundation; The Clark Charitable Foundation; Mike and Julie Connors; DC Commission on the Arts and Humanities; Dr. Gerald and Paula McNichols Foundation; David Gregory and Beth Wilkinson; Harman Family Foundation; The Harold and Mimi Steinberg Charitable Trust; Hilton Worldwide; The Isadore and Bertha Gudelsky Family Foundation, Inc.; The J. Willard and Alice S. Marriott Foundation; James A. Johnson and Maxine Isaacs; Kaplan, Inc.; Mr. James V. Kimsey; The King-White Family Foundation and Dr. J. Douglas White; The Kiplinger Foundation; Natalie and Herb Kohler and Kohler Co.; Macy's; The Markow Totevy Foundation; Linda and Tobia Mercuro; The Meredith Foundation; The Millennium Stage Endowment Fund; The Morningstar Philanthropic Fund; The Morris and Gwendolyn Cafritz Foundation; Myra and Leura Younker Endowment Fund; Park Foundation, Inc.; Paul M. Angell Family Foundation; Mrs. Irene Pollin; Prince Charitable Trusts; Rosemary Kennedy Education Fund; Dr. Deborah Rose and Dr. Jan A. J. Stolwijk; Ryna and Melvin Cohen Family Foundation; Share Fund; Mr. and Mrs. Albert H. Small; Target; The Volgenau Foundation; Volkswagen Group of America; Washington Gas; Wells Fargo; Beatrice and Anthony Welters; William R. Kenan, Jr. Charitable Trust; and generous contributors to the Abe Fortas Memorial Fund and by a major gift to the fund from the late Carolyn E. Agger, widow of Abe Fortas.

Education and related artistic programs are made possible through the generosity of the National Committee for the Performing Arts and the President's Advisory Committee on the Arts.

The content of this program may have been developed under a grant from the U.S. Department of Education but does not necessarily represent the policy of the U.S. Department of Education. You should not assume endorsement by the federal government.

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The Kennedy Center

David M. Rubenstein, Chairman
Deborah F. Rutter, President

Any Given Child is a program of National Partnerships in the Education Division of the John F. Kennedy Center for the Performing Arts.

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www.kennedy-center.org/education/AnyGivenChild

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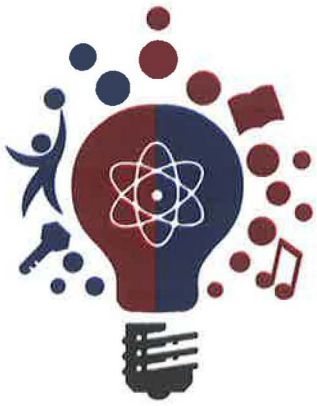
From the Heart International Educational Services

Academy of Visual and Performing Arts
A Purposed Public Charter School
January 19, 2020

Leading Schools, Transforming Schools, and Creating Schools... From the Heart



"The mission of the Academy of Visual and Performing Arts (AVPA) is to provide a challenging, experiential education that cultivates academic and artistic excellence"

REQUESTED FTH SERVICES ACADEMY OF VISUAL AND PERFORMING ARTS

This document outlines two of our signature programs that we believe will tremendously benefit **Academy of Visual and Performing Arts.** ***Positive Living, Promoting Your Purpose (PLPYP)*** is a student leadership program designed to improve academic achievement for school-aged students by focusing on their development as "whole human beings." Institute participants are engaged in various learning experiences intended to promote self-awareness, teach basic life skills, support skills development in the Texas TEKS for Reading and Writing, and ultimately emphasize the importance of living positive, purposeful and productive lives.

FTH will train the parents of Academy of Visual and Performing Arts gratis through our Mothers – Men Advocating Love and Effectiveness (M-MALE) Initiative.

In conclusion, we are submitting an educational services proposal that we believe will result in a powerful change upward of the academic and social development arc for many students attending **Academy of Visual and Performing Arts.** This alliance will also provide additional opportunities for students to further develop their skills in technology, critical thinking, knowledge acquisition and research methods, time management, following directions, and most importantly-life! FTH is ready to assist **Academy of Visual and Performing Arts** close achievement gaps!

POSITIVE LIVING, PROMOTING YOUR PURPOSE (PLPYP)

A Student Academic and Leadership Initiative

POSITIVE LIVING, PROMOTING YOUR PURPOSE

The Mission

Positive Living, Promoting Your Purpose is **designed to improve academic achievement for school-aged males and females by focusing on their development as "whole human beings."**

The Vision

We teach young men and young ladies to Believe!

Be careful of your thoughts, for your thoughts become your words.
(The Cognitive Human)
Be careful of your words, for your words reflect your feelings.
(The Linguistic Human)
Be careful of your feelings, for your feelings become your actions.
(The Emotional Human)
Be careful of your actions, for your actions become your habits.
(The Social Human)
Be careful of your habits, for your habits become your character.
(The Physical Human)
Be careful of your character, for your character becomes your destiny.
(The Spiritual Human)

THE FRAMEWORK

The Positive Living Project is designed to:

- Promote self-awareness
- Leadership
- Focus on the Common Core State Standards in Reading and Writing.
- Teach basic life skills
- Emphasize the importance of living purposeful and productive lives

The institute structure consists of:

- Encouraging youth to be present, be positive, and be participatory.
- Engaging youth through group activities that are introspective and instructive.
- Providing a safe space for youth to be open and honest without the fear of being judged.
- A minimum of ten interactive sessions that focus on the *Seven Developmental Intellects* and how they apply to academic *and* personal growth and development.
- Parent participation through pre and post interviews that provide opportunities for input on program expectations and outcomes.

GOALS AND OUTCOMES

FTH Goals	FTH Outcomes
1. *To improve student achievement for a majority of students as measured by training participants' pre and post interviews and/or results of state mandated annually administered norm-referenced and growth-based assessments.*	▪ Provide intensive training and technical assistance support for a specified number of male and female students. ▪ Complete pre and post interviews with all training participants and their parents/guardians on training expectations and effectiveness.
2. *To equip all participants with practical strategies for improving student achievement in Reading and Math that is aligned with the Texas TEKS and measured by training surveys.*	▪ Complete a minimum of eight surveys that reflect participants' feedback on training modules. ▪ Oversee the completion and publishing of a final project created by training participants.
3. *To assist schools/district in meeting achievement goals as determined by schools'/district's comprehensive (strategic) achievement plan and/or in-house evaluation program.*	▪ Explicitly align module topics and content with the training needs of schools/districts. ▪ Provide an Executive Summary that reflects alignment of training goals with schools'/district's training needs and any outcomes thereof.

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PROGRAM OUTLINE

Program Strategies	Key Elements
Start-Up Phase	▪ Meet with key stakeholders ▪ Finalize key collaboration decisions ▪ Review and finalize project plan
Student – Parent Interviews	▪ Administer initial Participant Survey *(Survey will provide quantitative information on participant's expectations and interest.)* ▪ Conduct random participant interviews with students and parents *(Random interviews will provide qualitative information and an in-depth perspective of participant demographics, expectations and interests.)*
The Overview	▪ Project Overview and leadership expectations ▪ Understanding who we are as whole living beings
The Cognitive Intellect ***The Visual, Auditory, and Kinesthetic Thinker***	▪ ***The human capacity to think.*** ▪ Modality learning: the visual, auditory and kinesthetic learner ▪ Solving problems using critical and analytical reasoning ▪ Math awareness, science awareness, and creativity
The Linguistic Intellect ***Native Tongue: The Student's Language vs. The School's Language***	▪ ***The human capacity to speak.*** ▪ Being culturally competent with language ▪ Verbal vs. Non-Verbal communication: actions say just as much as words
The Emotional Intellect ***The Control Theory: Everybody Has A Right to Feel***	▪ ***The human capacity to feel.*** ▪ Making the connection between language and feelings ▪ Building intra-personal relationships ▪ Developing self-concepts about cultural awareness, and always being one's personal best
The Social Intellect ***The Consensus Model: It Takes a Whole Village***	▪ ***The human capacity to belong.*** ▪ Making the connection between language and social acceptance ▪ Building inter-personal relationships

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The Physical Intellect ***A Health Check:*** ***Feeding the Mind and Body Good Intention***	▪ Focusing on family, heritage, community, and peer-group acceptance ▪ ***The human capacity to exist.*** ▪ Making the connection between language and health (being alive) ▪ Feeding the mind and body good and healthy things ▪ Focus on health, nutrition, safety and physical fitness
The Spiritual Intellect ***FAMILY: I Am the Sum-Total of All Who Have Lived Before Me***	▪ ***The human capacity to hope.*** ▪ Making the connection between language and aspiration ▪ Creating a legacy through excellence ▪ Focus on character development, integrity, and personal values
Financial Intellect **The Capacity to Build** **Special Project**	▪ Facilitate the completion and publishing of a final project created by the students.
Culminating Activity	▪ Recognition ceremony for students, parents, and staff

FTH Evaluation and Accountability

Evaluation and accountability of services is critical to the success of our programs and services. We provide several opportunities for participants to share their expectations of our programs. Participants are asked to respond to questions relevant to *FTH*'s implementation framework; and the information gathered is used to help us improve our service delivery. Following each workshop session, participants, complete, surveys assessing in part, the usefulness of the information shared. If needed, and based on feedback, session topics and activities are augmented to reflect the needs of participants. All assessment and evaluation information is documented in a final Executive Summary and shared in an exit interview scheduled with the appropriate administrative and/or district level staff.

In addition, we take sole responsibility for our acts and omissions in connection with the performance of services and inclusive of all District Investments. *FTH* will defend and indemnify the District from any and all such claims and/or judgments resulting from such acts or omissions, except for liability for damages which result from the sole negligence or willful misconduct of the District or its employees or agents. *FTH* will also maintain indemnification and liability insurance in the amount of at least $3,000,000 at all times during the facilitation of programs and services.

FTH owns all copyright and other proprietary rights to all instructional materials, training materials, curriculum, and lesson plans and any other materials developed by *FTH*, its employees, agents, or subcontractors.

Finally, customer service, accountability, and client accessibility is important to us. We regularly communicate with our clients and are accessible 24 hours a day through pre-scheduled onsite visits, email, Skype, and by phone. Based on the contract for services, we are typically onsite in a school a minimum of two to three times a month. In addition, we provide several written communiqué to school administrators on implementation, progress, and value-add of our programs and services.

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PAYMENT FOR PROFESSIONAL EDUCATIONAL SERVICES

1. **Academy of Visual and Performing Arts** will pay fees to FTH for Educational Services in regard to the following programs:

   - **Positive Living, Promoting Your Purpose (PLPYP)**
   - **Culturally Responsive Education and Teacher Empowerment (CREATE)**
   - **M-MALE - Gratis**

(FTH believes in sustainability; therefore, each Institute will last for the entire 2019-2020 School Year

- FTH will spend a minimum of 5 days per month in the district/school]
- Core Workshops/Institutes and Practicum(s)
- Training preparation and follow-up
- Training materials, manuals, and other resources
- Onsite technical assistance

Evaluation and Accountability (All included in the total cost)

FTH (Implementation facilitation)

- Pre and Post Interviews, Survey Distribution, and Data Aggregation
- Executive Summaries - Publishing and Public Presentations (findings)
- General Communications/Materials and Resources
- Practicums (one-to-one PD included for teachers)
- Technical Assistance for faculty onsite and remotely via Skype, FUZE, Face Time, etc.

I. This contract agreement will be paid as follows:

- **The total cost of this contract for services is: (Based on one program**
- **) Three separate Items – Total :**

PLPYP = $30,000.00 (FTH will provide direct services training w/students) 150 girls and 150 boys = 300 students x $10.00 per session (ten sessions and end of the year celebration).

M-MALE Parent Involvement and Leadership Training = Gratis

Total: $30,000,00 (Attached, please find FTH's Fees to See that a Substantial Discount Was Applied

Contracted services will be paid in accordance with the **Academy of Visual and Performing Arts** approved facilitation schedule; which should include, training modules, project evaluation, data collection, administrative presentations, and submission of an Executive Summary and or updates.

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CONFIRMATION BY SIGNATURE

The parties hereto have read and understand the attached scope of work, explanation of services, work plan and timeline as the agreed upon educational and professional services to be performed. The parties hereto have read and understand their respective duties as set out in this agreement, and each of the parties individually hereby agrees to perform the duties set out for their organization. The parties have executed this agreement as indicated by the signatures or their duly authorized representatives.

Academy of Visual and Performing Arts

_____

Print Name

_____

Signature **Title**

From The Heart International Educational Services (Walter Milton, Jr., CEO)
Print Name

Dr. Walter Milton, Jr., Chief Executive Officer

_____

Signature **Title**

JHe

CONTACT US



Leading Schools, Transforming Schools, and Creating Schools... From the Heart

For Additional Information:

FTH International Educational Services

4017 Bay Springs Court
Arlington, Texas 76016
817-672-5168 (Office)
217-381-9412 (Cell)

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Attachment 10: Bylaws

Provide the proposed bylaws for the charter school's governing board or the existing bylaws of the sponsoring entity.

Bylaws
of
Illumination Education, Inc.

WHEREAS, the initial Board of Directors of Illumination Education, Inc. (the "Corporation") caused to be filed with the Texas Secretary of State a Certificate of Formation for the organization of the Corporation. NOW, THEREFORE:

BE IT RESOLVED by the Board of Directors of the Corporation, that these Bylaws will govern its affairs in pursuit of its declared purposes.

Article 1
Offices

Section 1. Name

The name of the Corporation is "Illumination Education, Inc."

Section 3. Principal Office

The principal office of the corporation is located in Tarrant County, State of Texas.

Section 3. Change of Address

The designation of the county or state of the corporation's principal office may be changed by amendment of these bylaws. The Board of Directors may change the principal office from one location to another within the named county by noting the changed address and effective date below, and such changes of address shall not be deemed, nor require, an amendment of these bylaws:

New Address: 603 Marble Falls Court
Arlington, Texas 76002
Effective Date: June 10, 2017

New Address: _____
_____

Dated: _____, 20__

Section 4. Other Offices

The corporation may also have offices at such other places, within or without its state of incorporation, where it is qualified to do business, as its business and activities may require, and as the Board of Directors may, from time to time, designate.

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Article 2
Nonprofit Purposes

Section 1. IRC Section 501(c)(3) Purposes

This corporation is organized exclusively for one or more of the purposes as specified in Section 501(c)(3) of the Internal Revenue Code, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code. This Corporation is formed for charitable purposes, and it will be nonprofit and nonpartisan. No substantial part of the activities of the Corporation will consist of the publication or dissemination of materials or statements with the purpose of attempting to influence legislation, and the Corporation will not participate or intervene in any political campaign on behalf of or in opposition to any candidate of public office. The Corporation will not engage in any activities or exercise any powers that are not in furtherance of the charitable purposes described in the Certificate of Formation.

The properties and assets of the Corporation are irrevocably dedicated to charitable and educational purposes. No part of the net earnings, properties or assets of this corporation, on dissolution or otherwise shall inure to the benefit of any private person, or any director or officer of this Corporation. On liquidation or dissolution, all properties, assets and obligations will be distributed or paid over to an organization dedicated to charitable and educational purposes that is tax-exempt pursuant to Internal Revenue Code Section 501(c)(3) as amended or as otherwise required by state and federal law. The Corporation, in all its activities and programs, shall not discriminate on the basis of sex, national origin, ethnicity, religion, disability or any other prohibited manner.

Section 2. Specific Objectives and Purposes

The specific objectives and purposes of this corporation shall be: The vision of Illumination Education, Inc is to provide programming that is supportive to the advancement of the innovative educational offerings to K-12 students. The Corporation shall strengthen, enhance, and support the advancement of education and school choice in Texas by engaging in fundraising as it deems appropriate in furtherance of the purposes as provided in the Certificate of Formation.

The Corporation shall also seek to operate an open-enrollment public charter school (the "School") as provided under the Texas Education Code for the benefit of students in Texas, providing educational opportunities, programs and such other functions as it deems appropriate in furtherance of the purposes as provided in the Certificate of Formation.

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Article 3
Directors

Section 1. Management

The activities, affairs, property and powers of the Corporation will be managed, directed, controlled or exercised by and vested in the Board of Directors.

Section 2. Number and Qualifications

The Board of Directors will consist of no fewer than three (3) persons. Directors shall be of the age of majority in the state.

The Corporation shall retain an Advisory Committee who shall be selected by the Chief Executive Officer of the Corporation. The number of Advisory Committee members shall not be fewer than five (5). Advisory Committee members shall not have any voting rights regarding the Corporation, does not control or supervise business or policy, and are not responsible for performing the duties required of the Directors of the Corporation.

Section 3. Term of Office

Each Director shall hold office for a period of three years, which may be renewed indefinitely by each respective Director, subject to articles 3.05 and 5.04 herein.

Section 4: Training

As required by Section 551.005 of the Texas Open Meetings Act, each Director will complete a course of training addressing his or her responsibilities under the Act no later than the 90th day after the assumption of duties. A certificate of completion shall be maintained by the Corporation and made available for public inspection to record the Directors completion of training.

Section 5. Resignation, Vacancy and Removal

Any Director may resign effective upon giving written notice to the chairperson of the board, the president, the secretary, or the board of directors, unless the notice specifies a later time for the effectiveness of such resignation. No director may resign if the corporation would then be left without a duly elected director or directors in charge of its affairs, except upon notice to the office of the attorney general or other appropriate agency of this state.

Vacancies on the Board of Directors shall exist (1) on the death, resignation, or removal of any Director. The Chairman of the board will appoint Directors to fill vacancies. Each Director appointed or designated to fill a vacancy on the Board of Directors will hold office for the reminder of the term of the Board of Directors. A vacancy occurring on any committee may be filled by the Board of Directors for the remainder of the term of the position.

Any director who fails to attend three (3) consecutive meetings may be asked to resign from office by resolution of the Board of Directors. The Secretary will notify directors when they have missed three (3) consecutive regular meetings. Absences may be formally excused by vote of the board.

Any director may also be removed with or without cause upon a two-thirds (2/3) majority vote of all remaining directors for removal. The Chairman of the Board may only be removed upon a two-thirds majority vote of all remaining directors for good cause.

Section 6. Compensation

Directors shall serve without compensation, directly or indirectly, except as authorized by state law. No director will be entitled to any dividend or any part of the income or principal of the Corporation or to share in the distribution of the assets upon dissolution of the Corporation. The Board of Directors may authorize the payment by the Corporation of the reasonable, documented and allowable expenses incurred by a director in the performance of his or her duties in accordance with state and federal law.

Section 7. Nonliability of Directors

The Directors shall not be personally liable for the debts, liabilities, or other obligations of the Corporation. A Director or committee member will not be required to furnish any bond or surety for his or her services as a Director or Committee Member.

Section 8. Indemnification by Corporation of Directors and Officers

Any person made or threatened to be made a party to any action in court or other proceedings because his or her position as a Director or committee member will be indemnified by the Corporation against any and all liability and the reasonable expenses, including attorney's fees, incurred in connection with the defense or settlement of the action, except where it is adjudged that the Director or committee member is liable for gross negligence, bad faith or willful misconduct in the performance of his or her duties. The right of indemnification under this section is subject to any and all prohibitions, restrictions, and limitations imposed under the laws of the state.

Section 9. Insurance

The Board of Directors will have the power to purchase and maintain at the Corporation's expense insurance of behalf of the Corporation, the Board of Directors, and others.

Article 4
Meetings and Records

Section 1. Place of Meetings

Meetings shall be held at the principal office of the Corporation unless otherwise provided by the Board or at such other place as may be designated from time to time by resolution of the Board of Directors.

Section 2. Regular Meetings

Regular meetings of the Board of Directors shall be held on the fourth Tuesday of each month, unless such day falls on a legal holiday, in which event the regular meeting shall be held at the same hour and place on the next business day.

Section 3. Annual Meeting

The annual meeting of the Board of Directors shall be held on the occasion of the first (1st) quarterly meeting each and every fiscal year, or as otherwise determined by the Board of Directors.

Section 4. Special Meetings

Special meetings of the Board of Directors may be called by the chairperson of the board, the secretary, by any one or more Board members with the consent of the Chairman or Secretary, which consent will not be unreasonably withheld, or for any purpose not otherwise proscribed by law, grant or loan condition, or the Certificate of Formation, to transact any business described in the call for the special meeting.

Section 5. Quorum for Meetings

The presence of a majority of the members shall constitute a quorum and shall be necessary to conduct the business of the Corporation, unless there is an exception as described by the Texas Government Code § 551.001(4) or if formal action is not taken and any discussion of public business is incidental to the social function, convention, workshop, ceremonial event, or press conference.

Except as otherwise provided under the articles of incorporation, these bylaws, or provisions of law, no business shall be considered by the board at any meeting at which the required quorum is not present, and the only motion which the chair shall entertain at such meeting is a motion to adjourn.

Section 6. Conduct of Meetings

Meetings of the Board of Directors shall be presided over by the Chairperson of the Board, or, if no such person has been so designated, or in his or her absence by a chairperson chosen by a majority of the Directors present at the meeting. The Secretary of the Corporation shall act as Secretary of all meetings of the Board, provided that, in his or her absence, the presiding officer shall appoint another person to act as secretary of the meeting.

Section 7. Parliamentary Procedure

For all matters of parliamentary procedures, the Board and any Committees established by the Board, shall be guided by Robert's Rules of Order Newly Revised, 11th edition. (Cambridge, Massachusetts: Perseus Publishing, 2011).

Section 8. Voting

All matters at any meeting of the Board of Directors or any of its designated committees, except as otherwise provided in these Bylaws, the Certificate of Formation, or as permitted by law, will be decided by a vote of a majority of the Directors present at or lawfully participating in the meeting as permitted by the Texas Open Meetings Act.

Section 9. Meetings Relating to Charter Schools

For business relating to the operations or affairs of any of the Corporation's open-enrollment charter schools, meetings of the Board or any Board Committee shall be conducted in accordance with provisions of the Texas Education Code and Chapter 551 of the Texas Government Code, and the Board of Directors shall be subject to the requirements of the Texas Open Meetings Act, including the following provisions:

- At no time shall a quorum of the full Board meet to deliberate any issue or business of the Corporation without posting notice of a meeting as set forth below.
- Directors shall normally attend all meetings in person, but may attend by alternate means only if circumstances warrant and expressly in accordance with the Texas Open Meetings Act.
- The public is permitted to attend and may address comments on any subject to the Board in accordance with Section 551.007 of the Texas Open Meetings Act. The Board is authorized to adopt reasonable rules regarding the public's right to address the board, in accordance to the guidelines established in the Texas Open Meetings Act related to public comments.
- Members of the public are permitted to record open meetings with a recording device or a video camera or other means of aural or visual reproduction. The Board may adopt reasonable rules to maintain order related to such recordings, as long as the rules do not prevent or unreasonably impair a person from exercising a right granted under the Act.

(a) Closed Meetings: The Board may meet in a meeting closed to the public to deliberate on those matters specified in the Texas Open Meetings Act as proper for closed meetings, including but not limited to consultation with attorney, real estate, prospective gifts or donations, personnel matters, security personnel or devices, discipline of a student and complaints against an employee unless the student or employee respectively requests an open meeting.

(b) Emergency Meetings: In the event of an emergency, as defined in the Texas Open Meetings Act, a meeting may be conducted by telephone conference call. If a meeting involves telephonic participation, the telephonic participation must be by conference call in which all persons participating can be heard by all other participants and the public.

(c) Video Conferencing: Meetings may also be conducted by videoconference call, where communication is conducted between two or more persons in which one or more of the participants communicate with the other participants through both audio and video signals transmitted over a telephone network, a data network, or the internet, as

long as all other prerequisites and requirements of the Texas Open Meetings Act are satisfied.

Section 10: Notice for Charter School Meetings

When conducting business related to the operations or affairs of the Corporation's open-enrollment charter schools, the following shall apply:

Notice of all meetings of the Board of Directors, except as otherwise provided by state law, regulation, will be delivered by mail postmarked, electronic facsimile or e-mail transmission to each Director at least 72 hours before the time of the meeting.

(a) Posting of Notice: In addition, notice to the public of any meeting shall be posted at the administrative offices of the Corporation in a location convenient to the public at least 72 hours before the time of such meeting.

(b) Emergency Notice: Emergency meetings, as allowed under the Texas Open Meetings Act, may be posted one hour before such meeting and subject to other prerequisites under the Act.

(c) Internet Posting: Notice and the agenda of all meetings of the Board of Directors shall also be posted on the Corporation's internet website for the charter schools, if any, concurrently with the notice posted at the administrative offices, or as otherwise required and authorized by the Texas Open Meetings Act.

(d) Closed Meetings: The agenda shall clearly state whether the Board intends to convene in a closed meeting and shall identify separately each matter to be deliberated by the Board in the closed meeting and whether the Board may take action on any such matter upon returning to the open meeting. The Secretary shall note the times in the open meeting that the Board convenes to and adjourns from the closed meeting.

(e) Recess in a Meeting: Under section 551.0411, the Board may recess an open meeting to the following regular business day. A posted notice of the continued meeting is not required if the action is taken in good faith and not to circumvent the Texas Open Meetings Act. If a meeting continued to the following regular business day is then continued to another day, the Board must give notice of the meeting's continuance to the other day.

Section 11. Charter School Meeting Order of Business

When conducting business related to the operations or affairs of the Corporation's open-enrollment charter schools, the following shall apply:

- At regular meetings of the Board, the order of business shall be established in an Agenda approved by the Chairman and as presented in the notice of the meetings. However, the Chairman may modify the order of business.
- The agenda shall identify all matters to be presented to and considered by the Board. Matters not disclosed in the agenda and meeting notice available to the public shall not be deliberated or be considered by the Board, except as permitted by the Texas Open Meetings Act.

- The minutes and recordings of an open meeting are public records and shall be available for public inspection and copying on request to the Board Chairperson or designee.
- A certified agenda, representing a true and correct record of the closed meeting, or a recording of a closed meeting must be kept a minimum of two years after the date of the session. A certified agenda or recording of a closed meeting is confidential. A person who knowingly and without lawful authority makes these records public commits a Class B misdemeanor and may be held liable for actual damages, court costs, reasonable attorney fees and exemplary or punitive damages, in accordance to Section 551.104. The Board member may not copy the recording or certified agenda of a closed meeting, nor may a former member of the Board inspect these records once he or she leaves office.

Section 12. Non-Charter Meetings

When conducting any other Corporate business not related, in any way, to the operations or affairs of the Corporation's open-enrollment charter schools, or prior to award and execution of a charter contract, Board meetings shall be conducted in accordance with provisions of Chapter 22 of the Texas Business Organizations Code, the Certificate of Formation and these bylaws.

The Secretary shall cause to be mailed at least forty-eight hours in advance, or sent by electronic means at least twenty-four (24) hours in advance to every director at his/her address (email address) of record with the Corporation, a notice stating the time and place of every meeting. Notice of such meetings shall state the reasons that such meeting has been called and the business to be transacted at such meeting.

Section 13: Board Action by Unanimous Written Consent

When conducting any Corporate business not related, in any way, to the operations or affairs of the Corporation's open-enrollment charter schools, or prior to award and execution of a charter contract, the Board may take any action required or permitted to be taken at a meeting of the Board of Directors of committee of the Corporation, without an actual meeting if a consent, in writing, setting forth the action to be taken, is signed by all directors or committee members entitled to vote (unanimous written consent) subject to all requirements of applicable law.

The unanimous written consent for any such action by the Board or committee must state the date of each Director's or committee member's signature and memorialize the action to be taken. The written consent of each of the Directors or committee members must be delivered to the Corporation no later than the tenth (10th) day after the earliest date of consent, and must be delivered to the Chairman or Secretary of the Board. Delivery must be by hand delivery or by certified or registered mail, return receipt requested.

Section 14. Corporate Records

The Corporation will maintain at its principal office all financial books and records of account, all minutes of the Board meetings and committee meetings, the list of Directors,

and copies of all other material Corporate records, books, documents and contracts as required by Texas law.

All such records will be made available for inspection at any reasonable time during usual business hours for any lawful purpose to any officer, Director, or person authorized by law or the Board to inspect such records, and the Corporation's records will also be available to the extent required by the Texas Public Information Act where applicable for public inspection and copying as promptly as possible as required by such act.

Upon leaving office, each Director, officer or agent of the Corporation will tum over to the Chairman in good order any Corporation monies, books, records, minutes, lists, documents, contracts or other property of the Corporation in his or her custody or control.

Article 5

Officers

Section 1. Designation of Officers

The officers of the Corporation shall consist of the Chairman of the Board, a Secretary and a Treasurer. The Corporation may also have one or more vice presidents, assistant secretaries, assistant treasurers, and other such officers with such titles as may be determined from time to time by the Board of Directors. Any two or more offices may be held by the same person, except the offices of Chairman and Secretary.

Section 2. Election and Term of Office

Officers shall be elected by the Board of Directors, each year at the Corporations annual meeting.

Section 3. Removal and Resignation

Any Officer may be removed, either with or without cause, by the Board of Directors, at any time. Any Officer may resign at any time by giving written notice to the Board of Directors or to the Chairman or Secretary of the corporation. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this section shall be superseded by any conflicting terms of a contract which has been approved or ratified by the Board of Directors relating to the employment of any officer of the corporation.

Section 4. Vacancies

Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any Officer shall be filled by the Board of Directors. In the event of a vacancy in any office other than that of Chairman, such vacancy may be filled temporarily by appointment by the Chairman until such time as the board shall fill the vacancy. Vacancies occurring in offices of officers appointed at the discretion of the Board may or may not be filled as the Board shall determine.

Section 5. Duties of Chairman

The Chairman of the Board will preside at all meetings of the Board of Directors. The Chairman will have other powers and duties not inconsistent with these Bylaws as may be assigned by the Board.

Section 6. Duties of Secretary

The Secretary will act under the direction of the Chairman and in his or her absence, have the duties and powers of the Chairman. The Secretary shall:

- Certify and keep at the principal office of the Corporation the original, or a copy, of these Bylaws as amended or otherwise altered to date.
- Keep at the principal office of the Corporation or at such other place as the Board may determine, a book of minutes of all meetings of the Directors, and, if applicable, meetings of Committees of Directors and of members, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof.
- Ensure that the minutes of meetings of the Corporation, any written consents approving action taken without a meeting, and any supporting documents pertaining to meetings, minutes, and consents shall be contemporaneously recorded in the corporate records of this Corporation. "Contemporaneously" in this context means that the minutes, consents, and supporting documents shall be recorded in the records of this corporation by the later of the next meeting of the board, committee, membership, or other body for which the minutes, consents, or supporting documents are being recorded, or sixty (60) days after the date of the meeting or written consent.
- See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law.
- Be custodian of the records and of the seal of the Corporation and affix the seal, as authorized by law or the provisions of these Bylaws, to duly executed documents of the Corporation.
- Exhibit at all reasonable times to any director of the corporation, or to his or her agent or attorney, on request therefor, the bylaws, the membership book, and the minutes of the proceedings of the directors of the corporation.
- In general, perform all duties incident to the Secretary and such other duties as may be required by law, by the articles of incorporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

Section 7. Duties of Treasurer

The Treasurer shall:

- Have charge and custody of, and be responsible for, all funds and securities of the corporation, and deposit all such funds in the name of the Corporation in such banks, trust companies, or other depositories as shall be selected by the Board of Directors.
- Receive, and give receipt for, monies due and payable to the Corporation from any source whatsoever.
- Disburse, or cause to be disbursed, the funds of the corporation as may be directed by the Board of Directors, taking proper vouchers for such disbursements.
- Keep and maintain adequate and correct accounts of the Corporation's properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains, and losses.
- Exhibit at all reasonable times the books of account and financial records to any Director of the Corporation, or to his or her agent or attorney, on request therefor.
- Render to the Chairman and Directors, whenever requested, an account of any or all of his or her transactions as Treasurer and of the financial condition of the Corporation.
- Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports.
- Submit a full financial report to the Board of Directors at the annual meeting.
- Oversee the yearly audit and the preparation of the annual budget.
- In general, perform all duties incident to the office of Treasurer and such other duties as may be required by law, by the articles of incorporation of the corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

Article 5
Committees

Section 1. Committees

The Board of Directors may, by a majority vote of its members, designate committees to perform the duties and functions assigned in furtherance of Board objectives. Any committee may include one or more Directors. The Chairman or its designee will appoint members, officers, or other committee positions. The rules of procedures of any committee may be set by the Board of Directors. Any committee may be abolished or any committee member may be removed for any reason and at any time by the Board of Directors.

Section 2. Meetings and Action of Committees

Meetings and action of committees shall be governed by, noticed, held, and taken in accordance with the provisions of these Bylaws concerning meetings of the Board of Directors, with such changes in the context of such Bylaw provisions as are necessary to substitute the committee and its members for the Board of Directors and its members, except that the time for regular and special meetings of committees may be fixed by resolution of the Board of Directors or by the committee. The Board of Directors may also adopt rules and regulations pertaining to the conduct of meetings of committees to the extent that such rules and regulations are not inconsistent with the provisions of these bylaws.

Article 6
Execution of Instruments, Deposits, and Funds

Section 1. Execution of Instruments

The Board of Directors, except as otherwise provided in these bylaws, may by resolution authorize any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances. Unless so authorized, no officer, agent, or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

Section 2. Checks and Notes

Except as otherwise specifically determined by resolution of the Board of Directors, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation shall be signed by the Treasurer and countersigned by the Chairman of the Corporation.

Section 3. Deposits

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

Article 7
Corporate Records, Reports, and Seal

Section 1. Maintenance of Corporate Records

The Corporation shall keep at its principal office:

a. Minutes of all meetings of Directors, Committees of the Board, and, if this Corporation has members, of all meetings of members, indicating the time and

place of holding such meetings, whether regular or special, how called, the notice given, and the names of those present and the proceedings thereof;

b. Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains, and losses;

c. A copy of the Corporation's Articles of Incorporation and Bylaws as amended to date, which shall be open to inspection by the members, if any, of the Corporation at all reasonable times during office hours.

Section 2. Corporate Seal

The Board of Directors may adopt, use, and at will alter, a corporate seal. Such seal shall be kept at the principal office of the Corporation. Failure to affix the seal to corporate instruments, however, shall not affect the validity of any such instrument.

Section 3. Directors' Inspection Rights

Every Director shall have the absolute right at any reasonable time to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the corporation, and shall have such other rights to inspect the books, records, and properties of this corporation as may be required under the Articles of Incorporation, other provisions of these bylaws, and provisions of law.

Section 4. Right to Copy and Make Extracts

Any inspection under the provisions of this article may be made in person or by agent or attorney and the right to inspection shall include the right to copy and make extracts.

Section 5. Periodic Report

The board shall cause any annual or periodic report required under law to be prepared and delivered to an office of this state or to the members, if any, of this corporation, to be so prepared and delivered within the time limits set by law.

Article 8
IRC 501(c)(3) Tax Exemption Provisions

Section 1. Limitations on Activities

No substantial part of the activities of this Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation (except as otherwise provided by Section 501(h) of the Internal Revenue Code), and this Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office.

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Notwithstanding any other provisions of these bylaws, the Corporation shall not carry on any activities not permitted to be carried on (a) by a Corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

Section 2. Prohibition Against Private Inurement

No part of the net earnings of this Corporation shall inure to the benefit of, or be distributable to, its members, directors or trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of this Corporation.

Section 3. Distribution of Assets

Upon the dissolution of this Corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this Corporation, shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code or shall be distributed to the federal government, or to a state or local government, for a public purpose. Such distribution shall be made in accordance with all applicable provisions of the laws of this state.

Article 9
Miscellaneous

Section 1. Fiscal Year

The fiscal year of the Corporation will begin on July 1 of each year and will end on June 30 of the next year.

Section 2. Annual Report

The Treasurer shall obtain and will provide the Board no later than 90 days after the close of the fiscal year a report containing the following information in appropriate detail.

(a) The assets and liabilities of the Corporation at the end of the fiscal year.

(b) The principle changes in assets and liabilities during the fiscal year.

(c) The revenues and receipts, both restricted and nonrestricted to particular purposes, for the fiscal year.

(d) The disbursements or expenses, for both general and restricted purposes, during the fiscal year.

(e) The substantial activities and projects begun, in progress, and completed during the fiscal year.

(f) Other information requested by the Board.

The report will be accompanied by a report of in independent accountant, or a certificate of an authorized Officer of the Corporation that such statements were prepared without audit from the books and records of the Corporation.

Section 3. Federal Tax Filing

The Officers of the Corporation will be responsible for ensuring a timely annual filing of IRS Form 990 within the appropriate timeframes and IRS rules.

Article 10
Nondiscriminatory Policy

Section 1. Policy Statement

Illumination Education, Inc does not discriminate on the basis of race, color, national origin, sex or disability in admission or access to, or treatment or employment in, its programs or activities.

Section 2. Definitions

1. Discrimination is unequal and unlawful treatment based upon race, color, religion, creed, sex, national origin, age, disability, sexual orientation, or veteran status.

2. Retaliation is conduct causing any interference, coercion, restraint or reprisal against a person complaining of discrimination or participating in the resolution of a complaint of discrimination.

3. Harassment is a form of discrimination.

Section 3. Violations of Policy

Illumination Education, Inc has established the following person as primary contact for reports of abuse of the nondiscriminatory policy:

Andrea B. Nelson
909 Dunkirk
Arlington, Texas 76017
illuminationedu@gmail.com

Article 11
Amendment of Bylaws

Section 1. Amendment

Subject to the power of the Board of this Corporation to adopt, amend, or repeal the Bylaws of this Corporation and except as may otherwise be specified under provisions of law, these bylaws, or any of them, may be altered, amended, or repealed and new Bylaws adopted by a majority vote, provided that written notice setting forth in detail the proposed Bylaw revision with explanations for the change is given at least three days in advance.

Article 12
Construction and Terms

If there is any conflict between the provisions of these bylaws and the articles of incorporation of this corporation, the provisions of the articles of incorporation shall govern.

Should any of the provisions or portions of these bylaws be held unenforceable or invalid for any reason, the remaining provisions and portions of these bylaws shall be unaffected by such holding.

All references in these bylaws to the articles of incorporation shall be to the articles of incorporation, articles of organization, certificate of incorporation, organizational charter, corporate charter, or other founding document of this corporation filed with an office of this state and used to establish the legal existence of this corporation.

All references in these bylaws to a section or sections of the Internal Revenue Code shall be to such sections of the Internal Revenue Code of 1986 as amended from time to time, or to corresponding provisions of any future federal tax code.

ADOPTION OF BYLAWS

As approved by Unanimous Written Consent of the Board of Directors dated August 27, 2019, pursuant to the BOC.

Dated: 08/27/2019

By: Stephanie Love

Chief Executive Officer

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.

Illumination Education

The Conflict of Interest Policy for Illumination Education, Inc., sponsoring entity for Academy of Visual and Performing Arts was prepared by the law firm of Jaimie Lang, 101 N. Brand Blvd, 10th floor, Glendale, CA 91203.

The Code of Ethics Policy for Illumination Education, Inc., sponsoring entity for Academy of Visual and Performing Arts was adopted from documents provided by the Texas Charter School Association.

CONFLICT OF INTEREST POLICY
OF
ILLUMINATION EDUCATION, INC.

ARTICLE I

Purpose

The purpose of the conflict of interest policy is to protect Illumination Education, Inc. and its 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.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

ARTICLE III

Procedures

1. **Duty to Disclose**

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. **Determining Whether a Conflict of Interest Exists**

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. **Procedures for Addressing the Conflict of Interest**

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. **Violations of the Conflicts of Interest Policy**

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

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ARTICLE IV

Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings

ARTICLE V

Compensation

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

ARTICLE VI

Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

a. Has received a copy of the conflicts of interest policy,
b. Has read and understands the policy,
c. Has agreed to comply with the policy, and
d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

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ARTICLE VII

Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

ARTICLE VIII

Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

The Undersigned, Secretary of this Corporation, hereby certify that Conflict of Interest Policy of this Corporation was duly adopted as of the 17 day of January, 2020.

By Dr. Andrea B. Nelson
Secretary

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Ethics, Conflicts of Interest, & Nepotism Policy
Academy of Visual and Performing Arts
Public Charter School
Preamble

This Policy is adopted by the Board of Directors (collectively, the "Board" or the "Directors" and individually a "Director") of Academy of Visual and Performing Arts (the "Charter School"). The Board is committed to maintaining the highest legal and ethical standards in the conduct of the business of the Charter School, and to protecting the integrity and reputation of the Charter School, the Board and all the employees, volunteers and programs of the Charter School.

Under established principles of law and sound business ethics, the Directors and Officers (as defined below) of the Charter School are responsible for exercising their duties honestly, in good faith, and with a high standard of diligence and care. Accordingly, the Directors and Officers have an obligation to keep the welfare of the Charter School at all times paramount in order to ensure that they 1) do not compromise their independence of judgment, 2) preserve confidence and trust in the organization and the Board, and 3) protect and fulfill the mission of the Charter School. Every Director and Officer of the Charter School has a duty of loyalty to the Charter School. Therefore, activities and financial interests must be arranged so as not to interfere with the primacy of that commitment. This Policy will assist Directors and Officers as they identify actual or potential conflicts of interest and will provide the Board with a procedure to address any conflicts. This Policy is intended to supplement but not replace any applicable federal, state or local laws governing conflicts of interest applicable to Charter school and charitable organizations.

I. Ethical Principles

A. Personal and Professional Integrity. Directors and Officers, as well as employees, volunteers, and advisors of the Charter School, must conduct themselves in an honest and ethical manner, including the ethical handling of actual or apparent conflicts of interest, as set forth below.

B. Financial Stewardship. The Charter School manages its funds responsibly and prudently. It oversees the funds entrusted to it consistent with state and federal law and consistent with donor intent to support the purpose and mission of the Charter School and the students and community in which it operates. It ensures that all spending practices and policies are reasonable and appropriate and all financial reports are factually accurate and complete in all material respects. As a tax-exempt public charity, the Charter School uses and expends its funds in a manner that advances the charitable and educational mission and objectives of the Charter School and not the private interests of Directors or Officers.

C. Public Accountability. The Charter School provides comprehensive and timely information in accordance with applicable state and federal law and is responsive to reasonable requests for information about its activities. Basic informational data about the Charter School such as the IRS Form 990, audited financial statements and Annual Financial and Compliance Report shall be made available to the public in accordance with applicable state and federal law.

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D. Accuracy and Retention of Records. The Charter School will create and maintain records that satisfy operational and legal requirements including federal, state and local laws.

E. Political Activities. As a 501(c)(3) tax-exempt public charity, the Charter School is prohibited from engaging in political activities and its tax-exempt status is in part dependent upon whether it conducts political activities. Anyone serving as a Director, Officer, employee, volunteer, vendor or contractor must not use their relationship with the Charter School to promote or oppose candidates or parties or to create the appearance that the Charter School endorses or opposes a candidate or party for elected office.

F. Endorsements and Use of the Charter School Name and Affiliation. The Charter School's name, logo, letterhead or other intellectual property may not be used by any person to endorse or gain support for a cause without prior authorization in writing from the Charter School Board.

G. Questions, Concerns or Reports of Violations. Questions or concerns should be directed to one or more of the following: the Chairman of the Board of Directors or the Chief Executive Officer. If a Director, Officer, employee, volunteer or contractor believes a colleague is violating the obligations or expectations of this Policy, or is otherwise acting in an illegal or unethical manner, it is his/her duty to report it. Doing so is not an act of disloyalty, but of loyalty to the Charter School and the principles that it intends to uphold and the type of community it seeks to foster. A report also safeguards the reputation and assets of the Charter School, and can safeguard an individual from criminal, civil or disciplinary action for failure to report a crime or ethical lapse.

H. Staff Obligations. In addition to this Policy, staff members shall also be obliged to conduct themselves in accordance with, among other things, the employee policies of the Charter School.

II. Conflicts of Interest

A. Statement on State Law. The Charter School and its Officers and Directors shall comply with state law governing conflicts of interest among charter school and charter holder board members and officers, as described in Chapter 12 of the Texas Education Code and 19 T.A.C. §§ 100.1131 - 100.1135, including but not limited to the following:

i. Employees Serving on the Board.

(1) A member of the governing body of a charter holder, a member of the governing body of a charter school, and an officer of a charter school shall comply with Local Government Code, Chapter 171, in the manner provided by the conflict of interest provisions described in 19 T.A.C. §§100.1131 - 100.1135.

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(2) Except as otherwise provided by law, a person who receives "compensation or remuneration" (as defined by law) from a nonprofit corporation holding an open-enrollment charter may not serve on the governing body of the charter holder.

(a) If each charter school operated by a charter holder has received a satisfactory rating, as defined by applicable law, for at least two of the preceding three school years, then charter school employees may serve on the governing body of the charter holder as described below and as provided by law.

(b) An employee of a charter school may serve as a member of the governing body of the charter holder if: (i) only employees of the charter school, and not employees of the charter holder, serve on the governing body of the charter holder; (ii) the only compensation or remuneration received by the board member is salary, bonuses, benefits, or other compensation received pursuant to the employment relationship with the charter school; (iii) charter school employees do not constitute a quorum of the governing body or any committee of the governing body; and (iv) all charter school employees serving on the governing body comply with all applicable conflict of interest provisions required by law.

ii. Conflicts Requiring an Affidavit and Abstention from Voting. The following circumstances shall be deemed a Conflict of Interest (as defined below) and the Director or Officer shall, in addition to the procedures set forth in Section C, take action as described below:

(1) If a Director or Officer has a substantial interest in a business entity or in real property, the official shall file, before a vote, decision, or other action on any matter involving the business entity or the real property, an affidavit stating the nature and extent of the interest (Exhibit A, attached) and shall abstain from further participation in the matter if:

(a) In the case of a substantial interest in a business entity, the vote, decision, or other action on the matter will have a special economic effect on the business entity that is distinguishable from the effect on the public; or

(b) In the case of a substantial interest in real property, it is reasonably foreseeable that a vote, decision, or other action on the matter will have a special economic effect on the value of the property, distinguishable from its effect on the public.

(2) The affidavit described above (Exhibit A) must be filed with the official record keeper of the charter holder. For the Charter School, the affidavit should be filed with the Superintendent/CEO.

(3) If a Director or Officer is required to file and does file an affidavit as required

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above, the Director or Officer is not required to abstain from further participation in the matter requiring the affidavit if:

(a) The Director or Officer is a member of the governing body of the charter holder or the charter school, and

(b) A majority of the members of the governing body of which the Director or Officer is a member is composed of persons who are likewise required to file and who do file affidavits of similar interests on the same official action.

iii. Separate Vote on Budget Item. The Board of Directors shall take a separate vote on any budget item specifically dedicated to a contract with a business entity in which a member of the governing body of the charter holder has a substantial interest. Abstention is required except as provided above and in 19 T.A.C. § 100.1133(c), otherwise the affected Director may not participate in that separate vote. The affected Director may vote on a final budget if: (a) the affected Director has complied with this chapter; and (b) the matter in which the affected Director is concerned has been resolved.

iv. Conflict Disclosure Statement. For purposes of Local Government Code chapter 176, a local government officer includes the Charter School's Superintendent/CEO, its agent, and Directors of the Board and their agents. The law proscribes that local government officers shall file the required conflicts disclosure statement (Exhibit B, attached), as adopted by the Texas Ethics Commission, with respect to an applicable vendor if the vendor enters into a contract with the Charter School or if the Charter School is considering entering into a contract with the vendor; and the vendor:

(1) Has an employment or other business relationship with the local government officer or a family member of the officer that results in the officer or family member receiving taxable income, other than investment income, that exceeds $2,500 during the 12-month period preceding the date that the officer becomes aware that a contract has been executed or the Charter School is considering entering into a contract with the person; or

(2) Has given to the local government officer or a family member of the officer one or more gifts that have an aggregate value of more than $100 in the 12-month period preceding the date the officer becomes aware that such a contract has been executed or the Charter School is considering entering into a contract with the vendor.

A local government officer is not required to file a conflicts disclosure statement in relation to a gift accepted by the officer or a family member of the officer if the gift is:

- Given by a family member of the person accepting the gift;
- A political contribution as defined by Title 15, Election Code; or
- Food, lodging, transportation, or entertainment accepted as a guest.

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A local government officer shall file the conflicts disclosure statement (Exhibit B) with the records administrator (Superintendent/CEO or designee) of the Charter School not later than 5:00 p.m. on the seventh business day after the date on which the officer becomes aware of the facts that require the filing of the statement.

A local government officer commits a Class C misdemeanor if the officer knowingly violates this law. It is an exception to the application of the penalty that the local government officer filed the required conflicts disclosure statement not later than the seventh business day after receiving notice from the Charter School of the alleged violation.

The Charter School must also provide access on its website to the conflicts disclosure statements and questionnaires (from vendors) required to be filed with the records administrator.

B. Statement on Federal Law. In addition to state laws described herein, the Charter School and its Officers and Directors shall comply with the federal regulations regarding private benefit and excess benefit transactions as described in Section §4958 of the Internal Revenue Code and 26 CFR 53.4958 (the "federal tax rules") when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a Director or Officer or other individual deemed to be a disqualified person under the federal tax rules. A "disqualified person" includes Directors and Officers and any person who is in a position to exercise substantial influence over the affairs of the organization. A "disqualified person" includes Family (as defined below) of the disqualified person. For compliance purpose, where state and federal regulations concerning conflicts of interest vary, the Charter School and its Officer and Directors shall comply with the most restrictive requirement.

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

(1) A person has an "Interest" if the person has, directly or indirectly, through business, investment, or Family:

(a) an ownership or investment interest, directly or indirectly, in any entity with which the Charter School has a transaction or arrangement,

(b) a compensation arrangement with the Charter School or with any entity or individual with which the School has a transaction or arrangement, or

(c) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the School is negotiating a transaction or arrangement.

(2) "Compensation" is defined to include direct and indirect remuneration as well as gifts or favors that are not insubstantial.

(3) A person has an "Interest" if the person has a substantial interest in a business entity or a substantial interest in real property as described in Section II.A(ii) above.

ii. Interested Person with Conflict of Interest. An Interested Person shall have a Conflict of Interest (as defined below) only if the Board or the appropriate committee determines that a Conflict of Interest exists in accordance with the procedures set forth below.

C. Conflict of Interest Procedures

i. Duty of Prior Disclosure. In connection with any actual or potential conflict of interest, an Interested Person shall disclose the existence of the Interest in writing to the Board as soon as he or she has knowledge of it and the Board shall give such Interested Person the opportunity to disclose all material facts related thereto to the Board or designated committee considering the proposed transaction or arrangement. Such written disclosure shall be made part of and set forth in the Board minutes. In any event, the disclosure of any actual or potential conflict of interest by an Interested Person should occur prior to any consideration of the proposed transaction by the Board.

(1) Transaction Not Subject to Board Action. An Interested Person with any actual or potential conflict of interest with respect to a transaction or arrangement that is not the subject of Board action shall disclose to the Chief Executive Officer/Superintendent or designee. Such disclosure shall be made as soon as the Interest is known to the Interested Person.

(2) Untimely Disclosure. If an Interested Person fails to disclose the Interest before the Board acts on a transaction as to which a Director has an Interest, then the Interested Person shall promptly submit a written statement to the Board setting forth all material facts regarding the Interest, along with an explanation concerning the untimely nature of the notice.

(3) Failure to Disclose. If the Board has reasonable cause to believe that an Interested Person failed to disclose an Interest, the Board shall inform the Interested Person of the basis for such belief and afford the Interested Person an opportunity to explain the alleged failure to disclose. After hearing the Interested Person's explanation and conducting such investigation as may be warranted under the circumstances, the Board may determine that the Interested Person failed to disclose an actual Conflict of Interest. In such event, the Board shall vote on the appropriate corrective action.

ii. Determining Whether a Conflict of Interest Exists. After disclosure of the Interest and all material facts related thereto, the Interested Person shall leave the meeting of the Board or designated committee while a determination is made by disinterested Directors as to whether a conflict of interest ("Conflict of Interest") exists. No Director

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shall vote on any matter in which he or she has a Conflict of Interest.

iii. Vote by Disinterested Directors

(1) Nonparticipation of Directors with Conflict. A Director who has a Conflict of Interest shall neither vote nor participate in, nor be permitted to hear the Board's discussion of the matter, except to disclose material facts and to respond to questions. Such Director shall not attempt to exert his or her influence with respect to the matter, either before, during or outside of the Board meeting.

(2) Action by Disinterested Directors. If the Board concludes that a Conflict of Interest exists, the Board shall determine by voting whether the transaction should be authorized, approved or ratified. The vote shall be conducted as follows:

(a) Except as otherwise permitted by law, Directors with a Conflict of Interest shall leave the room in which the meeting is conducted.

(b) Except as otherwise allowed by law and as set forth in Section A(ii)(3), a majority of the disinterested Directors, ,without regard to any quorum requirement, must vote affirmatively for the transaction to be authorized, approved or ratified. However, a transaction cannot be authorized, approved or ratified by a single Director.

(3) Vote Not Disallowed by Presence of Directors with a Conflict. The presence of, or a vote cast by, a Director with a Conflict of Interest in a transaction does not affect the validity of a vote regarding the transaction if the transaction is otherwise authorized, approved or ratified as prescribed herein.

(4) Circumstances in which Comparability Data is Necessary. If the transaction involves compensation for services of a Director, an Officer, or other individual deemed to be a disqualified person (as defined above) under the federal tax rules, or if the transaction involves the transfer of property or other benefit to a Director, Officer, or other individual deemed to be a disqualified person under the federal tax rules, the disinterested Directors or committee must determine that the value of the economic benefit provided by the Charter School to the Interested Person or persons does not exceed the value of the consideration received in exchange by obtaining and reviewing appropriate comparable data ("Comparability Data").

(a) When considering the comparability of compensation for example, the relevant data which the Board or committee may consider includes, but is not limited to, the following: (1) compensation levels paid by similarly situated schools; (2) the availability of similar services within the same geographic area; (3) current compensation surveys compiled by independent firms; and (4) written offers from similar institutions competing for the same person's services. When the transaction involves the transfer of real property as compensation, the relevant factors include, but are not limited to, (1) current independent appraisals of the property and (2) offers received in a competitive bidding process.

(b) Based on the Comparability Data, the Board or committee shall determine by a majority vote of the disinterested Directors or committee members whether the transaction or arrangement is fair and reasonable to the Charter School. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

(c) If such transaction or arrangement is approved by the Board or committee, the Comparability Data and the approval shall be made part of the Board minutes in accordance with Section (iv) below.

iv. Documentation. The Board Secretary shall keep accurate minutes reporting:

(1) Interest Disclosed; Determination of Conflict of Interest. That the Interested Person(s) disclosed the Interest and the Board determined whether a Conflict of Interest exists. The minutes should include:

(a) The name(s) of the person(s) who disclosed or otherwise were found to have an Interest in connection with an actual or possible conflict of interest, the nature of the Interest, any action taken to determine whether a Conflict of Interest was present, and the Board's or committee's decision as to whether a Conflict of Interest in fact existed.

(b) The names of the persons who were present for discussions and votes relating to the Conflict of Interest, the content of the discussion including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

(2) Nonparticipation of Directors with Conflict. That the Director or Directors with an Interest or a Conflict of Interest left the room and did not participate in the determination of whether a Conflict of Interest exists or the vote regarding the transaction or arrangement;

(3) Comparability Data. The Comparability Data considered and relied upon by the Board in its consideration of the transaction or arrangement; and

(4) Vote of Disinterested Directors. That the remaining disinterested Directors reviewed the Transaction and voted upon it, and the result of their vote.

D. Compensation. A Director who receives compensation, directly or indirectly, from the Charter School for services is precluded from voting on matters pertaining to that Director's compensation.

i. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Charter School for services is precluded from voting on matters pertaining to that member's compensation.

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ii. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Charter School, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

iii. Except with respect to Board decisions regarding a bona fide class or category of employees pursuant to Local Government Code 573.062(b), a voting member of the Board or any committee whose jurisdiction includes compensation matters is precluded from voting on personnel matters (including matters related to compensation) concerning a person related within the third degree by consanguinity or within the second degree by affinity (as defined below and as specified by Section 573.002 of the Local Government Code).

E. Definitions. The following terms shall have the following meaning:

i. Director. A member of the governing body of a charter holder, a member of the governing body of a charter school, or an officer of a charter school or an agent of a board director.

ii. Officer. An officer means a person charged with the duties of, or acting as, a chief executive officer, a central administration officer, a campus administration officer, or a business manager, or an agent of an officer, regardless of whether the person is an employee or contractor of a charter holder, charter school, management company, or any other person; or a volunteer working under the direction of a charter holder, charter school, or management company. A charter holder employee or independent contractor engaged solely in non-charter activities for the charter holder is not an "officer of a charter school." 19 TAC 100.1.011(16).

iii. Business entity. A sole proprietorship, partnership, firm, corporation, holding company, joint-stock company, receivership, trust, agency, political subdivision, or any other entity recognized by law.

iv. Substantial interest in business entity. A person has a substantial interest in a business entity if: (1) the person owns 10% or more of the voting stock or shares of the business entity or owns either 10% or more or $15,000 or more of the fair market value of the business entity; or (2) funds received by the person from the business entity exceed 10% of the person's gross income for the previous year.

v. Substantial interest in real estate. A person has a substantial interest in real estate if the interest is an equitable or legal ownership with a fair market value of $2,500 or more.

vi. Substantial interest through a relative or family member. A Director or Officer is considered to have a substantial interest under this section if a person related to the Director or Officer within the third degree by consanguinity or the second degree by affinity, (as defined below) has a substantial interest under this section.

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F. Relation by Affinity. Two persons are related to each other by affinity (marriage) if they are married to each other or if the spouse of one of the persons is related by consanguinity to the other person. The ending of a marriage by divorce or the death of a spouse ends relationships by affinity created by that marriage unless a child of the marriage is living, in which case the marriage is considered to continue as long as a child of that marriage lives. This provision applies to a Board member or Officer only until the youngest child of the marriage reaches the age of 21 years. *Local Gov't Code 573.024.*

G. First Degree of Affinity. A husband and wife are related to each other in the first degree by affinity. For other relationships, the degree of affinity is the same as the degree of the underlying relationship by consanguinity. For example, if two persons are related to each other in the second degree by consanguinity, the spouse of one of the persons is related to the other person in the second degree by affinity.

H. Second Degree of Affinity. A person's relatives within the second degree by affinity are:

i. The person's spouse;

ii. Anyone related by consanguinity to the person's spouse within the first or second degree; and

iii. The spouse of anyone related to the person by consanguinity within the first or second degree. *Local Gov't Code 573.025.*

I. Existing Employees/Continuous Employment. The nepotism prohibitions do not apply to the appointment of a person to a position if the person is employed in the position immediately before the election or appointment of the Director or CEO to whom the person is related in a prohibited degree and that prior employment is continuous for at least:

i. Thirty days, if the Director or CEO is appointed; or

ii. Six months, if the Director or CEO is elected.

iii. One year, if the public official is a member of the governing body of a charter holder. *Local Gov't Code 573.062(a); TAC §100.1115(b)(2)(C).*

J. Retired Teachers. A teacher who has retired from a full-time, certified teacher position has broken his or her employment with the Charter School and does not qualify for the continuous-employment exception to the nepotism laws. *Atty. Gen. Op. JC-442 (2001).*

K. Continuous Employment Exception. For purposes of calculating the appropriate date for the applicability of the continuous-employment exception, a superintendent with final authority to select personnel is an appointed Director or Officer. *Atty. Gen. Op. GA-177 (2004).* If an employee continues in a position under this exception, the Director or Officer to whom the employee is related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, employment, reemployment,

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change in status, compensation, or dismissal of the employee, if the action applies only to the employee and is not taken regarding a bona fide class or category of employees. *Local Gov't Code 573.062(b).* A "change in status" includes a reassignment within an organization, whether or not a change in salary level accompanies the reassignment. *Atty. Gen. Op. JC-193 (2000).* For an action to be "taken with respect to a bona fide category of employees," the officeholder's action must be based on objective criteria, which do not allow for the preference or discretion of the officeholder. *Atty. Gen. Op. DM-46 (1991).* The nepotism prohibitions do not apply to appointment or employment of a substitute teacher. *Local Gov't Code 573.061.*

L. **Trading Prohibited.** A Director or Officer may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual to a charter position in which the individual's services are under the Director or Officer's direction or control if:

i. The person is related to another Director or Officer within the prohibited degree; and

ii. The appointment would be carried out in whole or in partial consideration for the other Director or Officer's hiring, selecting, appointing, confirming, or voting for an individual who is related to the first Director or Officer within a prohibited degree. *Local Gov't Code 573.044.*

M. **Source of Funding Irrelevant.** The rules against nepotism apply to employees paid with public funds, regardless of the source of those funds. Thus, the rules apply in the case of a teacher paid with funds from a federal grant. *Atty. Gen. L.A. No. 80 (1974).*

N. **Nepotism Exceptions.** The nepotism exceptions described in 19 T.A.C. § 100.1115 also apply. Notwithstanding an exception, a Director or Officer related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, or confirmation of same, employment, reemployment, change in status, compensation, or dismissal of an individual, unless the action is taken regarding a bona fide class or category of employees.

O. **Enforcement of Nepotism Prohibitions.** In accordance with state law, a Director of Officer who violates the nepotism regulations shall be removed from office by the Board of Directors of the Charter School. A failure to thus remove is a material charter violation.

i. Removal must be in accordance with the Articles and Bylaws of the Charter School and in accordance with the terms of the charter and other state and federal law.

ii. A Director or Officer violating the nepotism laws may also be removed by the Attorney General and may be subject to criminal and other penalties.

IV. Confidentiality

A. No Improper Disclosure. A Director and Officer shall exercise care not to disclose Confidential Information. Confidential Information is information deemed confidential by law, and any information not generally known or publicly available or that the Charter School maintains as confidential, proprietary, restricted, or otherwise as not to be disclosed generally and any information that the Board or the Charter School otherwise determines or deems as Confidential Information.

B. No Use of Information for Personal Benefit. A Director shall not use the Charter School property, Confidential Information or the status of his or her position to solicit business for others or in any other manner obtain a private financial, social or political benefit.

V. Disclosure and Annual Review

A. New Directors and Officers. Each new Director and Officer shall review a copy of this Policy and shall complete the Annual Statement of Disclosure and Compliance attached hereto.

B. Periodic Review. To ensure that the Charter School operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects: (a) whether compensation arrangements and benefits are reasonable based on competent survey information, and are the result of arm's length bargaining; (b) whether partnerships, joint ventures, and arrangements with management organizations conform to the Charter School's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

C. Annual Review. Each Director and Officer shall annually complete the Annual Statement of Disclosure and Compliance. The Board shall treat completed Annual Statements of Disclosure and Compliance as Confidential Information to the extent permitted by law.

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Academy *of* Visual *and* Performing Arts

See the following pages for forms that may be used for compliance with disclosure requirements:

1. Affidavit Disclosing Substantial Interest in a Business Entity or Real Property, as defined in Local Government Code 171.002 — 2 pages
2. Affidavit Disclosing Interest in Property, under Government Code Chapter 553, Subchapter A — 1 page
3. ADDITIONAL DISCLOSURE: The conflicts disclosure statement required of members of the Board, the Superintendent, and, as applicable, other District employees by Local Government Code 176.003 is available on the Texas Ethics Commission website at http://www.ethics.state.tx.us.

AFFIDAVIT DISCLOSING SUBSTANTIAL INTEREST
IN A BUSINESS ENTITY OR REAL PROPERTY

STATE OF TEXAS
COUNTY OF TARRANT

I, _____ *(name)*, as a local public official of Academy of Visual and Performing Arts, make this affidavit and on my oath state the following:

1. I, or a person(s) related to me in the first degree, have a substantial interest in:

   ☐ a business entity, as those terms are defined in Local Government Code Sections 171.001–.002, that would experience a special economic effect distinguishable from its effect on the public by a vote or decision of the Board.

   or

   ☐ real property for which it is reasonably foreseeable that the Board's action or my action will have a special economic effect on the value of the property distinguishable from its effect on the public.

2. The business entity or real property is

   _____

   (name/address of business or description of property).

   _____ *("I" or name of relative and relationship)* (have)(has) a substantial interest in this business entity or real property as follows:
   (check all that apply)

   ☐ Ownership of ten percent or more of the voting stock or shares of the business entity.

   ☐ Ownership of ten percent or more of the fair market value of the business entity.

   ☐ Ownership of $15,000 or more of the fair market value of the business entity.

   ☐ Funds received from the business entity exceed ten percent of _____ *(my, her, his)* gross income for the previous year.

   ☐ Real property is involved and _____ *(I, she, he)* (have)(has) an equitable or legal ownership with a fair market value of at least $2,500.

3. The statements in this affidavit are based on my personal knowledge and are true and correct.

4. Upon the filing of this affidavit with the Board's official record keeper, I affirm that I shall abstain from participation in any decision involving this business entity or real property, unless permitted according to Local Government Code 171.004(c).

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ETHICS
CONFLICT OF INTEREST DISCLOSURES

Signed _____ *(date)*

Signature of official _____

Title

_____

STATE OF TEXAS
COUNTY OF TARRANT

Sworn to and subscribed before me on this _____ day of _____ *(month)*, _____ *(year)*.

_____, Notary Public, State of Texas

AFFIDAVIT DISCLOSING INTEREST IN PROPERTY

STATE OF TEXAS
COUNTY OF TARRANT

I, _____ *(name of affiant), (check one of the following)*

☐ as an officer of, or

☐ as a Board candidate for,

Academy of Visual and Performing Arts make this affidavit and on my oath state the following:

1. I have a legal or equitable interest in property to be acquired with public funds, either by purchase or condemnation. The property is fully described as follows:

   _____.

2. The nature, type, and amount of interest, including percentage of ownership, I have in the property is:

   _____.

3. I acquired my interest in the property on _____ *(date)*.

4. The information stated in this affidavit is personally known by me to be correct and contains the information required by Section 553.002, Government Code.

Signed _____ *(date)*

Signature of affiant _____

Office or public title _____

STATE OF TEXAS
COUNTY OF TARRANT

Sworn to and subscribed before me on this _____ day of _____ *(month)*, _____ *(year)*.

_____, Notary Public, State of Texas

NOTE: *This affidavit must be filed with the county clerk(s) of the county or counties in which the property is located and of the county in which the public servant or candidate resides within ten days before the date on which the property is to be acquired by purchase or condemnation.*

JH6

CONFLICT OF INTEREST QUESTIONNAIRE

For vendor doing business with local governmental entity

FORM CIQ

This questionnaire reflects changes made to the law by H.B. 23, 84th Leg., Regular Session.

This questionnaire is being filed in accordance with Chapter 176, Local Government Code, by a vendor who has a business relationship as defined by Section 176.001(1-a) with a local governmental entity and the vendor meets requirements under Section 176.006(a).

By law this questionnaire must be filed with the records administrator of the local governmental entity not later than the 7th business day after the date the vendor becomes aware of facts that require the statement to be filed. *See* Section 176.006(a-1), Local Government Code.

A vendor commits an offense if the vendor knowingly violates Section 176.006, Local Government Code. An offense under this section is a misdemeanor.

OFFICE USE ONLY

Date Received

1 **Name of vendor who has a business relationship with local governmental entity.**

2 ☐ **Check this box if you are filing an update to a previously filed questionnaire.** (The law requires that you file an updated completed questionnaire with the appropriate filing authority not later than the 7th business day after the date on which you became aware that the originally filed questionnaire was incomplete or inaccurate.)

3 **Name of local government officer about whom the information is being disclosed.**

_____

Name of Officer

4 **Describe each employment or other business relationship with the local government officer, or a family member of the officer, as described by Section 176.003(a)(2)(A). Also describe any family relationship with the local government officer. Complete subparts A and B for each employment or business relationship described. Attach additional pages to this Form CIQ as necessary.**

A. Is the local government officer or a family member of the officer receiving or likely to receive taxable income, other than investment income, from the vendor?

☐ Yes ☐ No

B. Is the vendor receiving or likely to receive taxable income, other than investment income, from or at the direction of the local government officer or a family member of the officer AND the taxable income is not received from the local governmental entity?

☐ Yes ☐ No

5 **Describe each employment or business relationship that the vendor named in Section 1 maintains with a corporation or other business entity with respect to which the local government officer serves as an officer or director, or holds an ownership interest of one percent or more.**

6 ☐ Check this box if the vendor has given the local government officer or a family member of the officer one or more gifts as described in Section 176.003(a)(2)(B), excluding gifts described in Section 176.003(a-1).

7

_____ _____

Signature of vendor doing business with the governmental entity Date

CONFLICT OF INTEREST QUESTIONNAIRE
For vendor doing business with local governmental entity

A complete copy of Chapter 176 of the Local Government Code may be found at http://www.statutes.legis.state.tx.us/Docs/LG/htm/LG.176.htm. For easy reference, below are some of the sections cited on this form.

Local Government Code § 176.001(1-a): "Business relationship" means a connection between two or more parties based on commercial activity of one of the parties. The term does not include a connection based on:

(A) a transaction that is subject to rate or fee regulation by a federal, state, or local governmental entity or an agency of a federal, state, or local governmental entity;

(B) a transaction conducted at a price and subject to terms available to the public; or

(C) a purchase or lease of goods or services from a person that is chartered by a state or federal agency and that is subject to regular examination by, and reporting to, that agency.

Local Government Code § 176.003(a)(2)(A) and (B):

(a) A local government officer shall file a conflicts disclosure statement with respect to a vendor if:

***

(2) the vendor:

(A) has an employment or other business relationship with the local government officer or a family member of the officer that results in the officer or family member receiving taxable income, other than investment income, that exceeds $2,500 during the 12-month period preceding the date that the officer becomes aware that

(i) a contract between the local governmental entity and vendor has been executed; or

(ii) the local governmental entity is considering entering into a contract with the vendor;

(B) has given to the local government officer or a family member of the officer one or more gifts that have an aggregate value of more than $100 in the 12-month period preceding the date the officer becomes aware that:

(i) a contract between the local governmental entity and vendor has been executed; or

(ii) the local governmental entity is considering entering into a contract with the vendor.

Local Government Code § 176.006(a) and (a-1)

(a) A vendor shall file a completed conflict of interest questionnaire if the vendor has a business relationship with a local governmental entity and:

(1) has an employment or other business relationship with a local government officer of that local governmental entity, or a family member of the officer, described by Section 176.003(a)(2)(A);

(2) has given a local government officer of that local governmental entity, or a family member of the officer, one or more gifts with the aggregate value specified by Section 176.003(a)(2)(B), excluding any gift described by Section 176.003(a-1); or

(3) has a family relationship with a local government officer of that local governmental entity.

(a-1) The completed conflict of interest questionnaire must be filed with the appropriate records administrator not later than the seventh business day after the later of:

(1) the date that the vendor:

(A) begins discussions or negotiations to enter into a contract with the local governmental entity; or

(B) submits to the local governmental entity an application, response to a request for proposals or bids, correspondence, or another writing related to a potential contract with the local governmental entity; or

(2) the date the vendor becomes aware:

(A) of an employment or other business relationship with a local government officer, or a family member of the officer, described by Subsection (a);

(B) that the vendor has given one or more gifts described by Subsection (a); or

(C) of a family relationship with a local government officer.

LOCAL GOVERNMENT OFFICER CONFLICTS DISCLOSURE STATEMENT

FORM CIS

(Instructions for completing and filing this form are provided on the next page.)

This questionnaire reflects changes made to the law by H.B. 23, 84th Leg., Regular Session.

This is the notice to the appropriate local governmental entity that the following local government officer has become aware of facts that require the officer to file this statement in accordance with Chapter 176, Local Government Code.

OFFICE USE ONLY

Date Received

1 **Name of Local Government Officer**

2 **Office Held**

3 **Name of vendor described by Sections 176.001(7) and 176.003(a), Local Government Code**

4 **Description of the nature and extent of each employment or other business relationship and each family relationship with vendor named in item 3.**

5 **List gifts accepted by the local government officer and any family member, if aggregate value of the gifts accepted from vendor named in item 3 exceeds $100 during the 12-month period described by Section 176.003(a)(2)(B).**

Date Gift Accepted _____ Description of Gift _____

Date Gift Accepted _____ Description of Gift _____

Date Gift Accepted _____ Description of Gift _____

(attach additional forms as necessary)

6 **AFFIDAVIT**

I swear under penalty of perjury that the above statement is true and correct. I acknowledge that the disclosure applies to each family member (as defined by Section 176.001(2), Local Government Code) of this local government officer. I also acknowledge that this statement covers the 12-month period described by Section 176.003(a)(2)(B), Local Government Code.

_____

Signature of Local Government Officer

AFFIX NOTARY STAMP / SEAL ABOVE

Sworn to and subscribed before me, by the said _____, this the _____ day of _____, 20 _____, to certify which, witness my hand and seal of office.

_____

Signature of officer administering oath | Printed name of officer administering oath | Title of officer administering oath

LOCAL GOVERNMENT OFFICER CONFLICTS DISCLOSURE STATEMENT

Section 176.003 of the Local Government Code requires certain local government officers to file this form. A "local government officer" is defined as a member of the governing body of a local governmental entity; a director, superintendent, administrator, president, or other person designated as the executive officer of a local governmental entity; or an agent of a local governmental entity who exercises discretion in the planning, recommending, selecting, or contracting of a vendor. This form is required to be filed with the records administrator of the local governmental entity not later than 5 p.m. on the seventh business day after the date on which the officer becomes aware of the facts that require the filing of this statement.

A local government officer commits an offense if the officer knowingly violates Section 176.003, Local Government Code. An offense under this section is a misdemeanor.

Refer to chapter 176 of the Local Government Code for detailed information regarding the requirement to file this form.

INSTRUCTIONS FOR COMPLETING THIS FORM

The following numbers correspond to the numbered boxes on the other side.

1. Name of Local Government Officer. Enter the name of the local government officer filing this statement.

2. Office Held. Enter the name of the office held by the local government officer filing this statement.

3. Name of vendor described by Sections 176.001(7) and 176.003(a), Local Government Code. Enter the name of the vendor described by Section 176.001(7), Local Government Code, if the vendor: a) has an employment or other business relationship with the local government officer or a family member of the officer as described by Section 176.003(a)(2)(A), Local Government Code; b) has given to the local government officer or a family member of the officer one or more gifts as described by Section 176.003(a)(2)(B), Local Government Code; or c) has a family relationship with the local government officer as defined by Section 176.001(2-a), Local Government Code.

4. Description of the nature and extent of each employment or other business relationship and each family relationship with vendor named in item 3. Describe the nature and extent of the employment or other business relationship the vendor has with the local government officer or a family member of the officer as described by Section 176.003(a)(2)(A), Local Government Code, and each family relationship the vendor has with the local government officer as defined by Section 176.001(2-a), Local Government Code.

5. List gifts accepted, if the aggregate value of the gifts accepted from vendor named in item 3 exceeds $100. List gifts accepted during the 12-month period (described by Section 176.003(a)(2)(B), Local Government Code) by the local government officer or family member of the officer from the vendor named in item 3 that in the aggregate exceed $100 in value.

6. Affidavit. Signature of local government officer.

Local Government Code § 176.001(2-a): "Family relationship" means a relationship between a person and another person within the third degree by consanguinity or the second degree by affinity, as those terms are defined by Subchapter B, Chapter 573, Government Code.

Local Government Code § 176.003(a)(2)(A):

(a) A local government officer shall file a conflicts disclosure statement with respect to a vendor if:

***

(2) the vendor:

(A) has an employment or other business relationship with the local government officer or a family member of the officer that results in the officer or family member receiving taxable income, other than investment income, that exceeds $2,500 during the 12-month period preceding the date that the officer becomes aware that:

(i) a contract between the local governmental entity and vendor has been executed; or

(ii) the local governmental entity is considering entering into a contract with the vendor.

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:	Academy of Visual and Performing Arts
Name of Sponsoring Entity:	Illumination Education, Inc.

BACKGROUND

Full Legal Name:	Tracy Gerard McDaniel
Home Mailing Address:	3885 Asbury Lane
Phone Number:	347.451.3260
E-mail Address:	tgm10040@icloud.com
Business Name:	N/A at this time.
Business Mailing Address:	N/A at this time.
Business Phone Number:	N/A at this time.
E-Mail Address:	N/A at this time.

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

○ Yes
◉ No, does not apply to me

If Yes, state the name of the entity: N/A I have never served on a not-for profit board.

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 am motivated to join the board to help close the achievement gap. Also, I am eager to lend my expertise to contribute to the success of the school. Finally, I want to serve the students of the proposed community.

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

The board supervises the Principal. The board Establishes the schools' vision and goals. The board measures the success of the school against stated goals. The board communicates their actions to the community. The board prioritizes and approves the budget. The board has final say on hiring school personnel and/or terminating a current employee.

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.

As part of the C-suite for healthcare organizations, I reported directly to a board of directors and/or presented monthly progress to a board.

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

I have first hand knowledge of emergency preparedness, operations, finance and goverance.

SCHOOL MISSION AND PROGRAM

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

To cultivate artistic and academic excellence in students in Tarrant and Southern Dallas Counties.Also, provide a rigor and supported education experience to prepare students for college and careers.

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

Arts integrated and project based learning as well as, provideing experience in the Arts by partnering with Art organizations and corporation in Dallas Fort Worth Metroplex.

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

Academic success as well as, social emotional success of all students. Also, financial tranparcy thus leading to safeguard of public funds.

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

Meeting quarterly metrics both academically and admintratively

GOVERNANCE

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

The board creates an envirnment where the school will thrive. However, the board is not involved in daily operations. In order to thrive the board provides the following: effective planning, oversight of programs and services, oversee financial management and protection of assets, develop and maintain a competent board and ensure ethical integrity.

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

The school is meeting the goals and vision it set forth. The school is a good steward of taxpayers money. The school is on the track to achieve financial sustainability. The school is at full capacity with a wait list. The community is fully engaged.

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

The school is meeting its financial and academic goals. The school is getting high marks on parent and student satifaction surveys. The school's enrollment is at capacity and there is a long wait list.

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

Stong boarding training, actively engaging the community, and meeting the promises outlined in the charter application.

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?

First of all an investigation will be conduct, If wrong doing in confirmed, the board will act swiftly and demand the resignation(s).

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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. I met them as a part of board recruitment activity.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

( ) Yes

(•) No, I/we do not know any such employees

If yes, describe the precise nature of your relationship. N/A I don't of any know current school employees.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

( ) Yes

(•) No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school. N/A, I do not know any such persons.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

( ) Yes

(•) No, I/we do not know any such persons

If yes, describe the precise nature of your relationship. N/A. I do not know any such persons.

(•) Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

( ) Yes

(•) No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship. N/A, We do not anticipate conducting any business with any provider.

JAS

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

○ Yes
◉ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship. N/A, This does not apply to me or anyone in my family.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

N/A, I do not have partnership or majority interest in a business or organization.

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. I do not have any such experiences.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

○ Yes
◉ Does not apply to me.

If yes, state the compensation you expect to receive. N/A, I won't be employed by any of the above organizations.

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. N/A, this does not apply to me.

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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). N/A, this response does not apply to me.

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. N/A, this response does not apply to me.

CERTIFICATION

I, Tracy Gerard McDaniel, 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 Tracy Gerard McDaniel Date 1-18-2020

State of Texas

County of Dallas

On this day, Tracy Gerard McDaniel (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 18th day of January, 2020.

(Notary Public) _____ (Seal)

My commission expires 05/19/2021

DINA ABIGAIL FARELA CHAVEZ NOTARY PUBLIC STATE OF TEXAS NOTARY ID 131141861-2 05/19/2021

Tracy G. McDaniel

3885 Asbury Lane, Addison, TX 75001 ▪ 347-451-3260
tgm10040@icloud.com ▪ LinkedIn

C-Suite Executive: Healthcare Administration

20+ years' success leading healthcare operations, financial planning, compliance and strategic growth planning.

Dynamic, collaborative, and strategic executive leader with experience advancing organizational growth across healthcare and insurance industries. Skilled in guiding executive teams at organizations with multi-million-dollar revenues. Proficient in management of growth plans that achieve business goals.

Areas of Expertise

- Fiscal Management
- Operational Management
- Issue Analysis & Resolution
- Contract Development & Negotiations
- FQHC Governance & Management
- Budget Administration & Management
- Executive Team Leadership
- Staff Training & Development Programs
- Relationship Building & Client Leadership
- 340B Administration

Career Experience

Long Island Select Healthcare, Inc., Central Islip, NY

Led the consolidation of three subsidiary health business units which resulted in the establishment of a Federally Qualified Health Center (FQHC) with annual revenue of $18M.

CHIEF EXECUTIVE OFFICER (June 2016 to December 2018)

Developed and implemented organizational objectives across key areas including budget, resources management-people and materials, operational policies, funding and partnerships. Created and led organizational vision and direction and advised board of critical issues and opportunities. Established management system and people policies to drive organizational effectiveness. Standardized business practices across all areas within the organization. Built relationships at the local, state, and national level to advance fiscal growth goals with leaders across legislative and regulatory branches of government, foundations, universities, and corporations. Lead

Key Highlights:

- **Created and implemented people management policies to inspire staff members to optimize productivity.**
- **Collaborated with Chief Medical Officer and Director of Nursing to enhance quality patient service.**
- **Partnered with Chief Financial Officer to implement new accounting system to protect the organization's assets.**
- **Re-branded quality committee, and established committees to align with The Joint Commission Standards.**
- **Generated profit in first full year of operations**
- **Clean financial audits 2016 and 2017 from a national accounting firm and received an unqualified opinion.**
- **Spearheaded the organizations web strategy across several mediums.**
- **Budgets were prepared and submitted on time**
- **Awarded a highly competitive Transformation Grant from New York State for Telehealth**
- **Established the strategic direction of the organization**

Baltimore Medical System, Inc., Baltimore, MD

Directed operations for 5 Health Centers with pharmacies and 8 school-based locations with $36M in annual revenue.

CHIEF OPERATING OFFICER (July 2015 – July 2016)

Monitored patient volume activity and quality of service, overseeing planning and delivery of medical care to ensure patient satisfaction. Managed the Health centers physical resources recommending and implementing updates as well

continued...

as changes. Provided leadership and guidance to ensure programs and services operated at the highest level. Evaluated the training and educational needs of staff.

Key Highlights:

- **Involved budgeting and strategic business planning process.**
- **Achieved savings of over $100K in employee benefit costs.**
- **Revamped phone system.**

Brooklyn Plaza Medical Center, Inc., Brooklyn, NY

Oversaw 3 locations with $8M in annual revenue and established 340B program

DIRECTOR OF OPERATIONS (March 2009 – July 2015)

Managed daily operational performance for all locations by leading team of five senior executives in finance, security, facilities, and administration. Designed methodology to optimize organization's call center and improve customer service. Partnered directly with financial consultant to improve financial stability, forecasting, and fiscal planning. Improved accuracy of patient data by transitioning the organization to electronic medical records. Designed risk management program adding cyber-insurance coverage and security compliance with HIPPA regulations. Executed facility renovations while meeting timelines and budgets.

- **Increased client service and efficiency by 30% by instituting new phone system and procedures.**
- **Negotiated contracts valued at $1.3M with vendors, lenders, and foundations.**
- **Grew insurance revenue by 20% by implementing measures to slash billing error rates.**

Additional Professional Experience

Vice President (1994 to 2009) ▪ Westchester Benefit Group Inc., Tarrytown, NY

Group Insurance Representative (1989 to 1994) ▪ The Travelers Insurance Company, New York, NY

Corresponding Banking Officer/Credit Analyst (1986 to 1988) ▪ NCNB National Bank of Florida, Miami, FL (Predecessor to Bank of America)

Education & Credentials

Master's in Public Health • Columbia University in the City of New York, New York, NY

Bachelor of Arts in Business Administration • Morehouse College, Atlanta, GA

Summer Venture Management Program • Harvard Business School

Technical Skills

eCW (E-Clinical Works) • Microsoft Office Suite • NextGen EMR system • HIPAA and 340B Compliance

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:	Academy of Visual and Performing Arts
Name of Sponsoring Entity:	Illumination Education, Inc.

BACKGROUND

Full Legal Name:	Wanda Joyce Huckaby
Home Mailing Address:	5147 Clover Haven Street
Phone Number:	2147940136
E-mail Address:	whuckaby@sbcglobal.net
Business Name:	
Business Mailing Address:	
Business Phone Number:	
E-Mail Address:	

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

(x) Yes

( ) No, does not apply to me

If Yes, state the name of the entity: South Dallas Fairpark Innercity Development Cooperation

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 served in many capacities in the education field. During my 40 year tenure in in education, I have experienced many years of academic excellence with my students receiving high levels of achievement. Even though many children succeeded and were able to have successful lives, there were students who struggled and continued their education finishing with limited skills, and there were thosed who dropped out of school.

My desire to find ways of reaching the group of students with deficiencies not met with the education system currently in place, has caused me be very interested in people with a vision of providing a different approach to motivating children to learn and meeting their needs.

The proposed charter school where I am serving as board member has included the essential elements aligned to my belief, embedded into the theory and practices of this school.

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

Board members have the responsibility of helping to ensure that the school has policies in place to meet the standards of the governing body, with is the Texas Education Agency for our state, ensuring that the fiscal responsibilities are managed and monitored to keep the school solvent, and to hold the leadership, Superintendent, accountable for providing schools with resources needed for the effective operation and management

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

I have served as Senior Director of a Public Charter where each campus had their individual board. This experience allowed me to work closely with the board, and required that I interact often with them. I also have served for 30 years as President, Personnel Director, and Secretary of a Non-profit that helped with the redevelopment of several impoverished areas in the South Dallas Fairpark community.

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

I have worked in education for 30 years as, a teacher, counselor, and principal. My experiences allowed to me to work at the elementary and secondary levels, with schools where students struggled with academic learning gaps, limited English speakers and the talented and gifted learning vanguard. The last 12 years have been working for TEA as an External Monitor providing school support and TEA Updates.

SCHOOL MISSION AND PROGRAM

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

The mission of this school is to have a true intergration of the visual and performing arts with best practices and research baseded practices in the traditional setting. The school will utilize this integration to motivate and inspire ownership of student's learning and establish the relevance of what's being learned. All aspects of developing the whole child will be addressed.

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

TThe framework of the school is comprised of the following conservatory programs: Visual Arts, Dance, Theater, Music, Writing/Communication and Digital Technology. Academic excellence is the primary focus, with the use of Problem Based Learning as an instructional delivery system to connect students to their learning.

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

Successful schools must have effective leadership, qualified supported teachers, positive school culture, viable curriculum, and effective instruction.
These key areas will incorporate a clear mission and vision, engaging and interactive lesson format, programs to address all student needs, a consistent monitoring system, strategies to inform and involved parents in the learning.

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

The school will have assessments that have academic goals aligned to the state standards and benchmarks to asses progress in the exploratory grades 6-8 to dettermine direction for students to move forward.

GOVERNANCE

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

The board is responsible for polices, proper budgets, regular communication with the Superintendent to get updates on the school goal status, and the total operations of the school, and personnel.

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

There will be specific measureable criteria to asses status at the end of the year.

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

The plan will include measureable goals included in the blueprint for each of the years.

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

The board needs to make sure that the proper management of the school is handled responsibly, become familiar with the school by attending functions and visiting the school. Board members will need to be a part of the positive PR, and networking in different venures to help the public know about this tremendous school.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

The board will have code of ethics rules established at the beginning and training will be mandatory, so that all know what is expected. The entire board should address it based on the violation, and determine what action is needed. The response should be heavily dictated by how badly the acts causes harm to the operations of the school.

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 met during the organizational meeting

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

( ) Yes

(•) No, I/we do not know any such employees

If yes, describe the precise nature of your relationship. N/A, does not apply to me.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

( ) Yes

(•) No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school. N/A, does not apply to me.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

( ) Yes

(•) No, I/we do not know any such persons

If yes, describe the precise nature of your relationship. N/A, does not apply to me.

(•) Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

( ) Yes

(•) No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship. N/A, does not apply to me.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

○ Yes

◉ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship. N/A, does not apply to me.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

Uplift Public Charter Schools - Senior Director

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. I do not have any such experiences.

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. No, I will not.

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. N/A, does not apply to me.

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). N/A, does not apply to me.

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. N/A, does not apply to me.

CERTIFICATION

Wanda I. Huckaby

I, Wanda J. Huckaby, 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 Wanda Huckaby Date 1-16-2020

State of Texas

County of Dallas

On this day, January 16, 2020 (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) Katrina R. Rhodes (Seal)

My commission expires 06-08-2022

KATRINA R. RHODES
Notary Public, State of Texas
Comm. Expires 06-08-2022
Notary ID 131561442

Wanda J. Huckaby

whuckaby@sbcglobal.net

5147 Clover Haven Street, Dallas Texas 75227 **(214) 794-0136**

Profile:

An innovative analytical thinker and planner, who lead by example. A proven professional with good communications skills, a team player with great expertise in utilizing my collaborative management style to maximize the strengths of others, and a practitioner of data driven decisions and strategic planning.

Experience

2019- Educational Consultant **Mesquite, TX**
Legacy Preparatory Charter Academy
Academic Interventionist for a K-12 Academy

2018- Current :Texas Education Agency-Professional Service Provider

2014-2017 Texas Education Agency Austin, Texas
- Professional Service Provider and Region 10 Service Center Area Lead PSP(Liaison between TEA and PSPs in the Region 10 Area)

2012-2014 Texas Education Agency Austin, Texas
- PSP-CIT has been added to my External CIT eligibility

2011-2012 Texas Education Agency Austin, Texas
- Professional Service Provider and Campus Intervention Team Member

2009-2011 Texas Education Agency Austin, Texas
External Monitor
- Work with Academically Unacceptable schools based on the criteria established by the state.

2008-2009 Uplift Public Charters Arlington, Texas
Senior Director Summit International Preparatory
- Supervised and mentored primary, middle school and high school director on the Summit Campus
- Worked in collaboration with other members of the administration towards building an educational program that will fulfill the Mission and complete Uplift's vision
- Communicated effectively with parents and teachers about the school

2006-2008 Dallas ISD Dallas, Texas
Counselor Department Skyline High School Dallas, Texas
James Madison High School Dallas, Texas
- Worked with Seniors on developing plans after high school graduation

1997-2006 E.B. Comstock Middle School Dallas, TX
Principal

308

Wanda J. Huckaby

whuckaby@sbcglobal.net

5147 Clover Haven Street, Dallas Texas 75227 **(214) 794-0136**

1995-1997 **K.B. Polk Vanguard** **Dallas, TX**
Principal

1991-1995 William Cabell Elementary Dallas, TX
Principal

- Ensured a smooth transition for a large influx of students with diverse Cultures and languages

1987-1991 **David G. Burnett Elementary** **Dallas, TX**

Assistant Principal

1980-1987 Dallas ISD Dallas, TX
Counselor

1976-1980 Dallas ISD Dallas, TX

- Classroom Teacher

Education:

- **Bachelors of Science and Masters of Behavioral Studies** (1971-1976)- **Southeastern Oklahoma State**
- **Mid-Management Certification** (1987) East Texas State
- **Teaching Certification in Secondary Mathematics** (1985)- University of Texas at Dallas

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:	Academy of Visual and Performing Arts
Name of Sponsoring Entity:	Illumination Education, Inc.

BACKGROUND

Full Legal Name:	Serge P. Francois
Home Mailing Address:	2900 McKinnon Ave Apt 801, Dallas, Texas 75
Phone Number:	214-770-1388
E-mail Address:	spfrancois@hotmail.com
Business Name:	Serco Construction Group, Ltd.
Business Mailing Address:	17430 Campbell Road #110, Dallas, Texas 75252
Business Phone Number:	214-948-0159
E-Mail Address:	spfrancois@sercoconstruction.com

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

(•) Yes

( ) No, does not apply to me

If Yes, state the name of the entity: Texas Board of Chiropractic Examiner

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?

Making an impact on students in the greater community has been my motivation for serving on a proposed charter school board. Horace Mann describes education as being "the great equalizer". I have personally witnessed the power of education in my own life, having been afforded the opportunity to elevate myself beyond my humble beginnings. At this point in my professional career, I feel that I can lend my expertise to an organization dedicated to providing equal access to education for all students.

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

As a member of a public charter school board, I understand that my role would not be to manage the school. I would not be involved in the day-to-day operations of the school. Rather, I would work with other members to govern and provide oversight. I would be supportive of the school's 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 have the following board experience: Texas Board of Chiropractic Examiner, a member of the healthcare advisory committee for the 23rd senatorial district and the 30th congressional district.

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

I has amassed a strong record of achievement as an administrator, business leader and entrepreneur. I have business experience as the CEO/President of Serco Construction Group and Arkansas Regenerative Medicine. I have over twenty-four years' experience as a practicing Doctor of Chiropractic Medicine specializing in industrial injury. I use my expertise strong organizational development and human relations skills to maximize time, resources and productivity of the proposed charter school board.

SCHOOL MISSION AND PROGRAM

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

AVPA's mission is to provide equity and access to students in Tarrant County and Southern Dallas County. The performing arts school all students raw talents to have a place to be nurtured.

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

I am a strong proponent of project based learning. As an owner of a construction company, I understand the value of hands-on training. I also understand how students can use creative talent to support other academics. The schools plan is to combine creativity and project based learning. Also, the school would connect students to the arts community in Dallas Fort Worth. This is invaluable.

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

Success is measured by obtaining goals. A successful school has financial, operations, and business efficiency. A school is also successful is students are achieving academically. Are students happy to be there? Are parents proud of their school experience? Does the community support the school? If schools are able to respond affirmatively to these questions, then I believe they are successful.

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

The board has to consistently look at metrics to see how far the school is toward the annual goals. Quarterly academic, financial, operations, etc. goals must be determined and measured using accountability and assessments.

GOVERNANCE

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

The board has oversight in operations, not day-to-day management. The board sets policy.

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

There are a number of metrics the board could use to determine success. Student enrollment, student achievement, test scores, financial health, operational efficiency, teacher evaluations, attendance.

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

Are we at capacity? Do we have a wait-list? Are we rated an A by TEA? Are our finances transparent and rated excellent? Do we have stability in our students and staff, meaning do our student stay until graduation? Do we have successful partnerships with arts organizations?

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

The first step is to make sure that the full board has been trained on how to effectively govern and function as a charter school board. I would want to know the best practices, and up-to-date educational laws, so that we understand the legal requirements.

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?

Board members who are not acting in the best interest of the school or are unethical have no place on a functioning board. Board leadership should take the steps outlined in the bylaws, conflict of interest, and ethics policy.

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 met the other board members at the recruitment dinner.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

◉ Yes

○ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship. I personally know two classroom teachers, who are friends of the family.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

○ Yes

◉ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school. N/A. This does not apply to me.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

○ Yes

◉ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship. N/A. This does not apply to me.

◉ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

○ Yes

◉ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship. N/A. This does not apply to me.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

○ Yes
◉ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship. N/A. This does not apply to me.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

Serco Construction Group, Arkansas Regenerative Medicine

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

None

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

○ Yes
◉ Does not apply to me.

If yes, state the compensation you expect to receive. N/A. This does not apply to me.

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. N/A. This does not apply to me.

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). N/A. This does not apply to me.

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. N/A. This does not apply to me.

CERTIFICATION

I, JR SERGE P. FRANCOIS, 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 1/19/2020

State of TEXAS

County of TARRANT

On this day, ~~Serge Pierre~~ François Serge Pierre (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 19 day of JANUARY, 2020.

(Notary Public) _____ (Seal)

My commission expires 11-01-2023

TIMOTHY N. RODRIGUEZ
Notary Public, State of Texas
Comm. Expires 11-01-2023
Notary ID 132235829



DR. SERGE P. FRANCOIS

Chief Executive Officer

PROFILE

Dr. Francois primary focus is in patient's wellness, vitality, anti-aging and longevity. He customizes his patient's treatment based on past medical history, family history, biomarkers, risk factors, lifestyle, physiological, nutrition, metabolic, and biochemical makeup.

Dr. Francois has been a practicing doctor of chiropractic for over 39 years.

CONTACT

PHONE:
214-770-1388

WEBSITE:
www.arkansasregenerativemedical.com
www.sercoconstruction.com

EMAIL:
spfrancois@hotmail.com
spfrancois@sercoconstruction.com

BOARD LEADERSHIP

Former member of the Texas Board of Chiropractic Examiner

Healthcare advisory committee for the 23rd senatorial district and the 30th congressional district in Texas

EDUCATION

Palmer College of Chiropractic
1977 - 1980

Puebla School of Medicine
1975 - 1977

Brooklyn College, City University of New York
1973 – 1975

John J High School
1970 - 1973

WORK EXPERIENCE

Serco Construction Group **Chief Executive Officer**
2003 – Present
Serco has completed more than 80 Major Projects totaling more than $200,000,000 over the past 16 years. The largest single project was for $12.5 million. Serco is an MBE/DBE and State of Texas HUB certified company that is fully insured and bondable.

Arkansas Regenerative Medicine **Advanced Chiropractic / Owner**
2018 – Present
Primary focus is in patient's wellness, vitality, anti-aging and longevity. Customizes patient's treatment based on past medical history, family history, biomarkers, risk factors, lifestyle, physiological, nutrition, metabolic, and biochemical makeup.

Southlake Vitality Health & Wellness Center **Owner**
2012 – 2015
Primary focus on the patient's wellness, longevity, vitality and anti-aging.

3/n

GENERATION 25 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:	Academy of Visual and Performing Arts
Name of Sponsoring Entity:	Illumination Education, Inc.

BACKGROUND

Full Legal Name:	Bethel Zehaie
Home Mailing Address:	821 Meadowdale Drive, Arlington, TX 76017
Phone Number:	214-675-0359
E-mail Address:	bethel@zehaielaw.com
Business Name:	Law Offices of Bethel T. Zehaie, PLLC
Business Mailing Address:	2000 E. Lamar Blvd #600, Arlington, TX 76006
Business Phone Number:	817-303-2161
E-Mail Address:	dfw_rep@zehaielaw.com

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

(•) Yes

( ) No, does not apply to me

If Yes, state the name of the entity: L. Clifford Davis Legal Association

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 believe in the transformative power of education. The mission and vision of the school aligns with my beliefs about how to best serve students who exhibit creative talent. Additionally, the board is composed of members who also share and support the mission and vision.

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

A board member is an advocate on behalf of the school. The role is to work with other board members to govern in a way that helps the charter school meet its goals.

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

As the immediate past president of L. Clifford Davis Legal Association, the African American Bar Association in Tarrant County, Texas, I have experience serving as a member of a board of directors. Additionally, I have many years of community outreach and volunteer experience, supporting various causes including equity in education.

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

I am an attorney and managing partner at the Law Office of Bethel T. Zehaie, PLLC providing legal support and advocacy to clients on federal, state, and appellate matters. I am an experienced civil and criminal litigator, specializing in family, criminal, and business law. I offer experience in all legal aspects of business development, project and team management experience, and expertise in marketing and communication.

SCHOOL MISSION AND PROGRAM

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

The mission is equity and access to high-quality arts education for students in Dallas and Tarrant Counties.

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

Core classes will be arts-integrated and project-based learning, which allows students to use their giftedness in the arts to leverage learning in other academic areas. Students will have access to dance, art, music, theater, and visual arts which will be lead by teaching artist and art educators from the Dallas-Fort Worth arts organizations. There are also social emotional learning component to the program.

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

There are a number of ways to measure the success of schools. The most important are academic success and financial success, as these are the primary indicators of the health of a campus. All students will need to meet academic goals, and the school would have to be financially strong.

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

Most, if not all, organizations have annual goals along with incremental checks to measure how close to are far the organization is in relation to meeting those goals. As a member of the board, we would receive reports during the incremental checks.

GOVERNANCE

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

The boards role is to hold the superintendent (Co-CEOs) accountable for efficient operations. Also, the board would set policy that govern operations.

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

The Texas Charter School Performance Framework has indicators for performance and compliance.

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

In additional to the indicators in the Texas Charter School Performance Framework, a good indicator at the end of four years is if Texas Education Agency renews the charter.

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

The board of directors will need to have Lone Star Governance training. It starts with ensuring that the board knows its responsibilities for governing a charter school. Once that happens, a clear understanding of the indicators for performance and accountability.

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 expect that the board president would follow the proper procedures for removing the board member from service.

DISCLOSURES

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

○ Yes

◉ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship. N/A No, I do not know these individuals

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

◉ Yes

○ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship. I know a few teachers.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

○ Yes

◉ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school. N/A I do not know any such persons

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owner, directors, or agents of that provider.

○ Yes

◉ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship. N/A I do not know any such persons

◉ Not applicable because the school does not intend to contract with an education service provider or school management organization.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

○ Yes

◉ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship. N/A I nor my family do not anticipate conducting any such business.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

○ Yes
◉ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship. N/A Does not apply to me.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

Law Offices of Bethel T. Zehaie, PLLC

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
I do not have previous charter school experience.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the managements company of the school?

○ Yes
◉ Does not apply to me.

If yes, state the compensation you expect to receive. N/A I will not be employed in any capacity

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. N/A Does apply to me

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). N/A Does not apply to me.

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. N/A Does not apply to me.

CERTIFICATION

I, Bethel Zehaie, 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 Bethel Zehaie Date 1/20/2020

State of Texas

County of Dallas

On this day, Bethel T. Zehaie. (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 20th day of January, 2020.

(Notary Public) Mayra Galaviz (Seal)

My commission expires 12-03-2022

MAYRA GALAVIZ
My Notary ID # 125896039
Expires December 3, 2022

BETHEL TEWOLDE ZEHAIE

821 Meadowdale Drive, Arlington, Texas 76017

(214) 675-0359 **bethel@zehaielaw.com**

EDUCATION

St. Mary's University School of Law
Juris Doctor, *cum laude*, 2013
Rank: Top 10%; Grade Point Average: 3.46

- *The Scholar: St. Mary's Law Review on Race and Social Justice*, Associate Editor, 2012-2013; Staff Writer, 2011-2012
- Chinese Institute on Business and Law, Study Abroad Program in Beijing, Summer 2011

University of Texas at Arlington
Bachelor of Arts, Criminal Justice, May 2009

WORK EXPERIENCE & LICENSES

Law Office of Bethel T. Zehaie, PLLC Arlington, Texas
October 2015-Current
Representing clients charged with misdemeanor and felony criminal charges; negotiating with prosecutors to obtain lesser included offenses, lower sentences, and dismissals; litigating protective order, temporary order, and final hearings in family law courts; filing appeals, performing targeted legal research, drafting legal documents, and preparing court filings in criminal and civil courts

Stickels & Associates, P.C. Arlington, Texas
Attorney at Law, March 2014-June 2016
Conducting client intake and managing misdemeanor and felony cases; managing family law matters involving divorce, custody, and child support cases handled through the firm from initial filing through final hearing; actively participating as 2nd chair in over ten criminal jury trials within the first two years of practice

Dallas County District Attorney's Office Dallas, Texas
Intern, August 2013-December 2013
Conducted victim interviews; prepared discovery; and participated in jury selection process

Department of Homeland Security, U.S. Citizenship and Immigration Services San Antonio, Texas
Law Clerk, January 2012-April 2012
Researched legal issues affecting adjustment of immigration status

U.S. Magistrate Court, Western District of Texas San Antonio, Texas
Law Clerk, Judge Pamela Mathy, August 2011-November 2011
Drafted report and recommendations in response to state habeas corpus petitions

Licenses
Texas Law License, State Bar No. 24073791, Admitted to Practice, 2013
United States District Court for the Northern District of Texas, Admitted to Practice, 2014

ORGANIZATIONS AND MEMBERSHIPS

Trial Lawyers College, 2014 Alumni; Tarrant County Criminal Defense Lawyer's Association; L. Clifford Davis Legal Association

Attachment 13: Organizational Charts for Year 1 and Full Capacity

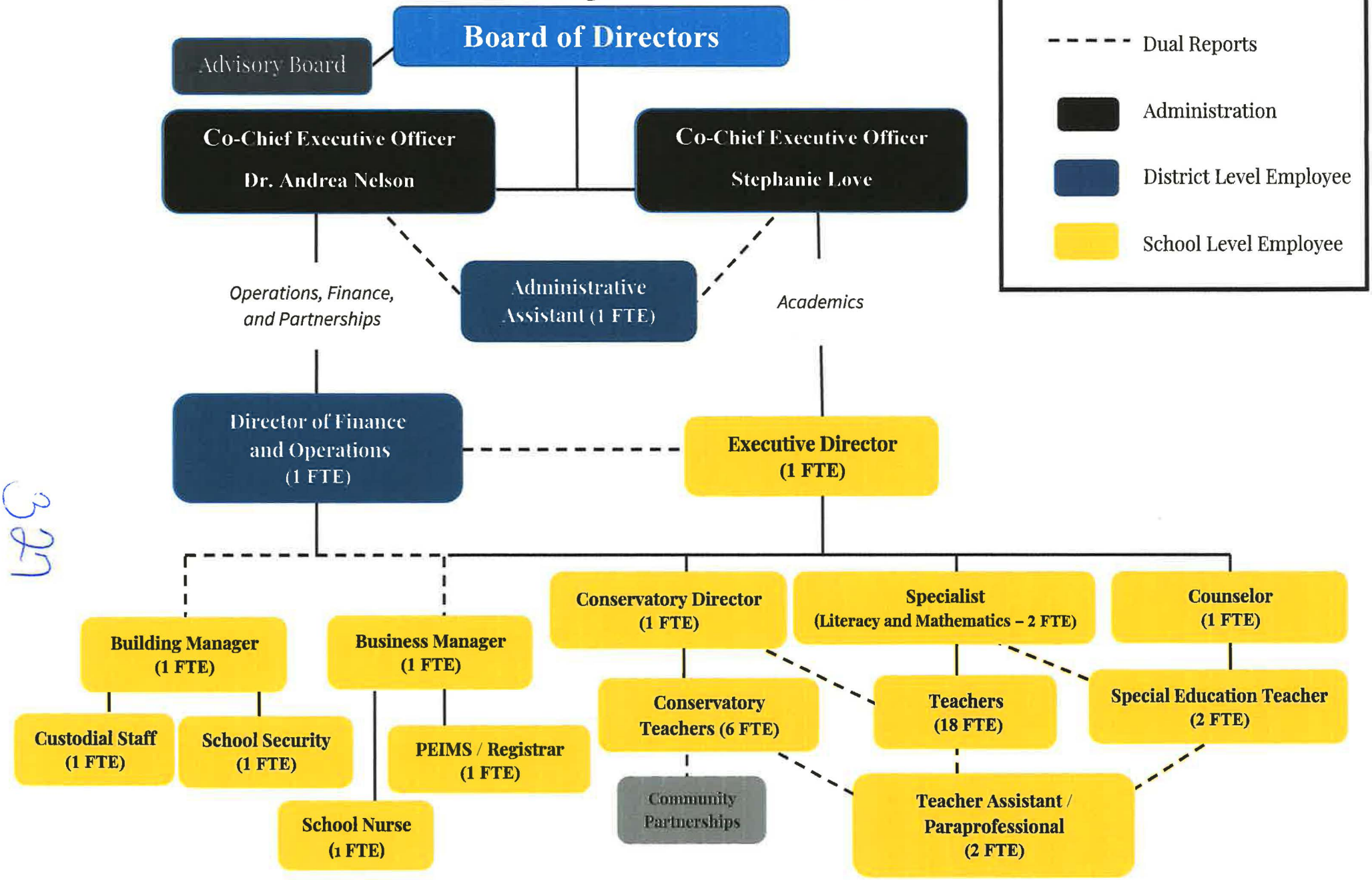
Submit two organizational charts that show the school's governance, management, and staffing structures: (1) one organizational chart will represent the school's structure during Year 1; and (2) the second chart will represent the school's structure at full capacity. If the organizational structure is 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.

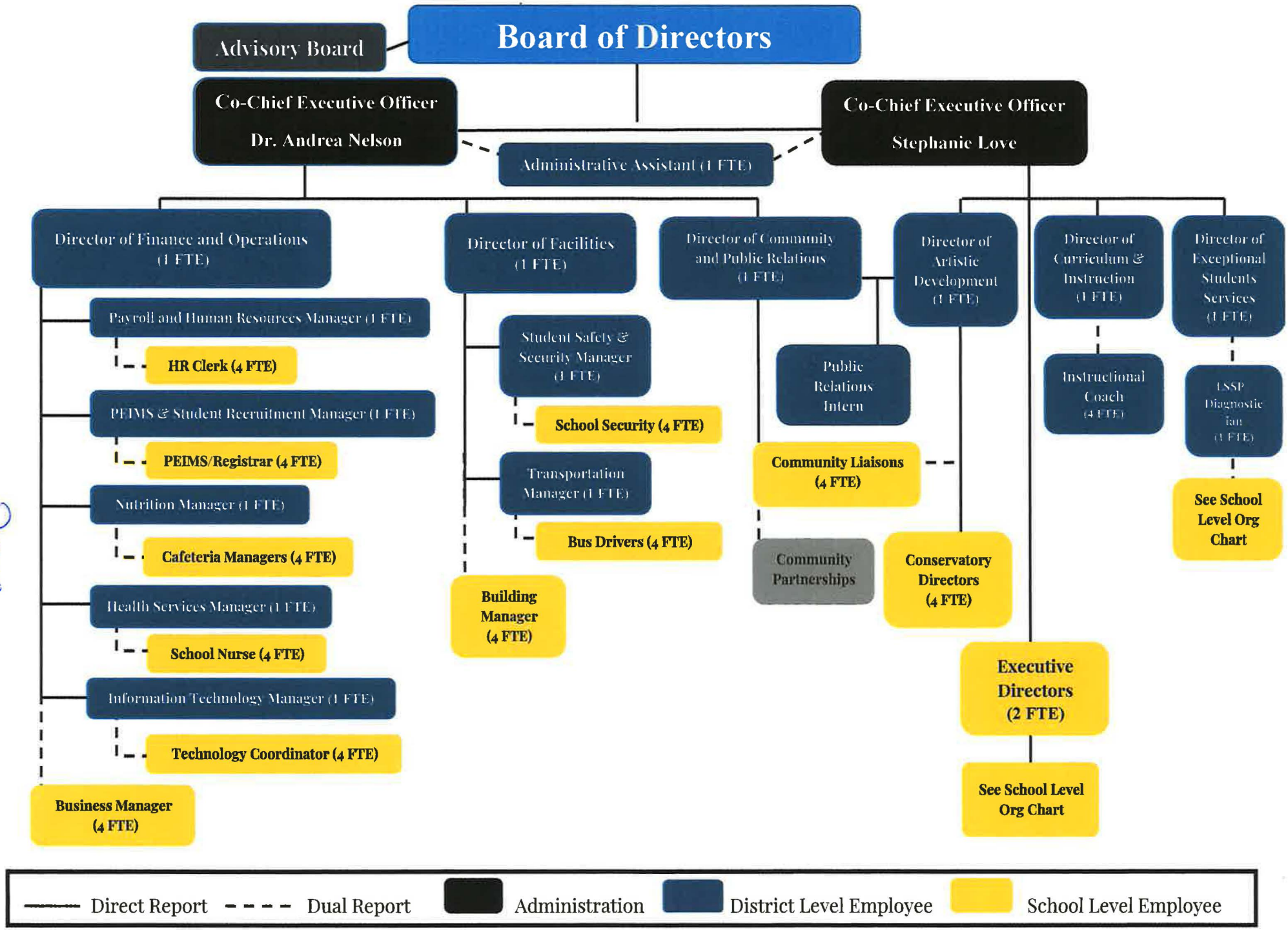
All positions listed on the organizational charts must be noted on the Staffing Chart provided in Attachment 22 and have a corresponding Supplemental Human Resources Information Form submitted in Attachment 23.

Academy of Visual and Performing Arts

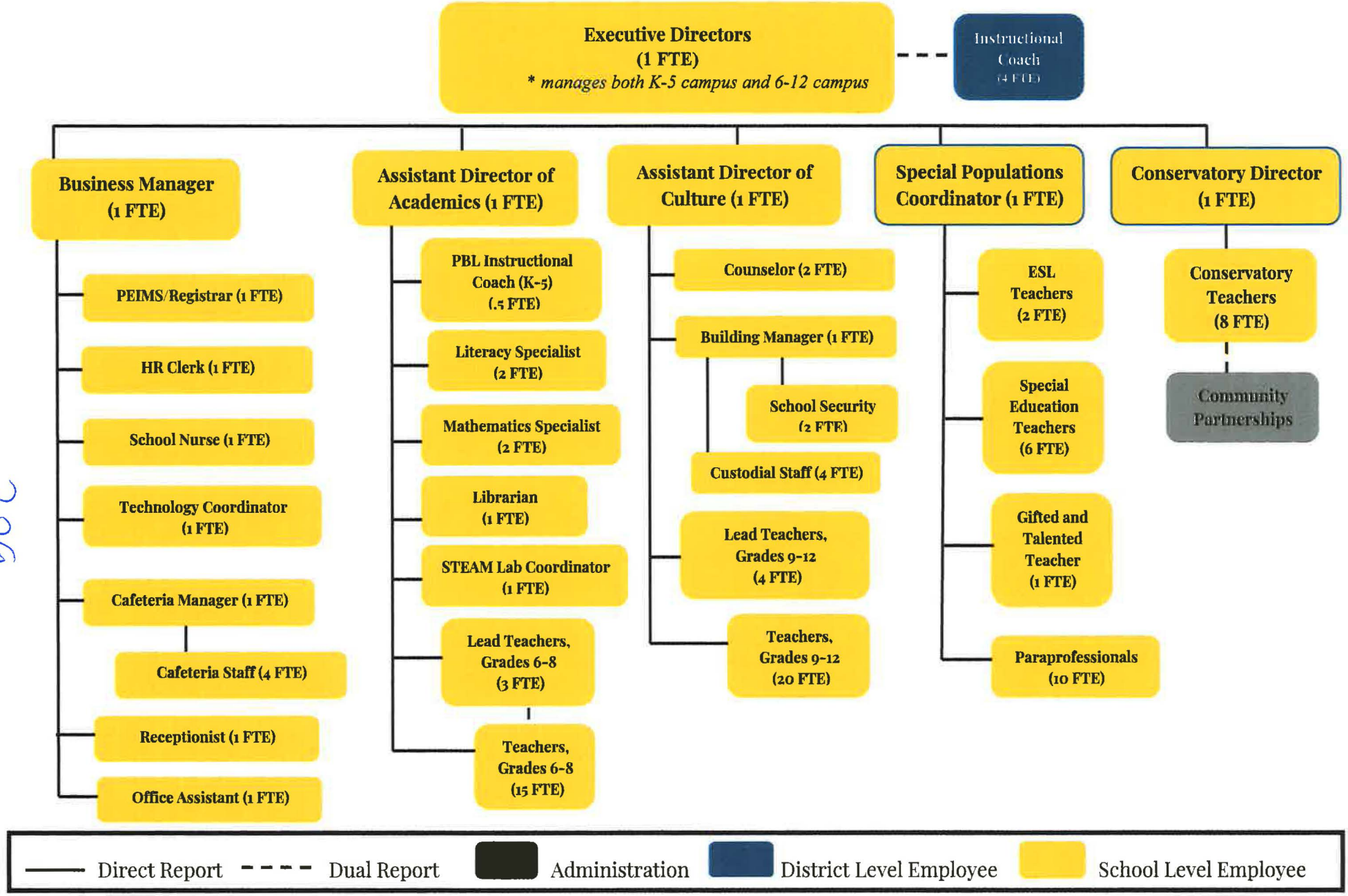
Full Organizational Chart Year 1



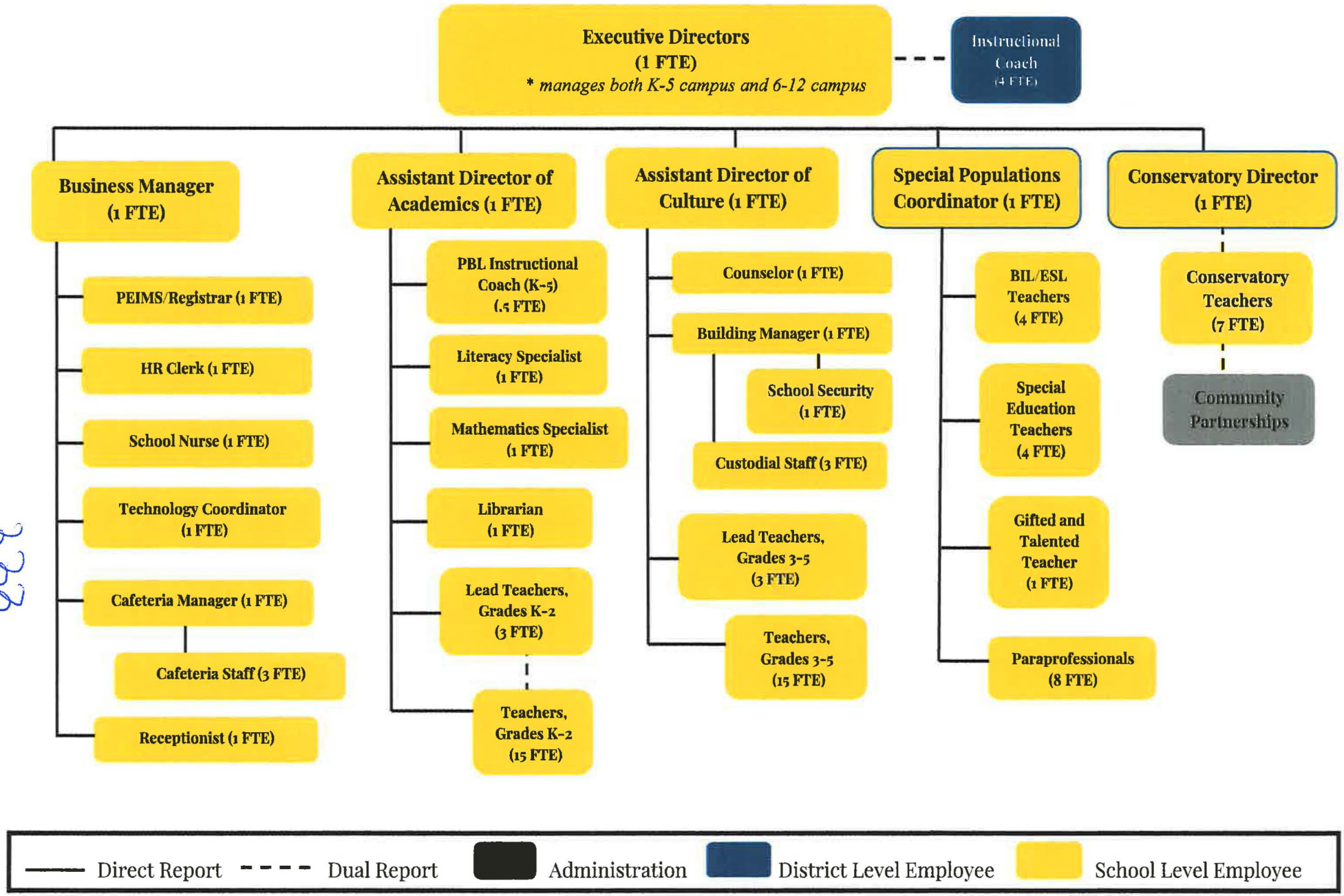
Academy of Visual and Performing Arts
District Level At Capacity – Year 5



Academy of Visual and Performing Arts
School Level At Capacity
6th – 12th Grade Campus



Academy of Visual and Performing Arts
School Level At Capacity
Kindergarten – 5th Grade Campus



Attachment 14: Superintendent Evaluation Tools

Provide any superintendent evaluation tool(s) that have been developed.

Texas Education Code 21.354 provides two options for the annual appraisal of a school district's superintendent.

AVPA will utilize The Commissioner's recommended appraisal system for superintendents as detailed by TASB.

Option One: A district may use the commissioner's recommended appraisal process and performance criteria.

The Commissioner's recommended appraisal system for superintendents

The commissioner's recommended appraisal process and criteria requires, at a minimum: (1) an annual evaluation of the superintendent; and (2) a student performance domain. Other appraisal procedures and criteria are determined by the board. 19 Tex. Admin. Code § 150.1031. With only two general requirements, this commissioner option provides significant flexibility for the board to otherwise develop its own superintendent appraisal system.

The Co-CEO's were selected to serve as Superintendents because the charter concept was devised by them. Further, dual leadership can foster a greater commitment to share information within the team; allocate and reallocate joint tasks and decision making, and develop consensus positions on key issues than can a sole leader (Etzioni, 1965).

The salary range was selected after reviewing comparable superintendent positions and responsibilities. The salary of $90,000, payable to each Co-CEO, is less than the salary being paid to superintendents who do not have the shared responsibility vision and goals to ensure high levels of accomplishments for the District and its' students.

The model represented demonstrates that an exit strategy by one CEO will not deplete the knowledge of institutional awareness and progress made by the team thereby avoiding organizational flux and chaos.

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4 pages have been withheld

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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.

Co-Chief Executive Officers
Résumés

Dr. Andrea Nelson

Stephanie Love

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ANDREA B. L. NELSON, ED.D.
909 Dunkirk Lane Arlington, Tx 76017 (C) 682 -554-7143 (H) 817-417-4507
ncdcla921@gmail.com www.linkedin.com/in/andrea-nelson-ed-d-6b70893a

EDUCATION

Doctor of Education: Educational Leadership, ***2013***
University of Mary Hardin-Baylor Belton, TX
Dissertation: *A Phenomenological Quality Study Concerning Principal Expertise, Which Builds Teacher Capacity that Positively, Affects Student Achievement*
Major: **PK-12, Educational Leadership**

Graduate Certification: Educational Leadership/Superintendent Pk-12 ***2000***
Centenary College of Louisiana Shreveport, LA
Major: **Mid-management/ Principalship/Superintendent**

Master of Arts: ***Reading Education*** ***1990***
Louisiana Technical University Ruston, LA
Major: **Reading Education EC - 12**

Bachelor of Arts: ***Elementary Education*** ***1982***
North Carolina Central University Durham, N.C.
Major: **4-8 Language Arts/ Social Studies**
Minor: **Music**

PRESENTATIONS & LEADERSHIP OPPORTUNITIES

Nelson, A. (2018) *Panel Discussion: Addressing the Urban Education Crisis in Dallas*. Paul Quinn College, Zale Library. Dallas, Texas.

Nelson, A. (2013). *A Phenomenological Quality Study Concerning Principal Expertise, Which Builds Teacher Capacity that Positively, Affects Student Achievement.* Texas Association of School Administrators Mid-Year Conference & Education Expo. Austin Convention Center.

Nelson, A. (2013). *A Phenomenological Quality Study Concerning Principal Expertise, Which Builds Teacher Capacity that Positively, Affects Student Achievement.* University Top Scholar's Day. University of Mary Hardin-Baylor.

Nelson, A. (2010 & 2011). *Diversity: Rejecting Stereotypes & Helping Educators to Understand Cultural and Implicit Bias.* Texas Association of Teacher Educators. Radisson Convention Center Houston.

Nelson, A. (2012). *High Leverage Administrative Coaching for Campus Instructional Leadership Teams*. Instructional Coaches Conference. Dallas Independent School District and Texas Association of Curriculum and Development.

Dallas, Texas
Assistant Superintendent of Instruction/Cityscape Schools **2017**
Directed and coordinated the curriculum and instructional activities of the East Grand Preparatory Academy in support of policies, goals, and objectives established by the superintendent and board of directors.

Dallas, Texas
Principal- George Washington Carver Learning Center **2015- 2017**
Led campus identified as a underperforming for 4 years to double-digit increases on state assessment. Educational- value added documented at 53% in overall district's school effectiveness indices.

Dallas, Texas
Two-School Principal **2015**
Principal for two turn-around, high poverty campuses Amelia Earhart Learning Center and George Washington Carver Creative Arts Learning Center. Provided the expertise, structures, systems to address the technical challenges/issues surrounding "campus reconstruction" of George Washington Carver Creative Arts Learning Center.

Dallas, Texas
Principal – Amelia Earhart Learning Center **2007 - 2015**
Led and monitored campus efforts to meet or surpass state requirements while also garnering distinctions in Academic Achievement in Reading & Science; and Top 25% in Student Progress

Fort Worth, Texas **2006- 2007**
Principal - Edward J. Briscoe Elementary
Directed and managed instructional program and supervise operations and personnel at campus level. Provided leadership to ensure high standards of instructional service.

Fort Worth, Texas **2003 - 2006**
Assistant Principal – Versia Williams Elementary
Under the leadership of the principal, directed and managed instructional program and supervise operations and personnel at campus level. Provided leadership to ensure high standards of instructional service.

Fort Worth, Texas **2002 - 2003**
Instructional Specialist – Mclean Middle School
Focus on different ways to improve learning opportunities for students and educators alike. Improvements were made using research, development, and testing of new curricula and teaching methods, selecting appropriate textbooks and materials for use in the classroom,

National Association of Elementary School Principals
National Association of Educators of Black Students
Teaching Trust Alumni Network
Association of Curriculum and Development

Stephanie Love

603 Marble Falls Court, Arlington, Texas 76002
Phone: 817-966-0419 *cell* Email: stefrlove@gmail.com

Career Objective: To lead projects that will improve the quality of teaching and learning in schools at scale, aligned to state academic standards and college and career readiness standards. To provide strategic, data-driven, and impactful professional and leadership development to build leadership density across all levels of school districts. To advance the strategic vision for equity and excellence for all students.

Professional Summary:
A dedicated, committed educator with eighteen years of experience in public education. Ten plus years' experience engaging in system-wide curriculum development and high-quality professional development to improve instructional leadership and teaching practice. Five plus years' experience leading organizational change efforts to improve English Language Arts and Reading instruction by providing expertise in strategic planning, design, delivery, and evaluation of the overall district K-8 Literacy program. Seven years' administrative experience, as a principal and assistant principal, that demonstrates a track record of improving instructional and operational performance through vision, leadership, training, collaboration, and team-building. Ten years' experience as a classroom teacher, department chairperson, curriculum and assessment writer.

Areas of Expertise:
- Leadership Development and Teacher Development
- Curriculum Development, Assessment Development, Instructional Leadership, and Management
- Continuous Improvement Framework/Effective Schools Framework
- Curriculum Audit and Program Evaluation
- Response-to-Intervention

Key Accomplishments:
- Directly manage a portfolio of K-12 public charter schools, using the continuous improvement cycle in curriculum, instruction, and assessment to improve academic outcomes.
- Created a leadership development program and a teacher development program that includes professional development, observation and feedback, and data analytics. Both programs provide on-boarding and ongoing professional development to help both leaders and teachers create and sustain a strong instructional culture. Included in this system is professional coaching and instantaneous feedback, as well as data analytics that will allow leaders to monitor and respond to trends in teaching and learning.
- Collaborated with three school districts as a Literacy Consultant and Curriculum Developer, specializing in designing, implementing, and evaluating the English Language Arts/Reading/Writing curriculum - including scope and sequence, curriculum guides, exemplar lessons, and assessments;
- Experienced district-level professional development facilitator, specializing in face-to-face, online, and hybrid professional development sessions;
- As a campus administrator, led the increased in academic achievement at two urban elementary campuses, with emphasis placed on aligning curriculum, instruction, and resources to maximize student outcomes;
- Provided guidance to over 2000+ students in the development of 4-year graduation plans, led recruitment activities for CTE programs, early college high school, and dual credit programs, which led to a district restructuring of how to transition students from 8th grade through post-secondary education;
- Opened *Illumination Education, Inc,* a STEAM-based educational non-profit aimed at increasing students' exposure to high quality robotics, coding/programming, and engineering experiences.

EDUCATION

2016 – Pres **Texas A&M University, *Doctor of Education*** College Station, TX
Major: Curriculum and Instruction GPA: 3.7
Dissertation: *Administrators' Perceptions of Response-to-Intervention in Secondary Literacy: A Mixed Methods Study*

2004 **Dallas Baptist University, *Master of Education*** Dallas, TX
Major: Educational Administration GPA: 3.8
Minor: Reading

2001-2002 **Georgetown University Law Center** Washington, DC
Major: Law GPA: 3.75

1998-2000 **Southern Methodist University, *Bachelor of Social Science*** Dallas, TX
Major: Social Science GPA: 3.2

1988-1992 **Polytechnic High School, *High School Diploma*** Ft. Worth, TX
Valedictorian, Honor Graduate GPA: 3.9

CERTIFICATION

Principal	(Grades EC-12)
English Language Arts and Reading	(Grades 4-12)
English as a Second Language	(Grades PreK-12)

PROFESSIONAL EXPERIENCE

2018 – 2019 **Athlos Academies** Grapevine, TX
Director of Instruction and Assessment

- Directly managed a portfolio of K-9 charter schools, using the continuous improvement process in curriculum, instruction, and assessment, to improve the academic outcomes;
- Lead projects that will improve the quality of instruction at scale, aligned to state standards and college and career readiness standards across Athlos Academy schools;
- Develop and deliver professional development to school leaders, instructional leadership teams, and teachers to systemically improve teaching and learning;
- Monitor instructional and managerial processes systematically and continuously to ensure that program activities are keyed to producing desired program outcomes;
- Strategically plan, develop, and evaluate instructional goals, structures, systems, materials, and resources at all Athlos network schools;
- Ensure effective differentiation resources and guidance in all content areas are provided to campus leaders and teachers, including guidance on intervention and enrichment;
- Conduct data analysis (including strand analysis) by schools across network to inform professional development needs of teachers in Athlos Academy schools;
- Support school leaders and instructional leadership teams to design and execute regular cycles of teacher professional learning that is grounded in strong instructional practices and is intended to improve instruction and student outcomes;
- Provide monthly updates on the academic progress of students as measured by formative and summative assessments used at each school;
- Provide school instructional staff in the understanding, use, and creation of formative and summative assessments to differentiate and improve instructional programs.
- Recommend and interpret policies and procedures related to curriculum and instruction in compliance with federal, state and local laws, regulations and ordinances.

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2010 – 2018 **Illumination Education** Arlington, TX

Literacy Consultant/Curriculum Developer

- Collaborated with school districts as a Literacy Consultant and Curriculum Developer, specializing in designing, implementing, and evaluating the English Language Arts/Reading/Writing curriculum - including scope and sequence, curriculum guides, exemplar lessons, and assessments;
- Worked with school districts to lead the development of a comprehensive K-8 literacy plan (curriculum, instruction, and assessments), in consultation with assistant superintendent of curriculum and instruction, principals, district-level instructional coaches, to ensure alignment with state standards, research, and evidence-based instructional practices;
- Worked with school districts to lead the curriculum audit process and program evaluation of English Language Arts curriculum and Response-to-Intervention program;
- Created literacy scope and sequence, high-quality literacy content, assessments, lessons, instructional resources, tools, and supplemental materials, aligned with college and career readiness and 21st century standards;
- Oversaw and conducted district-level job-embedded professional development, including intensive summer teacher academy, new teacher orientation, and monthly professional development *(face-to-face, hybrid, and web-based)*;
- Incorporated instructional technology tools and applications into curricular content and professional development;
- Monitored student achievement data and interpreted, reported, and acted upon results;
- Worked with district leadership to develop a collaborative process to create consistent systems that support efficiency, promote teamwork, and a professional environment.

2013 – 2018 **Mansfield ISD** Mansfield, TX

Teacher on Special Assignment

- District-level leadership: District-level curriculum writer (Literacy and Career Pathways), participant GO^2 Aspiring Leader Program, district-level and campus-level professional development facilitator, District Education Improvement Committee member, Staffing Committee member, Advanced Academics committee member.
- Career Pathways and English Language Arts/Reading teacher for grades 7-8, teaching and encouraging approximately 350 students per school year;

2008-2011 **Dallas ISD, *Sequoyah Elementary*** Dallas, TX

Principal

- Led the performance turnaround of a 350-student elementary school, recording substantial improvements in both measurable and intangible areas of evaluation: student achievement, student attendance, student discipline, safety, facilities management, parental involvement, and community involvement;
  - *Showed double-digit gains in mathematics, science, and literacy achievement;*
  - *Rookie Principal-of-the-Year, 2008*
- Building-level responsibilities included instructional leadership, personnel managements, fiscal, finance, school budget, and facilities management, organizational structures, policies and procedures, professional growth and development, school climate, student management, and school/community relations;
- Supervising approximately 56 certified and classified staff and 350 students, by systematically observing instruction, recording observations, and regularly conducting formative and summative evaluation conferences;
- Coordinate support programs and personnel to further enhance instructional goals;
- Develop strategic partnerships with local non-profits, higher education, faith-based institutions, and local businesses to support the overall school mission and vision.

2005-2008 **Fort Worth ISD, *David K. Sellars Elementary*** Ft. Worth, TX
Assistant Principal

- Assisted the campus principal in the transformation of the school culture into a results-driven, collaborative learning community; Transformed student achievement from *Academically Acceptable* to *Recognized* within two school years;
- Administrative responsibilities included: staff appraiser, administrator grades 3-5 and ELA/Reading, student discipline, master schedule, student attendance, testing coordinator, and textbook coordinator; LPAC, ARD, RtI, SBDM, Discipline, Attendance, CIP, After School Programs, and Safety;
- Develop strategic partnerships with local non-profits, higher education, faith-based institutions, and local businesses to support the overall school mission and vision;
- Summer School and Extended School Year Principal, 2005-2007.

2007-2008 **Mountain View Community College** Dallas, TX
Adjunct Professor - Developmental Reading & Writing

2002-2005 **Fort Worth ISD, *Meadowbrook Middle*** Ft. Worth, TX
Teacher/Volleyball Coach

VOLUNTEER EXPERIENCE

2018-Pres **Junior League of Arlington** Arlington, TX

2011-Pres **AAUW – SW Dallas, *Advisory Board Member*** Dallas, TX

PROFESSIONAL ORGANIZATIONS

Association for Supervision and Curriculum Development (ASCD)
International Literacy Association (ILA)
Texas Council of Teachers of English Language Arts (TCTELA)
Texas Elementary Principal and Supervisor Association (TEPSA)

AWARDS AND HONORS

2019 City of Arlington Neighborhood Matching Grant Recipient (2 yrs.)
2016 Mansfield Education Foundation Grant Recipient
2013 Bank of America Community Grant Recipient
2012 American Association of University Women Community Development grant recipient (2 yrs.)
2011 Gear-Tech 21 STEM/Engineering Camp grant recipient (2 yrs.)
2010 Target Foundation Grant recipient – Sequoyah Learning Center
2009 Lowes Toolbox for Education Grant Recipient – Sequoyah Learning Center
2009 Rookie Principal of the Year – Dallas ISD, Northwest Learning Community
2000 Cum Laude Graduate – Southern Methodist University

REFERENCES

Dr. Silvia Martinez	Duncanville ISD	(972) 814-6246	smartinez@duncanvilleisd.org
Dr. Andrea Nelson	Dallas ISD	(682) 554-7143	[redacted]
Allison Moore	Athlos Academies	(616) 789-4606	amoore@athlosacademies.org

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.

"N/A"

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.

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Academy *of* Visual *and* Performing Arts

Attachment 17: Resume and Qualifications for Proposed Instructional Leadership Team

N/A

No documents are provided for attachment 17 because the instructional leadership team members have not been selected.

Attachment 18 : Job Descriptions or Qualification for 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.

Leadership is the cornerstone of any effective schools. Our team of instructional leaders must have the ability to set clear goals, manage curriculum, monitor lesson plans, allocate resources and evaluate teachers regularly to promote student learning and growth. As we prepare to recruit candidates, we will be look for key individuals who have expertise in content area and can share that knowledge through the coaching process. Quality instruction must be top priority of any possible finalist chosen Our Instructional leadership must be committed to the business of teaching, learning, and knowledge.

AVAPA Instructional Leadership Team will consist:

CO-Chiefs of Academics and Culture

Director of Artistic Develop

Executive Director

Assistant Director

Math Specialist

Literacy Specialist

Job description attached provide understanding on the qualification and expertise we will be searching for during our candidate search.

Qualification for 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.

Leadership is the cornerstone of any effective schools. Our team of instructional leaders must have the ability to set clear goals, manage curriculum, monitor lesson plans, allocate resources and evaluate teachers regularly to promote student learning and growth. As we prepare to recruit candidates, we will be look for key individuals who have expertise in content area and can share that knowledge through the coaching process. Quality instruction must be top priority of any possible finalist chosen Our Instructional leadership must be committed to the business of teaching, learning, and knowledge.

AVAPA Instructional Leadership Team will consist:

CO-Chiefs of Academics and Culture

Director of Artistic Develop

Executive Director

Assistant Director

Math Specialist

Literacy Specialist

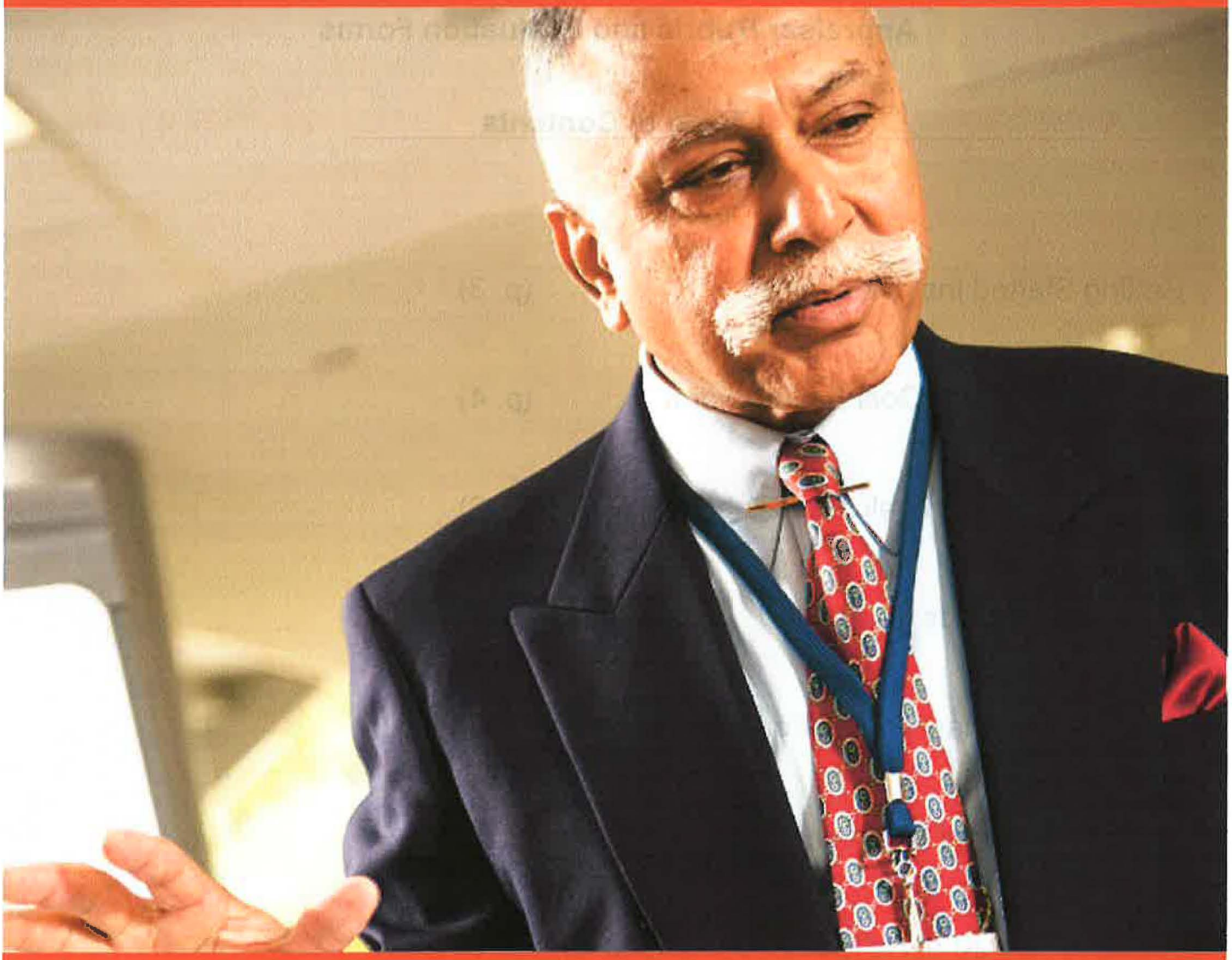
Job description attached provide understanding on the qualification and expertise we will be searching for during our candidate search.

Attachment 19: Leadership Evaluation Tool(s)

Provide any leadership evaluation tool(s) that have been developed.

We will be using T-PESS to evaluate our Executive Director who will serve as campus principal for each of our schools It is very necessary as a brand-new charter, that our charter leaders have a clear understanding of their weakness and strengths. We believe T-PESS will provide them with authentic data that will give them a baseline of where they are, an opportunity to set SMART goal(s) that are grounded in their campus data, and self-reflect about their progress during pivotal points through our year, through conference with the Co-Chief.

Appraiser Rubric and Evaluation Forms



TEXAS
PRINCIPAL
EVALUATION &
SUPPORT SYSTEM

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Texas Principal Evaluation and Support System (T-PESS)

(Getting Started Instructions)

Instructions: To begin, please complete the contact information for the principal and appraiser then click on the **SAVE FORM** button before proceeding with the form or printing.

You may want to include the Principal's name and the school year in the file name when you save it. The information entered on this page will be populated throughout all forms in this document.

SPECIAL NOTE: The forms contained in this Adobe PDF document are designed to be used electronically or in a print format. Some sections of the form can also be emailed directly from the document.

Contact Information	
Principal Name:	
Principal Email:	
Principal School:	
School Year:	
Appraiser Name:	
Appraiser Email:	



STANDARD 4

SCHOOL CULTURE:YOU ARE RESPONSIBLE FOR ESTABLISHING AND IMPLEMENTING A SHARED VISION AND CULTURE OF HIGH EXPECTATIONS FOR ALL STAFF AND STUDENTS.

As an effective principal, you leverage the school's culture to drive improved outcomes and create high expectations. You establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school. You establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment. In addition, you focus on students' social and emotional development and help students develop resiliency and self-advocacy skills. Families are treated as key partners to support student learning, creating structures for two-way communication, and reporting regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions. Because of these standards, the staff believes in and is inspired by the school vision and has high expectations for all students. They inspire the staff to take responsibility for communicating the vision in their classrooms and implement behavioral expectations throughout the building and with the families of their students for learning outside of their own classroom.

INDICATORS

SHARED VISION OF HIGH ACHIEVEMENT

4a. You develop and implement a shared vision of high expectations for students and staff.

CULTURE OF HIGH EXPECTATIONS

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4b. You establish and monitor clear expectations for adult and student conduct and implement social and emotional supports for students.

INTENTIONAL FAMILY AND COMMUNITY ENGAGEMENT

4c. You engage families and community members in student learning.

SAFE SCHOOL ENVIRONMENT

4d. You create an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.

DISCIPLINE

4e. You use a variety of student discipline techniques to meet the behavioral and academic needs of individual students.



STANDARD 5

STRATEGIC OPERATIONS: YOU OUTLINE AND TRACK CLEAR GOALS, TARGETS, AND STRATEGIES ALIGNED TO A SCHOOL VISION THAT CONTINUOUSLY IMPROVES TEACHER EFFECTIVENESS AND STUDENT OUTCOMES.

While assessing the current needs of your school, you review a wide set of evidence to determine the school's priorities in order to set ambitious and measurable goals, targets, and strategies that inform strategic plans. With leadership teams, you regularly monitor multiple data points to evaluate progress towards goals, adjusting strategies that are proving ineffective. You develop a year-long calendar and daily schedule that strategically maximize both instructional time and create regular time for teacher collaboration and data review. This deliberate allocation of resources (staff time, dollars, and tools) aligns your strategy with school priorities and goals. You treat central

office staff as partners in achieving goals and collaborate with additional staff throughout the district to adapt policies crucial to meeting the needs of students.

Your faculty and staff have access to resources needed to meet the needs of all students. They understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with you to develop the school calendar, and teacher and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participates in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

INDICATORS

STRATEGIC PLANNING

5a. You outline and track clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.

MAXIMIZED LEARNING TIME

5b. You implement daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.

TACTICAL RESOURCE MANAGEMENT

5c. You align resources with the needs of the school and effectively monitor the impact on school goals.

POLICY IMPLEMENTATION AND ADVOCACY

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5d. You collaborate with district staff to implement and advocate for district policies that meet the needs of students and staff.

PRINCIPALS

Overview (/principal)
Evaluation Process (/principal/evaluation/)
Timeline & Schedule (/principal/timeline/)
Roles & Expectations (/principal/roles/)
Principal Standards (/principal/standards/)
T-PESS Rubric (/principal/rubric/)
Completing T-PESS (/principal/completion)

APPRAISERS

Overview (/appraisers/)
Evaluation Process (/appraisers/evaluation/)
Timeline & Schedule (/appraisers/timeline/)
Roles & Expectations (/appraisers/roles/)
Principal Standards (/appraisers/standards/)
T-PESS Rubric (/appraisers/rubric/)
Completing T-PESS (/appraisers/completion/)

RESOURCES AND SUPPORT

Overview (/resources/)
Docs & Videos (/downloads/)
T-PESS Appraiser Training (/training/)
Impact Coaching Training (/impactcoaching/)
FAQs (/faq/)
Contact Us (/contact/)

TRAINER LOGIN

Email

Password

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Login

Forgot Password? (/Account/PasswordReset)

(http://tea.texas.gov/)

Texas Education Agency (http://tea.texas.gov/)

1701 N. Congress Avenue
Austin, Texas, 78701
(512) 463-9734

Compact with Texans
(https://tea.texas.gov/About_TEA/Welcome_and_Overview/Employment/Compact_with_Texans/)

Complaints (https://tea.texas.gov/About_TEA/Contact_Us/Complaints/)

Equal Educational Opportunity
(https://tea.texas.gov/About_TEA/Contact_Us/General_Inquiry/Equal_Educational_Opportunity/)

TEA Site Policies (https://tea.texas.gov/interiorpage.aspx?id=25769818374)

Governor's Committee on People With Disabilities (https://gov.texas.gov/organization/disabilities)

Trial (https://www.tsl.texas.gov/trail/index.html)

Where Our Money Goes (http://www.texastransparency.org/)

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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.

AVPA's finance team consists of the following positions: Co-Chief Academic Officer, Director of Finance and Operations, payroll and human resources manages.

Their direct reports at the school level include HR clerk, PEIMS registrar.

Job descriptions and qualifications can be found in the supplemental HR forms.

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.

AVPA's operations team consists of the following positions: Co-Chief Academic Officer, Director of Finance and Operations, payroll and human resources manages, PEIMS and student recruitment manager, nutrition manager, health services manager, information technology manager. Additionally, the director of facilities, student safety and security manager, transportation manager.

Their direct reports at the school level include HR clerk, PEIMS registrar, cafeteria manager, school nurse, technology coordinator, business managers, school security, bus drivers, and building managers.

Job descriptions and qualifications can be found in the supplemental HR forms.

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.

Academy of Visual and Performing Arts

Positions	Staffing Chart					
	Year 1	Year 2	Year 3	Year 4	Year 5	At capacity
Central Office						
Superintendent/CEO (Co-CEO)	2	2	2	2	2	2
Director of Finance and Operations	1	1	1	1	1	1
Director of Facilities	0	1	1	1	1	1
Director of Communications and Public Relations	0	0	0	1	1	1
Director of Artistic Development	0	0	1	1	1	1
Director of Curriculum and Instruction	0	0	1	1	1	1
Director of Exceptional Student Services	0	1	1	1	1	1
Payroll and Human Resources Manager	0	1	1	1	1	1
PEIMS and Student Recruitment Manager	0	1	1	1	1	1
Nutrition Manager	0	0	1	1	1	1
Health Services Manager	0	0	1	1	1	1
Information Technology Manager	0	1	1	1	1	1
Student Safety and Security Manager	0	1	1	1	1	1
Transportation Manager	0	0	1	1	1	1
Instructional Coach	0	2	3	4	4	4
LSSP / Diagnostician	0	0	1	1	1	1
Administrative Assistant	1	1	1	1	1	1
Total central office FTEs	**4**	**12**	**19**	**21**	**21**	**21**

Elementary School Campus Staff						
Assistant Executive Director – Academics	0	1	1	1	2	2
Assistant Executive Director – Culture	0	0	0	1	2	2
Business Manager	0	1	1	1	2	2
PEIMS / Registrar	0	1	1	1	2	2
Special Populations Coordinator	0	1	1	1	2	2
Conservatory Director	0	1	1	1	2	2
Counselor	0	1	1	1	2	2
Librarian	0	0	1	1	1	2
Building Manager	0	1	1	1	2	2
HR Clerk	0	0	0	1	1	2
School Nurse	0	0	0	1	1	2
Technology Coordinator	0	0	1	1	1	2
Receptionist	0	0	0	1	1	2
Literacy Specialist	0	1	1	1	2	2
Mathematics Specialist	0	1	1	1	2	2
PBL Instructional Coach	0	.5	.5	.5	1	1
Paraprofessional	0	7	10	10	17	20
Custodial Staff	0	1	2	3	4	6
Cafeteria Manager	0	0	1	1	2	2
Cafeteria Staff	0	0	2	2	3	4
School Security	0	1	1	1	2	2
Classroom Teachers – (K-5th)	0	18	24	30	54	72
Teacher – Special Education	0	3	4	4	7	8
Teacher – Bilingual/ESL	0	3	4	4	7	8
Teacher – Gifted and Talented	0	0	1	1	1	2
Teachers – Conservatory	0	5	6	7	12	14
Total elementary FTEs	**0**	**47.5**	**66.5**	**78.5**	**135**	**169**
Middle School Campus Staff						
Executive Director	1	1	1	1	1	1
Assistant Executive Director – Academics	0	0	1	1	1	1

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Assistant Executive Director – Culture	0	1	1	1	1	1
Business Manager	1	1	1	1	1	1
PEIMS / Registrar	1	1	1	1	1	1
Special Populations Coordinator	0	1	1	1	1	1
Conservatory Director	1	1	1	1	1	1
Counselor	1	1	1	1	1	1
Librarian	0	1	1	1	1	1
Building Manager	1	1	1	1	1	1
HR Clerk	0	1	1	1	1	1
School Nurse	1	1	1	1	1	1
Technology Coordinator	0	0	1	1	1	1
Receptionist	0	1	1	1	1	1
Literacy Specialist	1	1	1	2	2	2
Mathematics Specialist	1	1	1	2	2	2
PBL Instructional Coach	0	.5	.5	.5	1	1
Paraprofessional/Teacher Assistant	1	3	4	5	9	10
Custodial Staff	1	1	1	2	3	4
Cafeteria Manager	0	0	1	1	1	1
Cafeteria Staff	0	0	1	2	2	4
School Security	1	1	1	2	2	2
Classroom Teachers – Core	18	18	18	36	36	36
Teacher – Special Education	2	2	2	3	5	6
Teacher – Bilingual/ESL	0	1	1	1	2	2
Teacher – Gifted and Talented	0	1	1	1	1	1
Teacher – Conservatory	6	6	6	8	8	8
Total middle school FTEs	**38**	**47.5**	**64.5**	**79.5**	**88**	**93**
High School Campus Staff						
Executive Director	0	0	0	1	1	1
Assistant Executive Director – Academics	0	0	0	0	0	1
Assistant Executive Director – Culture	0	0	0	0	1	1
Business Manager	0	0	0	1	1	1

PEIMS / Registrar	0	0	0	1	1	1
Special Populations Coordinator	0	0	0	0	1	1
Conservatory Director	0	0	0	1	1	1
Counselor	0	0	1	2	2	3
Librarian	0	0	0	0	1	1
Building Manager	0	0	0	1	1	1
HR Clerk	0	0	0	0	1	1
School Nurse	0	0	0	1	1	1
Technology Coordinator	0	0	0	0	0	1
Receptionist	0	0	0	0	1	1
Office Assistant	0	1	1	1	2	2
Literacy Specialist	0	1	1	1	2	2
Mathematics Specialist	0	1	1	1	2	2
PBL Instructional Coach	0	0	0	0	0	0
STEAM Lab Coordinator	0	0	1	1	1	2
Paraprofessional/Teacher Assistant	1	3	4	5	8	10
Community Liaison	0	0	1	1	1	2
Custodial Staff	0	1	2	2	3	4
Cafeteria Manager	0	0	0	0	0	1
Cafeteria Staff	0	0	1	2	2	4
School Security	0	0	1	1	1	2
Classroom Teachers – Core	0	6	12	18	30	48
Teacher – Special Education	0	1	2	3	4	6
Teacher – Bilingual/ESL	0	0	0	0	1	2
Teacher – Gifted and Talented	0	0	0	0	1	1
Teacher – Conservatory	0	1	2	6	7	8
Total high school FTEs	**1**	**15**	**30**	**50**	**78**	**112**
Total charter school staff	**43**	**122**	**168**	**229**	**322**	**395**
Teacher-student ratio	**28 to 1**	**25.4 to 1**	**25.3 to 1**	**25.8 to 1**	**25.4 to 1**	**25.4 to 1**

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

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Administrative Assistant

Reports to: Co-CEOSfor Academics & Operations

Salary Range: $38,000.00 - $49,000.00

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.

Convention and training in break-through coaching.

Proposed Location (City and County): Tarrant and Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Associate Degree Required; Bachelor's Degree Preferred

Experience Required: Excellent written and verbal communication skills
Knowledge of office management systems and procedures
Attention to detail and problem solving skills

Certification Required: Certified in Time Management and Project Development

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
Everman ISD	220904	Everman	6,174	$45,000
Castleberry ISD	220917	Fort Worth	3,783	$38,000
Alvarado	126901	Alvarado	3,635	$29,000

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education Inc

Position Title: Administrative Assistant to Co - CEO

Reports to: Co-CEO

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Act as the point of contact between the Chief Executive Officers and stakeholders/constituents;
2. Assumes the task of receiving calls, taking messages and routing correspondence demonstrating the highest level of professionalism;
3. Maintain a log or journal, arrange meetings, travel arrangements, appointments, and reminders;
4. Monitor office supplies and researches possible cost saving opportunities and suppliers;
5. Develop systems and structures for efficient documentation and filing systems;
6. Use of MS office to produce reports, presentations and briefs;
7.
8.
9.
10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Art, Teacher (Elementary and Secondary)

Reports to: Executive Director

Salary Range: $54,000.00 - $68,000.00

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.

Conference and Workshop Travel and Attendance
Payment of Partial Health Insurance

Proposed Location (City and County): Tarrant and Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Bachelor's Degree in Art Education; Master's Preferred

Experience Required: Successful completion of student teaching in art at the appropriate grade level

Certification Required: Valid Texas Teaching Certificate with required endorsements or training for subject and level assigned; Valid Texas teaching certification with required endorsements for art, (Gr.K-8) or (Gr. 9-12); ESL Endorsement 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
Alvarado ISD	220904	Alvarado	3,365	$56,000
Castsleberry ISD	227917	Fort Worth	3,783	$57,000
Everman	126901	Everman	6,174	$56,000

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education Inc

Position Title: Art, Teacher (Elementary & Secondary)

Reports to: Executive Director

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Provide support to diverse students in a variety of modalities;
2. Create classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students;
3. Collaborate with PBL Instructional Coach and STEAM Lab Coordinator to develop instructional maps, units, and lesson plans grounded in best practice instructional methodology related to inquiry and fine arts integrated - project-based curriculum;
4. Participate in all district, campus and community art exhibits;
5. Plan and use instructional/learning strategies and activities appropriate for assignment;
6. Conduct assessment of student learning styles and use results to plan instructional activities;
7. Create classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students;
8. Other duties as may be assigned.
9.
10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Assistant Executive Director - Academics

Reports to: Executive Director

Salary Range: $ 65000 - $ 75000

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.

Portion of health insurance

Proposed Location (City and County): Tarrant County or Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Bachelor's Degree
Master's Degree in Education

Experience Required: Three (3) years teaching experience
A minimum of one (1) year campus administrative experience, preferred

Certification Required: Principal or Mid-Management Certification, or willingness to obtain certification within six months of hire.

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
Alvarado ISD	126901	Alvarado	3,635	$67,000
Castleberry ISD	220917	Fort Worth	3,783	$70,000
Everman ISD	220904	Everman	6,174	$67,000

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Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Assistant Executive Director - Academics

Reports to: Executive Director

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Assist the executive director in the overall administration of the instructional program;
2. Act as an instructional manager by participating in the development and evaluation of the educational programs.
3. Monitor teaching and learning, Instructional and Managerial processes to ensure that program related activities are aligned with annual academic, student performance goals, and campus improvement plans.
4. Monitor teaching and learning to support the development of innovative instructional programs in alignment with the mission, vision, and goals of the Academy of Visual and Performing Arts.
5. Collaborate with the Conservatory Director to ensure the goals of art-integrated, project-based learning are fully articulated in all classrooms.
6. Assist in the development of master schedules, teacher assignments, academic and conservatory programs, and extracurricular activity schedules.
7. Share supervisory responsibility with professional staff and with the Executive Director. Supervise teachers, custodians, paraprofessionals, clerical personnels and others as assigned.
8. Develop, maintain, and use computerized records necessary to track progress on campus performance objectives to identify, analyze, and address findings to promote school improvement.
9. Supervise operations in the Executive Directors absence.
10. Other duties as assigned.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Assistant Executive Director - Culture

Reports to: Executive Director

Salary Range: $ 65,000 - $ 75,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Portion of health insurance premiums; Convention and workshop attendance and travel.

Proposed Location (City and County): Tarrant County or Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Master's Degree

Experience Required: Three (3) years teaching experience

Certification Required: Texas principal or mid management certification, or willingness to obtain such within six (6) months of hire.

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
Alvarado ISD	126901	Alvarado	3,635	$ 67,000
Castleberry ISD	220917	Fort Worth	3,783	$70,000
Everman ISD	220904	Everman	6,174	$ 67,000

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Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Assistant Executive Director - Culture

Reports to: Executive Director

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Manage assigned areas of campus operations and the instructional program.
2. Assist the Executive Director in the management of the campus social-emotional learning program, positive behavior interventions and supports, school culture and climate initiatives, and student behavior.
3. Act as the Campus Behavioral Coordinator in accordance with Federal and State laws and Board policy.
4. Ensure that school rules and procedures are uniformly applied and that student discipline is equitable in accordance with the Student Code of Conduct and student handbooks.
5. Oversee student attendance initiatives, including reporting and monitoring. Work with staff to conduct root causes that affect student attendance.
6. Coordinate operational support services, such as transportation, custodial, maintenance, and cafeteria to ensure efficiency.
7. Observe assigned employee performance, conduct observations and evaluative conference as designated and assigned.
8. Articulate the school's mission, vision, and guiding tenets to community and solicit support in realizing the Academy of Visual and Performing Arts short- and long-term goals.
9. Conduct conferences regarding students and school issues with parents, teachers, students, to ensure that students behavior is aligned with expectations outlined in the Student Code of Conduct and student handbook.
10. Other duties as assigned.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Bilingual / ESL Teacher

Reports to: Executive Director

Salary Range: $54,000.00 - $68,000.00

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.

Conference and Workshop Travel and Attendance
Payment of Partial Health Insurance

Proposed Location (City and County): Tarrant and Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Bachelor's Degree

Experience Required: One (1) year student teaching or approved internship;
Demonstrated competency in the core academic subject area assigned;

Certification Required: Valid Texas Teaching Certificate with required endorsements or training for subject and level assigned
Bilingual or ESL Endorsement

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
Alvarado ISD	220904	Alvarado	3,365	$56,000
Castsleberry ISD	227917	Fort Worth	3,783	$57,000
Everman	126901	Everman	6,174	$56,000

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Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: ESL Teacher

Reports to: Executive Director

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Plan, organize, and provide instruction in English that meet TEA and federal standards;
2. Provide instruction that is consistent and coordinated with the district's/school's instructional program so as to ensure that students meet and exceed learning targets;
3. Create and present lesson plans that utilize a broad scope of appropriate teaching techniques and strategies
4. Address all aspects of communication through appropriate instruction that develops each student's ability to read, write, speak, and listen in the appropriate content area;
5. Administer academic and language assessments (e.g. Universal Screener,TELPAS, etc.) for the purpose of evaluating student progress for meeting academic learning targets and progress in language acquisition;
6. Adapt curriculum to provide individual, small group, and/or remedial instruction as to meet the needs of individual students and subgroups of students;
7. Employ a variety of instructional techniques and strategies to meet different aptitudes and interests of students;
8. Maintain complete and accurate records of student progress and evidnece of growth and progress;
9.
10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Building Manager

Reports to: Co-CEO

Salary Range: $26,000.00 - $36,000.00

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.

Assist in payment of health insurance; Convention and/or workshop attendance and travel; Dues and/or Membership in Professional Organizations;

Proposed Location (City and County): Tarrant and Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: High School Diploma or GED

Experience Required: 3 years or more of background in maintenance and custodial services

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
Alvarado ISD	126901	Alvarado	3,635	$29,000
Castleberry ISD	220917	Fort Worth	3,783	$38,000
Everman ISD	126901	Everman	6,174	$25,000

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Name of Proposed Charter School: Academy of Visual Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc

Position Title: Building Manager

Reports to: Executive Director

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Develops and Monitors cleaning schedule that will include cleaning, dusting, and/or vacuuming of floors, carpeting, walls, whiteboards, trash cans, windows glass, furniture, equipment, and restrooms;
2. Ensures school custodial staff keeps school/building and grounds, including entryways, sidewalks, driveways, parking lots and play area neat and clean;
3. Monitor HVAC equipment for environmental comfort according to established guidelines and directives district wide;
4. Develops a maintenance schedule for all custodial equipment.
5. Teaches custodial correct operating procedures for all equipment according to established safety procedures.
6. Comply with the Texas Hazardous Communications Act which included emphasizing safety, storing, handling, labeling, and application of all chemicals.
7. Maintain safety standards in accordance with federal, state, district, and insurance regulations and train technicians on proper and safe use of equipment and chemicals.
8. Conduct regular inventory of physical equipment and supplies and maintain accurate records, order tools equipment, and supplies as needed.
9.
10.

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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: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Business Manager

Reports to: Executive Director

Salary Range: $ 65,000 - $ 75,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Portion of health insurance premiums; Convention and workshop attendance and travel; Dues and/or membership in professional organizations.

Proposed Location (City and County): Tarrant County or Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Associates Degree in Business, Finance or a related field.

Experience Required: Two (2) years experience in a business or finance related field. Knowledge of accounting principles; accounts payable, receivable and payroll.

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
Alvarado ISD	126901	Alvarado	3,635	$ 49,000.
Castleberry ISD	220917	Fort Worth	3,783	$ 71,000.
Everman ISD	220904	Everman	6,174	$ 73,000.

382

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Business Manager

Reports to: Executive Director

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Under general supervision of the CFO and/or the Executive Director, organize and direct the business and finance operations of Academy of Visual and Performing Arts which includes all budgetary functions, systems analysis, purchasing, contracted services, and human resource management.
2. Provide professional leadership and management of support staff, in partnership with the Executive Director, to enhance their effectiveness in order to achieve the operational efficiency and campus strategic goals.
3. Establish and use effective methods to improve administrative systems. Manage and link administrative processes and procedures across the campus to ensure operational effectiveness.
4. Use data analysis, evaluation, and reporting systems to streamline the efficiency of Academy of Visual and Performing Arts.
5. Manage the payroll services for all campus staff.
6. Other duties as assigned.
7.
8.
9.
10. Other duties as assigned.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Cafeteria Manager

Reports to: Executive Director

Salary Range: $50,000.00 - $60,000.00

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.

Conference and/or Workshop Attendance and Travel
Payment of Partial Health Insurance

Proposed Location (City and County): Tarrant and Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Bachelor's Degree in Business, Institutional Management, Home Economics, or a related field;
School Nutrition Specialist or Master's Degree, preferred;

Experience Required: A minimum of eight (8) years in a school food service operation and experience

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
Alvarado ISD	220904	Alvarado	3,365	$59,000
Castsleberry ISD	227917	Fort Worth	3,783	$66,000
Everman	126901	Everman	6,174	$64,000

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education Inc

Position Title: Cafeteria Manager

Reports to: Executive Director

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Ensure standardized cafeteria operations;
2. Develop, implement, and administer performance standards to improve the efficiency of food service operations;
3. Provide input to Director of Finance and Orperations on the fiscal needs of cafeteria operations;
4. Plan a strategic direction for cafeteria operations, evaluate input and incorporate best ideas into plans of action;
5. Be knowledgeable of best practices, laws, regulations, policies, and emerging technologies related to school food service operations, and communicate to appropriate department personnel;
6. Visit school cafeterias to evaluate the effectiveness of operations;
7. Inventory and initiate requisitions for equipment, food, or supplies for the department as needed;
8. Supervise the activities of direct reports in accordance with the district's policies and applicable laws.
9. Interview, hire and train employees; plan, assign, and direct work; appraise performance; reward and discipline employees; address complaints and resolving problems.
10. And other duties as assigned.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Cafeteria Staff

Reports to: Executive Director

Salary Range: $28,000.00 - $38,000.00

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.

Assist in payment of health insurance.

Proposed Location (City and County): Tarrant and Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: High School Diploma or GED; Associate's Degree preferred

Experience Required: None

Certification Required: Food Handling Certification

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Alvarado ISD	220904	Alvarado	3,365	$28,000
Castsleberry ISD	227917	Fort Worth	3,783	$29,000
Everman	126901	Everman	6,174	$27,000

368

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education Inc

Position Title: Cafeteria Staff

Reports to: Executive Director

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Prepare quality food according to a planned menu;
2. Store and handle food items and supplies safely and according to established procedures;
3. Maintain a clean and organized storage area;
4. Serve food according to meal schedules, departmental policies and procedures;
5. Practice and promote portion control and proper use of leftovers;
6. Operate tools and equipment according to prescribed safety standards, and follow established procedures to meet high standards of cleanliness, health and safety;
7. Correct unsafe conditions in work area and promptly report any conditions that are not immediately correctable to supervisor;
8. Handle and record cashier functions accurately;
9. Perform other duties as assigned.
10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM-CEO

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: CEO/Superintendent

Reports to: Charter Holder Board of Directors

Salary Range: $90,000.00

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.

Professional Memberships, Health Insurance, Conference and Workshop Attendance and Travel

Proposed Location (City and County): Tarrant County and Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Master's Degree in job-related area required;
Doctorate degree in job-related area preferred

Experience Required: Five (5) years of successful teaching; and Three (3) years as a campus administrator preferred

Certification Required: Principal or Mid-Management Certification

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Everman ISD	220904	Everman	6,174	$ 216,000
Castleberry ISD	220917	Fort Worth	3,783	$ 177,000
Alvarado ISD	126901	Alvarado	3,635	$ 158,000

Name of Proposed Charter School: Academy of Visual & Performing Arts

Name of Sponsoring Entity: Illumination Education Inc

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. The execution of the district's vision and mission statements and direction for the implementation of an integrated, project based fine arts curriculum model for students in grade K-12, that assures both high levels of engagement and achievement.

2. Ensure the alignment of the district's goals to curriculum, instruction, professional learning, assessment, and social/emotional and cultural services that requires the development of authentic and engaging experiences for all students K-12.

3. Use and understanding of educational policy and best practices specifically designed to equip him/her to address issues facing a diverse urban school setting.

4. Develop and plan for clear delineation of leadership roles and responsibilities for the development, implementation and monitoring of long and short term strategic plans that ensure high levels of student performance in grades K-12.

5. Develop guidelines. policies and procedures for operation of academy in collaboration with the Board of Directors

6. Develop and implement relationship building and welcoming systems and structures designed to encourage and demonstrate the requirement for families and communities to become involved in consistent dialogue about student performance in a personalized manner.

7. Collaborate with Co-CEO to recruit, hire and manage the Executive Director of Finance and Operations; and Executive Director.

8. Report to the Board of Directors concerning progress towards achievement of academic indicators

9. Monitor academics to ensure compliance of Federal and TEA policies and regulations

10. Consistently work in conjunction with Co-CEO in a mode of problem-solving, collaboration, communication, creativity, accountability, and service to others to keep all stakeholders focused and synchronized on the

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-CEO

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: CEO/Superintendent

Reports to: Charter Holder Board of Directors

Salary Range: $ 90,000.00

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.

Professional Memberships, Health Insurance, Travel and Attendance at Conventions and Workshops

Proposed Location (City and County): Tarrant County and Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Master's Degree in job-related area required;
Doctorate Degree in job-related area preferred

Experience Required: Five (5) years of successful teaching; and Three (3) years as a campus administrator preferred

Certification Required: Principal or Mid-Management Certification

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Everman ISD	220904	Everman	6,174	216,300
Castsleberry ISD	220917	Fort Worth	3,783	176,623
Alvarado ISD	126901	Alvarado	3,635	157,833

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Name of Proposed Charter School: Academy of Visual & Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

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. Implement and maintain effective internal controls, safeguarding District assets and resources;

2. Responsible to coordinate with CFO to ensure the maintenance of accurate financial records for the District; Coordinate the district budget process to be certain that it meets the needs and goals of the District:

3. Supervise human resources, business, transportation, food services, maintenance departments, manage the custodial services contract and safety and security program;

4. Initiate, develop, coordinate and collaborate with the Co-CEO to develop and maintain partnerships with state, local and national organizations (e.g. academics, project-based learning, and visual/performing arts,etc.);

5. Work to assure the student management system and expected behavior related to operational aspects of the district are aligned to district goals such as transportation, food services, classroom facilities, etc,; Collaborate with the Co-CEO to prepare, publicize, and develop reports related to the performance of the District and articulation of District goals and objectives;

6. Develop policy and procedures for presentation and approval by the Board of Directors;

7. Collaborate with Co-CEO to recruit, hire, and manage the Executive Director of Finance and Operations and Executive Director;

8. Collaborate with Co-CEO to proactively analyze financial and educational issues and opportunities and develop strategies to ensure quality academic services, technical needs and operations;

9. Monitor and implement policies concerning operations, confidentiality as outlined by Federal and TEA policies and regulations;

10. Consistently work in a mode of problem-solving, collaboration, communication, creativity, accountability, and service to others with Co-CEO to keep all stakeholders focused and synchronized on the Vision, Mission and Guiding Tenets of the Visual and Performing Arts Academy.

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: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education Inc

Position Title: Community Liasion

Reports to: Executive Director

Salary Range: $54,000.00 - $68,000.00

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.

Conference and Workshop Travel
Payment of Partial Health Insurance

Proposed Location (City and County): Tarrant and Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Bachelor's degree; masters preferred

Experience Required: At least five (5) years prior experience in a urban school/community environment

Certification Required: Valid Texas teaching certificate with required endorsements or training for subject and level assigned
Experience as a teacher leader, social worker or administrator on a public school campus

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
Alvarado ISD	220904	Alvarado	3,365	$56,000
Castsleberry ISD	227917	Fort Worth	3,783	$57,000
Everman	126901	Everman	6,174	$56,000

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education Inc

Position Title: Community Liasion

Reports to: Executive Director

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Provide excellent customer services experience for parents, schools, and community members to foster a collaborative learning environment;
2. Provides parent drop-ins (workshops) based on parent needs and recommendations;
3. Facilitates a series of family and community activities and programs to increase an understanding of school partnerships.
4. Assist in the recruitment of community resources; i.e., local businesses, corporations, and organizations;
5. Assist in the recruitment and training of community volunteers and match volunteers with schools;
6. Makes and supports recommendations to campus administrators
7.
8.
9.
10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Conservatory Director

Reports to: Executive Director

Salary Range: $65,000 - $ 75,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Assist in payment of portion of health insurance premiums. Convention and workshop attendance and travel. Dues and/or membership in professional organizations.

Proposed Location (City and County): Tarrant County or Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Bachelor's Degree
Master's Degree (preferred)

Experience Required: Five (5) years teaching experience in at least one area of fine arts
Leadership responsibility in the area of fine arts (preferred)

Certification Required: Teacher Certification, preferably in a fine arts discipline

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
Alvarado ISD	126901	Alvarado	3,635	$ 67,000.
Castleberry ISD	220917	Fort Worth	3,783	$ 70,000.
Everman ISD	220904	Everman	6,174	$ 67,000.

410

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Conservatory Director

Reports to: Executive Director

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Actively work with the Director of Artistic Development and the Executive Director to organize, administer, and evaluate the visual and performance arts program.
2. Articulate the mission, vision, and guiding tenets of Academy of Visual and Performing Arts to the community to solicit its support in realizing the strategic plan.
3. Work with all conservatory teachers on instructional, operational, and administrative needs and initiative activities to meet those needs.
4. Ensure that the development and delivery of Academy of Visual and Performing Arts curriculum and instructional program is in alignment with goals and supports student achievement.
5. Encourage and support student performances, exhibits, and other displays of student work.
6. Coordinate with the Executive Director to ensure that the necessary time, resources, materials, and technology to support the accomplishment of rigorous conservatory programs are met.
7. Observe classroom instruction, provide ongoing feedback, and assist teachers, using the continuous improvement process, to facilitate innovation and instructional improvement.
8. Work with the Director of Artistic Development and the Executive Director to develop, administer, and manage community partnerships with Dallas-Fort Worth arts organizations and teaching artists.
9. Consistently monitor and provide reports on student performance in fine arts disciplines. Lead the student audition process, after school and summer intensive programming to advance student's performance and growth in fine arts disciplines.
10. Other duties as assigned.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Counselor

Reports to: Executive Director

Salary Range: $58,000 - $68,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Assist in payment of health insurance. Convention and workshop attendance and travel.

Proposed Location (City and County): Tarrant County or Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Bachelor's Degree
Master's Degree from an accredited college or university in counseling and guidance

Experience Required: Three (2) years teaching experience
Experience in a school counseling setting (preferred)

Certification Required: Texas Counselor Certification

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Alvarado ISD	126901	Alvarado	3,635	$68,000.
Castleberry ISD	220917	Fort Worth	3,783	$67,000.
Everman ISD	220904	Everman	6,174	$62,000.

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Counselor

Reports to: Executive Director

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Develop and manage a comprehensive school counseling program
2. Provide leadership and collaborate with others to deliver appropriate and prevention-oriented counseling activities to meet students needs, be compliant with Federal and State law, Board policy, and goals of Academy of Visual and Performing Arts.
3. Assist all students, individually or in group settings, with developing academic, social-emotional, career, and personal skills, consistent with the guiding tenets of Academy of Visual and Performing Arts.
4. Collaborate effectively with families, teachers, school leadership, and other educational or community groups or resources regarding students with identified needs.
5. Participate as a part of the Academy of Visual and Performing Arts MTSS/RTI leadership team.
6. Measure the results of the counseling program activities by collecting and analyzing data to guide program implementation and direction. Share the results as appropriate.
7. Consult with families, teachers, administrators and other relevant individuals to enhance their impact on students and student performance.
8. Other duties as assigned.
9.
10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Custodial Staff

Reports to: Executive Director

Salary Range: $28,000.00 - $38,000.00

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.

Payment of Partial Health Insurance

Proposed Location (City and County): Tarrant and Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: High School Diploma or GED; Associate's Degree preferred

Experience Required: Will train

Certification Required: Valid Texas driver's license

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
Alvarado ISD	220904	Alvarado	3,365	$28,000
Castsleberry ISD	227917	Fort Worth	3,783	$29,000
Everman	126901	Everman	6,174	$27,000

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education , Inc.

Position Title: Custodial Staff

Reports to: Executive Director

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Maintain a cleaning schedule that will include cleaning, dusting, and/or vacuuming of floors, carpeting, walls, whiteboards, trash cans, windows glass, furniture, equipment, and restrooms.
2. Keep school/building and grounds, including entryways, sidewalks, driveways, parking lots and play area neat and clean.
3. Assist in maintaining an inventory of cleaning supplies and equipment and request additional supplies as needed from Night Lead Custodian.
4. Advise Night Lead Custodian when school or building requires a work order for a specific area/location.
5. Maintain safety standards in accordance with federal, state, district, and insurance regulations and train technicians on proper and safe use of equipment and chemicals.
6. Ensure that established safety procedures are followed including lifting and climbing. Make sure that tools and equipment are operated and chemicals handled according to established safety procedures.
7.
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4/17

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: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Dance Teacher (Elementary or Secondary)

Reports to: Executive Director

Salary Range: $54,000.00 - $68,000.00

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.

Conference and Workshop Travel
Payment of Partial Health Insurance

Proposed Location (City and County): Tarrant and Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Bachelor's Degree with an emphasis in dance

Experience Required: Demonstrate a proficiency in all areas of dance, ballet, modern, jazz, tap, folk, character, and ethnic;
Extensive experience and course work in all the above areas.

Certification Required: Valid Texas Teaching Certificate with required endorsements or training for subject and level assigned
Additional PE Certification preferred

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Alvarado ISD	220904	Alvarado	3,365	$56,000
Castsleberry ISD	227917	Fort Worth	3,783	$57,000
Everman	126901	Everman	6,174	$56,000

A19

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education Inc

Position Title: Dance Teacher (Elementary or Secondary)

Reports to: Executive Director

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Develop daily lesson plans that provide for differentiation and ongoing assessment.
2. Collaborate with Conservatory Director, PBL Coordinator, lead teacher and other conservatory teachers to design project based fine-arts embedded lessons that support authentic learning in all content area;
3. Teacher will embrace cultural diversity in order to enhance the learning experiences of our students.
4. Work with Directors and Conservatory faculty in coordinating any musical needs for main stage non-musical productions and/or class related projects.
5. Create an instructional environment that is conducive to the intellectual, physical, social, and emotional development of students.
6. Instruct pupils in proper techniques of dance.;Demonstrate advanced skill and technique in dance.
7. Establishes and maintains standards of pupil behavior needed to provide an orderly, production environment in the laboratory type classroom.
8.
9.
10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Director Artistic Development

Reports to: Co-Chief Executive Officer

Salary Range: $69,000.00 - $78,000.00

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.

Assist in the payment of health insurance; Convention and/or workshop attendance and travel

Proposed Location (City and County): Tarrant and Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Bachelor's Degree; Master's Degree preferred with major course work in education with emphasis in visual and performing arts, theater arts, or closely related field

Experience Required: Five (5) years of responsible administrative experience working with an arts focused organization and working with students.

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
Alvarado ISD	126901	Alvarado	3,635	$56,000.
Castleberry ISD	220917	Fort Worth	3,783	$73,000.
Everman ISD	126901	Everman	6,174	$71, 000.

Name of Proposed Charter School: Academy of Visual Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Director of Artistic Development

Reports to: Co-Chief Executive Officer

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Establish and promote a high standard and expectations for students and staff for fine arts and acadmic performance and responsibility of behavior;

2. Promote the Visual and Performing Arts program for the purpose of improving the quality of student outcomes and encouraging student development;

3. Monitor Visual and Performing Arts services (e.g. evaluating programs and attendance, reviewing staff, overseeing resource procurement, staffing, etc) for the purpose of ensuring that performance outcomes are achieved within budget, department, and District objectives;

4. Perform Administrative tasks (e.g. hiring, counseling, training, supervising, evaluating, monitoring, budget, developing procedures. etc.) for the purpose of maintaining necessary staffing, enhancing productivity of the visual and performing arts staff, and ensuring the necessary outcomes are achieved;

5. As a District representative, conveys and communicates programming selections and offerings to the community at large.

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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: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc..

Position Title: Director of Community and Public Relations

Reports to: Co-CEO

Salary Range: $43,000.00 - $60,000.00

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.

Assist in payment of health insurance; Convention and workshop attendance and travel; Dues and/or Membership in Professional Organizations;

Proposed Location (City and County): Tarrant and Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Bachelor's Degree; Master's Degree in an area pertinent to coordinating and directing school/ community and/or public relations

Experience Required: Knowledge of the diverse urban communities in the Fort Worth and Southern Dallas Metroplex; Professional experience in the development/oversight of Partnership Collaboration in School/Community Programming and symbiotic communication

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
Alvarado ISD	126901	Alvarado	3,635	$59,000
Castleberry ISD	220917	Fort Worth	3,783	$45,000
Everman ISD	126901	Everman	6,174	$53,000

Name of Proposed Charter School: Academy of Visual Performing Arts

Name of Sponsoring Entity: Illumination Education Inc.

Position Title: Director of Community and Public Relations

Reports to: Co-CEO

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Promote the development of collaborative partnerships locally, regionally, and nationally;
2. Represent the school district in various community and state organizations;
3. Research and develop communication strategies for the District and Co-Chief Executive Officers;
4. Handle the District's publications such as external and internal newsletters, brochures, bulletins, letters,etc;
5. Provide consistent involvement, engagement, and information activities which earn public awareness, understanding and support.
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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: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Director of Curriculum and Instruction

Reports to: Co-Chief Executive Officer (Academics)

Salary Range: $70,000.00 - $80,000.00

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.

Assist in payment of health insurance; Convention and workshop attendance and travel; Dues and/or Membership in Professional Organizations;

Proposed Location (City and County): Tarrant and Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Master's Degree in Education;

Experience Required: Three (3) years of experience as a classroom teacher;
Five (5) years experience in instructional leadership roles;

Certification Required: Texas mid-management, principal or other appropriate Texas certificate;
Certified T-TESS appraiser;

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
Alvarado ISD	126901	Alvarado	3,635	$87,000
Castleberry ISD	220917	Fort Worth	3,783	$89,000
Everman ISD	126901	Everman	6,174	$88,000

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Name of Proposed Charter School: Academy of Visual Performing Arts

Name of Sponsoring Entity: Illumination Education Inc.

Position Title: Director of Curriculum and Instruction

Reports to: Co-Chief Executive Officer

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Work collaboratively with the Co-Chief Executive Officer, lead teachers, and literacy specialist regarding the collection, review, interpretation and use of data to improve student achievement;
2. Obtain and use evaluative findings, including student achievement data to examine curriculum/instructional program effectiveness;
3. Actively support the efforts of others to achieve the district goals and campus performance objectives (Texas Academic Performance Reports - TAPR) and other forms of data;
4. Facilitate the implementation and development of a project-based fine arts curriculum within the district and work with appropriate staff to develop, maintain, and revise curriculum documents based on systematic review and analysis;
5. Supervise the use of formative assessment practices to encourage skilled teaching and higher-level learning;
6. Encourage and model innovative thinking and risk taking and view problems as learning opportunities;
7. Provide effective, embedded professional development opportunities based on data interpretation, teacher pedagogical need and student expectations;
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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: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Director Exceptional Student Services

Reports to: Co-Chief Executive Officer (Academics)

Salary Range: $63,000.00 - $73,000.00

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.

Assist in payment of health insurance; Convention and workshop attendance and travel; Dues and/or Membership in Professional Organizations;

Proposed Location (City and County): Tarrant and Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Bachelor's Degree; Master's Degree Preferred.

Experience Required: Knowledge of Federal and State law for students with exceptionalities (e.g. special education, bilingual education, and/or 504, etc.)
Ability to implement policy and procedures; ability to interpret data; supervisory capabilities

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
Alvarado ISD	126901	Alvarado	3,635	$59,000
Castleberry ISD	220917	Fort Worth	3,783	$66,000
Everman ISD	126901	Everman	6,174	$59,000

Name of Proposed Charter School: Academy of Visual Performing Arts

Name of Sponsoring Entity: Illumination Education Inc.

Position Title: Director of Exceptional Student Services

Reports to: Co-Chief Executive Officer (Academics)

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Direct and manage special programs and services to meet students' needs;
2. Ensure that students' progress is evaluated on systematic basis and that the findings are used to ensure services are implemented more effectively;
3. Ensures the use of technology in the teaching-learning process;
4. Manage ESL teachers, Special Education teachers, G/T teachers to ensure referral process is carried out with fidelity;
5. Collaborate with teachers to make recommendations regarding placement and program management for individual students;
6. Supervise and monitor the admission review, and dismissal (ARD) process district-wide;
7. Identify teacher designee to ensure LPAC services are done with fidelity;
8. Ensure that curriculum renewal is continuous and responsive to student needs;
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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: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Director of Facilities

Reports to: Co-Chief Executive Officer

Salary Range: $50,000.00 - $70,000.00

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.

Assist in payment of health insurance; Convention and workshop attendance and travel; Dues and/or Membership in Professional Organizations;

Proposed Location (City and County): Tarrant and Southern Dallas Count

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Bachelor's Degree;

Experience Required: At least five (5) years of successful experience in the maintenance of school facilities; Experience to include benefits administration, communication skills, organizational skills, budgeting, and human resources;

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
Alvarado ISD	126901	Alvarado	3,635	$69,000
Castleberry ISD	220917	Fort Worth	3,783	$40,000
Everman ISD	126901	Everman	6,174	$40,000

Name of Proposed Charter School: Academy of Visual Performing Arts

Name of Sponsoring Entity: Illumination Education Inc.

Position Title: Director of Facilities

Reports to: Co-Chief Executive Officer

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Support the instructional priorities of the school system by ensuring the maintenance of safe and efficient schools;
2. Plan, collaborate and coordinate all district maintenance and construction projects;
3. Be responsible for the composition of an effective and efficient action plan that outlines routine and emergency maintenance work projects;
4. Prepare an annual budget for the maintenance of campuses and monitor expenses required throughout the year;
5. Collaborate with stakeholders to determine the needs of the facilities comprising the district;
6. Maintain, train and support a knowledgeable, highly skilled maintenance staff.
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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: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Director of Finance and Operations

Reports to: Co-CEO

Salary Range: $ 80,000.00 - $87,000.00

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.

Assist in payment of health insurance; Convention and workshop attendance and travel; Dues and/or Membership in Professional Organizations;

Proposed Location (City and County): Tarrant and Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Bachelor's Degree Required; Preferred Master's in Finance and/or Business

Experience Required: Experience in non-profit or charter school setting preferred;
A minimum3 years of supervisory experience; demonstrated ability to implement policies and procedures;

Certification Required: Certified Public Accountant

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
Alvarado ISD	12901	Alvarado	3,635	$98,000
Castleberry ISD	220917	Fort Worth	3,783	$119,000
Everman ISD	220904	Everman	6,174	$85,000

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Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education Inc.

Position Title: Director of Finance and Operations

Reports to: Co-CEO

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Acts as a good steward of funds received to ensure sound financial management;
2. Prepare the budget and profit and loss statements for presentation to administration and the Board;
3. Work closely with Co-CEOS to monitor and address compliance matters, including legal, financial and governmental concerns and issues;
4. Retain the services of an outside firm to conduct an audit of the financial data;
5. Supervise Payroll/Benefits Administrator, Accounts Payable Clerk and other members of the Financial Department Team;
6. Develops procedures and budgets that allow necessary funds to be directed toward curriculum and instruction of students;
7. Supports the administrative team in making decisions involving expenditures of funds;
8. Contributes to the development of long and short term strategic planning, while also supporting the development of fundraising opportunities through community partnerships;
9. Work in conjunction with the Co-CEO to hire staff;
10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: ESL Teacher

Reports to: Executive Director

Salary Range: $54,000.00 - $68,000.00

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.

Conference and workshop attendance and travel
Payment of Partial Health Insurance

Proposed Location (City and County): Tarrant and Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Bachelor's Degree; ESL Endorsement
Demonstrated competency in the core academic subject area assigned

Experience Required: One (1) year student teaching or approved internship

Certification Required: Valid Texas Teaching Certificate with required endorsements or training for subject and level assigned;
ESL Endorsement

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
Alvarado ISD	220904	Alvarado	3,365	$57,000.
Castsleberry ISD	227917	Fort Worth	3,783	$57,000.
Everman	126901	Everman	6,174	$56,000.

450

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: ESLT eacher

Reports to: Executive Director

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Plan, organize, and provide instruction in English that meet TEA and federal standards;
2. Provide instruction that is consistent and coordinated with the district's/school's instructional program so as to ensure that students meet and exceed learning targets;
3. Create and present lesson plans that utilize a broad scope of appropriate teaching techniques and strategies;
4. Address all aspects of communication through appropriate instruction that develops each student's ability to read, write, speak, and listen in the appropriate content area;
5. Administer academic and language assessments (e.g. Universal Screener,TELPAS, etc.) for the purpose of evaluating student progress for meeting academic learning targets and progress in language acquisition;
6. Adapt curriculum to provide individual, small group, and/or remedial instruction as to meet the needs of individual students and subgroups of students;
7. Employ a variety of instructional techniques and strategies to meet different aptitudes and interests of students;
8. Maintain complete and accurate records of student progress and evidnece of growth and progress;
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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: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Executive Director

Reports to: Co-Chief Executive Officer

Salary Range: $70,000 - $85,000.00

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.

Assist in payment of health insurance; Convention and workshop attendance and travel; Dues and/or Membership in Professional Organizations;

Proposed Location (City and County): Tarrant and Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Bachelor's Degree; Master's Degree in Education Administration Preferred

Experience Required: Knowledge of curriculum and instruction;Three years experience as a classroom teacher; Five (5) years experience in instruction creation and/or coaching students; Managerial expertise; Ability to interpret policy, procedures, and data.

Certification Required: Texas Mid-Management, Principal or other appropriate Texas certification; Certified in T-TESS appraiser.

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
Alvardo ISD	126901	Alvardo	3,635	$82,000
Castleberry ISD	220917	Fort Worth	3,783	$75,000
Everman ISD	220904	Everman	6,174	$85,000

453

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education Inc.

Position Title: Executive Director

Reports to: Co-Chief Executive Officer

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Under the direction of the Co-Chief Executive Officers, manages and leads the campus staff and administration in the successful operation of the campus;
2. Use research and data to improve the content, sequence and outcomes of the teaching-learning process;
3. Implement the policies and procedures and best practices established by State and Federal law;
4. Coordinate, train, and monitor staff on the implementation of the state assessments, universal screener, and district developed benchmarks assessments;
5. Use of normed tools and processes to conduct observations, document trends, and consistently track teacher progress;
6. Collaborate with Co-Chief Executive Officers to keep all stakeholders focused and synchronized on the Vision, Mission and Guiding Tents of the Academy of Visual and Performing Arts;
7. Mentor new staff members and students in need of help in curriculum and/or instruction;
8. Prepare annual evaluations of staff.
9. Retain the services of Professional Facilitators to work with staff and students in preparation for the STAAR testing.
10. And any additional services I may be requested to provide.

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: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Gifted/ Talented Teacher

Reports to: Executive Director

Salary Range: $54,000.00 - $68,000.00

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.

Conference and workshop attendance and travel;
Payment of Partial Health Insurance;

Proposed Location (City and County): Tarrant and Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Bachelor's Degree; ESL Endorsement
Demonstrated competency in the core academic subject area assigned

Experience Required: One (1) year student teaching or approved internship

Certification Required: Valid Texas Teaching Certificate with required endorsements or training for subject and level assigned
G/T Endorsement required; ESL Endorsement 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
Alvarado ISD	220904	Alvarado	3,365	$57,000
Castsleberry ISD	227917	Fort Worth	3,783	$57,000
Everman	126901	Everman	6,174	$56,000

456

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Gifted/Talented Teacher

Reports to: Executive Director

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Plan, organize, and provide instruction in English that meet TEA and federal standards;
2. Provide instruction that is consistent and coordinated with the district's/school's instructional program so as to ensure that students meet and exceed learning targets;
3. Create and present lesson plans that utilize a broad scope of appropriate teaching techniques and strategies
4. Address all aspects of communication through appropriate instruction that develops each student's ability to read, write, speak, and listen in the appropriate content area;
5. Administer academic and language assessments (e.g. Universal Screener,TELPAS, etc.) for the purpose of evaluating student progress for meeting academic learning targets and progress in language acquisition;
6. Adapt curriculum to provide individual, small group, and/or remedial instruction as to meet the needs of individual students and subgroups of students;
7. Employ a variety of instructional techniques and strategies to meet different aptitudes and interests of students;
8. Maintain complete and accurate records of student progress and evidnece of growth and progress;
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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: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Health Service Manager

Reports to: Executive Director

Salary Range: $50,000.00 - $60,000.00

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.

Conference and/or Workshop Attendance and Travel
Payment of Partial Health Insurance

Proposed Location (City and County): Tarrant and Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Professional Registered Nurse with current Texas License; Master's Degree from an accredited school in nursing, health education, or health care administration Certification

Experience Required: Three (3) years' experience in school health; Supervisory experience preferred;

Certification Required: Certification from the Texas Department of State Health Services for Vision and Hearing Screening
AED/First Aid, CPR Certification Required

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Alvarado ISD	220904	Alvarado	3,365	$59,000
Castsleberry ISD	227917	Fort Worth	3,783	$66,000
Everman	126901	Everman	6,174	$64,000

459

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education Inc

Position Title: Health Services Manager

Reports to: Executive Director

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Determine the goals, objectives and priorities of the Health Services Program established by the District in conjunction with nurses and other staff;

2. Coordinate activities found in the Health Services Program with outside agencies and members of the medical and health care community to ensure that students have access to adequate health care services;

3. Compile, maintain and file all reports, records and other documents required by State and Federal Regulations, including accurate, updated records of health information for all students.

4. Develop programs and recommend policies related to health and safety;

5. Manage the delivery of all campus health services and ensure consistent implementation of school health policies regarding immunizations, communicable diseases, medication and emergency care of ill and injured;

6. Ensure that all campuses have needed healthcare supplies and sources and recommend purchase, replacement, and repair of equipment when needed;

7. And other duties as assigned.

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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: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Human Resources Clerk

Reports to: Executive Director

Salary Range: 25000 - 30000

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.

Portion of health insurance premiums

Proposed Location (City and County): Tarrant County or Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: High school diploma or equivalent

Experience Required: One (1) year experience in an office setting.

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Alvarado ISD	126901	Alvarado	3,635	
Castleberry ISD	220917	Fort Worth	3,783	
Everman ISD	220904	Everman	6,174	

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Human Resources Clerk

Reports to: Executive Director

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Assist with human resources, payroll, and administrative functions to ensure the operational efficiency of Academy and Visual and Performing Arts.
2. Responds to both written, in person, and telephone inquires and concerns and resolves as appropriate.
3. Answering and directing incoming calls, screening calls, taking messages, and directing incoming correspondence and request for information.
4. Utilizes effective verbal and/or written communication skills with campus visitors, callers, and colleagues.
5. Other duties as assigned.
6.
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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: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Information Technology Manager

Reports to: Co-Chief Executive Officer

Salary Range: $60,000.00 - $65,000.00

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.

Assist in payment of health insurance; Convention and workshop attendance and travel; Dues and/or Membership in Professional Organizations;

Proposed Location (City and County): Tarrant and Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Bachelor's Degree in a network or computer related field or equivalent work experiences

Experience Required: Minimum two (2) year of experience supporting end-user network in a Microsoft infrastructure

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
Alvarado ISD	126901	Alvarado	3,635	$59,000
Castleberry ISD	220917	Fort Worth	3,783	$66,000
Everman ISD	126901	Everman	6,174	$64,000

Name of Proposed Charter School: Academy of Visual Performing Arts

Name of Sponsoring Entity: Illumination Education Inc.

Position Title: Information Technology Manager

Reports to: Co-Chief Executive Officer

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Oversee the development and implementation of a comprehensive staff development plan for the use of instructional technology in the classroom;
2. Share effective technical and instructional strategies with teachers for the effective use of technology in the classroom;
3. Must be open to cross-training and have flexibility in duties as assigned;
4. Employ technology as may be required in artistic presentations;
5. Work cooperatively with other curriculum development staff to smoothly and effectively integrate technolgy into the instructional curriculum;
6. Provide staff development to teachers and administrators in the use of teaching techniques that incorporate technology in the delivery of existing curriculum;
7. Ability to communicate clearly with individual computor users on all levels- in small groups, one-on-one and in writing.
8.
9.
10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Instructional Coach

Reports to: Executive Director

Salary Range: $55,000 - $65,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Portion of the health insurance, conference and/or workshop attendance and travel, consideration for dues and/or memberships in professional organizations

Proposed Location (City and County): Tarrant County or Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Bachelor's Degree

Experience Required: Minimum of three (3) years teaching experience, and a record of successfully impacting student achievement.

Certification Required: Certified in a core content teaching area.

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
Alvarado ISD	126901	Alvarado	3,635	$57,000.
Castleberry ISD	220917	Fort Worth	3,783	$62,000.
Everman ISD	220904	Everman	6,174	$60,000.

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Instructional Coach

Reports to: Executive Director

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Demonstrate knowledge of current research-based instructional strategies, trends, critical concepts and content, knowledge, and skills within the specialty area.
2. Promote a culture of continuous improvement, trust, and professional inquiry.
3. Collaborate with teachers to design rigorous, standards-based classroom instruction.
4. Engage others in the development of content-specific knowledge and skills.
5. Assist in establishing goals for the instructional program appropriate to meet student performance goals.
6. Engage teachers in learning new instructional practices and strategies by modeling lessons, collaborating during professional learning communities, and by leading professional development.
7. Consistently monitor student performance results to measure effectiveness of teaching and learning.
8. Coordinate improvement efforts with other members of the instructional leadership team.
9. Use differentiated coaching to address the instructional improvement needs of the teachers served by providing responsive professional support.
10. Other duties as assigned.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Librarian

Reports to: Executive Director

Salary Range: $55,000 - $60,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Assist in payment of health insurance premiums. Convention and workshop attendance and travel. Dues and/or membership in professional organizations.

Proposed Location (City and County): Tarrant County or Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Bachelor's Degree from an accredited college and university
Master's Degree (preferred)

Experience Required: Two (2) years teaching experience

Certification Required: Texas School Librarian Certification or learning resource certification or endorsement (preferred or obtained within 6 months of hire)

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
Alvarado ISD	126901	Alvarado	3,635	$ 63,000.
Castleberry ISD	220917	Fort Worth	3,783	$ 63,000.
Everman ISD	220904	Everman	6,174	$ 68,000.

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Librarian

Reports to: Executive Director

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Develop, organize, and maintain a collection of resources appropriate to the curriculum, to the students of Academy of Visual and Performing Arts, and the instructional strategies used, in alignment with the mission, vision, and goals of the school community.

2. Promote and use technologies to support teaching and learning, to supplement school resources, and to connect Academy of Visual and Performing Arts to the global learning community.

3. Understand and ensure that the school community is educated on and compliant with copyright, fair use, and licensing of intellectual property.

4. Participate in the curriculum development process to ensure the full range of literacy skills (information, media, visual, digital, and technological) necessary to master TEKS standard and the mission, vision, and guiding tenets of the school community.

5. Collaborate with the school community to design engaging learning experiences that incorporate multiple literacies, digital citizenship, and foster critical thinking.

6. Maintain the schedule of the school library to maximize accessibility to staff and students.

7. Establish the processes and procedures for library services - selection, acquisition, circulation, resource sharing, etc. to ensure the effectiveness of library services.

8. Foster a campus culture of literacy, scholarship, and inquiry.

9. Empower students to use resources (print and digital) to locate, evaluate and synthesize information in appropriate manners.

10. Other duties as assigned.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Literacy Specialist

Reports to: Executive Director

Salary Range: $58,000 - $68,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Portion of health insurance premiums, conference or workshop attendance, travel, dues or memberships in professional organizations

Proposed Location (City and County): Tarrant County or Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Bachelor's Degree from an accredited college or university
Master's Degree in education, reading, literacy, or a related area (preferred)

Experience Required: Three (3) years successful teaching experience with demonstrated student success.
Knowledge of intervention instructional strategies and best practices.
Ability to analyze data and provide targeted intervention support to at-risk students.

Certification Required: Valid Texas teaching certification with required endorsements or training for subject and level assigned

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
Alvarado ISD	126901	Alvarado	3,635	$57,000.
Castleberry ISD	220917	Fort Worth	3,783	$57,000.
Everman ISD	220904	Everman	6,174	$56,000.

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Literacy Specialist

Reports to: Executive Director

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Work in cooperation with leadership, executive directors, math specialist, teachers and other instructional staff to development, implement, and manage the Literacy and Mathematics Bridge (LAMB) Program consistent with the requirements of the mission, vision, and guiding tenets of Academy of Visual and Performing Arts.
2. Use a hands-on approach to improving literacy instruction and the effectiveness of teaching and learning.
3. Serve as a lead team member on Academy of Visual and Performing Arts MTSS/RTI team, working to develop a robust program.
4. Support the development of high-quality and effective literacy instruction in all subjects, including observing and coaching teachers, and participating in instructional planning.
5. Provide students with appropriate intervention instruction, instructional activities, and experiences in the areas of literacy to enable students to develop competencies and skills.
6. Develop and implement intervention lessons that fulfill the requirements of the MTSS/RTI Program and show written evidence of lesson planning.
7. Use appropriate instructional strategies, activities, instructional materials, equipment, and technology to meet student needs.
8. Ensure the MTSS/RTI protocols are in accordance to guidelines established by Texas Education Agency, board policies, and other regulations.
9. Work with staff to facilitate data analysis provided by universal screeners, diagnostics, formative and summative assessments. Continuously monitor, track, and analyze student achievement data in order to inform practice, identify needs, and determine strategies to support all students.
10. Other duties as assigned.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: LSSP / Diagnostician

Reports to: Director of Exceptional Student Services

Salary Range: $62,000 - $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.

Assist in payment of health insurance. Convention and workshop attendance and travel. Dues and/or membership in professional organizations.

Proposed Location (City and County): Tarrant County and Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Bachelors Degree
Masters Degree in Psychology from an accredited college or university

Experience Required: Two (2) year experience providing psychological services in an educational setting, preferred. Knowledge of procedures for assessing achievement, intellectual, emotional and behavioral functioning for educational purposes.

Certification Required: Valid Texas license as a Licensed Specialist in School Psychology

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
Alvarado ISD	126901	Alvarado	3,635	$62,000.
Castleberry ISD	220917	Fort Worth	3,783	$67,000.
Everman ISD	220904	Everman	6,174	$61,000.

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: LSSP / Diagnostician

Reports to: Director of Exceptional Student Services

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Assess the psychological and psycho-educational needs of students referred to special education by the MTSS/ RTI team.
2. Knowledge of research-based academic and behavioral prevention and intervention strategies.
3. Select and administer assessments and observations to evaluate the intellectual, emotional, and behavioral functioning of referred students according to local, state, and federal regulations.
4. Interpret data to develop psychological reports, academic and behavior management plans.
5. Participate in the Admissions Review Dismissal (ARD) Committee to assist with the appropriate placement. according to procedures.
6. Participate in the development of an Individual Education Plan (IEP) for students in accordance with procedures, rules and regulations.
7. Maintain all physical and computerized reports, records, and documents.
8. Comply with policies established by Federal and State law, State Board of Education rules, and board policy in the area of psychological services and assessment.
9. Consult with the appropriate personnel and participate in the necessary meetings to collaboratively meet the needs of each assigned student.
10. Other duties as assigned.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Mathematics Specialist

Reports to: Executive Director

Salary Range: $58,000 - $68,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Portion of health insurance premiums, conference or workshop attendance, travel, dues or memberships in professional organizations

Proposed Location (City and County): Tarrant County or Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Bachelor's Degree from an accredited college or university
Master's Degree in education, mathematics or a related area (preferred)

Experience Required: Three (3) years successful teaching experience with demonstrated student success.
Knowledge of intervention instructional strategies and best practices.
Ability to analyze data and provide targeted intervention support to at-risk students.

Certification Required: Valid Texas Teaching Certification with required endorsements or training for subject and level assigned

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
Alvarado ISD	126901	Alvarado	3,635	$57,000.
Castleberry ISD	220917	Fort Worth	3,783	$57,000.
Everman ISD	220904	Everman	6,174	$56,000.

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Mathematics Specialist

Reports to: Executive Director

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Work in cooperation with leadership, executive directors, math specialist, teachers and other instructional staff to development, implement, and manage the Literacy and Mathematics Bridge (LAMB) Program consistent with the requirements of the mission, vision, and guiding tenets of Academy of Visual and Performing Arts.
2. Use a hands-on approach to improve mathematics instruction and the effectiveness of teaching and learning.
3. Serve as a lead team member on Academy of Visual and Performing Arts MTSS/RTI team, working to develop a robust program.
4. Support the development of high-quality and effective mathematics instruction in all subjects, including observing and coaching teachers, and participating in instructional planning.
5. Provide students with appropriate intervention instruction, instructional activities, and experiences in the areas of mathematics to enable students to develop competencies and skills.
6. Develop and implement intervention lessons that fulfill the requirements of the MTSS/RTI Program and show written evidence of lesson planning.
7. Use appropriate instructional strategies, activities, instructional materials, equipment, and technology to meet student needs.
8. Ensure the MTSS/RTI protocols are in accordance to guidelines established by Texas Education Agency, board policies, and other regulations.
9. Work with staff to facilitate data analysis provided by universal screeners, diagnostics, formative and summative assessments. Continuously monitor, track, and analyze student achievement data in order to inform practice, identify needs, and determine strategies to support all students.
10. Other duties as assigned.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Music Teacher (Elemanry and Secondary)

Reports to: Executive Director

Salary Range: $54,000.00 - $68,000.00

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.

Conference and Workshop Travel
Payment of Partial Health Insurance

Proposed Location (City and County): Tarrant and Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Bachelor's Degree in Music; Master's Degree preferred

Experience Required: Successful completion of student teaching (elementary or secondary) with professional recommendations or experience as a music teacher (elementary or secondary based on teaching assignment)

Certification Required: Valid Texas Teaching Certificate with required endorsements or training for subject and level assigned
ESL Endorsement

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
Alvarado ISD	220904	Alvarado	3,365	$56,000
Castsleberry ISD	227917	Fort Worth	3,783	$57,000
Everman	126901	Everman	6,174	$56,000

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Music Teacher (Elementary or Secondary)

Reports to: Executive Director

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Create classroom environment that increases learning and is appropriate for the physical, social, and emotional development of students;

2. Collaborate with Conservatory Director, PBL Coordinator, lead teacher and other conservatory teachers to design project based fine-arts embedded lessons that support authentic learning in all content area;

3. Evaluate student performance and provide feedback and assistance to improve their musical skills;

4. Engage and plan with K-12 representatives to align programmatic curricular and extra-curricular activities with the conservatory clusters;

5. Comply with Federal and State laws, State Board of Education (SBEC) rule, UIL rules, and board policy in the area of music;

6. Obtain and use data (including student achievement data and current technology) to determine program effectiveness and ensure that program renewal is continuous and responds to student needs;

7. Plan and use appropriate instructional and learning strategies, activities, materials, and equipment that reflect understanding of the learning styles and needs of students assigned;

8. Perform other duties as assigned.

9.

10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Nutrition Manager

Reports to: Co-Chief Executive Officer

Salary Range: $50,000.00 - $61,000.00

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.

Assist in payment of health insurance; Convention and workshop attendance and travel;

Proposed Location (City and County): Tarrant and Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Bachelor's Degree in Food & Nutrition, Food Services Management or closely related field

Experience Required: Three (3) years of experience in food service management including supervision of assigned staff in a medium to large organization;
Experience in a school district preferred;

Certification Required: N/A

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Alvarado ISD	126901	Alvarado	3,635	$54,223.00
Castleberry ISD	220917	Fort Worth	3,783	$50,195.00
Everman ISD	126901	Everman	6,174	$60,235.00

Name of Proposed Charter School: Academy of Visual Performing Arts

Name of Sponsoring Entity: Illumination Education Inc.

Position Title: Nutrition Manager

Reports to: Co-Chief Executive Officer

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Direct and manage the District's food service programs and operations;
2. Ensure compliance with all Federal, State, and local, policies, and nutritional requirements related to food services;
3. Administer and manage food services' budget and approves purchase orders and bids;
4. Plan and direct inventory;
5. Hire, supervise, train, and evaluate personnel assigned to the Nutrition's Service Department;
6. Ensure safety measures are in place to protect food, supplies, and equipment;
7.
8.
9.
10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Office Assistant

Reports to: Executive Director

Salary Range: $20,000 - $25,000

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.

Assist in payment of health insurance premiums.

Proposed Location (City and County): Tarrant County or Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: High School Diploma or GED

Experience Required: One (1) year experience in an office setting. Experience handing office responsibilities and customer service. Proficient in computer skills, including Microsoft Office Suite.

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
Alvarado ISD	126901	Alvarado	3,635	$21,000.
Castleberry ISD	220917	Fort Worth	3,783	$22,000.
Everman ISD	220904	Everman	6,174	$26,000.

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Office Assistant

Reports to: Executive Director

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Assist the Business Manager and other office staff by performing clerical tasks, answering phones, taking memos, maintaining and organizing files and documents, photocopying, etc. as needed.
2. Assist in planning events, meetings, luncheons, team building activities, travel or special projects.
3. Help prepare reports, presentations, and data.
4. Arrange schedules for meeting spaces and conference rooms. Set up, break down, organize, and maintain conference rooms, training rooms, and meeting rooms.
5. Assist with updating staff calendars and organizing schedules.
6. Oversee mail deliveries, packages, and couriers.
7. Assist with purchasing, tracking, and invoicing office supplies for each department.
8. Other duties as assigned.
9.
10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Paraprofessional

Reports to: Executive Director

Salary Range: $19,000.00 - $29,000.00

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.

Assist in payment of health insurance.

Proposed Location (City and County): Tarrant and Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: High School Diploma or GED; Associate's Degree preferred

Experience Required: Prior experience working with children, preferred

Certification Required: N/A

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Alvarado ISD	220904	Alvarado	3,365	$17,000
Castsleberry ISD	227917	Fort Worth	3,783	$22,000
Everman	126901	Everman	6,174	$20,000

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education Inc

Position Title: Paraprofessional

Reports to: Executive Director

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Assist teacher with classroom/locker management;
2. Assist with physical safety, emotional, social and educational needs of children;
3. Work with teacher to plan and teach large and small group;
4. Attend trainings and meetings as requested by administrators;
5. Ensure all communications with families are directed to the lead teacher;
6. Assist teacher with daily preparation and cleanup of classroom;
7. Perform other duties as assigned by lead teacher and administrators;
8.
9.
10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Payroll/HR Manager

Reports to: Co-CEO

Salary Range: $ 47,000.00 - $57,000.00

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.

Assist in payment of health insurance; Convention and workshop attendance and travel;

Proposed Location (City and County): Tarrant and Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Associates Degree; Bachelors' Degree Preferred.

Experience Required: Five years payroll experience at a high level of responsibility
Knowledge of auditing and accounting principles
Knowledge of local, state, and federal requirements relating to payroll issues and reports

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
Alvarado ISD	126901	Alvarado	3,635	$29.113.00
Castleberry ISD	220917	Fort Worth	3,783	$58,847.00
Everman ISD	126901	Everman	6,174	$51,393.00

Name of Proposed Charter School: Academy of Visual Performing Arts

Name of Sponsoring Entity: Illumination Education Inc.

Position Title: Payroll Manager and HR Manager

Reports to: Co-CEO

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Ensure accuracy of payroll data input; balancing each payroll prior to check disbursement;
2. Work in conjunction with Co-CFO to hire requisite personnel;
3. Process payment of all liabilities generated through payroll, including taxes, Teacher Retirement System (TRS) deposits, insurance,etc.
4. Handle routine HR inquiries to ensure a high level of service and responsive, knowledgeable support for employees and their supervisors.
5. Receive and process applications, including verifying completeness of files and notifying those not selected for employment;
6. Prepare and distribute or post job vacancy announcements and advertisements;
7. Assist with compiling and reporting projections of staffing needs;
8. Review and respond to all unemployment claims.
9.
10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: PEIMS and Student Recruitment Manager

Reports to: Director of Finance and Operations

Salary Range: $65000 - $75000

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.

Portion of health insurance premiums, conferences and workshops, memberships in professional organizations

Proposed Location (City and County): Tarrant County or Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Bachelor's Degree in a related area.

Experience Required: Knowledge of state PEIMS and attendance requirements and procedures

Certification Required: Three (3) years in a PEIMS related position.

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
Alvarado ISD	126901	Alvarado	3,635	76404
Castleberry ISD	220917	Fort Worth	3,783	69451
Everman ISD	220904	Everman	6,174	71396

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: PEIMS and Student Recruitment Manager

Reports to: Director of Finance and Operations

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Coordinates the use of software for student attendance, grade reporting, scheduling, grade reporting, and assessments.
2. Lead, coordinate, and manage all activities associated with PEIMS reporting.
3. Prepare and submit state and federal reports (PEIMS and special education and for electronic storage and records retention.
4. Responds to request for information from local, state and federal sources.
5. Prepare and lead staff training for PEIMS reporting.
6. Ensure compliance with the requirements of local, state and federal student information collection.
7. Provides technology for student testing.
8. Manage reporting for student attendance and respond to requests for permanent records.
9. Verify completeness and accuracy of PEIMS data.
10. Other duties as assigned.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: PEIMS/Registrar

Reports to: Co-CEO

Salary Range: $42,000.00 - $52,000.00

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.

Assist in payment of health insurance; Convention and/or workshop attendance and travel; Dues and/or Membership in Professional Organizations;

Proposed Location (City and County): Tarrant and Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: High School Diploma or GED

Experience Required: Proven record to maintain accurate and audible records;
Experience using a personal computer and software to develop or maintain spreadsheet and databases, and proficient on word processing program;

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
Alvarado ISD	126901	Alvarado	3,635	$29,000
Castleberry ISD	220917	Fort Worth	3,783	$38,000
Everman ISD	126901	Everman	6,174	$25,000

Name of Proposed Charter School: Academy of Visual Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc

Position Title: Peims/Registrar

Reports to: Executive Director

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Maintain physical and computerized records including student cumulative folders, progress and failure reports, class rosters, schedule changes and grade books;
2. Process student records, including requesting transcripts and records from other schools, setting up cumulative folder;
3. Enter student data on the appropriate databases;
4. Coordinate grading process, including processing of scan sheets, verification and correction of grades, and printing and distribution of report cards;
5. Prepare and distribute Universal Scholastic League (UIL) eligibility list;
6. Calculate grade point averages, class rank, and prepare honor rolls;
7. Maintain confidentiality of information;
8. Develop and maintain recruiting material displays;
9. Work with Co-Chief Executive Officers and key district administrator to develop a strategic timeline and action steps for student recruitment.
10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education Inc

Position Title: Physical Education Teacher

Reports to: Executive Director

Salary Range: $54,000.00 - $68,000.00

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.

Conference and Workshop Travel
Payment of Partial Health Insurance

Proposed Location (City and County): Tarrant and Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Bachelor's degree; masters preferred

Experience Required: One year student teaching or approved internship

Certification Required: Valid Texas teaching certificate with required endorsements or training for subject and level assigned

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
Alvarado ISD	220904	Alvarado	3,365	$56,000
Castsleberry ISD	227917	Fort Worth	3,783	$57,000
Everman	126901	Everman	6,174	$56,000

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education Inc

Position Title: Physical Education Teacher

Reports to: Executive Director

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Develops daily lesson plans for that provide for differentiation and ongoing assessment;
2. Collaborate with Conservatory Director, PBL Coordinator, lead teacher and other conservatory teachers to design project based fine-arts embedded lessons that support authentic learning in all content area;
3. Prepare lessons that reflect accommodations for differences in individual student differences;
4. Conduct assessment of student learning styles and use results to plan instructional activities;
5. Organize and use appropriate instructional and learning strategies, activities, materials, equipment, and technology that reflect understanding of the learning styles and needs of student's assigned and present subject matter according to guidelines established by Texas Education Agency, board policies, and administrative regulations;
6. Assess student achievement through formal and informal testing;
7. Comply with state, district, and school regulations and policies for classroom teachers.
8.
9.
10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Project-Based Learning Instructional Coach

Reports to: Executive Director

Salary Range: $58,000.00 - $68,000.00

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.

Conference and/or workshop attendance, travel, professional memberships, and a portion of health care premiums

Proposed Location (City and County): Tarrant and Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Bachelor's Degree

Experience Required: Three (3) years successful teaching experiences
Knowledge of current best practices in project-based learning
Experience coaching teachers and/or leading job-embedded professional development

Certification Required: Valid Texas Teaching Certificate with required endorsements or training for subject and level assigned, ESL Endorsement

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
Alvarado ISD	220904	Alvarado	3,365	$57,000.
Castsleberry ISD	227917	Fort Worth	3,783	$57,000.
Everman	126901	Everman	6,174	$56,000.

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Project-Based Learning Instructional Coach

Reports to: Executive Director

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Work in collaboration with the instructional leadership team to develop and implement the art-integrated, project-based learning approach in core content areas;

2. Provide guidance and coaching to teachers on educational and instructional methodology related to inquiry and the implementation of project-based curriculum;

3. Lead the design and implementation of high-quality projects ensuring the gold standards of project-based learning are embedded into the inquiry-based instructional experiences;

4. Employ a variety of instructional techniques, instructional media, and performance assessments, which guide the learning process toward academic achievement and curriculum goals;

5. Facilitate hands-on workshops, focused networking and personalized coaching to transform teaching practice and to deliver high-quality project-based design and implementation across content areas;

6. Develop internal and external resources to sustain and grow capacity for project-based learning at Academy of Visual and Performing Arts across K-12;

7. Collaborate with staff to consistently monitor student performance across core content areas to inform instruction, professional development, and assessments. Analyze data to inform instructional adjustments.

8. Work with the instructional leadership team to refine and improve upon PBL projects, to observe teaching and learning in order to provide feedback, and reflect upon and revise future project implementation;

9. Assist Co-CEOS, Executive Director, Assistant Director of Academics and other staff to writing grants to support programming;

10. Other duties as assigned.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Receptionist

Reports to: Executive Director

Salary Range: $20,000 - $25,000

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.

Assist in payment of health insurance premiums.

Proposed Location (City and County): Tarrant County or Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: High School Diploma or GED

Experience Required: One (1) year experience in an office setting

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
Alvarado ISD	126901	Alvarado	3,635	$21,000.
Castleberry ISD	220917	Fort Worth	3,783	$22,000.
Everman ISD	220904	Everman	6,174	$26,000.

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Receptionist

Reports to: Executive Director

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Answer the phone in a pleasant and professional manner, directing calls to the appropriate individuals.
2. Use the RAPTOR system to screen patrons while greeting visitors in a courteous professional manner.
3. Assist anyone coming into the school by listening to understand needs. Direct visitors to the appropriate individual as needed.
4. Perform routine clerical duties as required.
5. Work with frequent interruptions, while maintaining emotional control under stress.
6. Other duties as assigned.
7.
8.
9.
10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: School Nurse

Reports to: Executive Director

Salary Range: $50,000 - $60,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Assist in payment of health insurance. Convention and workshop attendance and travel. Dues and/or membership in professional organizations.

Proposed Location (City and County): Tarrant County or Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Graduate of an accreditation school of nursing

Experience Required: One (1) year nursing experience.
Experience in an educational setting (preferred)

Certification Required: Valid Registered Nurse (RN) License from the Texas Board of Nursing

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
Alvarado ISD	126901	Alvarado	3,635	$32,000.
Castleberry ISD	220917	Fort Worth	3,783	$50,000.
Everman ISD	220904	Everman	6,174	$43,000.

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: School Nurse

Reports to: Executive Director

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Assist in implementing the school health program within the framework of the Texas Nurse Practice Act.
2. Responsible for the management of students' acute, chronic, and emergency health conditions, including the development and implementation of individualized health care plans.
3. Conduct hearing, spinal, and vision screening of students as mandated by State law.
4. Administer medication in compliance with applicable laws.
5. Maintain student cumulative electronic health records.
6. Assist in the control of communicable diseases and nuisance infectations by implementing established policies and procedures.
7. Coordinate the stakeholders in the community, including students, parents, members of the medical community and other health care agencies, to promote optimum delivery of health services to students.
8. Participate in MTSS/RTI and ARD committee meetings of students with identified health needs and IHP.
9. Maintain confidentiality of student medical conditions and records.
10. Other duties as assigned.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: School Security

Reports to: Co-Chief Executive Officer

Salary Range: $22,000.00 - $32,000,00

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.

Contribute to payment of health insurance;

Proposed Location (City and County): Tarrant and Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: high school diplom

Experience Required: Successful experience in directing school security, to include emergency management in Texas K-12 public education; Military or Law enforcement experience, preferred Knowledge of the principals of security, emergency management and security infastructure

Certification Required: Certification

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Alvarado ISD	126901	Alvarado	3,635	$23,000.
Castleberry ISD	220917	Fort Worth	3,783	$25,000.
Everman ISD	126901	Everman	6,174	$22,000.

Name of Proposed Charter School:	Academy of Visual Performing Arts
Name of Sponsoring Entity:	Illumination Education, Inc.

Position Title:	School Secruity
Reports to:	Co-Chief Executive Officer

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Make sure schools are properly and adequately secured by patrolling school property and monitoring premises for the presence of non-district personnel
2. Ensure campuses are trained on and completing all necessary drills and protocols by providing a regular presence through the Campus Security Initiative and Campus Security Officer function.
3. Report criminal activity, damage, unlocked doors or windows, and/or any unusual incidents at District facilities.
4. When performing a patrol function, maintain and clean District vehicle as needed at the completion of assigned shift.
5. Report criminal activity, damage, unlocked doors or windows, and/or any unusual incidents at District facilities.
6. Conduct minor repairs and/or cleanup to facilities as directed.
7. Adhere to District directives, policies and safety standards as they relate to daily duties.
8. Maintain a high level of emotional and physical restraint when dealing with students, staff, and community members.
9. Perform other duties as required
10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Special Populations Coordinator

Reports to: Executive Director

Salary Range: $55,000 - $65,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Assist in payment of health insurance. Convention and workshop attendance and travel. Dues and/or membership in professional organizations.

Proposed Location (City and County): Tarrant County or Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Bachelor's Degree
Master's Degree (preferred)

Experience Required: Three (3) years of successful teaching experience in special educaiton

Certification Required: Valid teacher certification
Special Education Certification

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Alvarado ISD	126901	Alvarado	3,635	
Castleberry ISD	220917	Fort Worth	3,783	
Everman ISD	220904	Everman	6,174	

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Special Populations Coordinator

Reports to: Executive Director

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. In collaboration with the Executive Director and the Director of Exceptional Student Services, coordinate all aspects of the special education processes at the assigned campus.
2. Coordinate and oversee services for all special populations, including students with IEPs, English Language Learners, At-Risk students, 504, and Dyslexia.
3. Participate as a member of the Academy of Visual and Performing Arts MTSS/RTI team to work collaboratively with teachers and campus administrators to create a supportive school environment.
4. Support and manage the implementation of special education services related to academic and behavior.
5. Ensure that the ARD/IEP process and the quality of programs for students with disabilities are in compliance with Federal, State, and Board policies.
6. Strategically schedule all services and classes for students receiving services to ensure compliance and to maximize instructional time.
7. Effectively deliver staff development to paraprofessionals, teachers, and administrators on topics related to special populations.
8. Oversee progress monitoring and reporting for all special population students.
9. Identify and coordinate best practices around family engagement and communication.
10. Other duties as assigned.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education

Position Title: Special Education Teacher

Reports to: Executive Director

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Develop and implement lesson plans that fulfill the requirements of district's curriculum program and TEKS;
2. Prepare lessons that reflect accommodations/modifications for differences in individual student differences;
3. Work cooperatively with general education teachers to modify curricula as needed for special education students according to guidelines established in the Individualized Education Program (IEP);
4. Create classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students;
5. Assist parents with understanding and supporting educational objectives, learning expectations and behavioral standards;
6. Comply with state, district, and school regulations and policies for classroom teachers;
7. Plan, develop and implement individualized learning plans for each student;
8. Compile, maintain, and file all reports, records, and other documents required;
9. Work cooperatively with general education teachers to modify curricula as needed for special education students according to guidelines established in the Individualized Education Program (IEP).
10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: STEAM Lab Cordinator

Reports to: Executive Director

Salary Range: $54,000.00 - $68,000.00

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.

Conference and Workshop Travel and Attendance
Payment of Partial Health Insurance

Proposed Location (City and County): Tarrant and Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Bachelor's Degree;

Experience Required: One (1) year student teaching or approved internship;
Knowledge of current best-practice in inquiry and STEM/STEAM education;
Experience coaching teachers and/or leading professional development over time;

Certification Required: Valid Texas Teaching Certificate with required endorsements or training for subject and level assigned
ESL Endorsement 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
Alvarado ISD	220904	Alvarado	3,365	$56,000
Castsleberry ISD	227917	Fort Worth	3,783	$57,000
Everman	126901	Everman	6,174	$56,006.

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education Inc

Position Title: STEAM Lab Coordinator

Reports to: Executive Director

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Deliver STEAM-oriented instruction (Science, Technology, Engineering, Art - Integration and Mathematics) through Project-Based Learning methods;
2. Collaborate with PBL Instructional Coach to provide guidance and coaching to teachers on educational and instructional methodology related to inquiry and the implementation of project-based curriculum;
3. Teach students to work collaboratively to solve problems and to think logically and creatively;
4. Employ a variety of instructional techniques, instructional media, and performance assessments which guide the learning process toward academic achievement and curriculum goals;
5. Establish clear objectives for all lessons, curricular units, and projects and communicates these objectives to the students;
6. Implement and monitor a system of measurement of student performance;
7. Assist Co-CEOS, Executive Director, Assistant Director of Academics and PBL Instruction Coach in writing grants to support programming.
8.
9.
10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Student Safety and Security Manager

Reports to: Co-Chief Executive Officer

Salary Range: $64,000.00 - $74,000.00

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.

Contribute to payment of health insurance; Travel to and attendance at conventions and workshops.

Proposed Location (City and County): Tarrant and Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Bachelor's Degree; Master's Degree Preferred

Experience Required: Successful experience in directing school security, to include emergency management in Texas K-12 public education; Military or Law enforcement experience, preferred
Knowledge of the principals of security, emergency management and security infastructure

Certification Required: Certification

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Alvarado ISD	126901	Alvarado	3,635	$59,000.
Castleberry ISD	220917	Fort Worth	3,783	$66,000.
Everman ISD	126901	Everman	6,174	$65,000.

Name of Proposed Charter School: Academy of Visual Performing Arts

Name of Sponsoring Entity: Illumination Education

Position Title: Student Safety and Security Manager

Reports to: Co-Chief Executive Officer

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. To establish and enforce safety and security policies and procedures, risk management efforts, emergency management and internal controls to comply with the District's strategic goals.
2. Directly supervise campus and administrative building security systems to ensure student, administrators, and visitors' safety;
3. Serve as the incident commander at the emergency operations center during emergency incidents within the district;
4. Ensure 100% compliance with respect to those drills and exercises required by law as well as those mandated in the district's emergency operation plan;
5. Adhere to the professional code of ethics and district policies;
6. Collaborate with local police and fire departments to identify security risks and create protocols designed to mitigate risk and damages
7. Serve as the Co-Chief Executive Officers' representative for implementation of the Bullying Program and the Crisis Management Team;
8.
9.
10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Teacher

Reports to: Executive Director

Salary Range: $54,000 - $68,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Assist in payment of health insurance. Travel and attendance at conventions and workshops.

Proposed Location (City and County): Tarrant County or Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Bachelor's Degree from an accredited university

Experience Required: Demonstrated competency in core academic subject area assigned.
One (1) year student teaching or approved internship

Certification Required: Valid Texas Teaching Certificate with required endorsements or training for subject and level assigned.

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
Alvarado ISD	126901	Alvarado	3,635	$57,000.
Castleberry ISD	220917	Fort Worth	3,783	$57,000.
Everman ISD	220904	Everman	6,174	$56,000.

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Teacher

Reports to: Executive Director

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Provide students with appropriate learning activities and experiences in core academic subject area / grade level designed to help them fulfill their potential for intellectual, social-emotional, and physical growth, consistent with the mission, vision, and guiding tenets of Academy of Visual and Performing Arts.

2. Develop and implement lesson plans that fulfill the curriculum program requirements and show written evidence of lesson preparation as required.

3. Prepare lessons that reflect accommodations for learning differences and diversity.

4. Plan and use appropriate instructional strategies, activities, instructional materials, equipment, and technologies that meet student needs.

5. Work in cooperation with other instructional staff, using universal-by-design process, to design and provide differentiated standards-based instruction to ensure equal access to all students.

6. Conduct ongoing assessment of student achievement using a variety of formative and summative assessment strategies.

7. Create a classroom environment conducive to learning and appropriate for the physical and social-emotional development of all students.

8. Manage student behavior in accordance with Board policy, Student Code of Conduct, student handbook, and the mission, vision, and guiding tenets of Academy of Visual and Performing Arts.

9. Establish and maintain a professional relationship and open communication with families, students, colleagues, and community members.

10. Other duties as assigned.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Teacher, Theater

Reports to: Executive Director

Salary Range: $54000 - $68000

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.

Portion of health insurance premiums

Proposed Location (City and County): Tarrant County or Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Bachelor's Degree from an accredited university

Experience Required: Demonstrated competency in subject area assigned. One (1) year student teaching or approved internship. Successful completion of student teaching in theater arts or successful experiences as a theater teacher.

Certification Required: Valid Texas teaching certificate with required endorsements or training for subject and level assigned.

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
Alvarado ISD	126901	Alvarado	3,635	$57000
Castleberry ISD	220917	Fort Worth	3,783	$57000
Everman ISD	220904	Everman	6,174	$56000

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Teacher, Theater

Reports to: Executive Director

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Provide students with appropriate learning activities and experiences in the theatre arts, consistent with the mission, vision, and guiding tenets of the Academy of Visual and Performing Arts conservatory program, in order to develop student's theater competencies.
2. Provide guidance and explicit opportunities to students to develop theatre competencies and interpersonal skills to function successfully in society.
3. Collaborate with the conservatory staff produce collaborative musical productions, share performance and rehearsal space as well as provide technical help for other conservatory performances.
4. Establish performance requirements, enforce academic requirements, and verify each student's eligibility to participate in the theater conservatory. Comply with federal and state laws, SBEC rule, TEA and UIL rules, and board policy pertaining to theater.
5. Develop and implement lesson plans that fulfill the curriculum and program requirements and show written evidence of lesson preparation as requires.
6. Plan and use appropriate instructional strategies, activities, instructional materials, equipment, and technologies that meet diverse student needs. Conduct ongoing assessments of student progress.
7. Design and implement plans for recruitment and retention of students. Lead the audition process for potential theater conservatory students.
8. Maintains proper and appropriate discipline among students during theatre contests, practice sessions and while on trips off school property. Encourages, by example, and through instruction, sportsmanlike conduct in all phases of theatrical participation.
9. Other duties as assigned.
10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Technology Coordinator

Reports to: Executive Director

Salary Range: $40,000 - $50,000

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.

Assist in the payment of health insurance. Attendance and travel to workshops and conventions.

Proposed Location (City and County): Tarrant County or Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Associate's Degree in business, computer science, or a related field (preferred)

Experience Required: Minimum of two (2) years of software application experience
Knowledge of applications programming and development
Knowledge of database design and architecture

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
Alvarado ISD	126901	Alvarado	3,635	$44,000.
Castleberry ISD	220917	Fort Worth	3,783	$39,000.
Everman ISD	220904	Everman	6,174	$47,000.

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Technology Coordinator

Reports to: Executive Director

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Oversee the strategic planning, design, and implementation of school-level, mission-critical technology applications.
2. Manage the day-to-day operations of management and business software systems.
3. Collaborate with staff to identify and develop system specifications to solve needs.
4. Ensure that software applications and solutions perform user needs and support school initiatives.
5. Keep abreast of current and evolving technologies, best practices, policies, laws and communicate with the appropriate staff.
6. Provide compliance documentation as needed and as requested.
7. Other duties as assigned.
8.
9.
10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Technology Teacher

Reports to: Executive Director

Salary Range: $54,000.00 - $68,000.00

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.

Conference and Workshop Attendance and Travel
Payment of Partial Health Insurance

Proposed Location (City and County): Tarrant and Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Bachelor's Degree; Master's Degree preferred

Experience Required: One (1) year student teaching or approved internship

Certification Required: Valid Texas Teaching Certificate with required endorsements or training for subject and level assigned

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
Alvarado ISD	220904	Alvarado	3,365	$56,000
Castsleberry ISD	227917	Fort Worth	3,783	$57,000
Everman	126901	Everman	6,174	$56,000

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Technology Teacher

Reports to: Executive Director

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Develop daily lesson plans that provide for differentiation and ongoing assessment;
2. Collaborate with Conservatory Director, PBL Coordinator, lead teacher and other conservatory teachers to design project based fine-arts embedded lessons that support authentic learning in all content area;
3. Prepare lessons that reflect accommodations for differences in individual student differences;
4. Conduct assessment of student learning styles and use results to plan instructional activities;
5. Organize and use appropriate instructional and learning strategies, activities, materials, equipment, and technology that reflect understanding of the learning styles and needs of student's assigned and present subject matter according to guidelines established by Texas Education Agency, board policies, and administrative regulations;
6. Assess student achievement through formal and informal testing;
7. Comply with state, district, and school regulations and policies for classroom teachers.
8.
9.
10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Transportation Manager

Reports to: Co-Chief Executive Officer

Salary Range: $64,000.00 - $74,000.00

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.

Assist in payment of health insurance; Convention and workshop attendance and travel; Dues and/or Membership in Professional Organizations;

Proposed Location (City and County): Tarrant and Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Bachelor's Degree Preferred

Experience Required: Three (3) years of supervisory experience in transportation operations, preferably in school districts
Three (3) years as a bus driver

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
Alvarado ISD	126901	Alvarado	3,635	$59,000
Castleberry ISD	220917	Fort Worth	3,783	$66,000
Everman ISD	126901	Everman	6,174	$64,000

Name of Proposed Charter School: Academy of Visual Performing Arts

Name of Sponsoring Entity: Illumination Education Inc

Position Title: Transportation Manager

Reports to: Co-Chief Executive Officer

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Prepare and update bus routes and schedules for all campuses in district and develop plan to meet future transportation needs;
2. Coordinate transportation for extracurricular activities and special programs;
3. Implement Federal and State Law, State Board of Education Regulations, and Board policy relating to transportation;
4. Maintain and file all physical and computerized reports, records, and other documents required in transportation;
5. Implement District's student discipline policies and communicate to students expected behavior when using District transportation;
6. Enforce safety standards that conform with State, Federal, and insurance regulations and develop a program of preventive safety;
7.
8.
9.
10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: Writing & Communication Teacher

Reports to: Executive Director

Salary Range: $54,000.00 - $68,000.00

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.

Conference and Workshop Attendance and Travel
Payment of Partial Health Insurance

Proposed Location (City and County): Tarrant and Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Bachelor's Degree with a concentration on writing

Experience Required: Minimum of three (3) years experience teaching writing or creative writing at the primary or secondary

Certification Required: Valid Texas Teaching Certificate with required endorsements or training for subject and level assigned

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
Alvarado ISD	220904	Alvarado	3,365	$56,000
Castsleberry ISD	227917	Fort Worth	3,783	$57,000
Everman	126901	Everman	6,174	$56,000

Name of Proposed Charter School:	Academy of Visual and Performing Arts
Name of Sponsoring Entity:	Illumination Education, Inc.

Position Title:	Writing & Communication Teacher
Reports to:	Executive Director

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Develop daily lesson plans for that provide for differentiation and ongoing assessment.
2. Collaborate with Conservatory Director, PBL Coordinator, lead teacher and other conservatory teachers to design project based fine-arts embedded lessons that support authentic learning in all content area;
3. Provide multiple opportunities to write across a varieties of platforms (e.g. scripting, journaling, listing, creative writing, advertising, etc.);
4. Provide structure and system to ensure writing is done across all core curricula course;
5. Collaborate with ELA teachers, literacy teacher, librarian, and to identify "mastery" exemplars, for students to use in conservatory intensives.
6. Use the apprenticeship model, peer tutoring, and other engaging groupings to support writing in authentic manner.
7.
8.
9.
10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

GENERATION 25 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: World LanguagesTeacher

Reports to: Executive Director

Salary Range: $54,000.00 - $68,000.00

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.

Conference and Workshop Attendance and Travel
Payment of Partial Health Insurance

Proposed Location (City and County): Tarrant and Southern Dallas County

Number of Students anticipated in year one: 504 In year five: 3,054

Minimum Qualifications Required:

Education Required: Bachelor's Degree; Master's Degree preferred

Experience Required: One (1) year student teaching or approved internship

Certification Required: Valid Texas Teaching Certificate with required endorsements or training for subject and level assigned

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
Alvarado ISD	220904	Alvarado	3,365	$56,000
Castsleberry ISD	227917	Fort Worth	3,783	$57,000
Everman	126901	Everman	6,174	$56,000

Name of Proposed Charter School: Academy of Visual and Performing Arts

Name of Sponsoring Entity: Illumination Education, Inc.

Position Title: World Languages Teacher

Reports to: Executive Director

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Develop daily lesson plans that provide for differentiation and ongoing assessment;
2. Collaborate with Conservatory Director, PBL Coordinator, lead teacher and other conservatory teachers to design project based fine-arts embedded lessons that support authentic learning in all content area;
3. Prepare lessons that reflect accommodations for differences in individual student differences;
4. Conduct assessment of student learning styles and use results to plan instructional activities;
5. Organize and use appropriate instructional and learning strategies, activities, materials, equipment, and technology that reflect understanding of the learning styles and needs of student's assigned and present subject matter according to guidelines established by Texas Education Agency, board policies, and administrative regulations;
6. Assess student achievement through formal and informal testing;
7. Comply with state, district, and school regulations and policies for classroom teachers.
8.
9.
10.

If a charter is awarded, this document becomes part of the original application. Changes to this information must be documented in the minutes of an open meeting of the charter holder board.

Attachment 24 - Teacher Evaluation

Teacher Evaluation

AVPA will be using the Texas Teacher Evaluation & Support System. As outlined by the T-Tess website guidelines, the T-Tess system supports teachers and as a part of continuous improvement process, teachers consistently hold themselves to a high standard for individual development and performance. They identify methods to collaborate with other educational professionals within and beyond the school to engage in purposeful, targeted professional learning opportunities, seek feedback and refine their practice and skill.

Citation:

https://teachfortexas.org/

T-TESS RUBRIC

PLANNING DIMENSION 1.1
Standards and Alignment

The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.

Standards Basis: 1A, 1B, 3A, 3B, 3C

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS				TEACHER-CENTERED ACTIONS
Instructional Planning includes: • All rigorous and measurable goals aligned to state content standards. • All activities, materials and assessments that: ◦ are logically sequenced ◦ are relevant to students' prior understanding and real-world applications ◦ integrate and reinforce concepts from other disciplines ◦ provide appropriate time for student work, student reflection, lesson and lesson closure ◦ deepen understanding of broader unit and course objectives ◦ are vertically aligned to state standards ◦ are appropriate for diverse learners • Objectives aligned and logically sequenced to the lesson's goal, providing relevant and enriching extensions of the lesson • Integration of technology to enhance mastery of goal(s).	**Instructional Planning includes:** • All measurable goals aligned to state content standards. • All activities, materials and assessments that: ◦ are sequenced ◦ are relevant to students' prior understanding ◦ integrate other disciplines ◦ provide appropriate time for student work, lesson and lesson closure ◦ reinforce broader unit and course objectives ◦ are vertically aligned to state standards ◦ are appropriate for diverse learners • All objectives aligned and logically sequenced to the lesson's goal. • Integration of technology to enhance mastery of goal(s).	**Instructional Planning includes:** • All goals aligned to state content standards. • All activities, materials and assessments that: ◦ are relevant to students ◦ provide appropriate time for lesson and lesson closure ◦ fit into the broader unit and course objectives ◦ are appropriate for diverse ◦ learners. • All objectives aligned to the lesson's goal. • Integration of technology when applicable.	**Instructional Planning includes:** • Most goals aligned to state content standards. • Most activities, materials and assessments that: ◦ are sequenced ◦ sometimes provide appropriate time for lesson and lesson closure • Lessons where most objectives are aligned and sequenced to the lesson's goal.	**Instructional Planning includes:** • Few goals aligned to state content standards • Few activities, materials and assessments that: ◦ are sequenced ◦ rarely provide time for lesson and lesson closure • Lessons where few objectives are aligned and sequenced to the lesson's goal.

T-TESS

[redacted]

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes

T-TESS

Texas Teacher Evaluation & Support System

Evaluation Training

- Overview
- T-TESS
- T-TESS Support
- T-PESS
- AEL
- EPP
- Events Calendar
- Upcoming Trainings

T-TESS

Texas has developed a new evaluation system for teachers and principals, The Texas Teacher Evaluation and Support System (T-TESS) and the Texas Principal Evaluation Support System (T-PESS).

An ILD or AEL certificate is a co-requisite for T-TESS Certification

T-TESS

The Texas Teacher Evaluation and Support System utilizes many tools that help support teacher instruction and student performance. This new system consists of:

- an evaluation rubric
- a goal-setting plan and
- an embedded student growth measure.

T-TESS is intended to promote a growth mindset in educators by providing a structure to self-reflect and receive ongoing, meaningful feedback from educational practitioners.

Beginning September 1, 2019, if you are not a current administrator who is an appraiser with a Region 10 District/Charter or Private School who has purchased the Region 10 - Administrative Services Package, the cost of T-TESS is $450 (Training + Certificate Fee) payable by a district/charter or private school purchase order, Master Card, or Visa due when registering.

If you have any questions regarding the registration fee, please contact Deborah Cahill.

PLANNING DIMENSION 1.1

Standards and Alignment

The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.

Standards Basis: 1A, 1B, 3A, 3B, 3C

Distinguished | **Accomplished** | **Proficient** | **Developing** | **Improvement Needed**

STUDENT-CENTERED ACTIONS ← → TEACHER-CENTERED ACTIONS

Distinguished

Instructional Planning Includes:

- All rigorous and measurable goals aligned to state content standards.
- All activities, materials and assessments that:
  - are logically sequenced
  - are relevant to students' prior understanding and real-world applications
  - integrate and reinforce concepts from other disciplines
  - provide appropriate time for student work, student reflection, lesson and lesson closure
  - deepen understanding of broader unit and course objectives
  - are vertically aligned to state standards
  - are appropriate for diverse learners
- Objectives aligned and logically sequenced to the lesson's goal, providing relevant and enriching extensions of the lesson.
- Integration of technology to enhance mastery of goal(s).

Accomplished

Instructional Planning Includes:

- All measurable goals aligned to state content standards.
- All activities, materials and assessments that:
  - are sequenced
  - are relevant to students' prior understanding
  - integrate other disciplines
  - provide appropriate time for student work, lesson and lesson closure
  - reinforce broader unit and course objectives
  - are vertically aligned to state standards
  - are appropriate for diverse learners
- All objectives aligned and logically sequenced to the lesson's goal.
- Integration of technology to enhance mastery of goal(s).

Proficient

Instructional Planning Includes:

- All goals aligned to state content standards.
- All activities, materials and assessments that:
  - are relevant to students
  - provide appropriate time for lesson and lesson closure
  - fit into the broader unit and course objectives
  - are appropriate for diverse learners
- All objectives aligned to the lesson's goal.
- Integration of technology when applicable.

Developing

Instructional Planning Includes:

- Most goals aligned to state content standards.
- Most activities, materials and assessments that:
  - are sequenced
  - sometimes provide appropriate time for lesson and lesson closure
- Lessons where most objectives are aligned and sequenced to the lesson's goal.

Improvement Needed

Instructional Planning Includes:

- Few goals aligned to state content standards.
- Few activities, materials and assessments that:
  - are sequenced
  - rarely provide time for lesson and lesson closure
- Lessons where few objectives are aligned and sequenced to the lesson's goal.

[redacted]

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes

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PLANNING DIMENSION 1.2
Data and Assessment

The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.
Standards Basis: 1B, 1F, 2B, 2C, 5A, 5B, 5C, 5D

Distinguished | **Accomplished** | **Proficient** | **Developing** | **Improvement Needed**

STUDENT-CENTERED ACTIONS ← TEACHER-CENTERED ACTIONS

Distinguished

Instructional Planning Includes:

- Formal and informal assessments to monitor progress of all students, shares appropriate diagnostic, formative and summative assessment data with students to engage them in self-assessment, build awareness of their own strengths and weaknesses and track their own progress.
- Substantive, specific and timely feedback to students, families and school personnel on the growth of students in relation to classroom and campus goals and engages with colleagues to adapt school-wide instructional strategies and goals to meet student needs while maintaining confidentiality.
- Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.

Accomplished

Instructional Planning Includes:

- Formal and informal assessments to monitor progress of all students and incorporate appropriate diagnostic, formative and summative assessments data into lesson plans.
- Substantive, specific and timely feedback to students, families and other school personnel on the growth of students in relation to classroom and campus goals, while maintaining student confidentiality.
- Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.

Proficient

Instructional Planning Includes:

- Formal and informal assessments to monitor progress of all students.
- Consistent feedback to students, families and other school personnel while maintaining confidentiality.
- Analysis of student data connected to specific instructional strategies.

Developing

Instructional Planning Includes:

- Formal and informal assessments to monitor progress of most students.
- Timely feedback to students and families.
- Utilization of multiple sources of student data.

Improvement Needed

Instructional Planning Includes:

- Few formal and informal assessments to monitor student progress.
- Few opportunities for timely feedback to students or families.
- Utilization of few sources of student data.



Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

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PLANNING DIMENSION 1.3

Knowledge of Students

Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.

Standards Basis: 1A, 1B, 1C, 2A, 2B, 2C

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS
Instructional Planning Includes: • All lessons that connect to students' prior knowledge, experiences, interests and future learning expectations across content areas. • Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other's learning. • Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success.	**Instructional Planning Includes:** • All lessons that connect to students' prior knowledge, experiences and future learning expectations. • Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance their own learning. • Opportunities for students to utilize their individual learning patterns, habits and needs.	**Instructional Planning Includes:** • All lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students.	**Instructional Planning Includes:** • Most lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of most students.	**Instructional Planning Includes:** • Few lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of few students.

[redacted]

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

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PLANNING DIMENSION 1.4

Activities

The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.

Standards Basis: 1B, 1C, 1D, 1E

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS				TEACHER-CENTERED ACTIONS

Distinguished

Instructional Planning Includes:

- Opportunities for students to generate questions that lead to further inquiry and promote complex, higher-order thinking, problem solving and real-world application.
- Instructional groups based on the needs of all students, and allows for students to take ownership of group and individual accountability.
- The ability for all students to set goals, reflect on, evaluate and hold each other accountable within instructional groups.
- Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students and actively engage them in ownership of their learning.

Accomplished

Instructional Planning Includes:

- Questions that encourage all students to engage in complex, higher-order thinking and problem solving.
- Instructional groups based on the needs of all students and maintains both group and individual accountability.
- All students understanding their individual roles within instructional groups and facilitates opportunities for student input on goals and outcomes of activities.
- Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students.

Proficient

Instructional Planning Includes:

- Questions that encourage all students to engage in complex, higher-order thinking.
- Instructional groups based on the needs of all students.
- All students understanding their individual roles within instructional groups.
- Activities, resources, technology and instructional materials that are all aligned to instructional purposes.

Developing

Instructional Planning Includes:

- Questions that promote limited, predictable or rote responses and encourage some complex, higher-order thinking.
- Instructional groups based on the needs of most students.
- Most students understanding their individual roles within instructional groups.
- Activities, resources, technology and/or instructional materials that are mostly aligned to instructional purposes.

Improvement Needed

Instructional Planning Includes:

- Encourages little to no complex, higher-order thinking.
- Instructional groups based on the needs of a few students.
- Lack of student understanding of their individual roles within instructional groups.
- Activities, resources, technology and/or instructional materials misaligned to instructional purposes.

[redacted]

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

INSTRUCTION DIMENSION 2.1

Achieving Expectations

The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.

Standards Basis: 1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B

Distinguished | **Accomplished** | **Proficient** | **Developing** | **Improvement Needed**

STUDENT-CENTERED ACTIONS ← TEACHER-CENTERED ACTIONS

Distinguished

The Teacher

- Provides opportunities for students to establish high academic and social-emotional expectations for themselves.
- Persists with the lesson until there is evidence that all students demonstrate mastery of the objective.
- Provides opportunities for students to self-monitor and self-correct mistakes.
- Systematically enables students to set goals for themselves and monitor their progress over time.

Accomplished

The Teacher

- Provides opportunities for students to establish high academic and social-emotional expectations for themselves.
- Persists with the lesson until there is evidence that most students demonstrate mastery of the objective.
- Anticipates student mistakes and encourages students to avoid common learning pitfalls.
- Establishes systems where students take initiative of their own learning and self-monitor.

Proficient

The Teacher

- Sets academic expectations that challenge all students.
- Persists with the lesson until there is evidence that most students demonstrate mastery of the objective.
- Addresses student mistakes and follows through to ensure student mastery.
- Provides students opportunities to take initiative of their own learning.

Developing

The Teacher

- Sets academic expectations that challenge most students.
- Persists with the lesson until there is evidence that some students demonstrate mastery of the objective.
- Sometimes addresses student mistakes.
- Sometimes provides opportunities for students to take initiative of their own learning.

Improvement Needed

The Teacher

- Sets expectations that challenge few students.
- Concludes the lesson even though there is evidence that few students demonstrate mastery of the objective.
- Allows student mistakes to go unaddressed or confronts student errors in a way that discourages further effort.
- Rarely provides opportunities for students to take initiative of their own learning.



Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Student Growth Processes
- Analysis of Student Data

INSTRUCTION DIMENSION 2.2

Content Knowledge and Expertise

The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.

Standards Basis: 1A, 1C, 1E, 1F, 2C, 3A, 3B, 3C

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS
The Teacher • Displays extensive content knowledge of all the subjects she or he teaches and closely related subjects. • Integrates learning objectives with other disciplines, content areas and real-world experience. • Consistently anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. • Consistently provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). • Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real-world scenarios.	**The Teacher** • Conveys a depth of content knowledge that allows for differentiated explanations. • Integrates learning objectives with other disciplines and real-world experiences. • Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. • Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). • Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards.	**The Teacher** • Conveys accurate content knowledge in multiple contexts. • Integrates learning objectives with other disciplines. • Anticipates possible student misunderstandings. • Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). • Accurately reflects how the lesson fits within the structure of the discipline and the state standards.	**The Teacher** • Conveys accurate content knowledge. • Sometimes integrates learning objectives with other disciplines. • Sometimes anticipates possible student misunderstandings. • Sometimes provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).	**The Teacher** • Conveys inaccurate content knowledge that leads to student confusion. • Rarely integrates learning objectives with other disciplines. • Does not anticipate possible student misunderstandings. • Provides few opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).



Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Student Growth Processes
- Analysis of Student Data

INSTRUCTION DIMENSION 2.3
Communication

The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.

Standards Basis: 1D, 1E, 2A, 3A, 4D

Distinguished | **Accomplished** | **Proficient** | **Developing** | **Improvement Needed**

STUDENT-CENTERED ACTIONS ← → TEACHER-CENTERED ACTIONS

Distinguished

The Teacher

- Establishes classroom practices that encourage all students to communicate safely and effectively using a variety of tools and methods with the teacher and their peers.
- Uses possible student misunderstandings at strategic points in lessons to highlight misconceptions and inspire exploration and discovery.
- Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct.
- Asks questions at the creative, evaluative and/or analysis levels that require a deeper learning and broader understanding of the objective of the lesson.
- Skillfully balances wait time, questioning techniques and integration of student responses to support student-directed learning.
- Skillfully provokes and guides discussion to pique curiosity and inspire student-led learning of meaningful and challenging content.

Accomplished

The Teacher

- Establishes classroom practices that encourage all students to communicate effectively, including the use of visual tools and technology, with the teacher and their peers.
- Anticipates possible student misunderstandings and proactively develops techniques to address obstacles to learning.
- Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct.
- Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion.
- Skillfully uses probing questions to clarify, elaborate and extend learning.
- Provides wait time when questioning students.

Proficient

The Teacher

- Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers.
- Recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts.
- Provides explanations that are clear and uses verbal and written communication that is clear and correct.
- Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion.
- Uses probing questions to clarify and elaborate learning.

Developing

The Teacher

- Leads lessons with some opportunity for dialogue, clarification or elaboration.
- Recognizes student misunderstandings but has a limited ability to respond.
- Uses verbal and written communication that is generally clear with minor errors of grammar.
- Asks remember and understand level questions that focus on the objective of the lesson but do little to amplify discussion.

Improvement Needed

The Teacher

- Directs lessons with little opportunity for dialogue, clarification or elaboration.
- Is sometimes unaware of or unresponsive to student misunderstandings.
- Uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure.
- Rarely asks questions, or asks questions that do not amplify discussion or align to the objective of the lesson.



Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

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INSTRUCTION DIMENSION 2.4
Differentiation

The teacher differentiates instruction, aligning methods and techniques to diverse student needs.

Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D

STUDENT-CENTERED ACTIONS ← → TEACHER-CENTERED ACTIONS

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
The Teacher • Adapts lessons with a wide variety of instructional strategies to address individual needs of all students. • Consistently monitors the quality of student participation and performance. • Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. • Consistently prevents student confusion or disengagement by addressing learning and/or social/emotional needs of all students.	**The Teacher** • Adapts lessons to address individual needs of all students. • Regularly monitors the quality of student participation and performance. • Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. • Proactively minimizes student confusion or disengagement by addressing learning and/or social/emotional needs of all students.	**The Teacher** • Adapts lessons to address individual needs of all students. • Regularly monitors the quality of student participation and performance. • Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. • Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs.	**The Teacher** • Adapts lessons to address some student needs. • Sometimes monitors the quality of student participation and performance. • Sometimes provides differentiated instructional methods and content. • Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs.	**The Teacher** • Provides one-size-fits-all lessons without meaningful differentiation. • Rarely monitors the quality of student participation and performance. • Rarely provides differentiated instructional methods and content. • Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/emotional needs.

[redacted]

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

INSTRUCTION DIMENSION 2.5
Monitor and Adjust

The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.

Standards Basis: 1D, 1F, 2B, 2C, 3B, 4D, 5C, 5D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS
The Teacher • Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs. • Adjusts instruction and activities to maintain student engagement. • Uses discreet and explicit checks for understanding through questioning and academic feedback.	**The Teacher** • Utilizes input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs. • Adjusts instruction and activities to maintain student engagement. • Continually checks for understanding through purposeful questioning and academic feedback.	**The Teacher** • Consistently invites input from students in order to monitor and adjust instruction and activities. • Adjusts instruction and activities to maintain student engagement. • Monitors student behavior and responses for engagement and understanding.	**The Teacher** • Sometimes utilizes input from students in order to monitor and adjust instruction and activities. • Adjusts some instruction within a limited range. • Sees student behavior but misses some signs of disengagement. • Is aware of most student responses but misses some clues of misunderstanding.	**The Teacher** • Rarely utilizes input from students in order to monitor and adjust instruction and activities. • Persists with instruction or activities that do not engage students. • Generally does not link student behavior and responses with student engagement and understanding. • Makes no attempts to engage students who appear disengaged or disinterested.



Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

LEARNING ENVIRONMENT DIMENSION 3.1

Classroom Environment, Routines and Procedures

The teacher organizes a safe, accessible and efficient classroom.
Standards Basis: 1D, 4A, 4B, 4C,4D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS
• Establishes and uses effective routines, transitions and procedures that primarily rely on student leadership and responsibility. • Students take primary leadership and responsibility for managing student groups, supplies, and/or equipment. • The classroom is safe and thoughtfully designed to engage, challenge and inspire students to participate in high-level learning beyond the learning objectives.	• Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly. • Students take some responsibility for managing student groups, supplies and/or equipment. • The classroom is safe, inviting and organized to support learning objectives and is accessible to all students.	• All procedures, routines and transitions are clear and efficient. • Students actively participate in groups, manage supplies and equipment with very limited teacher direction. • The classroom is safe and organized to support learning objectives and is accessible to most students.	• Most procedures, routines and transitions provide clear direction but others are unclear and inefficient. • Students depend on the teacher to direct them in managing student groups, supplies and/or equipment. • The classroom is safe and accessible to most students, but is disorganized and cluttered.	• Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency. • Students often do not understand what is expected of them. • The classroom is unsafe, disorganized and uncomfortable. • Some students are not able to access materials.



Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Analysis of Student Data

LEARNING ENVIRONMENT DIMENSION 3.2

Managing Student Behavior

The teacher establishes, communicates and maintains clear expectations for student behavior.

Standards Basis: 4A, 4B, 4C, 4D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS
• Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly. • Students and the teacher create, adopt and maintain classroom behavior standards.	• Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly. • Most students know, understand and respect classroom behavior standards.	• Consistently implements the campus and/or classroom behavior system proficiently. • Most students meet expected classroom behavior standards.	• Inconsistently implements the campus and/or classroom behavior system. • Student failure to meet expected classroom behavior standards interrupts learning.	• Rarely or unfairly enforces campus or classroom behavior standards. • Student behavior impedes learning in the classroom.



Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Analysis of Student Data

LEARNING ENVIRONMENT DIMENSION 3.3

Classroom Culture

The teacher leads a mutually respectful and collaborative class of actively engaged learners.

Standards Basis:
1E, 1F, 3B, 4C, 4D, 5A, 5B, 5D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS
• Consistently engages all students with relevant, meaningful learning based on their interests and abilities to create a positive rapport amongst students. • Students collaborate positively and encourage each other's efforts and achievements.	• Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities. • Students collaborate positively with each other and the teacher.	• Engages all students in relevant, meaningful learning. • Students work respectfully individually and in groups.	• Establishes a learning environment where most students are engaged in the curriculum. • Students are sometimes disrespectful of each other.	• Establishes a learning environment where few students are engaged in the curriculum. • Students are disrespectful of each other and of the teacher.



Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Analysis of Student Data

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.1

Professional Demeanor and Ethics

The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.

Standards Basis: 6B, 6C, 6D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS
• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. • Models all professional standards (e.g., attendance, professional appearance and behaviors) across the campus and district for educators and students. • Advocates for the needs of all students in the classroom and campus.	• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. • Models all professional standards (e.g., attendance, professional appearance and behaviors) within the classroom. • Advocates for the needs of all students in the classroom.	• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. • Meets all professional standards (e.g., attendance, professional appearance and behaviors). • Advocates for the needs of students in the classroom.	• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. • Meets most professional standards (e.g., attendance, professional appearance and behaviors).	• Fails to meet the Code of Ethics and Standard Practices for Texas Educators. • Meets few professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements.



Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Analysis of Student Data
- Daily Interaction with Others

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.2

Goal Setting

The teacher reflects on his/her practice.

Standards Basis: 5D, 6A, 6B

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS
• Consistently sets, modifies and meets short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning. • Implements substantial changes in practice resulting in significant improvement in student performance.	• Sets some short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning. • Meets all professional goals resulting in improvement in practice and student performance.	• Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback. • Meets all professional goals resulting in improvement in practice and student performance.	• Sets short-term goals based on self-assessment. • Meets most professional goals resulting in some visible changes in practice.	• Sets low or ambiguous goals unrelated to student needs or self-assessment. • Meets few professional goals and persists in instructional practices that remain substantially unimproved over time.



Possible Sources of Evidence:

- Goal-Setting and Professional Development Plan (GSPD)
- Conferences and Conversations with the Teacher, including the End-of-Year Conference
- Analysis of Student Data

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.3

Professional Development

The teacher enhances the professional community.

Standards Basis: 3A, 6A, 6B, 6C

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS
• Leads colleagues collaboratively in and beyond the school to identify professional development needs through detailed data analysis and self-reflection. • Seeks resources and collaboratively fosters faculty knowledge and skills. • Develops and fulfills the school and district improvement plans through professional learning communities, grade- or subject-level team leadership, committee leadership or other opportunities beyond the campus.	• Leads colleagues collaboratively on campus to identify professional development needs through self-reflection. • Fosters faculty knowledge and skills in support of the school improvement plan through professional learning communities, grade- or subject-level team leadership, committee membership or other opportunities beyond the campus.	• Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities.	• Engages in most scheduled activities, professional learning communities, committee, grade- or subject-level team meetings as directed.	• Engages in few professional development activities, professional learning communities or committees to improve professional practice.

[redacted]

Possible Sources of Evidence:

- Goal-Setting and Professional Development Plan (GSPD)
- Conferences and Conversations with the Teacher, Including the End-of-Year Conference
- Analysis of Student Data
- Daily Interaction with Others

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.4

School Community Involvement

The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.

Standards Basis:
2A, 2B, 4A, 4D, 5B, 6B, 6C, 6D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS
• Systematically contacts parents/guardians regarding students' academic and social/emotional growth through various methods. • Initiates collaborative efforts that enhance student learning and growth. • Leads students, colleagues, families and community members toward reaching the mission, vision and goals of the school.	• Systematically contacts parents/guardians regarding students' academic and social/emotional growth through various methods. • Joins colleagues in collaborative efforts that enhance student learning and welfare. • Clearly communicates the mission, vision and goals of the school to students, colleagues, parents and families, and other community members.	• Contacts parents/guardians regularly regarding students' academic and social/emotional growth. • Actively participates in all school outreach activities • Communicates the mission, vision and goals of the school to students, colleagues, parents and families.	• Contacts parents/guardians in accordance with campus policy. • Attends most required school outreach activities. • Communicates school goals to students, parents and families.	• Contacts parents generally about disciplinary matters. • Attends few required school outreach activities.



Possible Sources of Evidence:

- Conferences and Conversations with the Teacher, Including the End-of-Year Conference
- Classroom Artifacts
- Student Data
- Daily Interaction with Others

RUBRIC WORD BANK

with example qualifiers that are interchangeably used:

DIMENSION EXAMPLE:	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
	STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS
LEARNING ENVIRONMENT CLASSROOM CULTURE	ALL	ALL	ALL	MOST	FEW
LEARNING ENVIRONMENT MANAGING STUDENT BEHAVIOR	CONSISTENTLY	CONSISTENTLY	CONSISTENTLY	INCONSISTENTLY	RARELY
INSTRUCTION ACHIEVING EXPECTATIONS	ALL	MOST	MOST	SOME	FEW
INSTRUCTION CONTENT KNOWLEDGE AND EXPERTISE	CONSISTENTLY	REGULARLY	DOES (ACTION)	SOMETIMES	FEW
INSTRUCTION DIFFERENTIATION	ALWAYS	REGULARLY	DOES (ACTION)	SOMETIMES	DOES NOT (ACTION)

Evaluation Training

- Overview
- T-TESS
- T-TESS Support
- T-PESS
- AEL
- EPP
- Events Calendar
- Upcoming Trainings

T-PESS

An ILD or AEL certificate is a co-requisite for T-PESS Certification

Texas has developed a new evaluation system for teachers and principals, The Texas Teacher Evaluation and Support System (T-TESS) and the Texas Principal Evaluation Support System (T-PESS).

School leadership is one of the most critical factors in developing and maintaining a culture in which teachers and students can succeed. The Texas Education Agency was charged with creating an appraisal system for public school principals that would support the new principal standards as a foundation for principal support and growth. The Texas Principal and Support System (T-PESS) is designed to promote best practices among school principals and offer a growth model to sustain professional goals.

Beginning September 1, 2019, if you are not a current administrator who is an appraiser with a Region 10 District/Charter or Private School who has purchased the Region 10 - Administrative Services Package, the cost of T-PESS is $375 (Training + Certificate Fee) payable by a district/charter or private school purchase order, Master Card, or Visa due when registering.

If you have any questions regarding the registration fee, please contact Deborah Cahill.

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.

Academy *of* Visual *and* Performing Arts

2021 - 2022 Calendar

*** The calendar below outlines important days and events for the inagural school year (2021-2022). Dates are tentative according to the AVPA school calendar approval process.*

July 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

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	11	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				

June 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		

Grading Periods: 81,000 Instructional Minutes, 180 Instructional Days	
Quarter 1 Aug 16 - Oct 19	Quarter 3 Jan 13 - Mar 28
Quarter 2 Oct 20 - Jan 12	Quarter 4 Mar 29 - Jun 2

Legend
First/Last Day of School
Staff Development
Teacher Workday
School Holiday
Student Holiday/Teacher Development Day
Student Holiday/Parent&Teacher Conferences
Bad Weather Makeup Day
{ } Beginning/End of Grading Periods

Important Dates
August 16 - First day of school
September 6 - Labor Day Holiday
October 11 - Conference Day *(student holiday)*
October 19 - End of Quarter 1
October 20 - Start of Quarter 2
Nov 22 - Nov 26 - Thanksgiving Break
Dec 20 - Dec 31 - Winter Break
January 3 - Teacher Development *(student holiday)*
January 12 - End of Quarter 2
January 13 - Start of Quarter 3
January 17 - MLK Holiday
February 14 - Teacher Development *(student holiday)*
February 21 - Conference Day *(student holiday)*
March 14 - 18 - Spring Break
March 28 - End of Quarter 3
March 29 - Start of Quarter 4
April 15 - Good Friday/School Holiday
April 18 - Teacher Development *(student holiday)*
May 30 - Memorial Day Holiday
June 2 - End of Quarter 4/Last Day of School
June 3 - Teacher Workday

Academy *of* Visual *and* Performing Arts

SAMPLE MS MASTER ASSESSMENT CALENDAR 2021-2022

* for illustrative purposes only to show cycle of reteach

WINDOW:	UNIT / ASSESSMENT:	NOTES:
Quarter 1 Oct. 12-13 (9 weeks of instruction)	**Interim Assessment for English and Math**	*Make-up assessments* *10/14 - 10/15*
10/18 – 10/19	**Scoring, Analysis, and Planning**	
10/20 – 10/22	**Professional Development for ELA and Math** **Focus:** Priorities from the data/Reteach action planning	
1 Week 10/25 – 10/29	**RE-TEACH week**	Re-teach based on test results analysis
Quarter 2 Jan. 6-7 (9 weeks of instruction)	**Interim Assessment for English and Math**	*Make-up assessments* *1/10 – 1/11*
1/12 – 1/13	**Scoring, Analysis, and Planning**	
1/18 – 1/19	**Professional Development for ELA and Math** **Focus:** Priorities from the data/Reteach action planning	
1 Week 01/25 – 01/28	**RE-TEACH week**	Re-teach based on test results analysis
Quarter 3 Mar. 10 – 11 (9 weeks of instruction)	**Interim Assessment for English and Math**	*Make-up assessments* *03/21 – 03/22*
03/21 – 03/22	**Scoring, Analysis, and Planning**	
03/23 – 03/25	**Professional Development for ELA and Math** **Focus:** Priorities from the data/Reteach action planning	
1 Week 03/28 – 04/01	**RE-TEACH week**	Re-teach based on test results analysis
Quarter 4 Apr. 11 - 12 (6 weeks of instruction)	**Interim Assessment for English and Math**	*Make-up assessments* *04/13 – 04/14*
04/13 – 04/14	**Scoring, Analysis, and Planning**	
2 Days 04/19 – 04/20	**Professional Development for ELA and Math** **Focus:** Priorities from the data/Reteach action planning	
3 Days 04/25– 04/29	**RE-TEACH Days**	Re-teach based on test results analysis
2 Weeks 05/11 – 05/22	**STAAR ASSESSMENTS FOR ELA + Math for Grade 3-8**	
2 Weeks 05/18 - 05/29	**STAAR ASSESSMENTS Assessments for ELA + MATH Grades K-2**	

Attachment 26: Proposed School Schedules

Provide teacher and student versions of proposed school schedules for a sample day and a sample week.

Academy *of* Visual *and* Performing Arts

Elementary Scheduling Criteria

- ❑ K-2 classrooms are self-contained.
- ❑ Teachers receive one planning period per day (Conservatory for students)
- ❑ 1 early release day per week to accommodate collaborative planning and professional development
- ❑ Proposed start time 7:45 arrival - day starts at 8:00 (parents will vote)
- ❑ Departments will have common planning
- ❑ Proposed end time 3:30 pm, giving students 7.5 instructional hours per day
- ❑ Conservatory teachers: art, music, dance, physical education, world languages, technology.

Schedule requirements

Subject	**Minutes**	**Days**	**Curriculum**
Balanced Literacy (150 minutes daily)			
K-3	150 minutes	5 days	Into Reading
$4^{th} - 5^{th}$	100 minutes	5 days	Into Literacy
$6^{th} - 12^{th}$	80 minutes	AB Block	Into Literacy
Mathematics			
Math - core curriculum	60 minutes	5x per week	Eureka Math
RC - Morning Meeting	15 min	5x per week	
Conservatory	45 minutes	6-day rotation	
Intervention	45 minutes 3x per week	Reading and/or mathematics specialist	MAP Growth
Science	45 minutes	3 x per week	STEM scopes

Social Studies	45 minutes 2x per week	2 x per week	Jr Achievement / Second Step
Lunch	30 minutes	Paraprofessional	
Recess	10 minutes per day	Paraprofessional	

Sample Yearly Schedule

As a way to engage our school community in the process, calendar options will be drafted and narrowed down by a committee of stakeholders, consisting of students, parents, staff, and community members. After gathering feedback from the community through a survey, the most popular option will be submitted to the governing board for approval. The yearly academic calendar for AVPA must be drafted in accordance to state law. The school year will begin on **August 16, 2021** and end on **June 2, 2022**, if the schedule is adopted.

School Year Calendar

- ❑ Longer school year (81,000) start around the same time
- ❑ There are four quarters
- ❑ 2 Parent/Teacher conference days (fall/spring)
- ❑ 4 Student Release/Professional Development Days
- ❑ 3 Bad Weather Make-up Days
- ❑ Teachers have 10 days of Immersive Professional Development in August

Academy of Visual and Performing Arts

Academy of Visual and Performing Arts is committed to ongoing reflective practice and professional learning for all students and staff. This commitment is reflected through our school schedule and daily schedule for K-12 staff and students.

Kindergarten – 5th Grade Campus

Scheduling Criteria – Elementary Campus		
Proposed Start/End Times	**Grade Level Configurations**	**Planning / Collaboration / Intensives**
Earliest Arrival 7:30 AM **Proposed Start Time** 8:00 AM **Proposed End Time** 3:30 PM	**K – 2nd Grade** Self-Contained **3rd – 5th Grade** Departmentalized ***ELA/Soc Studies*** ***Math/Science***	**Conservatory** *(Specials – 45 minutes daily)* ***Teacher Preparation*** **Intensives** *(Early Release – 3 hrs. per week)* *"Intensives - Something that is sustained / Effort / Concentration"* ***Teachers collaborate with core and non-core teachers in partnership with specialist, coaches, and consultants to:*** • ***plan and implement project-based learning;*** • ***receive professional development;*** • ***conduct data-analysis; and*** • ***employ innovative techniques and methodologies;*** • ***participate in team-building and socialization with colleagues.*** ***Students work with professional artist, visiting artist, take master classes, and/or work with community partners to:*** • ***immerse in technique and technical skills;*** • ***to develop discipline, skills, and modes of expression;*** • ***engage in cultural arts experiences with peers;*** • ***acquire and build skills that are applied to exhibition and performance;*** • ***learn about the creative economy through partnerships with the creative arts community.***

Academy of Visual and Performing Arts

Academy of Visual and Performing Arts is committed to ongoing reflective practice and professional learning for all students and staff. This commitment is reflected through our school schedule and daily schedule for K-12 staff and students.

Teacher Schedule (Weekly)

		Monday	Tuesday	Wednesday	Thursday	Friday
Arrival						
8:30 – 8:40		Bathroom Break	Bathroom Break	Bathroom Break	Bathroom Break	Community Meeting
8:40-9:00		Morning Meeting/SEL	Morning Meeting/SEL	Morning Meeting/SEL	Morning Meeting/SEL	
9:00 – 10:00		Reading Block Mini-Lesson and Independent Reading	Reading Block Mini-Lesson and Independent Reading	Reading Block Mini-Lesson and Independent Reading	Reading Block Mini-Lesson and Independent Reading	Reading Block Mini-Lesson and Independent Reading 9:15 – 10:15
10:00 – 10: 20		Guided Reading/ Literacy Station 1	Guided Reading/ Literacy Station 1	Guided Reading/ Literacy Station 1	Guided Reading/ Literacy Station 1	Guided Reading/ Literacy Station 1 10:15 - 10:35
10:20 – 10:40		Guided Reading/ Literacy Station 2	Guided Reading/ Literacy Station 2	Guided Reading/ Literacy Station 2	Guided Reading/ Literacy Station 2	Guided Reading/ Literacy Station 2 10:35 – 10:55
10:40 – 11:00		Guided Reading/ Literacy Station 3	Guided Reading/ Literacy Station 3	Guided Reading/ Literacy Station 3	Guided Reading/ Literacy Station 3	Guided Reading/ Literacy Station 3 10:55 – 11:15
11:00 – 11:15		Word Study	Word Study	Word Study	Word Study	
11:15 – 11:45	Teacher Lunch Break 11:45-12:15	Lunch	Lunch	Lunch	Lunch	Lunch
11:45 – 12:05		Recess	Recess	Recess	Recess	Recess
12:05 – 1:35	IA Lunch Break 12:10 – 12:40	Math 12:05-12:15 Math Message 12:15-12:45 Whole Group Lesson 12:45-1:35 Math Rounds -5 minutes expectations -15 minutes each round -5-10 minutes share/review	Math 12:05-12:15 Math Message 12:15-12:45 Whole Group Lesson 12:45-1:35 Math Rounds -5 minutes expectations -15 minutes each round -5-10 minutes share/review	Math 12:05-12:10 Math Message 12:10-12:35 Whole Group Lesson 12:35-1:10 Math Rounds -5 minutes expectations -15 minutes each round -5-10 minutes share/review	Math 12:05-12:15 Math Message 12:15-12:45 Whole Group Lesson 12:45-1:35 Math Rounds -5 minutes expectations -15 minutes each round -5-10 minutes share/review	Enrichment 12:10 – 1:05
						Word Study 1:05 – 1:20
						Writing
1:35 – 1:55		Calendar	Calendar	1:10-2:00 Planning	Calendar	
1:55 – 2:05		Writing	Writing		Writing	Calendar 1:55- 2:15

Academy of Visual and Performing Arts

Academy of Visual and Performing Arts is committed to ongoing reflective practice and professional learning for all students and staff. This commitment is reflected through our school schedule and daily schedule for K-12 staff and students.

2:10 – 3:00		Enrichment	Enrichment	Writing 2:00 – 2:45 Dismissal Transition 2:45	Enrichment	Math- Game Day 2:15-2:20 Math Message 2:20-2:45 Whole Group Lesson 2:45-3:35 Math Rounds -5 minutes expectations -15 minutes each round -5-10 minutes share/review
3:00 – 3:35	IA Prep	Science and Social Studies	Science and Social Studies	Dismissal Post 2:50 – 3:05	Science and Social Studies	
3:35 – 3:45		Closing Meeting/ Journal	Closing Meeting/ Journal	Collaborative Planning	Closing Meeting/ Journal	Dismissal Transition
3:50		Dismissal Post	Dismissal Post		Dismissal Post	Dismissal Post

Student Schedule (Weekly)

		Monday	Tuesday	Wednesday	Thursday	Friday
8:30 – 8:40		Bathroom Break	Bathroom Break	Bathroom Break	Bathroom Break	Community Meeting
8:40-9:00		Morning Meeting/SEL	Morning Meeting/SEL	Morning Meeting/SEL	Morning Meeting/SEL	
9:00 – 10:00		Reading Block Mini-Lesson and Independent Reading	Reading Block Mini-Lesson and Independent Reading	Reading Block Mini-Lesson and Independent Reading	Reading Block Mini-Lesson and Independent Reading	Reading Block Mini-Lesson and Independent Reading 9:15 – 10:15
10:00 – 10: 20		Guided Reading/ Literacy Station 1	Guided Reading/ Literacy Station 1	Guided Reading/ Literacy Station 1	Guided Reading/ Literacy Station 1	Guided Reading/ Literacy Station 1 10:15 - 10:35
10:20 – 10:40		Guided Reading/ Literacy Station 2	Guided Reading/ Literacy Station 2	Guided Reading/ Literacy Station 2	Guided Reading/ Literacy Station 2	Guided Reading/ Literacy Station 2 10:35 – 10:55
10:40 – 11:00		Guided Reading/ Literacy Station 3	Guided Reading/ Literacy Station 3	Guided Reading/ Literacy Station 3	Guided Reading/ Literacy Station 3	Guided Reading/ Literacy Station 3 10:55 – 11:15
11:00 – 11:15		Word Study	Word Study	Word Study	Word Study	
11:15 – 11:45	Teacher Lunch Break 11:45-12:15	Lunch	Lunch	Lunch	Lunch	Lunch
11:45 – 12:05		Recess	Recess	Recess	Recess	Recess

Academy of Visual and Performing Arts

Academy of Visual and Performing Arts is committed to ongoing reflective practice and professional learning for all students and staff.
This commitment is reflected through our school schedule and daily schedule for K-12 staff and students.

<table>
<tr><td rowspan="2">12:05 – 1:35</td><td rowspan="2">IA Lunch Break 12:10 – 12:40</td><td>Math
12:05-12:15 Math Message
12:15-12:45 Whole Group Lesson
12:45-1:35 Math Rounds
-5 minutes expectations
-15 minutes each round
-5-10 minutes share/review</td><td>Math
12:05-12:15 Math Message
12:15-12:45 Whole Group Lesson
12:45-1:35 Math Rounds
-5 minutes expectations
-15 minutes each round
-5-10 minutes share/review</td><td>Math
12:05-12:10 Math Message
12:10-12:35 Whole Group Lesson
12:35-1:10 Math Rounds
-5 minutes expectations
-15 minutes each round
-5-10 minutes share/review</td><td>Math
12:05-12:15 Math Message
12:15-12:45 Whole Group Lesson
12:45-1:35 Math Rounds
-5 minutes expectations
-15 minutes each round
-5-10 minutes share/review</td><td>Enrichment
12:10 – 1:05</td></tr>
<tr><td>Word Study
1:05 – 1:20</td></tr>
<tr><td colspan="2">1:35 – 1:55</td><td>Calendar</td><td>Calendar</td><td rowspan="2">1:10-2:00
Enrichment</td><td>Calendar</td><td rowspan="2">Writing</td></tr>
<tr><td colspan="2">1:55 – 2:05</td><td>Writing</td><td>Writing</td><td>Writing</td></tr>
<tr><td colspan="2" rowspan="2">2:10 – 3:00</td><td rowspan="2">Enrichment</td><td rowspan="2">Enrichment</td><td>Writing
2:00 – 2:45</td><td rowspan="2">Enrichment</td><td rowspan="3">Calendar
1:55- 2:15</td></tr>
<tr><td>Dismissal Transition
2:45</td></tr>
<tr><td rowspan="2">3:00 – 3:35</td><td rowspan="2">IA Prep</td><td rowspan="2">Science and Social Studies</td><td rowspan="2">Science and Social Studies</td><td>Dismissal Post
2:50 – 3:05</td><td rowspan="2">Science and Social Studies</td><td rowspan="3">Math- Game Day
2:15-2:20 Math Message
2:20-2:45 Whole Group Lesson
2:45-3:35 Math Rounds
-5 minutes expectations
-15 minutes each round
-5-10 minutes share/review</td></tr>
<tr><td rowspan="2">Early Release</td></tr>
<tr><td>3:35 – 3:45</td><td>Closing Meeting/ Journal</td><td>Closing Meeting/ Journal</td><td>Closing Meeting/ Journal</td><td>Dismissal Transition</td></tr>
<tr><td colspan="2">3:50</td><td>Dismissal Post</td><td>Dismissal Post</td><td></td><td>Dismissal Post</td><td>Dismissal Post</td></tr>
</table>

Academy *of* Visual *and* Performing Arts

Academy of Visual and Performing Arts

A 6th – 12th grade proposed public charter school in Southern Dallas County, Texas

Middle/High School Scheduling Parameters

School Hours – 8:30 am to 4:30 pm Building Opens at 7:45 am		
7:45 – 8:30	Academic Bridge - Literacy	
8:00 – 8:30	Breakfast	
	A-Day	B-Day
8:30 – 10:00	Block 1	Block 3
10:00 – 10:05	*Transition*	
10:05 – 10:50	Advisory *(M-EF, T-SEL, W-SEL, TH-SEL, F-B,G,Org)*	
10:50 – 10:55	*Transition*	
10:55 – 1:30 pm	**Block 2**	**Block 4**
10:55 – 11:55	A Lunch 10:55 – 11:25 A Open Mic 11:15 – 11:55	B Open Mic 10:55 – 11:25 B Lunch 11:25 – 11:55
11:55 – 12:00	Transition	
12:00 – 1:30	Block 2	Block 4
10:55 – 11:55	Block 2	Block 4
11:55 – 12:00	Transition	
12:00 – 1:00	C Lunch 11:45 – 12:15 C Open Mic 12:15 – 12:45	D Open Mic 11:45 – 12:15 D Lunch 12:15 – 12:45
1:00 – 1:30	Block 2 *con't*	Block 4 *con't*
1:30 – 3:00	Conservatory (Sem 1 art/music; Sem 2 dance/theatre)	
3:00 – 3:05	Transition	
3:05 – 4:05	Physical Education	
4:05 – 4:10	Transition	

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00	BLOCK A | *80 minutes*	8:10	BLOCK A | *50 minutes*		8:00
9:20		9:00			9:20
9:25	BLOCK C | *80 minutes*	9:05	BLOCK B | *50 minutes*		9:25
10:45		9:55			10:45
10:45	LUNCH | *35 minutes*	10:00	BLOCK C | *50 minutes*		10:50
11:20		10:50			12:10
11:20	ADVISORY | *35 minutes*	10:55	BLOCK D | *50 minutes*		12:15
11:55		11:45			12:40
12:00	BLOCK E | *45 minutes* Seminar	11:45	LUNCH | *35 minutes*		12:40
12:45		12:20			1:10
12:50	BLOCK G | *80 minutes*	12:20	BLOCK E | *45 minutes* | *Seminar*		1:10
2:10		1:05			4:00
2:15	BLOCK H | *80 minutes*	1:10	BLOCK F | *50 minutes*		Collaboration *teachers* Conservatory Intensives *students*
3:35		2:00			
		2:05	BLOCK G | *50 minutes*		
		2:55			
		3:00	BLOCK H | *60 minutes*		
		4:00			

4-6 pm (as needed); This time includes necessary additional arts, wellness, and academic focused activities including, tutoring, counselling, peer mentoring, student clubs, rehearsals, recitals, studio work, gallery curating, and performances.

Schedule Adapted from Boston Arts Academy, the model school for AVPA's non-magnet performing arts design. Additionally, BAA serves as a professional development partner for training the reading and mathematics specialist. The LAMB program was patterned after BAA's Literacy Summer Intensives.

Academy *of* Visual *and* Performing Arts

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 and Enrollment Policy

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

Academy of Visual and Performing Arts are an original open-enrollment charter schools as provided by Texas Education Code, Chapter 12, Subchapter D. 12.101(b). Academy of Visual and Performing Arts admit scholars of any race, color, or national and ethnic origin to all the rights, privileges, programs, and activities of the school.

In February of each school year, Notification of Intent to Return information will be sent electronically to each home of an enrolled scholar. The parent/guardian of each returning scholar must submit their notice by March 19, 2021, for the scholar's name to be placed on a roster for the upcoming school year.

Applications from new scholar are accepted from January 16th through June 1st. If the number of eligible applicants exceeds the number of vacancies, then a lottery will be conducted June 1st. During the lottery process, a computer randomly selects all completed and accepted applications submitted from January 16th through June 1st until capacity is reached. Lottery selectees shall be notified of their selection by phone or postcard. The remaining names shall be placed on the waiting list.

Academy of Visual and Performing Arts does not discriminate on the basis of gender, race, color, or national and ethnic origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the child would otherwise attend. TEC, §12.111(a)(6)

Attachment 28: Certificate of Occupancy for Facility

If the applicant has a certificate of occupancy for the identified facility, provide a copy.

Academy *of* Visual *and* Performing Arts

Attachment 28: Certificate of Occupancy for Facility

N/A

No documents are provided for attachment 28 because the facility has not been identified.

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.



PROPOSED SITE PLAN

PERFORMING ARTS SCHOOL

URB
DESI
CEN

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.

1/21/2020 13:20

Academy of Visual and Performing Arts

FINANCIAL PLAN WORKBOOK SUMMARY

	Start-Up Year 0 2021	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025	Year 5 2026
REVENUE						
Total State Revenue		$ 3,842,822	$ 3,842,822	$ 4,918,812	$ 7,820,911	$ 11,027,484
Total Federal Revenue		$ -	$ -	$ -	$ -	$ -
Total Local and Other Revenue	$ 35,000	$ -	$ -	$ -	$ -	$ -
TOTAL REVENUE	**$ 35,000**	**$ 3,842,822**	**$ 3,842,822**	**$ 4,918,812**	**$ 7,820,911**	**$ 11,027,484**
EXPENSES						
PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES						
Total Administrative Staff Personnel Costs	$ 406,500	$ 563,000	$ 1,373,940	$ 1,799,892	$ 2,279,475	$ 2,866,280
Total Instructional Personnel Costs	$ -	$ 1,674,000	$ 4,476,780	$ 5,858,492	$ 8,493,909	$ 12,363,540
Total Non-Instructional Personnel Costs	$ 26,200	$ 168,000	$ 376,380	$ 742,846	$ 1,078,187	$ 1,432,058
Total Payroll Taxes and Benefits	$ 105,449	$ 586,099	$ 1,517,544	$ 2,047,380	$ 2,888,228	$ 4,060,500
TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES	**$ 538,149**	**$ 2,991,099**	**$ 7,744,644**	**$ 10,448,610**	**$ 14,739,799**	**$ 20,722,378**
NON-PAYROLL RELATED EXPENSES						
Total Contracted Services	$ 50,000	$ 142,500	$ 142,500	$ 142,500	$ 142,500	$ 142,500
Total School Operations	$ 116,550	$ 199,450	$ 199,450	$ 199,450	$ 199,450	$ 199,450
Total Facilities Operations and Maintenance	$ 17,000	$ 452,000	$ 452,000	$ 452,000	$ 452,000	$ 452,000
Reserves / Contingencies	$ 5,000	$ 43,000	$ 43,000	$ 43,000	$ 43,000	$ 43,000
TOTAL NON-PAYROLL RELATED EXPENSES	**$ 188,550**	**$ 836,950**	**$ 836,950**	**$ 836,950**	**$ 836,950**	**$ 836,950**
TOTAL EXPENSES	**$ 726,699**	**$ 3,828,049**	**$ 8,581,594**	**$ 11,285,560**	**$ 15,576,749**	**$ 21,559,328**
NET OPERATING INCOME (before depreciation)	**$ (691,699)**	**$ 14,773**	**$ (4,738,773)**	**$ (6,366,748)**	**$ (7,755,838)**	**$ (10,531,844)**
STUDENT ENROLLMENT						
Projected Student Enrollment		504	1,068	1,368	2,172	3,054
Revenue Per Pupil		$ 7,625	$ 3,598	$ 3,596	$ 3,601	$ 3,611
Expenses Per Pupil		$ 7,595	$ 8,035	$ 8,250	$ 7,172	$ 7,059

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.

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."

Illumination Education, Inc., *sponsoring entity for*

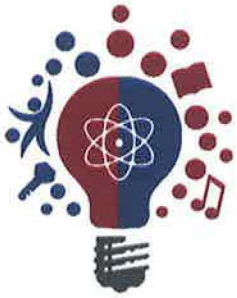
Academy *of* Visual *and* Performing Arts

a proposed public charter school

Illumination Education, Inc, sponsoring entity for Academy of Visual and Performing Arts, has taken the following affirmative steps to secure start-up funding for the proposed charter school, if approved.

Organization	Amount	Result
1. Illumination Education, Inc.	$35,000	Secured
2. NewSchools Venture Fund Innovative Public Schools	$200,000	Accepted to Round Two, interview to be conducted on January 23, 2020.
3. Walton Family Fund Innovative Schools Program	$325,000	Preapplication Submitted
4. The Kennedy Center – Any Given Child Initiative	$125,000 ($25,000 match)	Letter of Interest Submitted

The Board of Directors are committed to continue to seek start-up funding. If approved by TEA and if available, the Board has committed to applying for the Texas Public Charter Start Up Grant as well.



Academy *of* Visual
and Performing Arts

Documentation for Illumination Education, Inc. Board Commitment Letter

Illumination Education

(817) 966-0419 / IlluminationEdu@gmail.com
603 Marble Falls Court, Arlington, TX 76002

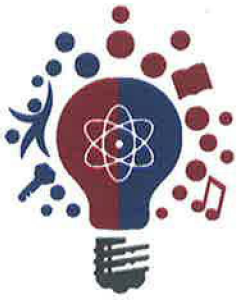
To Whom It May Concern:

Illumination Education, Inc., the sponsoring entity of the Academy of Visual and Performing Arts is committed to the mission of ensuring that all K-12 students are provided with equity and access in performing arts and are equipped to be college, career, and life ready. To show our commitment to the mission, vision, and guiding tenets of Academy of Visual and Performing Arts, as a Board, we have pledged to raise funds on behalf of the school as well as leverage our network to financially support the school.

To that end, our goal is to raise $35,000 during Academy of Visual and Performing Arts' start up year. Additionally, we commit to continue to do so annually to meet the strategic goals of the organization. Illumination Education, Inc. commemorates this commitment via this letter and will do so annually as a part of the ongoing fundraising goals of the organization.

Regards,

Tracy McDaniel, Board Chair
Illumination Education, Inc.
347-451-3260



Academy *of* Visual *and* Performing Arts

Documentation for NewSchools Venture Fund Innovative Schools Program

Gmail

Illumination Education <illuminationedu@gmail.com>

NewSchools Invitation to Interview

NewSchools Venture Fund <reply-to+f020a337-31f6-41fd-abb1-e3566f3ff471@email.submittable.com>
To: illuminationedu@gmail.com

Fri, Dec 13, 2019 at 2:14 PM

Submittable

Dear Stephanie,

Thank you for submitting your application to NewSchools Venture Fund. We enjoyed reading your application and learning more about your plans to reimagine education, and we are excited to invite you to the next round.

As a next step, we would like to invite you to a phone interview to take place in January. You may sign up for a time here: https://calendly.com/newschoolsinvent/newschools-invent-diligence-interviews.

The call will last 75 minutes, and it will be an opportunity for us to learn more about what you outlined in your application. We ask that the core leadership team (at minimum, the founder and/or co-founder) participate in the call as we'll be asking questions about the instructional and non-instructional aspects of your proposed school.

Slots are available on a first come, first served basis; we suggest signing up as soon as possible and by EOD Thursday, December 19. To help your team prepare for this interview, we have put together a frequently asked questions document for your review: bit.ly/NewSchoolsFAQ. If you have any additional questions, please email our team at invent@newschools.org. Note: Our office is closed from December 21 – January 1.

We look forward to connecting with you in January!

The NewSchools Team

Reply **View Submission**

Title	**0077** by **Stephanie Love** in **NewSchools Innovative Public Schools - Invent Application (Fall 2021 Launch)** illuminationedu@gmail.com	11/11/2019 id. 14429496

Original submission

11/11/2019

INSTRUCTIONS	**Please answer each question to the best of your ability. We recognize that you may not have answers to some of the questions.**
CONTACT INFORMATION	
Founder Name	**Stephanie Love**
Founder Title	**Board Member**
Founder Email	**stefrlove@gmail.com**
Founder Phone Number	**817-966-0419**
Founder Resume	**Stephanie_Love_Resume_2019.pdf**
Do you have a co-founder?	**Yes**
Co-founder Name	**Andrea Nelson**
Co-founder Title	**Board Member**
Co-founder Email	**ncdcla921@yahoo.com**
Co-founder Phone Number	**6825547143**
Co-founder Resume	**Curriculum_Vitae_Andrea_Nelson.pdf**
SCHOOL INFORMATION	
School Name	**Academy of Visual and Performing Arts**
School City	**DeSoto**

School State	**TX**
School Website (if applicable)	n/a
Are you planning to launch this school in Fall 2021?	**Yes**
This school will be our:	**First school**

Please upload your projected student demographics for your proposed school (see instructions on the right).

NewSchools_Invent_Application_-_Student_Demographics_Table_AVPA.xlsx

Our school will operate as a:	**Charter school with a 501(c)3 status**

Please upload a copy of your IRS Determination Letter or Form 1023.

501c3_Illumination_Education.pdf

This school has:	**Not received charter authorization**
Have you submitted your application?	**No**
When do you expect to receive authorization?	**September 2020**
TEAM	n/a

Please upload your leadership team information (see instructions on the right).

NewSchools_Invent_Application_-_Leadership_Team_Table_AVPA.xlsx

What is your school's vision and mission?	**Mission** **Our mission is to provide a challenging, experiential education that cultivates academic and artistic excellence.** **Vision** **Our vision is to nurture creativity in students from diverse backgrounds by providing equal access to learning in and through the arts - dance, music, theater, visual and media arts. Students engage in culturally-responsive, arts-integrated, project-based learning supported through collaborative partnerships with stakeholders from the Dallas-Fort Worth cultural arts community.** **Guiding Tenets** **Academic Excellence** **We take responsibility for our academic success by being active participants in the learning process.** **Performance** **We pursue performance excellence through ongoing reflective practice, study, and evaluation of our own work and that of others.** **Character** **We demonstrate good character and self-management by making responsible decisions, by maintaining positive relationships, and by displaying social awareness.** **Mastery of My Craft** **We develop disciplined work habits - as learners, creators, and performers - as we are mastering our craft.**
Please provide a brief overview of your school model.	**Academy of Visual and Performing Arts (AVPA) is a proposed K-12 public charter district consisting of two campuses, K-5th and 6th – 12th, to be located in Southern Dallas County, Texas. AVPA nurtures creativity in young people from diverse backgrounds by providing equal access to learning through the arts – dance, music, theatre, visual arts, and digital media arts. At AVPA, students engage in culturally-responsive, arts-integrated project-based learning supported through collaborative partnerships with Dallas-Fort Worth arts organizations, partnerships with teaching artists, and community partners.** **AVPA provides differentiated educational experiences targeting the domains in visual and performing arts in which students have shown promise or the capacity for high levels of performance. To provide an unobstructed pathway for participation in our programming, AVPA is a non-magnet school and our audition processes are academic-blind. Further, AVPA provides comprehensive academic supports to ensure that our students are prepared to meet their post-secondary goals.**

What experience, skills and strengths does your leadership team bring to designing and launching a school? What gaps do you need to fill on the team and how do you plan to address them?

Leadership Team

The co-founders, Dr. Andrea Nelson and Dr. Stephanie Love, serve as the leadership team of AVPA, providing expertise in teaching and learning, talent management, school culture, operations, and community partnerships. As district administrators, both Dr. Nelson and Dr. Love work to articulate a vision for excellence with stakeholders in their representative districts by using distributive leadership to establish systems and structures to translate the vision into practice.

Dr. Andrea B. Nelson has a track record of being a transformational leader in urban school districts with over twenty-five years' experience in school administration, professional development, and as an assistant superintendent of instruction. Dr. Nelson's expertise is in social-emotional learning, culturally-responsive pedagogy, and principal leadership.

Dr. Love has eighteen years' experience in public education. She is an experienced portfolio manager, responsible for directly managing a portfolio of four K-12 public charter schools, leading the implementation of long-term curriculum, assessment, and school improvement goals. Dr. Love has created extensive leadership and teacher development programs, observation and feedback systems, and a data analytics system to monitor and improve instructional quality in classrooms.

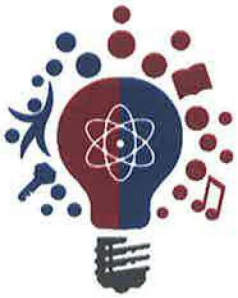
Gaps

Research indicates that teacher quality is the single most powerful influence on student achievement (UCEA Policy Brief, January 2018). Consequently, AVPA acknowledges that talent management is critical to our mission and vision and represents a gap that will be addressed in the 5-year strategic recruitment and retention plan. The strategic plan will provide frameworks to fulfill our mission related to:

- **human resources;**
- **policies and procedures;**
- **quality and quantity of instructional staff; and**
- **certification and specializations.**

To establish a firm foundation, the roles, and responsibilities of the leadership team, consisting of administrative and conservatory directors and staff, special populations staff, will articulate the collaborative framework to implement and monitor the key metrics in the strategic plan.

What experience, skills and strengths does your board currently have? What gaps do you need to fill on the board and how do you plan to address them?	**Board Leadership** **Born out of a desire to fulfill the mission and vision of AVPA, special consideration was given to the convening board members. To that end, the criteria for selection were as follows:** **• Commitment to education equity for all students;** **• An advocate of AVPA's mission and vision;** **• Leadership experience;** **• Reflects the diversity of the community; and** **• Expertise from a variety of industries and skillsets.** **The founding board of AVPA reflects its commitment to diversity and inclusion from a variety of community stakeholders. The board consists of five members: Wanda Huckaby (education), Tracy McDaniel (business management), Bethel Zehaie (Law), Bobby LaBorde (finance and operations), and Serge Francois (construction), whose expertise encompasses years of experience in their representative fields. To further support our mission, AVPA has a 12-member advisory board that advocates for the conservatory programs, secure community arts partners, and secures the funding sources necessary to sustain the long-term goals of AVPA.** **Gaps** **A strategically engaged governing board will require ongoing training in order to be effective. Upon approval of the charter, the board will receive new charter board training and Lone Star Governance Training, to ensure understand their roles and responsibilities as board members.**
Please provide the names and contact information for two references.	**At least one reference should be able to speak to your leadership ability (e.g. ability to develop a vision and implement it and serve students well). Ideally, this will be your board chair (for charter school applicants) or a senior district leader (for district applicants). The second reference should be able to speak to the need for your school within the local community.**
Reference 1 Name	**Dr. Silvia Martinez**
Reference 1 Title	**Director of Instruction**
Reference 1 Phone	**972-814-6246**
Reference 1 Email	**SMartinez@duncanvilleisd.org**
Reference 2 Name	**Vicki Meek**
Reference 2 Title	**Artist, Board Member - City of Dallas Cultural Arts Commission**
Reference 2 Phone	**9728146246**
Reference 2 Email	**msart55@icloud.com**
COMMUNITY	n/a



Academy *of* Visual *and* Performing Arts

Documentation for Walton Family Foundation Innovative Schools Program

Gmail

Illumination Education <illuminationedu@gmail.com>

Walton Family Foundation Innovative Schools Program 2020 Pre-Application

Google Forms <forms-receipts-noreply@google.com>
To: illuminationedu@gmail.com

Sun, Dec 29, 2019 at 1:40 PM

Thanks for filling out Walton Family Foundation Innovative Schools Program 2020 Pre-Application

Here's what we got from you:

Walton Family Foundation Innovative Schools Program 2020 Pre-Application

Through the Innovative Schools Program, we're considering NEW schools (opening in 2019 and beyond, anywhere in the United States) that look and feel dramatically different, and create transformative opportunities for students.

Please complete this short form by JANUARY 15, 2020 to be considered for the Innovative Schools Program grant opportunity. You will receive a confirmation email (along with a copy of your responses) following the successful submission of this pre-application. We will notify applicants by the end of February 2020 regarding potential next steps.

For a list of frequently asked questions, please click here: https://my.weioffice.com/index.php/s/D9xtSCjwBxEGKET

Email address *

illuminationedu@gmail.com

Applicant Information

Contact First Name *

Stephanie

Contact Last Name *

Love

Contact Title *

Co-Founder

Contact Address (Street Address, City, State, Zip Code) *

603 Marble Falls Court

Contact Email *

stefrlove@gmail.com

Contact Phone Number *

817-966-0419

How did you hear about this grant opportunity? *

- WFF Email Announcement
- Facebook
- Twitter
- LinkedIn
- Online seach
- Other: Referral by colleague

General Information

Proposed School Name *

Academy of Visual and Performing Arts

City *

DeSoto

State *

Only schools within the United States are eligible for this program.

Texas

Open Year *

2021

If identified, what is the address (Street address, City, State, ZIP code) of the proposed school?

N/A

School Information

Which of the following grade levels will your school serve? *

You may select more than one, and you can specify the specific grades served in the following question.

- [ ] Early Childhood
- [ ] Elementary
- [x] Middle School
- [x] High School
- [ ] Postsecondary
- [ ] Other:

Grade Span *

For example, if you selected selected both middle school / high school above, list the specific grade range (6-12)

6-12

What percentage of your student population will be eligible for free and reduced price lunch? *

Please give a single numeric estimation, not a range.

72.8

Is the proposed school affiliated with any of the organizations listed below? If yes, please specify all that apply.

Bellwether Education, Bluum, Building Excellent Schools, Camelback Ventures, Charter School Growth Fund, City Education Partners, City Fund, CityBridge Education, Diverse Charter Schools Coalition, Drexel Fund, Echoing Green, Education Pioneers, EL Education, Freedom Prep Fellowship, High Tech

High, KIPP, Moonshot edVentures, New Leaders, New Schools for Baton Rouge, New Schools for New Orleans, NewSchools Venture Fund, Reframe Labs, Silicon Schools, The Mind Trust, and Transcend.

N/A at the time of the application.

School Sector *

Please select the option that most closely resembles your model, or if no clear match exists, please describe using the "other" option.

- District
- Charter
- Private
- Homeschool
- School/Program hybrid
- Other:

Charter Schools

Is your proposed school part of a network/CMO? *

- Yes
- No

If yes, what is the name of the network/CMO? If none, indicate N/A. *

N/A

Has your school been authorized? *

- Yes
- No

Pending Authorization

When do you plan to submit a charter petition to your authorizer? *

January 21 2020

What is the authorizing entity? *

Texas Education Agency

Open Ended Responses

Please briefly describe your model, and the students you plan to serve. *

Please limit your response to about 1 - 3 sentences (500 characters).

Academy of Visual and Performing Arts (AVPA) is a proposed K-12 public charter school to be located in Southern Dallas and Tarrant County, Texas. AVPA nurtures creativity in young people from diverse backgrounds by providing equal access to learning in the arts - dance, music, theater, visual arts, and digital media arts. At AVPA, students engage in culturally-responsive, arts-integrated, project-based learning supported through collaborative partnerships with DFW cultural arts organizations.

What makes your model innovative, compared to existing schools? How would you describe the core innovation (e.g., innovative approach to school location, grade levels, accruing credit or credentials, or how students' and educators' time is used)? *

Please limit your response to about 250 words (1800 characters).

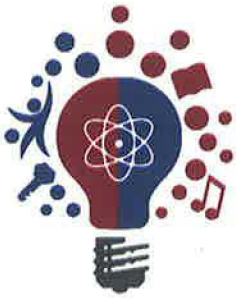
A performing arts charter school offers an opportunity to foster early confidence and resilience in students and support them as they progress through their academic and artistic studies. AVPA provides differentiated educational experiences targeting the domains in visual and performing arts in which students have shown promise or the capacity for high levels of performance. The school design allows students to excel in art disciplines, helps to develop students' social-emotional competencies, and uses an arts-integrated, project-based learning approach to core academics. Further, AVPA provides comprehensive academic supports in literacy and mathematics, called literacy and mathematics bridge (LAMB), targeting students who are performing below grade-level expectations by providing additional instruction taught by a trained reading and mathematics specialist. By offering additional academic supports, this "bridges" the student who would otherwise not be able to participate in a performing arts school.
We believe the development of ability or talent is a lifelong process. The AVPA conservatory programs, led by artist in the field of study, emphasize aptitude, rather than demonstrated achievement, by providing challenging programs in dance, music, theatre, visual arts, and digital media arts. The partnered community arts organizations provide comprehensive experiences that help students achieve optimal levels of performance.
To provide an unobstructed pathway for participation in our programming, AVPA is a non-magnet school. Our audition processes are academically-blind which opens the door to children who otherwise would not have an opportunity to explore and excel in the arts– thus differentiating our school model from the other schools of this type.

What is the problem your model seeks to address? How does your model propose to address this issue? *

Please limit your response to about 250 words (1800 characters).

Our desire is to provide equity and access in arts education. Data representing four "inequities" supported the need for options in AVPA's desired community:
Point 1: Geographic Inequity
There are only three "performing arts" schools in the DFW area, all 20-35 miles away. Additionally, the attendance zones exclude students residing in Lancaster, Texas, a city in our targeted area.
Point 2: Inclusion Inequity
The schools are all "performing arts magnet" with restrictive admission policies that serve as a gatekeeper preventing students from meeting the enrollment criteria, including: (a) Minimum Test Scores (b) Minimum GPA; (c) Auditions (starting in 3rd grade); and (d) Onsite Interviews, Resumes, and Headshots. These restrictive admission policies exclude students whose artistic talents are not also expressed academically.
Point 3: Demographic and Socio-Economic Inequity
The arts magnet school's demographics do not reflect the diversity of the surrounding community. Up to 64% of their student body is composed of white, non-economically disadvantaged students. Comparatively, in AVPA's proposed community, demographics reflect a student body that is 94% African American and Hispanic with 74.6% of all students economically-disadvantaged. This inequity highlights the profound disparity in access to arts education for minority and low-income students.
Point 4: Inequity in Academic Expectations
The schools require that all students enroll in advanced academic coursework in core content classes (i.e. honors or AP). Students may or may not be able to handle this academic course load. This requirement further prohibits students whose creative talent may not be expressed academically from enrolling in the available performing arts magnet schools.

Create your own Google Form



Academy *of* Visual
and Performing Arts

Documentation for The Kennedy Center Any Given Child Initiative

Gmail **Stephanie Love <stefrlove@gmail.com>**

Letter of Interest Submission

Kwinana, Anika [redacted] Thu, Jan 2, 2020 at 9:22 AM
To: Stephanie Love <stefrlove@gmail.com>

Hi Stephanie,

Happy New Year! Yes, your survey was received.

I use Calendly. Please use this link to set-up a meeting with me!

Best regards,

Anika Kwinana, M.A., M.A.

Manager, National Community Partnerships

Education Division

The John F. Kennedy Center for the Performing Arts

202.416.8843

[redacted]

The Kennedy Center

Delivery: 2700 F Street, NW Washington, DC 20566
Mailing: PO Box 101510 Arlington, VA 22210

[Quoted text hidden]

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Illumination Education
(817) 966-0419 / IlluminationEdu@gmail.com
603 Marble Falls Court, Arlington, TX 76002

December 26, 2019

Any Given Child Initiative
The Kennedy Center
Attn: Anika Kwinana
2700 F Street, NW
Washington, DC 20566

Dear Ms. Kwinana,

As early as elementary school, many students develop a negative or defeatist attitude toward academics, particularly in core content areas such as science, technology, mathematics and English Language Arts. A discouraged student is sapped of natural interest, performs lower in academic subject areas, and can be reluctant to pursue advanced studies later in their educational career. Arts education is viewed as a vehicle of self–expression to help students explore aspects of their identity and express emotions that are not encouraged at other times in the school day[1].

In order to counter the negative attitudes about academics that may develop in youth, as a community, we are compelled to address the need for early exposure to arts education. Our chief desire is to illuminate how arts education can foster deep interconnections among students' cognitive, emotional, and social-emotional development, thereby channeling students' natural talents into a tool for increased academic successes. Illumination Education, Inc. understands this need and supports the ***Academy of Visual and Performing Arts (AVPA)***, a proposed K-12 grade public charter school in Dallas-Fort Worth, Texas.

Project Description

Academy of Visual and Performing Arts (AVPA) is a proposed K-12 public charter district consisting of four campuses to be located in Southern Dallas and Tarrant County, Texas. The creation of a performing arts charter school offers an opportunity to foster early confidence and resilience in students and support them as they progress through their academic and artistic studies. AVPA nurtures creativity in young people from diverse backgrounds by providing equal access to learning in the arts – dance, music, theatre, visual arts, and digital media arts. At AVPA, students will engage in culturally-responsive, arts-integrated project-based learning that is supported through collaborative partnerships with Dallas-Fort Worth arts organizations, partnerships with teaching artists, and community partners.

AVPA provides differentiated educational experiences targeting the domains in visual and performing arts in which students have shown promise or the capacity for high levels of performance. To provide an unobstructed pathway for participation in our programming, AVPA is a non-magnet school. Our audition processes are academically-blind which opens the door to children who otherwise would not have an opportunity to explore and excel in the arts. This school design allows students to excel in art disciplines and helps to develop students social-emotional competencies. Further, AVPA provides comprehensive academic supports in literacy and mathematics designed to ensure that our students are college, career, and life ready. Early exposure and exploration in art-integrated, project-based learning will allow students to increase critical reasoning, and improve communication skills via cooperative, hands-on learning. Students will gain 21st century knowledge and skills including collaboration, critical thinking, and the design-thinking mindset.

The Need – Problem Statement

Campuses of AVPA will be located in Southern Dallas County and Tarrant County, Texas. The selection of our desired location was fueled by a desire to provide equity and access in arts education to underserved students in the Dallas-Fort Worth community. Data representing four "inequities" supported the need for educational options in our desired locations:

Data Point 1: Geographic Inequity

There are only three "performing arts" schools in the Dallas-Fort Worth area, all 20-35 miles away from the proposed community. Additionally, the attendance zones for two of the three schools exclude students residing in Lancaster, Texas, an area in Southern Dallas County – our targeted attendance zone.

Data Point 2: Inclusion Inequity

The three performing arts schools are all "performing arts magnet schools" with restrictive admission policies that serve as an exclusionary gatekeeper preventing students from meeting the enrollment criteria. The restrictive admission criteria include: (a) Minimum Test Scores (b) Minimum Grade Point Averages; (c) Auditions (starting in 3rd grade); and (d) Onsite Interviews, Resumes, and Headshots. These restrictive admission policies exclude students whose artistic talents are not also expressed academically.

Data Point 3: Demographic and Socio-Economic Inequity

The demographics of the performing arts magnet schools are not reflective of the diversity of the surrounding community. Up to 64% of the student body at the three performing arts magnet schools is composed of white, non-economically disadvantaged students. Comparatively, the demographics in AVPA's proposed community reflect a student body that is 94% African American and Hispanic with 74.6% of all students being economically-disadvantaged. The demographic and socio-economic inequity highlights the profound disparity in access to performing arts schools for minority and low-income students.

Data Point 4: Inequity in Academic Expectations

The three arts magnet schools require that all students be enrollment in advanced academic coursework in core content classes – English Language Arts, mathematics, science, and social studies. This requirement further prohibits students whose creative talent may not be expressed academically from enrolling in the available performing arts magnet schools.

Request Summary

Our goal is to influence tomorrow's leaders by inspiring enthusiasm and confidence in students as early as possible in their educational career. A partnership with Any Given Child will present a unique opportunity to build an integrated arts program from the "ground up". This will allow all programming, culture, climate, and traditions to be fully articulated prior to any student enrollment. Additionally, the planning year in which the program is built would coincide with the planning year of the new charter school. This will allow all stakeholders to participate in the design process. Finally, the unique timing of the partnership between AVPA and AGC will allow all staff to be fully trained and acclimated into the school design beginning day one of the foundational school year establishing the "way of doing business" from the onset. **As such, we would like approval to submit a full proposal to be granted $125,000 from your foundation.**

Organizational Capacity

Our collective impact strategy has been multifaceted. We've been very intentional about seeking community partnerships to ensure that we are cooperative in our approach. Since December 2018, our co-founders and board of directors have met with over 200 community stakeholders to help draft the mission and vision of AVPA. We have toured local arts magnet schools and high-performing charter schools in and out of state; received professional development on best practices in social-emotional learning, curriculum design, and charter start-up training; and, hired two consultants to provide mentorship and guidance. We've consulted with PBL Works and EBS, Inc. to provide expertise in creating our arts-integrated project-based learning program, which serves as the foundation of our school model. We intend to continue the work of updating our model through additional opportunities and partnerships with interested organizations, such as the Any Given Child Program.

Illumination Education

(817) 966-0419 / IlluminationEdu@gmail.com
603 Marble Falls Court, Arlington, TX 76002

Leadership Team

The co-founders, Dr. Andrea Nelson and Dr. Stephanie Love, serve as the leadership team, providing expertise in teaching and learning, talent management, school culture, operations, and community partnerships. Dr. Nelson and Dr. Love have articulated a vision for excellence with stakeholders in the AVPA community that will ensure the goals for equity and access for all students are translated into practice.

Board Leadership

Born out of a desire to fulfill the mission and vision of AVPA, special consideration was given to the selection of the founding board members. To that end, the criteria was as follows: Commitment to educational equity for all students; Advocate of AVPA's mission and vision; Demonstrated leadership expertise; Reflective of the diversity of the community being served; and Expertise from a variety of industries and skillsets.

The founding board of AVPA reflects the organization's commitment to diversity, equity and inclusion. The board consists of five members: Wanda Huckaby (education), Tracy McDaniel (business management and finance), Bethel Zehaie (Law), and Serge Francois (operations and construction), whose expertise encompasses years of leadership in their representative fields. To further support our mission, AVPA has a 10-member advisory board that is composed of leaders in the Dallas-Fort Worth cultural arts community who advocate and plan programming for the conservatory programs.

Sustainability

If approved, AVPA will partner with AGC to assist with developing, implementing, and sustaining the short- and long-term integrated arts program and resources for students. The partnership will allow for the establishment of organizational infrastructure to oversee and sustain the effort, including: 1) Developing support systems (data collection, resources, and professional development) for core and art educators, conservatory directors, administrators, and teaching artists; 2) Secure funding and other resources necessary to sustain the program; and 3) Collaborate and communicate with cultural arts organizations, local government, and policymakers. Planning Year 1, which coincides with the planning year of the new charter school, will involve the strategic planning process, visioning, goal setting, and data collection to determine the current status of arts education in the local school community. We believe this strategic partnership will allow for AVPA to be guided by an industry leader and to leverage resources and connections to sustain the program for many years.

This program seeks to confront the specters haunting our educational system, which aligns perfectly with the foundation's goal of addressing important community issues in education. With your help, we can start making a difference in our community now! Thank you for supporting our community and thank you in advance for your consideration.

Sincerely,

Stephanie Love
Andrea Nelson

This request has been approved by both the Illumination Education, Inc. board of directors and through the office of the superintendent of AVPA. Illumination Education, Inc. is a 501(c)3 organization.

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

Management Report

Illumination Education, Inc.
For the period ended



Prepared on
January 16, 2020

For management use only

Illumination Education, Inc.

BALANCE SHEET

As of January 16, 2020

	TOTAL
ASSETS	
Current Assets	
[redacted]	
[redacted]	890.45
Total Bank Accounts	**$890.45**
Other Current Assets	
Uncategorized Asset	-7,235.00
Total Other Current Assets	**$-7,235.00**
Total Current Assets	**$-6,344.55**
TOTAL ASSETS	**$-6,344.55**
LIABILITIES AND EQUITY	
Total Liabilities	
Equity	
Opening Balance Equity	75.25
Retained Earnings	-6,092.96
Net Income	-326.84
Total Equity	**$-6,344.55**
TOTAL LIABILITIES AND EQUITY	**$-6,344.55**

Illumination Education, Inc.

STATEMENT OF ACTIVITY DETAIL

July 1, 2019 - January 16, 2020

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	SPLIT	AMOUNT	BALANCE
Ordinary Revenue/Expenditures							
Revenue							
Sales							
11/20/2019	Deposit			Mobile Deposit	[redacted]	100.00	100.00
Total for Sales						**$100.00**	
Total for Revenue						**$100.00**	
Expenditures							
Advertising & Marketing							
10/31/2019	Expenditure		FedEx Office	Debit Card Purchase FEDEX OFFIC...19141 GRAND PRAIRI TX		23.08	23.08
11/20/2019	Expenditure		DFW Ink	Debit Card Purchase INTUIT IN DFW INK LL 817 3491998 TX		220.00	243.08
11/21/2019	Expenditure		United States Postal Service	Debit Card Purchase USPS PO 48033200 IN0063 USPS PO 48033200 1301 E ARLINGTON TX		219.20	462.28
11/21/2019	Expenditure		Taylor Made	Debit Card Purchase INTUIT IN TAYLORMADE 682 4226946 TX		67.13	529.41
11/21/2019	Expenditure		Belo Media, Dallas Morning News	Debit Card Purchase DALLAS MORNING NEWS 800 925 1500 TX		527.00	1,056.41
11/22/2019	Expenditure		Taylor Made	Debit Card Purchase INTUIT IN TAYLORMADE 682 4226946 TX		152.13	1,208.54
11/22/2019	Expenditure		A-List Branding	Debit Card Purchase INVOICE2GO ...5180 CA		55.00	1,263.54
11/25/2019	Expenditure		FedEx Office	Debit Card Purchase FEDEX OFFIC...19141 GRAND PRAIRI TX		12.10	1,275.64
11/25/2019	Expenditure		FedEx Office	Debit Card Purchase FEDEX OFFIC...19141 GRAND PRAIRI TX		9.39	1,285.03
11/25/2019	Expenditure		FedEx Office	Debit Card Purchase FEDEX OFFIC...31138 ARLINGTON TX		79.65	1,364.68
11/25/2019	Expenditure		FedEx Office	Debit Card Purchase FEDEX OFFIC...19141 GRAND PRAIRI TX		1.69	1,366.37
11/25/2019	Expenditure		FedEx Office	Debit Card Purchase FEDEX OFFIC...19141 GRAND PRAIRI TX		0.29	1,366.66
11/25/2019	Expenditure		Facebook	Recur Debit Card Purchase FACEBK SY6W3SEGX2 MENLO PARK CA		25.00	1,391.66
11/25/2019	Expenditure		FedEx Office	Debit Card Purchase FEDEX OFFIC...19141 GRAND PRAIRI TX		3.38	1,395.04
11/29/2019	Expenditure		United States Postal Service	Debit Card Purchase USPS PO 48560500 IN0065 USPS PO 48560500 752 N M MANSFIELD TX		2.15	1,397.19
12/19/2019	Expenditure		Ed Gray Associates	Debit Card Purchase PAYPAL EDGRAYASSOC ...7733 CA		95.00	1,492.19
01/13/2020	Expenditure		FedEx Office	Debit Card Purchase FEDEX OFFIC...19141 GRAND PRAIRI TX		10.70	1,502.89
01/13/2020	Expenditure		FedEx Office	Debit Card Purchase FEDEX OFFIC...19141 GRAND PRAIRI TX		18.51	1,521.40
01/13/2020	Expenditure		Facebook	Recur Debit Card Purchase FACEBK QTG8QQAGX2 MENLO PARK CA		25.00	1,546.40
Total for Advertising & Marketing						**$1,546.40**	
Bank Charges & Fees							
01/03/2020	Deposit		PayPal	ACH deposit PAYPAL VERIFYBANK ILLUMINATION EDUCATION [redacted]		-0.19	-0.19
01/03/2020	Expenditure		PayPal	ACH Withdrawal PAYPAL VERIFYBANK ILLUMINATION EDUCATION .. [redacted]		0.23	0.04
01/03/2020	Deposit		PayPal	ACH deposit PAYPAL VERIFYBANK ILLUMINATION EDUCATION .. [redacted]		-0.04	0.00
Total for Bank Charges & Fees						**$0.00**	
Contractors							
11/12/2019	Expenditure		EBS, Inc.	Customer withdrawal		3,510.00	3,510.00
Total for Contractors						**$3,510.00**	
Legal & Professional Services							
11/01/2019	Expenditure		Texas Secretary of State	Debit Card Purchase TEXAS SECRETARY OF STA 512 4635601 TX		1.03	1.03
01/10/2020	Expenditure		Texas Registered Agents, Inc.	Debit Card Purchase CORPORATE FILINGS LLC 888 7998466 WY		39.00	40.03
Total for Legal & Professional Services						**$40.03**	
Meals & Entertainment							
11/25/2019	Expenditure		Taco Cabana	Debit Card Purchase TACO CABANA 20328 LANCASTER TX		45.43	45.43
11/25/2019	Expenditure		Stir Dallas	Debit Card Purchase STIR DALLAS DALLAS TX		51.30	96.73
11/25/2019	Expenditure		Deep Ellum	Debit Card Purchase DEEP ELLUM AUSTIN TX		3.25	99.98
12/23/2019	Expenditure		Pappadeaux Seafood Kitchen	Debit Card Purchase PAPPADEAUX SEAFOOD KIT DALLAS TX		129.89	229.87

DATE	TRANSACTION TYPE	NUM	NAME	MEMO/DESCRIPTION	SPLIT	AMOUNT	BALANCE
01/06/2020	Expenditure		Costco	Debit Card Purchase COSTCO WHSE 066 990668 COSTCO WHSE 0668 ARLINGTON TX		42.95	272.82
01/10/2020	Expenditure		Costco	Debit Card Purchase COSTCO WHSE 066 990668 COSTCO WHSE 0668 ARLINGTON TX		59.43	332.25
01/10/2020	Expenditure		Smoke A Holics BBQ	Debit Card Purchase SMOKE A HOLICS BBQ FORT WORTH TX		14.23	346.48
Total for Meals & Entertainment						**$346.48**	
Office Supplies & Software							
10/29/2019	Expenditure		Walmart	Debit Card Purchase WM SUPERC WAL MA 089600 WM SUPERC WAL MART SUP GRAND PRAIRIE TX		45.64	45.64
11/21/2019	Expenditure		Walmart	Debit Card Purchase WAL MART 0284 240284 WAL MART 0284 MANSFIELD TX		18.36	64.00
11/29/2019	Expenditure		Office Depot	Debit Card Purchase OFFICE DEPOT 00 IN0064 OFFICE DEPOT 00 2503 WES GRAND PRAIRIE TX		37.88	101.88
12/09/2019	Expenditure		TechSoup	Debit Card Purchase TECHSOUP ...9300 CA		75.00	176.88
01/14/2020	Expenditure		Office Depot	Debit Card Purchase OFFICE DEPOT 00 IN0066 OFFICE DEPOT 00 2503 WES GRAND PRAIRIE TX		85.28	262.16
Total for Office Supplies & Software						**$262.16**	
Rent & Lease							
12/04/2019	Expenditure		City of Fort Worth	Debit Card Purchase ACT CITYOFFORTHWORTH FORT WORTH TX		150.00	150.00
12/04/2019	Expenditure		Lancaster Public Library	Debit Card Purchase LANCASTER LIBRARY LANCASTER TX		110.00	260.00
12/04/2019	Expenditure		City of Fort Worth	Debit Card Purchase ACT CITYOFFORTHWORTH FORT WORTH TX		120.00	380.00
Total for Rent & Lease						**$380.00**	
Taxes & Licenses							
12/04/2019	Expenditure		Texas Comptroller of Public Accounts	Paid Check		400.00	400.00
Total for Taxes & Licenses						**$400.00**	
Travel							
11/22/2019	Expenditure		RaceTrac	Debit Card Purchase RACETRAC166 629236 RACETRAC166 MANSFIELD TX		2.99	2.99
01/13/2020	Expenditure		RaceTrac	Debit Card Purchase RACETRAC187 670826 RACETRAC187 ARLINGTON TX		31.74	34.73
Total for Travel						**$34.73**	
Total for Expenditures						**$6,519.80**	
Net Revenue						**$ - 6,419.80**	

Illumination Education, Inc.

STATEMENT OF CASH FLOWS

August 1, 2019 - January 16, 2020

	TOTAL
OPERATING ACTIVITIES	
Net Income	-6,419.80
Adjustments to reconcile Net Income to Net Cash provided by operations:	
Uncategorized Asset	7,235.00
Total Adjustments to reconcile Net Income to Net Cash provided by operations:	**7,235.00**
Net cash provided by operating activities	**$815.20**
FINANCING ACTIVITIES	
Opening Balance Equity	75.25
Net cash provided by financing activities	**$75.25**
NET CASH INCREASE FOR PERIOD	**$890.45**
CASH AT END OF PERIOD	**$890.45**

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."

COPYRIGHT MATERIAL

3 pages have been withheld

PLEASE NOTE: The responsive information contains copyrighted information that can only be made available to you for viewing in person. Because the information indicates that it is protected by copyright, you may review this information in person during normal business hours at TEA. If you are interested in reviewing the copyrighted information, please send an email to CharterSchools@tea.texas.gov to schedule an appointment.

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.

Form **990-N**

Department of the Treasury
Internal Revenue Service

Electronic Notice (e-Postcard)

for Tax-Exempt Organization not Required to File Form 990 or 990-EZ

OMB No. 1545-2085

2018

Open to Public Inspection

A For the **2018** Calendar year, or tax year beginning **2018-01-01** and ending **2018-12-31**

B Check if available
- ☐ **Terminated for Business**
- ☑ **Gross receipts are normally $50,000 or less**

C Name of Organization: **ILLUMINATION EDUCATION INC**
603 Marble Falls Court,
Arlington, TX, US, 76002

D Employee Identification Number **27-3742915**

E Website:

F Name of Principal Officer: **Stephanie Love**
603 Marble Falls Court,
Arlington, TX, US, 76002

Information Copy Do not send to IRS

Privacy Act and Paperwork Reduction Act Notice: We ask for the information on this form to carry out the Internal Revenue laws of the United States. You are required to give us the information. We need it to ensure that you are complying with these laws.

The organization is not required to provide information requested on a form that is subject to the Paperwork Reduction Act unless the form displays a valid OMB control number. Books or records relating to a form or its instructions must be retained as long as their contents may become material in the administration of any Internal Revenue law. The rules governing the confidentiality of the Form 990-N is covered in code section 6104.

The time needed to complete and file this form and related schedules will vary depending on the individual circumstances. The estimated average times is 15 minutes.

Note: This image is provided for your records only. Do Not mail this page to the IRS. The IRS will not accept this filing via paper. You must file your Form 990-N (e-Postcard) electronically.

Form **990-N**

Electronic Notice (e-Postcard)

OMB No. 1545-2085

Department of the Treasury
Internal Revenue Service

for Tax-Exempt Organization not Required to File Form 990 or 990-EZ

2019

Open to Public Inspection

A For the **2019** Calendar year, or tax year beginning **2019-01-01** and ending **2019-12-31**

B Check if available
- ☐ **Terminated for Business**
- ☑ **Gross receipts are normally $50,000 or less**

C Name of Organization: **ILLUMINATION EDUCATION INC**
603 Marble Falls Court,
Arlington, TX, US, 76002

D Employee Identification Number **27-3742915**

E Website:
illuminationed.org

F Name of Principal Officer: **Stephanie Love**
603 Marble Falls Court,
Arlington, TX, US, 76002

Information Copy. Do not send to IRS

Privacy Act and Paperwork Reduction Act Notice: We ask for the information on this form to carry out the Internal Revenue laws of the United States. You are required to give us the information. We need it to ensure that you are complying with these laws.

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Note: This image is provided for your records only. Do Not mail this page to the IRS. The IRS will not accept this filing via paper. You must file your Form 990-N (e-Postcard) electronically.

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.

Downloaded Date: January 20, 2020

Benjamin Robertson

health markets
(817) 925-2419
rrobertson@healthmarkets.com

Effective Date
March 1, 2020

Prepared For

Charter School

Dallas, TX. 75053
County: Dallas

[redacted]

Coverage

Medical	3 Selected Plans
Dental	$19-35 per month
Vision	$9-11 per Month
Life	$15-100 per month

Enhanced Benefits Overview

Employees

Total # of employees	43
Full time employees	43
Eligible employees	43

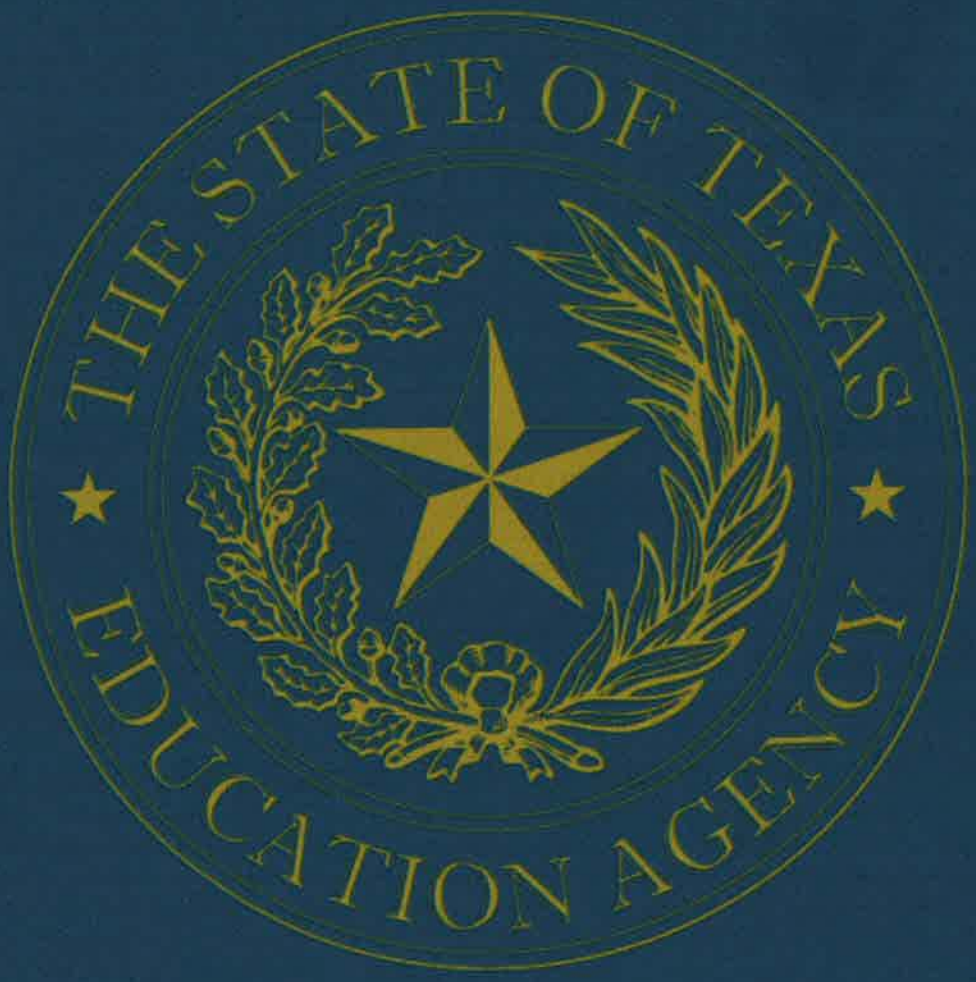
Medical Coverage - 3 Selected Plans

Medical Employer Contribution
Employees 50% / Dependents 0%

1		2		3	
BlueCross BlueShield of Texas Blue Advantage Bronze HMO 833 [redacted]		**BlueCross BlueShield of Texas Blue Choice Bronze PPO 805** [redacted]		**Humana TX 50/50 PPO 20 COINS CHC OPTION 7 BRONZE SELECT RX DED & COINS**	
B661ADT HMO	Bronze	B660CHC PPO	Bronze	61639 PPO	Bronze
Doctor Visit	**No charge after ded**	Doctor Visit	**30% after ded**	Doctor Visit	**$0**
Specialist Visit	**No charge after ded**	Specialist Visit	**30% after ded**	Specialist Visit	**50%**
X-ray/Lab	**No charge after ded**	X-ray/Lab	**30% after ded**	X-ray/Lab	**See Plan Summary**
Imaging	**No charge after ded**	Imaging	**30% after ded**	Imaging	**See Plan Summary**
Urgent Care	**No charge after ded**	Urgent Care	**30% after ded**	Urgent Care	**See Plan Summary**
Emergency Room	**No charge after ded**	Emergency Room	**30% after ded + $650**	Emergency Room	**50%**
Hospital Stay	**No charge after ded**	Hospital Stay	**30% after ded**	Hospital Stay	**50%**
Coinsurance	**0%**	Coinsurance	**30%**	Coinsurance	**50%**
Prescription Drugs	**No charge after ded**	Prescription Drugs	**80%/80%/70%/60%/60%/50%**	Prescription Drugs	**Select RX Ded & Coins**
Deductible - Ind.	**$7,350**	Deductible - Ind.	**$6,350**	Deductible - Ind.	**$7,000**
Deductible - Family	**$14,700**	Deductible - Family	**$12,000**	Deductible - Family	**$14,000**
OOP Max - Ind.	**$7,350**	OOP Max - Ind.	**$6,750**	OOP Max - Ind.	**$8,150**
OOP Max - Family	**$14,700**	OOP Max - Family	**$13,500**	OOP Max - Family	**$16,300**
Monthly Premium	**$13,987.04**	**Monthly Premium**	**$22,625.74**	**Monthly Premium**	**$28,814.30**
$6,993.52 Employer Cost	$6,993.52 Employee Cost	$11,312.87 Employer Cost	$11,312.87 Employee Cost	$14,407.15 Employer Cost	$14,407.15 Employee Cost
$13,987.04* Total Monthly Cost		$22,625.74* Total Monthly Cost		$28,814.30 Total Monthly Cost	
Plan Summary Provider Directory Drug Formulary		Plan Summary Provider Directory Drug Formulary		Plan Summary Provider Directory Product Type: Coinsurance, Product ID: 38279002	

GENERATION 25

OPEN-ENROLLMENT CHARTER APPLICATION



SPECIAL ASSURANCES

OPEN-ENROLLMENT CHARTER SCHOOL APPLICATION
Generation Twenty-Five
Special Assurances Document

Sponsoring Entity: Illumination Education, Inc.

Proposed Charter School Name: Academy of Visual and Performing Arts

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

IM 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.

IM 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

IM 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

IM 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

IM 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

IM 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

IM 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: Illumination Education, INC.

Proposed Charter School Name: Academy of Visual and Performing Arts

VII. Admission and Enrollment

TM 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.

TM 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.

TM 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.

TM 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.

TM 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)

TM 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

TM 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.

TM 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: Illumination Education, Inc.

Proposed Charter School Name: Academy of Visual and Performing Arts

TM 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).

TM 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

TM 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

TM 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

TM 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.

TM 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.

TM 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

TM 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: Illumination Education, Inc.

Proposed Charter School Name: Academy of Visual and Performing Arts

the undersigned, hereby certify that the governing body of the charter holder has authorized me to provide ese assurances as noted by my initials on this and all previous pages.

racy McDaniel

rinted Name of Sponsoring Entity Board Chair

Tracy McDaniel

ignature of Sponsoring Entity Board Chair

01/10/2020

Date

1/23/2020 13:14

Academy of Visual and Performing Arts

NEW CHARTER SCHOOL APPLICATION FINANCIAL PLAN WORKBOOK

Lead Applicant Name:	Stephanie Love	
Contact Email:	illuminationedu@gmail.com	
Contact Phone:	817-966-0419	
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:	81,000	*Enter the number of minutes (e.g., 75,600)*