

Texas Education Agency  
1701 North Congress Ave.  
Austin TX 78701



# GENERATION<sup>26</sup>

OPEN-ENROLLMENT CHARTER APPLICATION

NEW OPERATOR APPLICATION

## RESPONSES & ATTACHMENTS

Generation 26 Application **THRIVE CENTER FOR SUCCESS**

Page 1

RFA: 701-21-104

SAS: 568-21



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# Applicant Checklist

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

Sections	Required Elements	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 <ul style="list-style-type: none"> <li>Geographic Boundaries</li> <li>Enrollment Projections</li> <li>Demographic Projections</li> </ul>	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
Operational and Financial Plans	School Calendar and Schedule	Yes
	Student Recruitment and Enrollment	Yes
	Facility Acquisition <ul style="list-style-type: none"> <li>Facility Identified</li> </ul>	Yes

	● Facility Not Identified	
	Transportation	Yes
	Start-up Plan	Yes
	Financial planning	Yes
Attachments	Attachment 1: Articles of Incorporation	Yes
	Attachment 2: 501(c)(3) Determination Letter	Yes
	Attachment 3: Applicant Information Session Documentation	Yes
	Attachment 4: Evidence of Community Demand	Yes
	Attachment 5: Certified Mail Receipt Cards	Yes
	Attachment 6: Published Notice(s) of Public Meetings	Yes
	Attachment 7: Sample Course Scope and Sequence	Yes
	Attachment 8: Proposed Discipline Policy	Yes
	Attachment 9: Evidence of Community Support	Yes
	Attachment 10: Bylaws	Yes
	Attachment 11: Code of Ethics and Conflict of Interest Policy	Yes
	Attachment 12: Board Member Résumés and Biographical Affidavits	Yes
	Attachment 13: Organizational Charts for Year 1, Year 3, 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



Attachments	Attachment 22: Staffing Chart	Yes
	Attachment 23: Supplemental Human Resources Information Forms for Each Position on the Staffing Chart	Yes
	Attachment 24: Teacher Evaluation Tool(s)	Yes
	Attachment 25: Proposed School Calendar (Annual)	Yes
	Attachment 26: Proposed School Schedule for Day and Week: Teacher and Student Versions	Yes
	Attachment 27: Proposed Admissions and Enrollment Policy	Yes
	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
Special Assurances	Special Assurances	Yes
CSP Addendum	CSP Addendum	yes
CMO Addendum	CMO Addendum (if applicable)	NA

# Applicant Cover Sheet

<b>NAME OF PROPOSED GENERATION TWENTY-FIVE CHARTER SCHOOL</b>	
Thrive Center for Success	
<b>NAME OF SPONSORING ENTITY</b>	
Thrive With Autism	
<b>The sponsoring entity is a:</b>	<input checked="" type="checkbox"/> 501(c)(3) Nonprofit Organization <input type="checkbox"/> Governmental Entity <input type="checkbox"/> College or University

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

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

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

## I. PRIMARY CONTACTS

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

## II. CHARTER SCHOOL INFORMATION

Grade level(s) served in Year 1	K-5th grade
Number of students served in Year 1	108
Grade levels served at capacity	13
Number of students served at capacity	336
Student teacher ratio	12:1
Number of campuses requested	2
Number of districts within geographic boundary	13

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

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

### III. GOVERNANCE/LEADERSHIP

Number of Board Members	7
Chairperson of the Governing Board	Dr. Ronny Knox
Chief Executive Officer of the Sponsoring Entity	Elizabeth Goldsmith
Superintendent of Proposed Charter School	TBD
Board Member Who Attended Applicant Conference	Elizabeth Goldsmith

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

### IV. APPLICATION TEAM MEMBERS

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

Full Name	Position or Role with Proposed Charter School
Elizabeth Goldsmith	Board Member
Adrienne Sodemann	Board Certified Behavior Analyst
Dr. Ann Ziker	Board Member
Robin Newkirk	Board Certified Assistant Behavior Analyst
Stacy Grimes	Board Member
Dr. Ronny Knox	Charter Chair

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?	
Dr. Alan Seay	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Schulman, Lopez, Hoffer, & Adelstein, LLP	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
CABAS®	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Ampersand Education	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

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-Six Open-Enrollment Charter Application Instructions document.

<u>Elizabeth Goldsmith</u>	<u>1-19-2021</u>	<u>Elizabeth Goldsmith</u>
Signature of Chief Executive Officer of Sponsoring Entity (Blue Ink)	Date	Printed Name

# School Overview

## Executive Summary

Thrive With Autism is a nonprofit organization formed to help children with autism gain access to individualized high-quality education, therapies, and other services needed to help them reach their full potential.<sup>1</sup> Our proposed school, Thrive Center for Success, will be open to serving all students.<sup>1</sup> Our proposed community of focus will be children with Autism Spectrum Disorder (ASD). The proposed location of our first campus is Magnolia, TX with plans to replicate this model in the Houston area in Year 4.

ASD incorporates a range of conditions characterized by challenges in social skills, repetitive behavior, speech, and communication. Each person with ASD has their own distinct set of strengths and challenges.<sup>2</sup> Profiles can range from nonverbal low-functioning individuals with little self-help skills to verbal, high functioning, highly intelligent individuals, with significant social challenges.<sup>1</sup>

Autism rates are becoming more prevalent with ASD being the fastest growing developmental disability.<sup>3</sup> According to The Center for Disease Control and Prevention, about 1 in 54 children in the United States is diagnosed with ASD.<sup>4</sup>

Applied Behavior Analysis (ABA) is considered the gold standard or best practice treatment for autism by the US Surgeon General and the American Psychological Association.<sup>2</sup> It has also been shown to be beneficial for all students.<sup>5</sup> The goal of ABA is to increase behaviors that are necessary and decrease behaviors that are harmful or a barrier to learning.<sup>2</sup> ABA increases language and communication skills, improves attention, focus, social skills, memory and academics.<sup>2</sup> It decreases problem behaviors.<sup>2</sup>

The Comprehensive Application of Behavior Analysis to Schooling or CABAS® model is a system used to incorporate ABA into an academic setting.<sup>6</sup> CABAS® is data-driven and research based, taking into account the relationship between teachers, students and their parents, and school supervisory personnel, whose primary function is to train and mentor teachers to continually apply the principles and tactics of the science of behavior to ensure student success.<sup>6</sup> Other therapies used in conjunction with ABA to treat autism are speech, occupational, and feeding therapies.<sup>4</sup>

Currently there are three options available for the treatment and education of children with autism.<sup>1</sup> **Option One** is insurance-based ABA therapy. The downside is academics are limited.<sup>1</sup> **Option Two** includes services accessible to all, delivered through local public schools.<sup>1</sup> The downside is the lack of intensive ABA therapy.<sup>1</sup> **Option Three** is to attend private pay schools and clinics.<sup>1</sup> The downside is it is very expensive.<sup>1</sup> We want to create **Option Four**.<sup>1</sup> Thrive Center for Success will be an open-enrollment autism-focused charter school that would eventually grow to serve all school age groups and will incorporate ABA therapy into an academic setting, using the CABAS® model.

Our Vision: For every student to develop his/her fullest potential and have increased independence and satisfaction in all aspects of life.<sup>1</sup>

Our Mission: To cultivate a high quality, innovative environment for individuals with autism that provides access to services needed to empower each individual to thrive.<sup>1</sup>



Thrive Center for Success' educational philosophy is that each child is unique and can benefit from a specialized educational environment that can focus on their specific needs. Our school will accomplish this in line with our mission by using innovative, key design elements such as having individual education plans for all students, implementing the CABAS® model to incorporate ABA into academics, having staff highly-trained in working with children with autism, ensuring low teacher-to-student ratios, incorporating multi-age flexible groupings, and by using a multi-faceted team approach among teachers, therapists, and parents.

The proposed board is well-rounded, bringing together different areas of expertise. Dr. Ronny Knox and Dr. Jeff Springer has extensive experience in school leadership across multiple settings.<sup>1</sup> Dr. Ann Ziker is currently the Executive Director of The Brown Foundation, Inc., has experience in school leadership, and is a parent of a child with autism. Rev. Rusti Moore is Pastor Emeritus of Wildwood United Methodist Church.<sup>1</sup> Stacy Grimes is a Licensed Specialist in School Psychology with ten years experience at Spring ISD.<sup>1</sup> Stephanie Davenport served as Treasurer for Montgomery County and Board Treasurer for New Danville, a living community for adults with special needs. Elizabeth Goldsmith is a parent of a child with autism with experience in scientific research and as a Physician Assistant.<sup>1</sup> This unique grouping of high-quality advisors will allow for the best decisions to be made, drawing on their vast knowledge and experience, to benefit the students and families that attend Thrive Center for Success.<sup>1</sup>

<sup>1</sup>Thrive Center for Success Generation 25 Charter Application, <sup>2</sup>[www.autismspeaks.org](http://www.autismspeaks.org), <sup>3</sup>[www.autism-society.org](http://www.autism-society.org), <sup>4</sup>[www.cdc.gov](http://www.cdc.gov), <sup>5</sup>[pro.psychcentral.com](http://pro.psychcentral.com), <sup>6</sup>A Comparative Analysis of the CABAS® Model of Education at the Fred S. Keller School: A Twenty-Year Review. J Singer-Dudek et al., The Behavior Analyst Today.

## Targeted Community and Anticipated Student Population

<p><b>Optional Priority Point.</b> 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?</p> <p>By checking yes, applicant must cite clear and specific evidence to support this claim.</p>	<p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p>
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### Priority Point<sup>1</sup>

School Name	District	18-19 Rating	16-17 Rating
Attucks Middle	Houston ISD	D	Improvement Req.
Cullen Middle	Houston ISD	D	Improvement Req.
Gregory-Lincoln Education Center	Houston ISD	D	Improvement Req.
Henry Middle	Houston ISD	D	Improvement Req.
Highland Heights Elementary	Houston ISD	D	Improvement Req.
Hilliard Elementary	Houston ISD	D	Improvement Req.
North Forest High	Houston ISD	D	Improvement Req.
Sneed Elementary	Alief ISD	D	Improvement Req.
Springs Wood Middle	Spring Branch ISD	D	Improvement Req.
Stevens Elementary	Houston ISD	D	Improvement Req.
Wesley Elementary	Houston ISD	D	Improvement Req.
Wheatley High	Houston ISD	F	Improvement Req.

### Sources Cited

<sup>1</sup><https://www.tea.texas.gov>; <https://www.txschools.org>

## Geographic Boundaries

Attendance Boundary	Primary Attendance Boundary (if applicable)
Alief ISD- 2nd campus	
Conroe ISD-1st campus	
Fort Bend ISD-2nd campus	
Houston ISD-2nd campus	
Klein ISD-1st campus	
Magnolia ISD-1st campus	
Montgomery ISD-1st campus	
Pasadena ISD-2nd campus	
Pearland ISD-2nd campus	
Spring ISD-1st campus	
Spring Branch ISD-2nd campus	
Tomball ISD-1st campus	
Waller ISD-1st campus	

<b>Number of charter school campuses currently operating within the occupied district:</b>	<b>0</b>
<b>Number of traditional school campuses currently operating within the occupied district:</b>	16
<b>Number of traditional school districts within ten miles of the proposed location:</b>	<b>5</b>

<b>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?</b>		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<b>School Name(s):</b>	Attucks Middle School Cullen Middle School Gregory-Lincoln Education Center Henry Middle School Highland Heights Elementary School Hilliard Elementary School North Forest High School Sneed Elementary School Spring Woods Middle School Stevens Elementary School Wesley Elementary School Wheatley High School	

### Enrollment Projections

1. Applicant proposes to open only <b>ONE</b> campus by Year 5?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
2. Applicant proposes to open <b>MULTIPLE</b> campuses by Year 5?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

**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						
PK 4						

K	12	12	12	Campus 1: 12 Campus 2: 12	Campus 1: 12 Campus 2: 12	Campus 1: 12 Campus 2: 12
1	24	24	24	Campus 1: 24 Campus 2: 24	Campus 1: 24 Campus 2: 24	Campus 1: 24 Campus 2: 24
2	24	24	24	Campus 1: 24 Campus 2: 24	Campus 1: 24 Campus 2: 24	Campus 1: 24 Campus 2: 24
3	24	24	24	Campus 1: 24 Campus 2: 24	Campus 1: 24 Campus 2: 24	Campus 1: 24 Campus 2: 24
4	12	24	24	Campus 1: 24 Campus 2: 24	Campus 1: 24 Campus 2: 24	Campus 1: 24 Campus 2: 24
5	12	12	24	Campus 1: 24	Campus 1: 24 Campus 2: 24	Campus 1: 24 Campus 2: 24
6		12	12	Campus 1: 24	Campus 1: 24	Campus 1: 24
7			12	Campus 1: 12	Campus 1: 24	Campus 1: 24
8				Campus 1: 12	Campus 1: 12	Campus 1: 12
9					Campus 1: 12	Campus 1: 12
10						
11						
12						
Total enrollment	108	132	156	288	336	336
For the projections below, specify by campus						
Students per classroom	12	12	12	12 Both	12 Both	12 Both
Number of classrooms	9	11	13	Campus 1: 15	Campus 1: 17	Campus 1: 17 Campus 2: 11



				Campus 2: 9	Campus 2: 11	
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**Prompt 3:** Thrive Center for Success proposes two campuses: the founding campus, located in Magnolia, Texas, and an expansion campus, with a planned location in central Houston. According to TEA’s 2019-20 special education reports, **20,071 students** in ESC Region 4 were identified with a primary disability of autism, and another **2,695** in Region 6.<sup>1</sup> Autism is the third-largest disability category in both regions. Statewide, there are **80,557 students** with autism.<sup>1</sup> These numbers, combined with the community feedback in public meetings, demonstrate substantial need and potential demand from families. Although demand is expected to be robust, Thrive is committed to a prudent, deliberate growth philosophy. If authorized, Thrive Center for Success will be a groundbreaking model and will need time to refine its proposed model and demonstrate proof of concept. In addition, Thrive will need to recruit highly trained special education teachers, and these teachers are in high demand. Given the innovative nature of the school and the importance of recruiting exceptional faculty, the Board concluded that two campuses provided the right balance between growing fast enough to respond to an immense community need -- yet slowly enough to ensure that the schools operated with excellence. Thrive anticipates that the second campus is likely to serve a higher proportion of economically disadvantaged and/or at-risk students. By opening the Houston campus three years after the Magnolia campus, Thrive can prepare thoughtfully to meet the elevated needs of students in central Houston communities.

<sup>1</sup> TEA Special Education Reports, 2019 - 20 <https://rptsvr1.tea.texas.gov/adhocrpt/adser.html>

**Prompt 4:** Thrive proposes a unique community of focus (children with autism), a student population with intense academic, behavioral, and socio-emotional learning needs. Accordingly, Thrive has a different approach to enrollment and growth than typical charter schools. The school proposes to open with **more grade levels**, but **fewer students per grade level** and a **smaller total student capacity**.

Although Thrive will use age and grade level to determine enrollment capacity, in practice, Thrive expects to place less emphasis on the conventional designation of “grade levels.” This strategy responds to the needs of the proposed student population. Autism is a true spectrum, encompassing children with diverse academic and behavioral needs. For example, in a group of three 8-year-olds on the autism spectrum, one child may be non-verbal with a goal to acquire basic language and life skills; the second may score years above grade level but struggle with intense social anxiety; and the third may test on grade level academically while demonstrating significant behavioral challenges. For these 3 children, calling them all “3rd graders” bears little meaning.<sup>1</sup>

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<sup>1</sup> See American Psychiatric Association discussion of the “great range of abilities and characteristics” and the varying severity of different cases. <https://www.psychiatry.org/patients-families/autism/what-is-autism-spectrum-disorder>

Instead, Thrive will plan greater emphasis on flexible multi-age groupings; individualized education plans; and mastery of personalized goals. We believe this approach will serve all students well, regardless of their disability status.

Thrive plans for more seats in Grades 1 through 4 for three reasons:

1. Many children with autism start to encounter greater academic challenges as they progress through school and are expected to have higher levels of executive functioning.<sup>2</sup>
2. Some higher-functioning children with autism go undiagnosed for ASD because they receive an initial diagnosis of ADHD and/or sensory issues, delaying the autism diagnosis until they are older.<sup>3</sup>
3. As expressed by families during our Public Meetings, parents can access a broader array of public services for preschool-aged children, such as Early Childhood Intervention programs, but struggle finding solutions for their older children. Many insurance-based ABA programs have more places for children aged 0 - 5.

Thrive decided to start with the full spectrum of elementary grades (K - 5) for two reasons:

1. By using flexible multi-age grouping, Thrive can employ more creative approaches to staffing. For example, rather than being assigned to teach 5th-grade, a teacher may be assigned to a classroom where students range in age from 6 to 10 but have similar needs as defined by their IEP. In other words, all of the classrooms at Thrive might function more like a “resource room” at a traditional ISD school, where trained Special Education teachers work with students across a variety of grade levels and academic subjects.
2. Thrive expects a more dynamic student population. For some students, Thrive will define success as readiness to return to a general education setting in their home district. This is unusual among charter schools: typically, charter schools want their students to stay through the duration of their education. Thrive will be different in this respect. Guided by the goals established in a student’s IEP and ARD meetings, Thrive will collaborate enthusiastically with parents and local ISDs to prepare some students to leave Thrive and transition successfully back into their home ISD. The inverse situation also may occur: some students may have navigated a general education setting for Grades K- 2, but require something different as academic expectations increase starting in Grades 3-5. With these factors in mind, Thrive plans to begin with more grade levels (but smaller numbers of students per grade level), with TEA’s 50% rule for tested grades by year three.

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<sup>2</sup> <https://www.crporegon.org/Page/280>

<sup>3</sup> <https://childmind.org/article/why-autism-diagnoses-are-often-delayed/>

## Demographic Projections

	First Charter Campus	Occupied District	Contiguous District 1	Contiguous District 2
<b>Name</b>	Thrive Center for Success	Magnolia ISD	Conroe ISD	Tomball ISD
<b>African- American</b>	5.3	2.5	8.5	4.8
<b>Hispanic</b>	35.1	37	37.3	31.1
<b>White</b>	51.6	56.8	45.8	52.1
<b>American Indian</b>	<0.4	<0.5	<0.4	<0.3
<b>Asian</b>	4.4	0.9	4.7	7.7
<b>Pacific Islander</b>	0.1	<0.1	0.2	<0.1
<b>Two or More Races</b>	3.1	2.3	3.1	3.9
<b>Economically Disadvantaged</b>	36.6	46.5	39.3	24
<b>English Learners</b>	13.9	16.3	15.3	10
<b>At-Risk</b>	35.8	42.5	37.7	27.1
<b>Gifted/Talented</b>	7.4	4.8	7.6	9.7
<b>Special Education</b>	92.6	11.4	9	8.8

**Prompt 6:** Thrive selected the location for the Magnolia campus based on the needs for better educational options for students with autism and the close ties of the Board members and founding staff to that community. Nearly all of the founding Board members reside in this geographic community and have a personal connection to autism. In most respects, the school hopes to mirror the demographics of the surrounding districts. Given the mission of the school Thrive anticipates that many students will be those with a diagnosis of autism, ADHD, or similar disabilities. With open-enrollment, Thrive cannot predict exactly what students may enroll, but we studied two peers: The Arizona Autism Charter School<sup>1</sup> (serving K-12) and the Foundation School for Autism (TX)<sup>2</sup> (serving ages 3-7 operated by ResponsiveEd). Both have a population of students near 100% special – education.

With open-enrollment, Thrive is committed to serving all students regardless of disability status. Nevertheless, Thrive anticipates students who apply will be under special education. As described previously, the anticipated student population (children with autism) are likely to have an array of non-academic challenges. These include challenges with social interactions, unusual or even self-injurious behaviors, and self-care needs in areas such as feeding, dressing, toileting, and other life skills necessary for independence. These challenges may layer with other obstacles confronted by children who experience food insecurity, housing insecurity, lack of access to health care, or other challenges associated with poverty

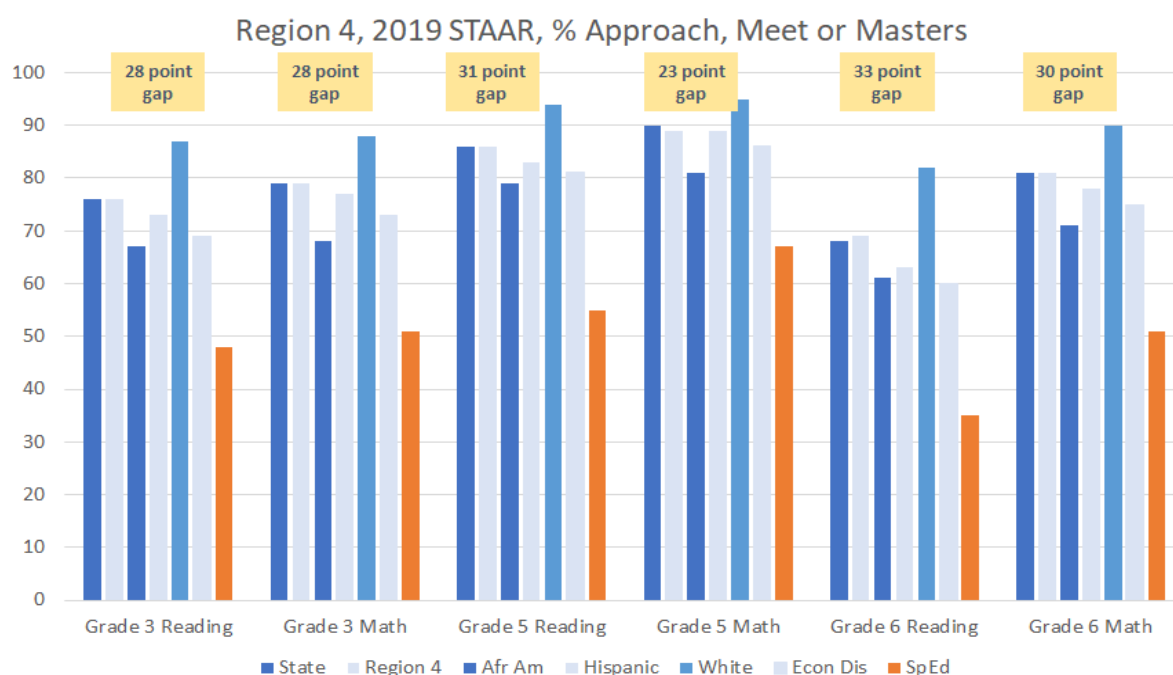
<sup>1</sup><https://www.azed.gov/accountability-research/data>

<sup>2</sup><https://txschools.gov/schools/072801151/profile>

**Prompt 7:** Thrive will be distinguished by its ability to specialize and train teachers in the specific, research-based interventions for students with autism. As the data below indicates, special-education students are profoundly underserved by the current system. **Thrive is determined to show that better academic outcomes are possible with more tailored interventions and instructional strategies.**

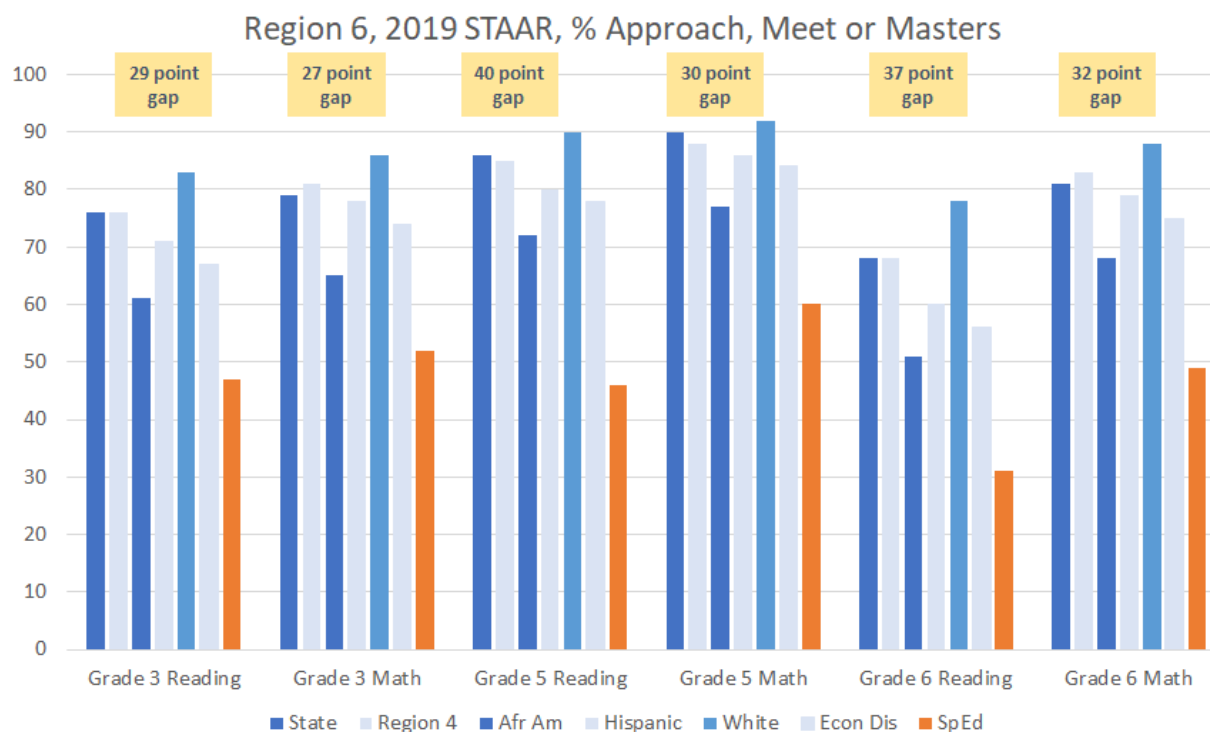
The TAPR Reports from 2018 - 19<sup>1</sup> clearly indicate **substantial gaps in outcomes** between state averages and students with diagnosed special education needs. **Special education students lag further behind the state average than any other subpopulation of students.** The tables below shows STAAR results from 2019 for Region 4 and Region 6, the two ESCs in the proposed geographic boundaries:

#### Region 4 - STAAR Performance Gaps



In Region 4, in every STAAR exam between Grade 3 and 6, a **23 to 33-point gap** separates the state average and the performance of special education students, and the gap widens by 5th and 6th grade.

## Region 6 - STAAR Performance Gaps



In Region 6, the gaps are even greater. In every STAAR exam between Grade 3 and 6, a **27 to 40-point gap** separates the state average and the performance of special education students.

**These results point to the need for new approaches.**

**Texas** has come under past scrutiny for its special education approach.<sup>4</sup> The TEA has adopted a comprehensive strategic plan to improve special education services, based on its commitment to provide equitable educational outcomes for students with disabilities.<sup>5</sup> **Thrive Center for Success presents an innovative approach to serve the needs of Texas students with disabilities and shares the TEA's commitment to help all students achieve their full potential, including those with special needs.**

<sup>1</sup>TEA TAPR Report, 2018-19

**Prompt 8:** Thrive seeks to serve a student population that is broadly similar in terms of race, ethnicity, and socio-economic status as its ISD boundaries. Thrive is committed to community outreach to diverse communities within the surrounding ISDs, ensuring that all parents have

<sup>4</sup> See various articles such as <https://www.nytimes.com/2018/01/11/us/texas-special-education.html>; <https://www.ed.gov/news/press-releases/us-department-education-issues-findings-texas-individuals-disabilities-education-act-monitoring>;

<sup>5</sup> TEA's Special Education Strategic Plan, adopted 2018: <https://tea.texas.gov/academics/special-student-populations/special-education>; <https://tea.texas.gov/sites/default/files/SPED%20Strategic%20Plan%20April%2023%20Final.pdf>



equitable access to knowledge about the school. The most significant deviation from surrounding ISDs will be the percentage of students who qualify for special education services. Thrive's mission is dedicated to serving children on the autism spectrum, and Thrive will communicate this mission to prospective families. As an open enrollment charter, Thrive will accept and commit to serve all students, but the school anticipates that most families interested in the school will have at least one child with autism. It is also true that not all children on the autism spectrum will qualify for special education status, but Thrive expects that 92.6% will meet the diagnostic standards, as reflected in our Demographic Projections and our Financial Workbook. As noted above, these assumptions are based on data from other existing schools with a mission to serve students with autism.

## Community Engagement

### Prompt 1a.

The Board has worked together to hold several events to engage our community in supporting our proposed charter school. The entire Board worked together to plan and participate in two community outreach events held on the patio at Citizen's Grill in Conroe, TX. One event was a **volunteer rally** to share our vision with community members willing to volunteer to help us with our mission. The second event was a **Come and See Informational Meeting** for community members interested in learning more about us. We decided as a Board to get involved with our community by joining the **Greater Magnolia Parkway Chamber of Commerce** and sponsoring one of their events, allowing us to present our vision to their members and attendees.

Various Board Members have set up, planned, and participated in other community outreach efforts such as speaking at the **Rotary Club of Lake Conroe**, and having booths set up at the **Greater Magnolia Parkway Chamber of Commerce Fall Fest**, a local community Health Expo/Blood Drive while we sponsored the event, and the **Villasport Athletic Club School Expo**.

Some Board Members participated in a **Facebook Live** event (see **@ThriveWithAutismFoundation**) held on January 11, 2021 at 1pm with Families Empowered to engage the community and allow them to ask questions. **While we were live, we reached 241 people, with 113 viewers. As of January 16th, 2021, the video reached 2,057 viewers, had 1,100 views, and an engagement rate of 356 viewers.** Feedback we received from this event was positive and supportive of our vision. Parents and educational professionals expressed excitement for our vision.

Thrive With Autism Board members will present at **The Woodlands Rotary Club** in February 2021 to continue to gain support and awareness for our proposed school.

Board members have worked together in the planning of our public meetings, Facebook page, Facebook Live event, newsletters, introduction cards, website, banners, prospectuses, and more.

**Prompt 1b:** All strategies used for community outreach were designed to gain feedback from the community and advertise and spread our mission through the means that will reach our targeted families as well as the community in general.<sup>1</sup> This included a public meeting postings in the **Houston Chronicle** for both of our meetings, as well as **Thrive With Autism Foundation Facebook page, Autism Resources Spring/The Woodlands Facebook page, Thrive With Autism website<sup>1</sup>,**

and the Greater Magnolia Parkway Chamber of Commerce Facebook page and website. The Woodlands Online and Montgomery County News also posted an article regarding our proposed school and announcing our first public meeting. After the in-person public meeting, a news story was printed in The Conroe Courier, and The Woodlands Villager. In addition, it was posted electronically on The Houston Chronicle and The Conroe Courier. We are continuing to keep the public up-to-date on our progress.

Our Board is also reaching out to various doctors' offices, clinics, and hospitals so they can share our information with their families who may be affected with autism. We have created Thrive With Autism Introduction cards to share with others which includes our contact information, vision, and mission.

Knowing that language may be a barrier for some families, we had a story run on Univision<sup>2</sup> where one of our Spanish speaking parents shared her struggles in finding a right fit for her child with autism, and how a school like ours would be life-changing for families affected by autism. After receiving much interest from the Spanish speaking community after the story ran, we decided for our virtual public meeting to advertise the meeting in Spanish on Facebook and to include subtitles in Spanish during our Virtual Public meeting presentation.

In order to reach low-income families, we shared our information with the Executive Director and a BCBA at Tri-County Behavioral Healthcare so they can make their families aware of our proposed school, and engaged Families Empowered to help us spread our mission and proposed school through their outlets and services as well.

We will continue to reach out to community members in general, families affected by autism, and local community leaders. We will continue to share our vision by attending community events, holding more meetings, and spreading our information and progress through local community organizations, social media, our website, newsletters, and local media outlets.

<sup>1</sup>[www.thrivewautism.org](http://www.thrivewautism.org)

<sup>2</sup>[Dan permisos para la construcción de la primera escuela charter especializada en niños con autismo en Texas | Video | Univision 45 Houston KXLN | Univision](#)

**Prompt 1c.** Barriers to engagement for parents and families may be lack of transportation or lack of childcare to come to our public meeting or other public events.<sup>1</sup> Therefore, we held a **virtual meeting** in addition to our **in-person meetings**. We held a Facebook Live event to reach parents and families, too. Other barriers may be no access to technology for **Facebook** or our **website**.<sup>1</sup> As a result, we sought to get our school information shared through various news outlets, including **Univision**. COVID may also be a barrier for those wanting to attend the events, but not wanting to risk COVID infection, so we chose to hold a virtual meeting and Facebook Live event for this reason as well. We made sure to diversify the time of day our meetings were held, with some being held in the evening, and the other being held during the day. This allowed for those who had schedules that conflicted with a night meeting, or vice-versa, to attend a meeting at a more suitable time for them.

## **Prompt 2. Attachment 4- Evidence of Community Demand**

**Prompt 3.** Parents and community members have played a huge role in the development of our school. Through the events we hosted, parents were able to share personal stories about their childrens' struggles in school. During our public meetings, we also gained a great deal of insight into what our families would like to see in a school geared towards the needs of children with autism.<sup>1</sup> They provided a wide range of suggestions that included videotaping strategies that work with their child, soundproofing the classrooms, having low student to teacher ratios, and highly trained staff.

Parents and community members have also provided compelling letters of support to us reinforcing what they value in our proposed plan.

We will continue to seek community and parent input by creating an advisory board and a parent council with diverse backgrounds, allowing us to understand the needs of our entire population to be served.

**Prompt 4.**

**Els for Autism**,<sup>1</sup> a foundation created by Ernie Els, supports a charter school for children with autism in Jupiter, FL.<sup>2</sup> Their facility has served as an inspiration and model for our school. Their leadership team has been available to answer questions and to share information with us about their school design.

**CABAS®**<sup>3</sup> leadership, **Dr. Grant Gautreaux and Dr. Jennifer Weber**, have assisted us with learning about the CABAS® system and how to implement it into our school. We will partner with them to provide training for our teachers and staff.

**The Brown Foundation, Inc.**<sup>4</sup> has generously donated \$25,000 to help us now during the charter application process, and has pledged \$200,000 to assist us with the start up costs for our school if we are awarded a charter.

**Inspiration Ranch**<sup>5</sup> has shown their support for our mission and school and plan to partner with us for equine therapy.

**Sam Houston State University Charter Schools**<sup>6</sup> is planning to partner with us to provide reverse inclusion opportunities for our students.

**Greater Magnolia Parkway Chamber of Commerce**<sup>7</sup> has helped to promote our organization, and will support us with our enrollment efforts.

**Ampersand Education**<sup>8</sup> has generously donated their time and resources to assist us during the application process.

**Families Empowered**<sup>9</sup> is providing services to us to help with advertising our school and gaining community feedback.

**Thrive With Autism Foundation**<sup>10</sup> is a second 501c3 nonprofit organization we formed to provide other services needed for these children including recreational activities, insurance-based therapies, vocational training, social skills groups, support groups, among many other things. Thrive With Autism Foundation will also work to support the school financially, especially during the school's first years of operation, and has pledged \$10,000 to Thrive With Autism if awarded a charter.

<sup>1</sup>[Els for Autism Foundation- Autism Programs & Services;](#)

<sup>2</sup>Thrive Center for Success Generation 25 Charter Application;

<sup>3</sup><https://www.cabasschools.org>;

<sup>4</sup><https://www.brownfoundation.org>;

<sup>5</sup><https://www.inspirationranch.org>;

<sup>6</sup>[www.shsu.edu/charter-school](http://www.shsu.edu/charter-school); <sup>7</sup><https://www.greatermagnoliaparkwaycc.org>;

<sup>8</sup><https://ampersand.education>;

<sup>9</sup><https://familieempowered.org>;

<sup>10</sup><https://www.thrivewithautismfoundation.org>

**Prompt 5.** Thrive With Autism members met Magnolia ISD Superintendent **Dr. Todd Stephens** at a luncheon held by The Greater Magnolia Parkway Chamber of Commerce, and sponsored by Thrive With Autism. Elizabeth Goldsmith and Rev. Rusti Moore were put into contact with **Kelly McDonald, Trustee#1, Position #1 of the Magnolia ISD Board**. They met her for lunch to share Thrive With Autism’s vision and plans for their charter school. It was a positive meeting.

For our first public meeting held on Dec. 9th, Thrive With Autism invited **all required Texas legislature and State Board of Education members, including incoming members Audrey Young and Will Hickman (through his campaign website contact form)** for the following ISDs: Conroe, Klein, Magnolia, Montgomery, Spring, and Tomball. **Audrey Young** reached out to Dr. Ronny Knox to learn more about Thrive With Autism after receiving our invitation. Dr. Knox let her know we had recorded our in-person public meeting so she emailed us to request a copy of the video, because she was unable to attend the meeting. We shared the video recording with her and asked if she would like to meet with us to learn more.

We decided to include in our application a plan for a Houston area campus to be added in Year 4. The following ISDs for this campus will include: Alief, Fort Bend, Houston, Pasadena, Pearland, and Spring Branch. Additionally, we decided to add Waller ISD to our Magnolia Campus. Dr. Ann Ziker joined our board as well. Therefore, we held another public meeting virtually on January 7th at 6pm, and **invited all required Texas legislature and State Board of Education Members, including incoming members Audrey Young and Will Hickman** (through his campaign website contact form because no email was available) who represent all ISDs for both proposed campuses.

We sent out emails asking for an opportunity to share our vision of our school to SBOE members representing our two areas. These included **Audrey Young, Will Hickman, Tom Maynard, Lawrence Allen, Dr. Matt Robinson, as well as Chairman Ellis**. We had a zoom meeting with **Audrey Young** on January 13th, 2021. We discussed our vision for our school, key design elements, and received feedback regarding our ratios.

In addition, Cover letters, Statement of Impact forms and Application Coversheets were sent to **each Superintendent and President of the Board of Trustees** for each traditional school district from which we propose to draw our students, **each member of the Texas Legislature representing our geographic area** to be served, and **each Texas State Board of Education member who represents the geographic area** we propose to serve.<sup>1</sup> (See Attachment 5)

**Prompt 6.** Our **first public meeting** was held in-person on **December 9th 2020 from 6-7pm** at StoneBridge Church in the Lodge Room in The Woodlands, TX. The meeting was advertised in the **Houston Chronicle (See Attachment 6)**, on our website, on our Facebook page, on Autism MomsSpring/The Woodlands Facebook page, and Autism Resources Spring/The Woodlands Facebook page. An article was written and printed on **Woodlands Online** and **Montgomery County News** regarding our proposed school and announcing our public meeting. **All Board Members were present** (Elizabeth Goldsmith, Dr. Ronny Knox, Stephanie Davenport, Stacy Grimes, Rev. Rusti Moore, and Dr. Jeff Springer) as well as applicant team members Adrienne Sodemann and Robin Newkirk. There were **18 attendees**, excluding our Board Members and applicant team members. Attendees were excited and supportive of our vision for our school. Three attendees resided within the occupied district. This meeting focused on the Magnolia campus. A factor that may have contributed to a lower attendance may have been that this meeting was in-person and some may have been concerned about COVID exposure, even though we were social-distancing, wearing masks, and taking other precautions.

Our **second public meeting** was held virtually on **January 7th at 6pm**. This meeting announced plans for a second campus to be added in Year 4 in the Houston area, and the addition of Waller ISD to boundaries. It was a Zoom Meeting advertised in **The Houston Chronicle (See Attachment 6)**, Thrive's Facebook page and website, Autism MomsSpring/The Woodlands Facebook page, Families Empowered, and Thrive's newsletter. There were **41 attendees** at the meeting. Eight of those attendees resided within the occupied district. **All Board Members were present**, including our newest Board Member Dr. Ann Ziker. The virtual meeting allowed us to reach a larger audience. **Comments from this public meeting are in Attachment 4.** Our Univision story and Families Empowered helped raise interest.

<sup>1</sup>Thrive Center for Success Generation 25 Charter Application

## School Design

### Mission, Vision, and Overview of School Design

**Prompt 1.** Our **mission** at Thrive Center for Success is to cultivate a high quality, innovative environment for individuals with autism that provides access to services needed to empower each individual to thrive.<sup>1</sup> Our **vision** at Thrive Center for Success is for every student to develop his/her fullest potential and have increased independence and satisfaction in all aspects of life.<sup>1</sup>

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

**Prompt 2.** Our founding member, Elizabeth Goldsmith, is a parent of a child with autism, who was struggling to find the right fit for her child. After much frustration, she decided to search for better options, asking herself, "If I could take him anywhere in the world, where he could be empowered to truly reach his full potential, where would that be, and what would that look like?" This led her to our inspiration model, Els for Autism in Jupiter, Florida. They had created an autism-focused charter school, accessible to all children with autism regardless of financial

standing, that had incorporated intensive Applied Behavior Analysis (ABA) therapy into an academic setting, low teacher to student ratios, and staff highly trained in working with children with autism. They had also created a one-stop shop approach by having additional therapies and services available onsite so parents weren't having to drive their kids all over town after school. She decided to try to bring a model like this to Texas, for our children in our community.

She began assembling a team of other members of the community, including a local pastor, educators, and therapists, who had all witnessed a strong need for a school like this in our area. They started researching and brainstorming different aspects of our proposed school and began to start forming the mission and vision.

A meeting was held to create the mission and vision, which consisted of Elizabeth Goldsmith, Adrienne Sodemann, Robin Newkirk, Annett Allen, and Regina Charpentier. A draft of the mission statement and vision were created.<sup>1</sup> Elizabeth Goldsmith became a Board member, and Adrienne Sodemann and Robin Newkirk became members of the applicant team.<sup>1</sup> The Board was finalized months later, and the draft was shared with the Thrive With Autism Board, which included Elizabeth Goldsmith, Dr. Ronny Knox, Rev. Rusti Moore, Stacy Grimes, and Jeff Springer at that time. Everyone on the Board had input in defining the final version of the Thrive With Autism mission and vision and it was unanimously approved.<sup>1</sup> All members of the Board have stated that they stand behind what our mission and vision for Thrive Center for Success strives to accomplish for the children and families in our community.<sup>1</sup> The Board members will review the mission and vision for Thrive Center for Success at the end of year one to discuss any revisions so that the school can refocus.<sup>1</sup> In January of year two, the Board will revisit the mission and vision to evaluate our progress and create a plan to stay the course or make changes<sup>1</sup>.

**Prompt 3.** Thrive has many key design elements that will differentiate our school from existing public school options, while providing a high-quality option for our students. One key design element is the incorporation of intensive **Applied Behavior Analysis (ABA)** into the academic setting. ABA therapy, the gold standard treatment for autism, uses positive reinforcement as a main strategy to increase language and communication skills, improve attention, focus, social skills, memory, and academics, and decrease problem behaviors.<sup>2</sup> **CABAS® (Comprehensive Application of Behavior Analysis to Schooling)**, another key design feature, is a proven system used to incorporate ABA into an academic setting.<sup>3</sup> CABAS® is data-driven and research based.<sup>3</sup> Our school will ensure we hire **staff that is highly-trained in working with children** with autism and continue to train them using the CABAS trainings and ranks. Thrive will use **multi-age, flexible grouping** of classrooms in order to group students based on developmental levels and academics. Every student will have an **Individual Learning Plan (ILP) or an Individualized Educational Plan (IEP)** in order to ensure we are meeting them where they are and helping them meet their goals. We will have **specialized therapists onsite** including an Occupational/Physical Therapist, a Speech Therapist, and at least one Board Certified Behavior Analyst to provide additional therapies each child may need. In addition, our school will use a **multifaceted team approach** between therapists, teachers, paraprofessionals, and parents so that we can keep a pulse on where our students are performing, facilitating the adjustment of their learning plans in a timely manner, allowing them to reach their fullest potential in the shortest amount of time. Since many

of our students may be nonverbal, we chose to have **American Sign Language** as our Language other than English (LOTE). Finally, we will have **low teacher to student ratios**. Our Financial Workbook reflects a ratio of twelve students to one teacher. This will be our largest class size. We will plan to adjust to smaller class sizes as needed based on the needs of our students. We have also incorporated one paraprofessional per classroom, bringing our average classroom staff to student ratio to 1:6. Accounting for all professional staff onsite (BCBA, teachers, therapists, nurse, paraprofessionals, etc) compared to students, the ratio is about 1:4. All of these key design elements are geared to meeting specific needs of children with autism in a high-quality manner.

<sup>1</sup>Thrive Center for Success Generation 25 Charter Application

<sup>2</sup>[www.autismspeaks.org](http://www.autismspeaks.org)

<sup>3</sup>A Comparative Analysis of the CABAS® Model of Education at the Fred S. Keller School: A Twenty-Year Review. J Singer-Dudek et al., The Behavior Analyst Today.

## Curriculum and Instruction

**Prompt 1 . CABAS<sup>1</sup> (Comprehensive Application of Behavior Analysis to Schooling)** is a system using ABA in schools.<sup>2</sup> This approach is used to teach children with autism, communication disabilities, and other delays in learning, in addition to children without disabilities.<sup>2</sup> CABAS uses the **Learn Unit**<sup>3</sup> to deliver instruction and collect ongoing data. Our plan is to match each student's needs with successful educational experiences, aligning to TEKS standards and ELPS (English Language Proficiency Standards). Classrooms at Thrive will offer two educational settings for our students. One setting is a **Self-Contained Life Skills** classroom. The other is a CABAS **Accelerated Independent Learner (AIL)**<sup>4</sup> classroom, where general education TEKS are taught in a full inclusion classroom using different tactics such as choral responding, response boards, Learn Units, Programmed Instruction, personalized system of instruction and point systems.<sup>5</sup> Mastery will not look exactly the same for each student, whether it is an average of 90% over three trials or three correct responses. Mastery needs to be consistently high before moving on to the next objective, in order for the motivation for new learning to be there with a success rate that is high. Data-based instructional decisions will be made in order to increase successful learning outcomes for students. The learning goals that are described in this section incorporate all the settings we will provide at Thrive Center for Success for academic instruction including life skills classroom, and the AIL classrooms. Every student will have an Individual Learning Plan (ILP) or an Individualized Education Plan (IEP) as a personalized system of instruction, thus any student might be working with any of these structures in any of these settings. We will build our classrooms based on developmental readiness and ability. We are not grouping our students by age; they will be assigned to classes by need. Paraprofessionals will be assigned to classes based upon need as well.

<sup>1</sup><http://www.behaviouralsolutions.com/cabas.html>

<sup>2</sup>Grant Gautreaux, Kelly Mercorella, and Jennifer Weber, Beyond Evidence Based Practice: A Strategic Science of Teaching [Powerpoint]

<sup>3</sup> Singer-Dudek, Jessica, JeanneMarie Speckman, and Robin Nuzzolo. "A comparative analysis of the CABAS® model of education at the Fred S. Keller School: A twenty-year review." The Behavior Analyst Today 11.4 (2010): 253.

<sup>4</sup><https://www.abainternational.org/events/program-details/event-detail.aspx?&sid=48109&by=Domain>

<sup>5</sup><https://www.morrisschooldistrict.org/offices/office-of-pupil-services/important-information>

**Prompt 1a.**

	K	1	2	3	4	5	6	7	8	9
English, Language Arts and Reading	Texas Wonders K-5 <sup>th</sup>						HMH Into Literacy Texas 6-8 <sup>th</sup>			HMH Into Literacy Texas English I
	Learning Without Tears IXL Language Arts									
Math	Saxon Math Texas Edition K-6 <sup>th</sup>							Saxon Math Pre- Algebra	Saxon Math Algebra I	Saxon Math Algebra II
	IXL Math									
	Technology Applications K-5					Technology Robotics Curriculum 6th-8th				CTE
Science	FOSS Texas Science					HMH Texas Science Fusion				HMH Biology
	Health CATCH K-9th									
	IXL Science									
Social Studies	HMH Kids Discover Social Studies, Texas Edition K-5th					HMH 6-8th World Studies, Texas History and United States History Texas Edition				HMH 9th World Geography, Texas Edition
	IXL Social Studies									
	Training Your Children in Home Economics									
SEL	AIM: A Behavior Analytic Curriculum for Social-Emotional Development in Children Random Acts of Kindness									

Specials, Enrichment	Fine Arts: Music: Tuned into Learning, TMEA/TMAC K-12 Music Curriculum					
	Fine Arts: Art: Incredible Art, Arts Attack K-8th					Incredible Art Art I
	P.E.: K-8th P.E Central Playworks Ready Bodies Learning Minds Motor Lab					Foundations of P.E.
	Signing Time & Signing Savvy K-6			American Sign Language University 7th-8th, ASL I		
				Signing Time 7-12		
Special Education RTI GT	5 Minute Kids Reader's Theater Kid's Gardening: Helping Young Minds Grow Project WILD Suite Do the Math Step Up to Writing	Science and Social Studies in Reading Mastery Signature Edition Connecting Math Concepts Mathematics Their Way Mathematics A Way of Thinking ELCAR Newsela Unique Learning System Steps to Independence			Language for Learning Language for Thinking Leveled Literacy Intervention (LLI) ASD Reading Sensible Pencil National Geographic Learning National Geographic Resources	

**(See Attachment 7: Scope and Sequence)**



## **ENGLISH LANGUAGE ARTS AND READING (ELAR)<sup>1</sup>**

We will meet all ELAR TEKS objectives and ELPS. From our youngest learners to our students who are ready to step out into the community as adults, we will instill a love of reading and writing to make lifelong learners of our students. Our curriculum aligns to the TEKS by including these skills on a daily basis:

- phonological and phonemic awareness and phonics
- vocabulary, fluency, and comprehension
- modeled and shared reading
- read and think alouds
- choral reading
- short, targeted individual or small group-lessons
- critical analysis of the text
- guided reading, flexible groups, book clubs, strategy groups
- conferencing with the teacher
- independent reading, independent practice, reader response, and partner work or peer conferencing
- word study, syntax and conventions of our language
- small group discussions, creating presentations
- inquiry and working with small groups
- drafting, revising, editing, publishing, and sharing their work
- modeled and shared writing, think-alouds
- a mini lesson and critical analysis of writing

<sup>1</sup><https://lc.osu.edu/documents/PDFs/LC4Pillars4-2020F.pdf>

## **MATHEMATICS<sup>1</sup>**

Our math curriculum builds new learning that is based on the TEKS and ELPS learning objectives. We will put mastery at 90% on average, before moving students on to the next objective. We will promote math reasoning, and develop number sense, stress that math is interconnected. Our math curriculum aligns to the TEKS by:

- math review, mental math and fact fluency, oral fluency and math vocabulary
- problem solving, and conceptual understanding
- frequent assessments that drive instruction, intervention, enrichment and flexible groups
- strategic groups based on student needs, with data driven instruction, and goals setting
- an individualized learning plan puts focus on differentiating content, process, product, and environment
- tiered assignments and anchor activities
- immediate and effective feedback
- real world problem-solving experiences

<sup>1</sup><https://www.conroeisd.net/departments/tl/mathematics/>

## **SCIENCE<sup>1</sup>**

At Thrive Center for Success, our model of instruction revolves around the concept of investigation. Driven by the TEKS and the ELPS, we will build successful learning experiences for our students. We will intentionally build motivation to learn by drawing on background

knowledge coupled with igniting natural curiosity about science. Our science curriculum is aligned to the TEKS by:

- engaging students and allowing them to explore the concept
- hands-on as learning
- using language and vocabulary that is familiar
- making connections to previous learning
- ongoing assessment will occur in all forms
- optimizing successful student outcomes
- utilizing positive behavior interventions and supports
- tiered assignments, scaffolding, flexible grouping and different anchor activities and labs

<sup>1</sup><https://www.conroeisd.net/department/tl/science/>

### **SOCIAL STUDIES<sup>1</sup>**

When it comes to social studies, it is our main goal to give our students the tools they need in order to live and function in not only our local community, but to be prepared for living and working in a global community. Our aim is for every student to develop to his or her fullest potential and have increased independence and satisfaction in all aspects of life. We will teach the Social Studies TEKS and ELPS using a student-centered approach. Our social studies curriculum is aligned to the TEKS by:

- individualizing the instruction so that our students are engaged
- meaningful yet challenging instruction
- activities that take into account personal interests and needs
- building a foundation for learning experiences that nurture communication, promote collaboration, stimulate creativity, and enrich critical thinking
- explicit instruction that develops global cultural awareness
- differentiate for content, process, and product

<sup>1</sup> <https://www.conroeisd.net/department/tl/social-studies/>

### **FINE ARTS PE AND LOTE<sup>1,2,3</sup>:**

We have a goal to help our students find their strengths and enjoyment in life. Our Fine Arts and PE curriculum will be aligned to the TEKS and ELPS:

- analyzing musical sound
- examines music history and culture
- listens and responds to musical performances
- develops and expands visual literacy skills
- demonstrates an understanding of history of art and art culture
- analyzes artwork of self and others
- demonstrates competency with movement patterns
- development of motor skills
- benefits of daily physical activity
- awareness of diversity and multiple perspectives when learning ASL
- sign learned words, concepts, phrases, and sentences; recognize importance of communication in regards to the American Deaf culture

<sup>1</sup><http://ritter.tea.state.tx.us/rules/tac/chapter117/index.html>

<sup>2</sup> <http://ritter.tea.state.tx.us/rules/tac/chapter116/ch116a.html#116.5>

**Kindergarten learning goals with expectation of at least 70% mastery:<sup>1,2</sup>**

Math	Science	Social Studies	Language Arts
<ul style="list-style-type: none"> <li>*read, write, represent whole numbers to 20</li> <li>*solve word problems to find sums and differences to 10</li> <li>*sort and classify objects</li> <li>*use data to draw conclusions</li> <li>*identify coins and need for money</li> </ul>	<ul style="list-style-type: none"> <li>*observe, record properties of objects</li> <li>*use senses to explore forms of energy</li> <li>*observe, describe and sort rocks</li> <li>*observe, describe and illustrate objects in the sky</li> <li>*examine parts of and basic needs of animals and plants</li> </ul>	<ul style="list-style-type: none"> <li>*describe location</li> <li>*locate places in school</li> <li>*use maps and globes</li> <li>*purpose for rules and authority figures</li> <li>*family traditions, basic human needs</li> <li>*identify jobs in home, school and community</li> </ul>	<ul style="list-style-type: none"> <li>*oral language through listening, speaking and discussion</li> <li>*spoken words connect to print</li> <li>*personal connection to text</li> <li>*foundational handwriting skills</li> <li>*printing letters, numbers, words</li> <li>*write purposeful compositions</li> </ul>

**First grade learning goals with expectation of at least 70% mastery:<sup>1,2</sup>**

Math	Science	Social Studies	Language Arts
<ul style="list-style-type: none"> <li>*represent and compare numbers to 100</li> <li>*solve number sentence addition and subtraction problems</li> <li>*describe length to nearest whole unit</li> <li>*tell time to hour and half hour</li> <li>*draw information from bar graph</li> </ul>	<ul style="list-style-type: none"> <li>*classify objects</li> <li>*identify and discuss forms of energy and sound in daily life</li> <li>*record weather information</li> <li>*record changes in sky objects</li> <li>*find evidence of interdependence among living organisms</li> </ul>	<ul style="list-style-type: none"> <li>*locate and explore community, Texas, and United States on maps and globes</li> <li>*identify what is a good citizen</li> <li>*identify goods and services</li> <li>*identify goods and services for families</li> </ul>	<ul style="list-style-type: none"> <li>*develop oral language through listening, clarifying and asking questions</li> <li>*continue to develop phonological awareness</li> <li>*work collaboratively</li> <li>*socially communicate</li> <li>*develop author's purpose</li> </ul>

**Second grade learning goals with expectation of at least 70% mastery:<sup>1,2</sup>**

Math	Science	Social Studies	Language Arts
<ul style="list-style-type: none"> <li>*use standard, word, and expanded forms</li> </ul>	<ul style="list-style-type: none"> <li>*classify matter by physical properties</li> </ul>	<ul style="list-style-type: none"> <li>*identify and use information on maps</li> </ul>	<ul style="list-style-type: none"> <li>*use new vocabulary expressively</li> </ul>

to represent, compare and order numbers up to 1,200 *write and solve one- step and multi-step addition and subtraction problems *use data from pictographs and bar graphs	and compare changes from heating and cooling *investigate effects on objects by increasing or decreasing light, heat, and sound *observe, describe, and compare rocks, patterns of objects in the sky *living organism interdependence	and globes *identify major landforms and bodies of water *identify functions of governments *identify ways public officials are selected *describe how people and events influence the community *identify how work provide income to purchase goods and services	*use context to determine meaning and pronunciation of unknown words *read on text with fluency *comprehend complex texts *read with a purpose to build independence *apply phonetic knowledge
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**Third grade learning goals with expectation of at least 70% mastery:<sup>1,2</sup>**

Math	Science	Social Studies	Language Arts
*compose and decompose numbers up to 100,000 *represent equivalent fractions using objects and pictorial models *compare two fractions with same numerator or denominator *determine perimeter of a polygon *summarize data using different graphs and scaled intervals.	*measure, test and record physical properties of matter *explore and record how soils are formed *observe and describe physical characteristics of environments and how they support populations and communities of plants and animals *explore how plants and animals survive in different environments	*identify reasons people form communities *compare ways people meet their needs for government, education, transportation, recreational activities, religious freedom, and material well-being *identify, create and interpret map elements	*self-sustained independent reading *monitor own comprehension *self-select texts *write complete words thoughts and answers legibly in cursive *develops drafts into a focused, structured, and coherent piece of writing *demonstrate and apply spelling knowledge

**Fourth grade learning goals with expectation of at least 70% mastery:<sup>1,2</sup>**

Math	Science	Social Studies	Language Arts
*present value of	*differentiate forms	*identify and explain	*consistently write

digit in whole numbers through 1,000,000,000 and decimals to the hundredths using expanded notation and numerals *solve one and two step problems using division and multiplication *solve problems with perimeter and area	of energy *examine properties of soils *identify and classify Earth's renewable and nonrenewable resources *explore how structures and functions enable organisms to survive in their environment	patterns of settlement in Texas *Identify and compare ways of life of American Indian groups in Texas *Explain the basic functions of the three branches of government *Explain growth, development and impact of cattle industry	assignments in cursive *generate questions about text before, during and after reading *more sophistication in writing
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**Fifth grade learning goals with expectation of at least 70% mastery:<sup>1,2</sup>**

Math	Science	Social Studies	Language Arts
*add and subtract positive rational numbers and represent and solve multi-step problems involving all four operations *simplify numerical expressions that do not involve exponents *divide whole numbers by unit fractions and unit fractions by whole numbers *graph in the first quadrant of the coordinate plane ordered pairs of numbers	*classify matter based on measurable, testable, and observable physical properties *observe the way organisms live and survive in their ecosystem *differentiate between inherited traits of plants and animals and learned behaviors	*describe when, where, and why groups of people explored, colonized, and settled in the United States *compare how people in different regions of the United States earn a living, past and present *summarize the results of the American Revolution, including the establishment of the United States	*develop oral skills and give an organized, clear presentation *use metacognitive skills to develop and deepen comprehension of texts *identify and understand the use of literary devices in writing

**Sixth grade learning goals with expectation of at least 70% mastery:<sup>1,2</sup>**

Math	Science	Social Studies	Language Arts
<ul style="list-style-type: none"> <li>*add and subtract positive rational numbers and represent and solve multi-step problems involving all four operations</li> <li>*order a set of rational numbers arising from mathematical and real-world contexts</li> <li>*generate equivalent expressions using the properties of operations: inverse, identity, commutative, associative, and distributive properties</li> </ul>	<ul style="list-style-type: none"> <li>*know that an element is a pure substance represented by a chemical symbol and that a compound is a pure substance represented by a chemical formula</li> <li>*compare metals, nonmetals, and metalloids using physical properties</li> <li>*identify an unknown substance</li> <li>*classify rocks</li> <li>*identify the basic characteristics of organisms</li> </ul>	<ul style="list-style-type: none"> <li>*identify and analyze ways people have adapted to the physical environment in various places and regions</li> <li>*identify and analyze ways people have modified the physical environment</li> <li>*describing common traits that define cultures and culture regions</li> </ul>	<ul style="list-style-type: none"> <li>*use newly acquired vocabulary expressively</li> <li>*interact with sources in meaningful ways</li> <li>*analyze plot elements</li> <li>*analyze how the setting, including historical and cultural settings, influences character and plot development</li> </ul>

**Seventh grade learning goals with expectation of at least 70% mastery:<sup>1,2</sup>**

Math	Science	Social Studies	Language Arts
<ul style="list-style-type: none"> <li>*apply and extend previous understandings of operations to solve problems using addition, subtraction, multiplication, and division of rational number</li> <li>*solve problems involving ratios, rates, and percent, including multi-step problems involving percent increase and</li> </ul>	<ul style="list-style-type: none"> <li>*recognize that radiant energy from the Sun is transformed into chemical energy through the process of photosynthesis</li> <li>*diagram the flow of energy through living systems, including food chains, food webs, and energy pyramids</li> </ul>	<ul style="list-style-type: none"> <li>*identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras</li> <li>*identify ways in which Texans have adapted to and modified the environment and explain the positive and negative</li> </ul>	<ul style="list-style-type: none"> <li>*orally present a critique of a literary work</li> <li>*engage in meaningful discourse and provide and accept constructive feedback from others</li> <li>*compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly</li> </ul>

percent decrease, and financial literacy problems		consequences of the modifications	structure
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**Eighth grade learning goals with expectation of at least 70% mastery:<sup>1,2</sup>**

Math	Science	Social Studies	Language Arts
<ul style="list-style-type: none"> <li>*order a set of real numbers from mathematical and real-world contexts</li> <li>*graph proportional relationships, and use data from a table or graph to determine the rate of change or slope and y-intercept in mathematical and real-world problems</li> <li>*compare simple interest and compound interest earnings</li> </ul>	<ul style="list-style-type: none"> <li>*describe the structure of atoms, including the masses, electrical charges, and locations, of protons and neutrons in the nucleus and electrons in the electron cloud</li> <li>*demonstrate and calculate how unbalanced forces change the speed or direction of an object's motion and investigate and describe applications of Newton's three laws of motion</li> </ul>	<ul style="list-style-type: none"> <li>*identify the major eras in U.S. history through 1877, including colonization and describe their causes and effects</li> <li>identify reasons for English, Spanish, and French exploration and colonization of North America</li> </ul>	<ul style="list-style-type: none"> <li>*hone oral skills</li> <li>*advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively</li> <li>*while reading a text, our eighth graders will analyze how themes are developed</li> </ul>

**Ninth grade learning goals with expectation of at least 70% mastery:<sup>1,2</sup>**

Math	Science	Social Studies	Language Arts
<ul style="list-style-type: none"> <li>*determine the domain and range of a linear function in mathematical problems</li> <li>*write linear equations in two variables</li> <li>*solve linear equations in one variable, write systems of two linear</li> </ul>	<ul style="list-style-type: none"> <li>*investigate and explain cellular processes, describe viral reproduction, and describe the role of viruses in causing diseases such as human immunodeficiency virus (HIV) and influenza</li> <li>*describe the stages</li> </ul>	<ul style="list-style-type: none"> <li>*understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth.</li> <li>*analyze how physical characteristics of the environment influenced population</li> </ul>	<ul style="list-style-type: none"> <li>*read and respond to American, British, and world literature</li> <li>*examine sources for credibility and bias, including omission, and faulty reasoning</li> </ul>

and graph the solution set of linear inequalities in two variables on the coordinate plane	of the cell cycle and the importance of the cell cycle to the growth of organisms	distribution, settlement patterns, and economic activities in the United States	
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<sup>1</sup><https://lead4ward.com/resources/>

<sup>2</sup><https://tea.texas.gov/academics/curriculum-standards/teks/texas-essential-knowledge-and-skills>

### Prompt 1b.

Differentiating instruction for students is a high priority at our school. The best practice for differentiation is to provide an individual learning plan (ILP) for each student. Every student will have an ILP or an individualized education plan (IEPs), thus every student will be differentiated, not just ELs, students with disabilities or other student groups. Our focus is on growing each child from where they are to reach their full potential.

### Prompt 1c.

English, Language Arts and Reading	Texas Wonders K-5 <sup>th</sup>	HMH Into Literacy Texas 6-8 <sup>th</sup>	HMH Into Literacy Texas English I
Learning Without Tears IXL Language Arts			

Our **instructional materials for ELAR**<sup>1</sup> were carefully selected according to alignment to the TEKS, high levels of rigor, engagement, differentiation for diverse learners and high quality with high teacher recommendations. The materials also provide support and scaffolding strategies for English Learners.

- *Texas Wonders*<sup>2</sup>: develops a love of reading for our K-5 students; puts a focus on the whole child, fosters critical thinking, reading, writing, speaking and active listening skills are developed for our students with autism and ELs.
- *HMH Into Literacy Texas*<sup>3</sup>: covers all TEKS and ELPS; inspires our 6-9th graders to love reading, high engagement providing motivation for older students who may have a history of failure
- *Learning without Tears*<sup>4</sup>: it is a multisensory handwriting curriculum, print and cursive, pencil grip and literacy; a critical skill in the classroom and provides another avenue to assist in communication, which is one of the challenges of children that have autism.
- *IXL Language Arts*<sup>5</sup>: phonics and comprehension instruction gives students additional resources, and develops communication skills, supporting deficits in our autism population and with our ELs.

<sup>1</sup>Thrive Center for Success Generation 25 Application

<sup>2</sup><https://www.mheducation.com/prek-12/program/texas-wonders/MKTSP-BGA07M07.html?page=1&sortby=title&order=asc&bu=seg>

<sup>3</sup><https://www.hmhco.com/review/into-literature-texas>

<sup>4</sup><https://www.lwtears.com/hwt>



<sup>5</sup><https://www.ixl.com/ela/>

Math	Saxon Math Texas Edition K-6 <sup>th</sup>		Saxon Math Pre-Algebra	Saxon Math Algebra I	Saxon Math Algebra II
	IXL Math				
	Technology Applications K-5		Technology Robotics Curriculum 6th-8th		CTE

Our **instructional materials for math**<sup>1</sup> were chosen to align to TEKS and include clear instruction with daily discussion and practice of basic skills. The lessons include math concepts and problem-solving strategies, hand-on learning tools with engaging manipulatives when introducing new concepts.

- *Saxon Math Texas Edition*<sup>2</sup> will be for our students that are in grades K-9<sup>th</sup>. Builds on prior learning for greater retention and mastery of math concepts. Scaffolds instruction and reviews previously taught concepts. Breaks concepts down and allows our students the time they need to practice each concept to mastery.
- *IXL Math*<sup>3</sup> for all our students to help our students build fluency, which will increase their confidence.
- *Technology Applications*<sup>4</sup> for our K-5 students to foster creative thinking
- *Technology Robotics Curriculum*<sup>5</sup> 6th-8th students will design, work to program and control robots
- *CTE Online*<sup>6</sup> lessons to expand skills with CTE

<sup>1</sup>Thrive Center for Success Generation 25 Application

<sup>2</sup><https://www.hmhco.com/programs/saxon-math/overview>

<sup>3</sup><https://www.ixl.com/math/>

<sup>4</sup><https://www.k5technologycurriculum.com/>

<sup>5</sup><https://www.cmu.edu/roboticsacademy/roboticscurriculum/Getting%20Started/Lego-Getting-Started.html>

<sup>6</sup><https://www.ctelearn.org/free-resources.php>

Science	FOSS Texas Science		HMH Texas Science Fusion	HMH Biology
	Health CATCH K-9th			
	IXL Science			

Our **instructional materials for science**<sup>1</sup> is aligned to TEKS, research-based, where students actively investigate the concepts, role-playing scientists and engineers.

- *Foss Texas Science*<sup>2</sup> for our kindergarten through 5<sup>th</sup> grade with all necessary materials included. Uses science notebooks to organize data and keep a record of their learning, inspirational experiments
- *HMH Science Texas Fusion*<sup>3</sup> puts a focus on labs for grades 6–8. It supports every learner with 3 levels of scaffolding: directed, guided, and also independent inquiry
- *HMH Biology*<sup>4</sup> is the program we will use to teach our 9<sup>th</sup> grade students biology. It differentiates instruction in each section with learning strategies for below level, English learner, inclusion, and Pre-AP® students.
- *IXL Science*<sup>5</sup> will help our students to analyze data, and better understand our world

- *Health CATCH*<sup>6</sup> teaches our students the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate

<sup>1</sup>Thrive Center for Success Generation 25 Application

<sup>2</sup><https://www.deltaeducation.com/foss/sample>

<sup>3</sup>[http://my.hmheducation.com/TC\\_ScienceFusion](http://my.hmheducation.com/TC_ScienceFusion)

<sup>4</sup><https://us.hmhco.com/texas/science/>

<sup>5</sup><https://www.ixl.com/science/>

<sup>6</sup><https://catchinfo.org/programs/grades-k-5/>

Social Studies	HMH Kids Discover Social Studies, Texas Edition K-5th	HMH 6-8th World Studies, Texas History and United States History Texas Edition	HMH 9th World Geography, Texas Edition
	IXL Social Studies		
	Training Your Children in Home Economics		

Our **instructional materials for social studies**<sup>1</sup> is aligned to TEKS, research-based, and develop awareness of ways we function in our world.

- *HMH Kids Discover Social Studies*<sup>2</sup>: our elementary students learn to be good citizens that contribute to society using an engaging curriculum.
- *HMH Contemporary World Studies, Texas History, US History and World Geography* <sup>2</sup>: provides an understanding of society and people in Texas, the US and the world today as well as relevance of geography to world events.
- *IXL Social Studies*<sup>3</sup>: our students will learn to make connections between history and the world today.
- *Training Your Children in Home Economics*<sup>4</sup>: our students will learn important life skills such as money management, hospitality, simple sewing, gardening, meal planning and preparation, kitchen and food safety and more.

<sup>1</sup>Thrive Center for Success Generation 25 Application

<sup>2</sup><https://us.hmhco.com/texas/social-studies/>

<sup>3</sup><https://www.ixl.com/social-studies/>

<sup>4</sup><https://www.reallifeathome.com/training-your-children-in-home-economics-ebook/>

SEL	AIM: A Behavior Analytic Curriculum for Social-Emotional Development in Children Random Acts of Kindness
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Our **instructional materials for Social and Emotional Learning (SEL)**<sup>1</sup> is

- *AIM: A Behavior Analytic Curriculum for Social-Emotional Development in Children*: Introduces and blends together the concepts of Mindfulness, Acceptance and Commitment Therapy, and Applied Behavior Analysis. Together the approach seeks to improve the lives of children with or without disabilities who struggle with social and emotional challenges.

<sup>1</sup>Thrive Center for Success Generation 25

<sup>2</sup>Application<https://peakabasolutions.com/product/aim-a-behavior-analytic-curriculum-for-social-emotional-development-in-children/>

Specials, Enrichment	Fine Arts: Music: Tuned into Learning, TMEA/TMAC K–12 Music Curriculum	
	Fine Arts: Art: Incredible Art, Arts Attack K-8th	Incredible Art Art I
	P.E.: K-8th P.E Central Playworks Ready Bodies Learning Minds Motor Lab	Foundations of P.E.
	Signing Time & Signing Savvy K-6	American Sign Language University 7th-8th, ASL I
		Signing Time 7-12

Our **instructional materials for Fine Arts**<sup>1</sup> are TEKS aligned:

- *Tuned into Learning: Music for Special Education*<sup>2</sup> helps students with autism with IDEA compliance taking into account strengths, interests and learning preference, making repetitive tasks fun with a multisensory approach integrating movement, interactions and hands-on learning in an inclusion setting.
- *TMEA/TMAC K–12 Music Curriculum and Resources*<sup>3</sup> for K–8 and Levels I–IV based on the TEKS for Music and provides a framework for instructing and assessing our students.
- *Incredible Arts a Discipline-Based Arts Education (DBAE)*<sup>4</sup> is a rigorous study of art that integrates art into other subjects.
- *Arts Attack*<sup>5</sup> for grades K-8, developmental & sequential, developed in the classroom, process oriented teaching.
- *PE Central*<sup>6</sup> skills for the movement for a foundation building enjoyment, social development and a daily physically active life
- *Playworks*<sup>7</sup> builds a culture of play, a sense of belonging and an opportunity to contribute on the playground, in the classroom, and in the community.
- *Ready Bodies, Learning Minds*<sup>8</sup> builds motor, sensory development, allowing the central nervous system to more fully function for academic achievement.
- *Foundations of PE*<sup>9</sup> students will learn about sport and exercise psychology, exercise and fitness, coaching options and sports careers.
- *Signing Time*<sup>10</sup> engages students, teaches silent cues to communicate with students and reinforces other classroom curriculum.
- *Signing Saavy*<sup>11</sup> this resource gives students the skill to build and share wordlists, design digital flashcards, quizzes, and create sign phrases.
- *Signing University*<sup>12</sup> a resource to help learn ASL including self-study materials, and lessons.

<sup>1</sup>Thrive Center for Success Generation 25 Application

<sup>2</sup><https://www.tunedintolearning.com/music-and-autism/>

<sup>3</sup><https://www.tmea.org/resources/teaching-resources/music-curriculum>

<sup>4</sup><https://www.incredibleart.org/links/toolbox/curriculum.html>

<sup>5</sup><https://www.artsattack.com/products>

<sup>6</sup><https://www.pecentral.org/>

<sup>7</sup><https://www.playworks.org>

<sup>8</sup><https://readybodieslearningminds.com/>

<sup>9</sup><https://www.mheducation.com/highered/product/foundations-physical-education-exercise-science-sport-wuest-walton-fisette/M9781260253917.html>

<sup>10</sup><https://www.signingtime.com/sign-language-curriculum-for-teachers-and-homeschoolers/>

<sup>11</sup><https://www.signingsavvy.com/>

<sup>12</sup><http://www.lifeprint.com/>

Specials, Enrichment	Fine Arts: Music: Tuned into Learning, TMEA/TMAC K-12 Music Curriculum		
	Fine Arts: Art: Incredible Art, Arts Attack K-8th		Incredible Art Art I
	P.E.: K-8th P.E Central Playworks Ready Bodies Learning Minds Motor Lab		Foundations of P.E.
	Signing Time & Signing Savvy K-6	American Sign Language University 7th-8th, ASL I	
		Signing Time 7-12	
Special Education RTI GT	5 Minute Kids Reader's Theater Kid's Gardening: Helping Young Minds Grow Project WILD Suite Do the Math Step Up to Writing	Science and Social Studies in Reading Mastery Signature Edition Connecting Math Concepts Mathematics Their Way Mathematics A Way of Thinking ELCAR Newsela Unique Learning System Steps to Independence	Language for Learning Language for Thinking Leveled Literacy Intervention (LLI) ASD Reading Sensible Pencil National Geographic Learning National Geographic Resources

### INTERVENTION and ENRICHMENT<sup>1</sup>

CABAS utilizes the ELCAR (Early Learner Curriculum and Achievement Record). The ELCAR will be administered to all students. It assesses and provides curriculum in areas of self-management, verbal behavior foundations, listener, speaker, reinforcers, academic literacy, and physical development. Utilizing this will be beneficial to students with disabilities, ELs and other student groups. Some of these curricular resources could be utilized with **Enrichment, RTI or students on IEPs**. These can include:

- *Step Up to Writing*<sup>2</sup>: provides multimodal instruction, differentiation, flexible implementation options and is compatible with any curriculum giving support for writing in all content areas
- *Language for Learning*<sup>3</sup>: basic vocabulary, concepts and sentence forms used in typical classroom instruction. It is systematic and explicit.
- *Language for Thinking*<sup>4</sup>: emphasize language as a means of describing the world and as a tool for thinking and solving problems
- *Leveled Literacy Intervention (LLI)*<sup>5</sup>: includes engaging leveled books and fast-paced, systematic lessons
- *ASD Reading*<sup>6</sup>: students with ASD learn to read, write and comprehend.
- *5 Minute Kids*<sup>7</sup>: for students with speech disorders that provides short, individual drill sessions for any setting.
- *Sensible Pencil*<sup>8</sup>: for students with neurological, learning, or cognitive disabilities
- *Do the Math*<sup>9</sup>: helps to build numerical reasoning and restore confidence

- *Mathematics A Way of Thinking and Mathematics Their Way*<sup>10</sup>: learn patterns of math using concrete materials.
- *Connecting Math Concept*<sup>s11</sup>: gradually teaches connection between concepts.
- *Science and Social Studies in Reading Mastery Signature Edition*<sup>12</sup>: integrates reading instruction into science and social studies.
- Unique Learning System<sup>13</sup>: prepares our special education students for success in life.
- Steps to Independence<sup>14</sup>: we will teach our special education students skills for life such as get-ready, self-help, toilet training, play, self-care, home-care, and information gathering skills.
- *Kid's Gardening: Helping Young Minds Grow*<sup>15</sup>: we will engage our students with the opportunity to play, learn, and grow through gardening
- *Project WILD Suite*<sup>16</sup>: will help our students to understand wildlife and habitat and make decisions to use natural resources wisely.
- *National Geographic Learning and Resources*<sup>17</sup>: develops language skills to teach our students to be global citizens.
- *Newsela*<sup>18</sup>: provides our students a database of current events stories differentiated by reading levels

<sup>1</sup> Thrive Center for Success Generation 25 Application

<sup>2</sup><https://www.voyagersopris.com/literacy/step-up-to-writing/overview>

<sup>3</sup> <https://www.nifdi.org/programs/writing-and-language/language-for-thinking.html>

<sup>4</sup><https://www.nifdi.org/programs/writing-and-language/language-for-thinking.html>

<sup>5</sup> <https://www.fountasandpinnell.com/lli/>

<sup>6</sup> [www.asdreading.com](http://www.asdreading.com)

<sup>7</sup> <http://5minutekids.com/>

<sup>8</sup> <https://abledata.acl.gov/product/sensible-pencil>

<sup>9</sup> <https://www.hmhco.com/programs/do-the-math>

<sup>10</sup>[https://www.eaieducation.com/Product/500211/Mathematics\\_Their\\_Way\\_Grades\\_K-2.aspx](https://www.eaieducation.com/Product/500211/Mathematics_Their_Way_Grades_K-2.aspx)

<sup>11</sup><https://www.mheducation.com/prek-12/program/connecting-math-concepts/MKTSP-UUF06M0.html?page=1&sortby=title&order=asc&bu=seg>

<sup>12</sup><https://www.nifdi.org/store/product/35-science-and-social-studies-in-reading-mastery-signature-edition.html>

<sup>13</sup> <https://www.n2y.com/>

<sup>14</sup> <https://products.brookespublishing.com/Steps-to-Independence-P305.aspx>

<sup>15</sup> <https://kidsgardening.org/lesson-plans/>

<sup>16</sup> <https://tpwd.texas.gov/education/project-wild>

<sup>17</sup> <https://eltnl.com/>

<sup>18</sup> <https://newsela.com/>

## Prompt 2.

At Thrive, we strive to provide the highest quality of instruction available. We will be incorporating various instruction strategies, techniques, and tools. Thrive Center for Success will implement the use of differentiated instruction by modifying the content, learning activities, outcomes, and environment in order for all students to experience success. There are several strategies we will emphasize to achieve this.<sup>1</sup>

Our teachers will put a focus on motivation strategies, such as providing controlled choice on process and product, tasks, resources, projects, time, seating and group formats. They will model excitement about learning, encouraging students to celebrate accomplishments.<sup>1</sup> Making choices, motivation strategies and keying into individual interests and strengths are all ways to differentiate for our ELs, students with disabilities and other students.

Our classrooms will be well organized and managed through the use of the evidence-based **STOIC framework**.<sup>2</sup> This framework revolves around organizing the classroom through **S**tructuring and organizing the classroom for success, **T**eaching expectations and rules, **O**bserving and monitoring students, **I**nteracting positively, and **C**orrecting misbehavior fluently. Students in our target population thrive on routines and consistency. The STOIC framework provides this.

Thrive will provide students with educational experiences that include anchor activities, brain-based strategies, tiered assignments, flexible grouping, universal design for learning strategies, pre-assessment strategies and descriptive feedback, allowing for content, process, and product differentiation, and planning for cognitive rigor by using complexity such as Bloom's Taxonomy. Additional strategies incorporated will be Total Participation Techniques, Kagan's Cooperative Learning strategies and putting an emphasis on teaching to strengths. Our classrooms will be intentionally structured to provide guided discovery. For example, spelling rules are discovered through recognition of patterns, not merely memorized.

The curriculum involves creative invention and careful, thoughtful analysis. It must be emphasized that why and how students arrive at what they know is just as important as what they know. Our multi-age life skills classrooms and AIL classrooms will strive to develop self-discipline, teach values, utilize hands-on materials, foster scientific and mathematical aptitudes, nurture appreciation for history, timelines, and cultural differences past and present as well as caring for our global environment.<sup>1</sup>

<sup>1</sup>Thrive Center for Success Generation 25 Charter Application

<sup>2</sup><https://www.safeandcivilschools.com/research/references/is-champs-evidence-based.pdf>

**Prompt 3.** At Thrive Center for Success, we will be fully incorporating Positive Behavior Interventions and Supports (**PBIS**). This is all encompassing and includes classwide and schoolwide procedures and routines, as well as behavioral supports for the three tiers of behavior. From intentionally structuring every setting in our school, to teaching clearly and explicitly, to having a high level of supervision, observation and data collection, to interacting positively with one another, our students and our families, to correcting our students, calmly, consistently, briefly, respectfully, focusing on providing three times more feedback on positive behavior than on misbehavior.

Additionally, we will use an ABA based curriculum for social and emotional learning, called **AIM**: Accept, Identify, Move. AIM supports children struggling with social discomfort, challenging behaviors, and the daily struggles with life they must navigate. This resource introduces and blends together the concepts of Mindfulness, Acceptance and Commitment Therapy, and

Applied Behavior Analysis. This approach seeks to improve the lives of children with or without disabilities who struggle with social and emotional challenges.<sup>2</sup> In addition, we will work on social emotional skills through role-play and interventions such as positive self-talk, video modeling and by incorporating Random Acts of Kindness. Our students will be continuously working on role-play, social skills, cultural sensitivity, equality, being a self-advocate and developing social awareness.<sup>1</sup>

<sup>1</sup> Thrive Center for Success Generation 25 Charter Application

<sup>2</sup> <https://www.acceptidentifymove.com/about-aim>

**Prompt 4.** STAAR scores, benchmark data and common assessment data will be presented to the Board by the Superintendent for their review. Data can be analyzed such as number of referrals, attendance and number of students failing a class or more.

In addition, teachers will be surveyed as to the effectiveness of the curriculum as far as time needed, ability to integrate into the academic curriculum, and positive outcomes. Parents will be given surveys as to their perception of the way their child is doing academically.

If the curriculum is determined to be ineffective, a committee will be formed to look at and evaluate different programs to bring to the Thrive. We will strive to create continuous improvement efforts by the alignment of resources and supports. Effective instruction is a priority at Thrive. Our instructional core is strengthened and supported by effective, well-supported teachers, high-quality curriculum, and positive school culture. We will accomplish this by recruiting and placing strong school leaders and prioritizing time for careful planning.<sup>1</sup>

Our school will be constantly evaluating options and instructional strategies. This way, if a decision is made to move on from the current curriculum or strategies, we will have already identified the direction we want to move in.

<sup>1</sup> Thrive Center for Success Generation 25 Charter Application

### **Strategies for Assessment of Learning and Data-Driven Instruction**

**Prompt 1a:** All students at Thrive are expected to meet the TEKS standards as defined in the STAAR state examination in each content area. Every student at Thrive will be assessed in all subjects throughout the school year including mathematics, reading, writing, social studies and science.<sup>1</sup> Students in grades 3-8 will take the STAAR reading and mathematics assessment. STAAR writing assessment will be administered to students at grade 4 and 7. Science STAAR will be administered to students in grade 5 and grade 8 and social studies STAAR will be administered to students in grade 8. All our students in grades 9-12 will take end-of-course (EOC) assessments for English I, English II, Algebra I, Biology and U.S. History.<sup>2</sup> If the students enrolling qualify the campus for Alternative Education Accountability (AEA), we plan to apply for that status.

At Thrive, we aim for every student to develop to his/her fullest potential. Part of that is knowing where our students are performing within the grade level standards, and in comparison to their peers. Analysis of the data derived from the STAAR test by our PLC drives instruction, intervention, teacher training and family training.<sup>3</sup> Our PLC teams will focus on analyzing data from the STAAR test, and other assessments used and will work collaboratively to plan



benchmarks.<sup>3</sup> In addition, they will create instructional plans to address any learning deficits noted in data trends as well as plans for accelerated learning where accelerated growth is needed.

Our students will be taking one of these three STAAR test variations: STAAR, STAAR Spanish or STAAR Alternative 2, as determined by the PLC, the LPAC or the ARD Committee. We will use the TELPAS as a summative assessment that documents the proficiency levels of English Learners (ELs) for K-5 students in the spring. The LPAC will determine the students to be assessed by the TELPAS. Teachers at Thrive will use the TELPAS to determine how well their students currently understand and use English during grade-level instruction.<sup>4</sup> TELPAS Alternate assessment will be administered to some of our ELs which have the most significant cognitive disabilities who cannot participate in a general ELP assessment, even with allowable accommodations as determined by the Admission, Review and Dismissal Committee (ARD).<sup>5</sup>

<sup>1</sup> Thrive Center for Success Generation 25

<sup>2</sup> <https://tea.texas.gov/student-assessment/testing/staar/staar-resources>

<sup>3</sup> <http://go.solutiontree.com/PLCbooks>

<sup>4</sup> <https://tea.texas.gov/student-assessment/testing/telpas/telpas-resources>

<sup>5</sup> <https://tea.texas.gov/student-assessment/testing/telpas/telpas-alternate-resource>

**Prompt 1b. Formative assessments** we plan to use would be **Lead4ward quick checks**,<sup>1</sup> exit slips, learning/response logs, and graphic organizers. We will use the **mClass** and **DRA**<sup>2</sup> for our **Language Arts Literacy Assessment** and our PLC will develop a **Universal Screener** for math. We will use the **mClass** as a dyslexia screener, too.

In our **CABAS** structure, the **Early Learner Curriculum and Achievement Record (ELCAR)** is a **formative assessment** geared toward our students that have autism with developmental delays, particularly in the area of verbal development. The ELCAR is both an assessment and a curriculum and it indicates where developmental interventions or protocols may be necessary to establish missing verbal behavior developmental cusps to.<sup>3</sup>

**Student portfolios** and **TELPAS** are both **formative** and **summative** assessments we plan to use. **TELPAS** is used to assess our ELs. Our teachers will use this data to monitor progress, accommodate content area instruction, and integrate second language instruction according to the proficiency level needs of their ELs as the students learn more English.<sup>4</sup> **Student portfolios** are used to house goal setting, progress data, and other work. They can also be used for students to provide input for their individualized learning plan (ILP) based on self-analysis of their **student portfolio**.

**STAAR** testing is another **summative** assessment we plan to use. Our **common summative** assessments will be administered at the end of an instructional unit to evaluate everything our students should have mastered compared to the benchmark.



**Benchmark** assessments will be used as an **interim assessment**. We will compare these to the STAAR. Benchmarks will be created by PLC teams. The benchmarks assess student performance on the TEKS and are given twice a year.

In our **CABAS** structure, the **Early Learner Curriculum and Achievement Record (ELCAR)** is a **formative assessment** geared toward our students that have autism with developmental delays, particularly in the area of verbal development. The ELCAR is both an assessment and a curriculum and it indicates where developmental interventions or protocols may be necessary to establish missing verbal behavior developmental cusps to.<sup>4</sup>

<sup>1</sup>[https://lead4ward.com/docs/resources/instructional\\_tools/quickchecks\\_2018\\_19.pdf](https://lead4ward.com/docs/resources/instructional_tools/quickchecks_2018_19.pdf)

<sup>2</sup><https://www.pearsonassessments.com/store/usassessments/en/Store/Professional-Assessments/Academic-Learning/Developmental-Reading-Assessment-%7C-Third-Edition/p/100001913.htm>

<sup>3</sup><https://www.scienceofteaching.org/product-page/elcar-early-learner-curriculum-and-achievement-record>

<sup>4</sup><https://tea.texas.gov/student-assessment/testing/telpas/telpas-resources>

Elementary Assessment Schedule for 2022-2023			
Content/Grade	Benchmark 1	Benchmark 2	State Assessment
Math/Grade 2	N/A	May 1-May 5, 2023	N/A
Math/Grade 3	December 5-9, 2022	Feb. 27-Mar. 10, 2023	May 9, 2023 STAAR*
Math/Grade 4	December 5-9, 2022	Feb. 27-Mar. 10, 2023	May 9, 2023 STAAR*
Math/Grade 5	December 5-9, 2022	Feb. 27-Mar. 10, 2023	May 9, 2023 STAAR*
Reading/Grade 3	November 14-18, 2022	Feb. 27-Mar. 10, 2023	May 9, 2023 STAAR*
Reading/Grade 4	November 14-18, 2022	Feb. 27-Mar. 10, 2023	May 9, 2023 STAAR*
Reading/Grade 5	November 14-18, 2022	Feb. 27-Mar. 10, 2023	May 9, 2023 STAAR*
Writing/Grade 3	Feb. 20-Mar. 3, 2023	N/A	N/A
Writing/Grade 4	Feb. 20-Mar. 3, 2023	February 6-17, 2023	April 4, 2023 STAAR*
Science/Grade 4	May 15-19, 2023	N/A	N/A
Science/Grade 5	Nov. 28-Dec. 2, 2023	April 10-14, 2023	May 16, 2023 STAAR*
Language Arts Literacy Assessments K-5	August 29-October 7, 2023	January 7-January 28  Note: Kindergarten only takes the DRA in January	N/A
Math Universal Screening 1-5	September 3-September 24	January 7-January 28	N/A
Dyslexia 1 <sup>st</sup> Screener	January 9-27, 2023		
Dyslexia Kinder Screener	April 21-May 12, 2023		
*The State of Texas Assessments of Academic Readiness (STAAR) are annual state mandated assessments administered in the particular grade level and content area indicated.			
Dates are subject to change.			

**1d.** Our curriculum and portfolios are both aligned to the TEKS. Performance goals that are formed in our ILPs/IEPs also align with our TEK-based assessments such as the benchmarks, and common assessments. As our teachers analyze assessment results, they are formulating next steps for teaching using tactics that will provide necessary intervention for any student that is not demonstrating mastery.

**Prompt 2.** At Thrive, collecting data is a daily occurrence as it is an integral part of Applied Behavior Analysis (ABA). Data is collected, graphed and analyzed using a decision-tree protocol.<sup>1</sup> When we are noticing a trend in the data that tells us a student is not mastering objectives, the decision-tree protocol allows teachers to zero in on the problem and ascertain the root of the problem. <sup>1</sup> As described above, there will also be formative and summative data being collected on academic performance. Our students will be taking part in analyzing and scoring their own work using tools such as rubrics. Other data will be analyzed to ascertain if our behavior shaping protocols are having the effect we were working towards or not. School leaders and teachers will be looking at the formative and summative data to create flexible small groups with targeted instruction, to revisit IEPs and update goals, to reflect on student progress in their portfolios and tweak their individual goals, and drive any future instruction, whether it be remedial or with an increase in rigor.

<sup>1</sup>Keohane, D.-D., & Greer, R. D. (2005). Teachers' use of a verbally governed algorithm and student learning. *International Journal of Behavioral Consultation and Therapy*, 1(3), 252-271. <http://dx.doi.org/10.1037/h0100749>

**Prompt 3.** One way we will identify and meet the learning needs of students who are performing below grade level is to analyze the data that comes from the Universal Screeners. It is the first assessment given in the year and serves as the baseline for our students. The Universal Screeners aid us in making our instructional groupings, goal setting, planning of instruction and more.

If the student scores low on our beginning of the year Universal Screener, our RtI team will meet and look at all the pieces of the puzzle to determine if this student can get further support with tier one supports, or if the gaps will require a more intensive intervention or not.<sup>1</sup> Additionally, the aforementioned decision-tree protocol<sup>2</sup> for data analysis is essential for analyzing student progress and ensuring that ineffective teaching tactics are not utilized for any particular student for any prolonged length of time.

If it is determined that the student needs more intensive support, the team will decide to place the student into tier two, where they will receive a research-based intervention with progress monitoring. Parents will be notified of this in writing, and that they have the right to request an evaluation for special education.<sup>2</sup> At this point, the student begins the intervention. In tier two, which can last anywhere from 6-9 weeks, the student receives additional small group instruction twice a week, and additional curriculum resources are recommended by the team. During that cycle, data is collected during each session and probes are done weekly. Each student's particular situation, and data will be looked at closely, with different individuals invited to the meeting that work with the student the closest, or who have some expertise in a suspected area of struggle for the student.

It may be the case that the student may be suspected of having a disability. If this is the case, the parents need to be contacted and a meeting set up to discuss all the facts of the situation and to determine next steps. If the parent was suspecting there was a disability and is agreeable, the LSSP will meet to answer questions and assess the child.

Sometimes, an issue such as having a vision impairment and needing glasses is the solution. Other times it's providing the teacher with more support or changing the teaching tactic. The RtI team will make a sound determination as to what the action plan will be.

<sup>1</sup> Thrive Center for Success Generation 25

<sup>2</sup> Singer-Dudek, J., Speckman, J., & Nuzzolo, R. (2010). A comparative analysis of the CABAS® model of education at the Fred S. Keller School: A twenty-year review. *The Behavior Analyst Today*, 11(4), 253-265. <http://dx.doi.org/10.1037/h0100705>

<sup>3</sup> <https://www.wrightslaw.com/info/rti.parent.guide.htm>

## Supports for Special Populations

**Prompt 1.** Thrive is dedicated to creating opportunities for our special population to experience many different rich learning experiences to help them find enjoyment and discover their strengths, while aligning to the Individuals with Disabilities Education Act (IDEA), Title II of the American with Disabilities Act (ADA), as amended, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Title, the Equal Educational Opportunities Act of 1974, the Rehabilitation Act of 1973 (section 504), and Subchapters A, B and D of Texas Education Code (TEC) Chapter 29, and TEA Rules for special populations found in 19 TAC Chapter 89.

As an autism-focused open enrollment charter school, we fully expect to serve a diverse population of students including special populations such as students with disabilities, English language learners, students identified as gifted or talented, and at-risk populations. We anticipate that approximately 92% of our students will be in special education.

With our content being driven by ABA through the CABAS structure, and our school having other key features such as multi-age flexible grouping, low teacher to student ratios, multifaceted team approach, and highly trained staff, our school will be equipped to serve these students well. Each student will also have an IEP/ILP to individualize their instruction even more. Students will be given support when faced with challenges.

**Prompt 2a.** Thrive will be in full compliance with the IDEA and Section 504, including Child Find, the full continuum of services, supports and placements<sup>1</sup> and will be in compliance with all state and federal laws pertaining to our special populations. For our students without a known diagnosis, identification will occur in several ways.<sup>2</sup> We will be actively **recruiting** families that have children with autism.<sup>2</sup> Any students attending our school without a known disability will be monitored via **RtI**. RtI will layer in tiers of support to students that are struggling, providing all students additional support at tier one, intervention at increased frequency and intensity at tier two, and intensive intervention at tier three.<sup>2</sup> If the interventions in RtI are unsuccessful, those students may be evaluated to determine if there is a disability. Even with RtI, if we suspect a disability Child Find under the IDEA will begin without delay and the FIE process will be initiated. Our LSSP and Diagnostician will be involved in evaluations.

Beginning with Child Find through to the FIE process the team will come together to examine the results and a preliminary plan will be drafted with parental input through an ARD committee.<sup>2</sup> To avoid miscommunication, we will use a multifaceted team approach, collaborating with teachers

and therapists and other professionals to determining a student's eligibility for special programs such as SPED, 504, and Bilingual/ESL. We will investigate the cause of the student's low performance such as language, intellectual capacity and behavior. All of our special programs will communicate with one another. Our LSSP will serve as our 504 coordinator and SPED director.

The testing will give indication as to what special education services may include such as: speech, occupational therapy, or physical therapy and in the case of an autism diagnosis, a plan for the autism supplement will be made. Additional determinations will be the types of academic and behavioral support that may be provided in our AIL (Accelerated Independent Learner) inclusion classrooms or in our Life Skills classroom. Additional services beyond those mentioned, will be provided as determined by the ARD committee.<sup>2</sup> Annual Individualized Education Program (IEP) aka ARD committee meetings will occur to review and update the IEP goals with the ARD committee; however, the meeting can occur at any time of the year when a need for an update is identified.<sup>2</sup> At each of these meetings all parents of students in special education will receive a copy of TEA procedural safeguards and staff will be trained on these as well as due process rights. At least once every three years, a reevaluation will occur, although parents can request a formal reevaluation at any time.

<sup>1</sup><https://www.wrightslaw.com/info/child.find.index.htm>

<sup>2</sup>Thrive Center for Success Generation 25

**Prompt 2b.** The **CABAS® model** is a research-based structure that will assist us in streamlining to provide a **continuum of services** to all of our students with disabilities.

This model is characterized by an organizational system of teacher training and mentoring by experts in the field. The student data drives the system. Student achievement is directly tied to their teachers' expertise.<sup>1</sup> The amount of instruction received, and the number of objectives achieved by students is a direct measure of teacher behavior. Those objectives are tied directly to the TEKS, so the teachers at Thrive Center for Success are accountable at all levels for the achievement of their students. As teachers are held accountable for their students, teacher mentors and behavior analyst supervisors are responsible for the performance of the teachers, and CABAS® consultants and university faculty are responsible for the performance of the teacher mentors and behavior analysts.<sup>1</sup>

There are **six components**<sup>2</sup> that Thrive will incorporate to effectively provide a continuum of services to our students with disabilities.<sup>2</sup> The **first component**<sup>2</sup> is systematic instruction which includes the identifying of meaningful goals tied to the TEKS, explicit planning for specific, direct instruction utilizing applied behavior analysis (ABA) principles, with an end result of success with the goals. The **second component**<sup>2</sup> is to provide individualized support and services. The **third component**<sup>2</sup> would be to create comprehensible and structured learning environments that support the learning of the TEKS. A structured program is one in which the TEKS and behavioral expectations are clear and fully comprehensible to both the students and the educational staff in the classroom.<sup>2</sup> A **fourth component**<sup>2</sup> would be to have a specialized curriculum focus that is foundational to learning the TEKS. A **fifth component**<sup>2</sup>, which will address barriers to learning

would be a functional approach to problem behaviors. Family involvement will be our **sixth component**<sup>2</sup>. Our goal is to engage families in a collaborative relationship. We view ourselves as creating a team with the parents, to educate each child. To meet this goal, we will help build the capacity of parents in making decisions about their child's education as well as providing parent training. Family involvement has been credited with higher student learning<sup>2</sup>, increased generalization of learned behaviors<sup>2</sup>, and higher acceptance of school programs by the family.<sup>2</sup>

<sup>1</sup> Singer-Dudek, J., Speckman, J., & Nuzzolo, R. (2010). A comparative analysis of the CABAS® model of education at the Fred S. Keller School: A twenty-year review. *The Behavior Analyst Today*, 11(4), 253-265. <http://dx.doi.org/10.1037/h0100705>

<sup>2</sup> Luiselli J., Russo, D., Christian, W., Wilczynski S. (2008). *Effective Practices for Children With Autism: Educational and Behavioral Support Interventions that Work*. Oxford University Press.

**Prompt 2c.** We will comply with FAPE and LRE in several ways. We will have two settings for instruction. Our **Life Skills** classrooms will be geared for our lower functioning students to work on building the skills they need to be successful in our **AIL (Accelerated Independent Learner)** classroom. Our AIL classrooms are inclusion settings, where students have access to the general education curriculum. Our Life Skills students will be working toward increasing time spent in the AIL classrooms as much as possible. Approximately 8% of our population will not have an IEP and will be sprinkled throughout our AIL classrooms. With our anticipated population having an estimated 92% of students in special education, LRE will be provided in our AIL settings. Students will spend part or all of the school day in the AIL setting, with or without special education support, depending upon their IEP and 504 plans.<sup>1</sup>

Some families may ultimately desire to have their child attend their neighborhood school. We will provide those students with what they need to be successful in that setting, and also give **transition support** by collaborating with the new school to create a plan for a smooth transition.<sup>1</sup>

We will incorporate a **reverse inclusion model**. We will plan events regularly, which we will host at our school.<sup>1</sup> During those events our students will be working on projects together with typically developing peers, and participating in special events. We have partnered with the Sam Houston State University Charter Schools for such occasions.

<sup>1</sup>Thrive Center for Success Generation 25

**Prompt 2d.** Our students with severe cognitive disabilities will be in our **Life Skills Classrooms** and they will have access to the state standards through the building of foundational learning readiness skills and will have a modified curriculum. Instruction will revolve around building communication, self-help, instructional readiness skills and vocational skills. Our Life Skills classrooms will have the lowest student to teacher ratio of all our settings. Our **AIL classrooms** will be an inclusion setting, with our students receiving specialized support, and accommodations during independent and small group times. They will be given additional support as outlined in their IEP. All of our students will be **monitored** for progress through the CABAS structure. Our student support team will be regularly monitoring progress of students and intervention will be recommended for any students not making progress toward IEP goals in a timely manner. Teachers make goals on the learning units delivered for each student. They collect data daily and

post in the classroom on a graph to easily see if progress is not being made. CABAS uses a decision protocol for ongoing **evaluation of progress** for all teacher decisions to assist with analyzing the data and making informed decisions on providing **ongoing support** with different interventions. This occurs daily with adjustments made to IEPs when needed. IEP goals are reviewed continuously and are updated regularly. The Programming that continues beyond the school day, Extended School Day (ESD) or school year, Extended School Year (ESY) will be instructional and related to current IEP objectives, will be determined by the ARD committee based on data, and will address the educational needs of the student.<sup>1</sup>

<sup>1</sup>Thrive Center for Success Generation 25

**Prompt 2e.** Thrive plans to start with a K-5 school and grow grades each year up through high school. By year five, we will be educating students up through 9<sup>th</sup> grade. It will be an ongoing part of all goal setting to develop goals that will lead to greater independence and satisfaction with life. This goal setting will intensify as the students grow older and begin thinking about their future. Thrive plans to transition students to move from high school to adulthood well before a student's 14th birthday, and it will be included in the Individualized Education Program (IEP) when the admission, review, and dismissal (ARD) committee decides the time is right.<sup>1</sup>

As our students get close to beginning high school, they will need to talk about what they want to do after graduation. The transition services will be based on our student's needs, preferences, and interests. The ARD committee, which will include both the student and the parents at this point, will write the transition plan as part of the student's (IEP).<sup>1</sup> The ARD committee will be guided by the Transition in Texas Timeline tool to help the student and parent to work with the other members of the ARD committee when writing the transition plan.<sup>1</sup> We will prepare our students for this process by giving them training on how to make decisions, and advocate for themselves by being able to explain their interests, preferences, and needs.<sup>1</sup> We will discuss different types of jobs the student might want, career interests, strengths, and needs and explore many options and the training requirements for the job.<sup>1</sup> We will teach our students to explain their disability to others and explain any accommodations they may need.<sup>1</sup> We will work together with the student and parents to make sure that the student takes the classes needed for the desired job.<sup>1</sup>

Then the ARD committee will write the personal graduation plan.<sup>1</sup> We will support both students and families to explore other agencies and service providers that can help after graduation from high school and learn more about assistive technology tools that can help increase independence and secure a job.<sup>1</sup> We will provide support in many ways to ensure our students will be successful after graduation from getting a social security card to encouraging participation in community activities, such as volunteering and recreational sports, and provide guidance when trying to find and befriend people with similar interests.<sup>1</sup>

<sup>1</sup><http://www.conroeisd.net/wp-content/uploads/2018/09/Transition-in-Texas-Guide.pdf>

**Prompt 2f.** At Thrive, we will have a highly trained teaching staff. Continuing Education for teachers is a critical component of CABAS® model schools. Newly hired employees will attend a

new hire orientation and be trained through an Intro to CABAS® course. Ongoing training will be encouraged. More information describes this further in the Talent Management section.

**Prompt 3a.** Thrive provides a learning environment that puts a focus on the development of expressive language that is pervasive through nearly every aspect of our school. Inclusion is natural to the focus of our school, and we are seeking students from all walks of life. When a student enrolls in our school s/he will receive a home language survey to be completed by the parent. If the survey indicates the family speaks any language other than English at home, the school will refer the student to an LPAC to determine eligibility for ESL/Bilingual services. Within 20 days of referral, the LPAC will meet with the student and parent to determine eligibility and develop a plan for services.

As an open enrollment charter school, we will not know our numbers to start, but our anticipated demographics for the Hispanic population is over 35% for our Magnolia campus. Autism knows no demographic, no race, no gender, nor social standing.<sup>1</sup>

All EL students at Thrive will be identified by the school registration process, in which the parent/guardian fills out the **Home Language Survey (HLS)**.<sup>2,3</sup> If the HLS indicates a language other than English, then testing will be initiated to determine English Proficiency.<sup>2,3</sup> The HLS consists of two basic questions: 1. What language is spoken in your home most of the time?<sup>2,3</sup> 2. What language does your child speak most of the time?<sup>2,3</sup>

If the student transfers from a school outside of Texas we will review any documentation brought in by the student and proceed with Texas law, including HLS, for identification as outlined for Texas students new to our school.<sup>1</sup> All students in K-1 enrolled at Thrive will be administered an **Oral Language Proficiency Test (OLPT)** at the beginning and end of the year.<sup>1</sup> Students in grades 2-12 will be administered an OLPT and the reading and language arts portions of the **mClass**.<sup>1,4</sup> Our LPAC will use the OLPT results to determine English Proficiency and appropriate placement.

<sup>1</sup><https://en.wikipedia.org/wiki/KXLN-DT>

<sup>2</sup>Thrive Center for Success Generation 25

<sup>3</sup>[https://tea.texas.gov/sites/default/files/english\\_language\\_learners.pdf](https://tea.texas.gov/sites/default/files/english_language_learners.pdf)

<sup>4</sup> <https://amplify.com/programs/mclass/>

**Prompt 3b.** At Thrive, we will provide research-based instructional programs and practices with our EL students. We will require all teachers to become ESL certified within one year of employment. Additionally, we plan to have multiple instructional aides who are fluent in Spanish. Thrive will also use the ELPS to guide instruction for our EL students. Thrive will ensure teachers have training in research-based instructional practices for EL instruction, such as Sheltered Instruction Observation Protocol (SIOP). Because Thrive teachers will have IEP's for each student and small class sizes, we believe our EL students will receive individualized attention and specific intervention for any recognized issues. Our teachers will be required to maintain close, regular contact with parents of all students, including our EL students.

**Prompt 3c.** Thrive Center for Success will be putting needed bilingual staff in place for after school recreational programs to provide equitable access to all students. EL students will be



placed in a classroom with a heterogeneous group of EL and non-EL students, and with a certified English as a Second Language (ESL) teacher.

**Prompt 3d.** Our LPAC committee will monitor all EL students' academic progress as well as students who have exited the B/ESL program through regular reports to the Superintendent/Principal on student progress. Students who are not showing progress will be provided additional support through tutoring, language supports, counseling services, or whatever will assist the student to improve performance.

**Prompt 3e.** Each year our LPAC will be responsible for providing the Superintendent/Principal and Board with a report on the effectiveness of the ESL program. The report must contain aggregate information on EL student performance on local benchmark tests, six weeks grades, TELPAS, and STAAR results. The Superintendent/Principal will review the results of the report and make recommendations to the Board for needed adjustments to the program. If on review of data. The EL program is not resulting in adequate proficiency modifications will be made to the EL program. The LPAC reviews the program yearly by conducting surveys, observing classrooms, analyzing data from benchmarks, formative assessments and TELPAS data. Changes will be made to the program based on LPAC recommendations.

**Prompt 4a.** Thrive will follow best practices in which we will identify, teach, support and nurture gifted and talented students to achieve their fullest potential. The AIL classroom provides an educational setting where gifted and talented students work at their own pace. CABAS offers an accelerated decision protocol, to accelerate student learning. It is part of our vision statement “for every student to develop his/her fullest potential” and that includes helping them to identify their strengths. We will do this by pointing it out to the student when they have success, but also, to observe the students who are excelling and using flexible grouping to put them together to explore their similar talents. With all of our students having an Individual Learning Plan or Individualized Education Plan, our teachers can help our students to critically think, be innovators, scholars, leaders, and global contributors, capitalizing on their interests, passions, and strengths. Finally, we will administer the TPOI (Talent Pool Observation Inventory). The TPOI gathers longitudinal data for three years on every student. Data is collected in three indicators across 7 domains.<sup>1</sup> Additionally, Thrive Center for Success will be working closely with teachers and parents and either or both can refer students for GT testing.

**Prompt 4b.** The Texas Performance Standards Project (TPSP) comprises a set of performance standards, curricula, and assessments for differentiating instruction and deepening academic learning. TPSP enhances gifted/talented (G/T) programs from kindergarten through high school. The Texas Performance Standards Project (TPSP) provides a series of TEKS-based performance tasks and assessments for gifted/talented (G/T) students in grades K-12. These interdisciplinary research units, some of which have a discipline-specific focus, can be used by schools and ISDs to enrich G/T programming. The primary, intermediate, middle, and high school level TPSP web pages provide the following resources: several tasks per grade, assessment rubrics, sample forms that can be adapted to support the program administration, communications, and student work. Every student at Thrive Center for Success is considered in the Talent Pool Data collected on each

student in K, 1, and 2 using the TPOI (Talent Pool Observation Inventory). This can only be done after a three-month observational period. It would be best for teachers to observe for 3 months or more. The TPOI gathers longitudinal data for three years on every student. The most important point that is made is at the very bottom of the instrument.<sup>1</sup>**Data is collected in three indicators across 7 Domains:**

Thinking Indicators: (1) Creativity, (2) Problem-Solving, (3) Critical Thinking

Academic Indicators: (4) Grade Level Concepts, (5) Advanced Level Products

Social/Emotional Indicators: (6) Task Commitment, (7) Relationships<sup>9</sup>

Teacher Summary:

In (K or 1<sup>st</sup> or 2<sup>nd</sup>) this child was challenged and successful more in (check only one):

- ☐ On Level Activities
- ☐ Advanced Level Activities

<sup>1</sup>Thrive Center for Success Generation 25

**Prompt 4c.** School leaders, teachers, parents, and students benefit from a range of materials designed to implement, support, and advance TPSP in G/T programs. Resources include implementation tools, instructional strategies, evaluation reports, and promotional materials. The teacher will be given grade level suggestions according to the domains, to modify student work that has been identified as gifted. The student's portfolio would house any special projects as well, and rubrics will be utilized, with input from the student, to monitor and evaluate the progress and success of each particular student that has been identified as G/T.<sup>1</sup> With every student being on an Individual Learning Plan or Individualized Education Plan, our students will be building their portfolios through daily work with partners, small groups or independent work. There may be students who have been identified as gifted and talented, yet have some learning and /or physical disabilities, and these are called twice-exceptional students. Identifying this population of gifted students is usually problematic because their disabilities and difficulties may mask their abilities and vice versa. It has been suggested that twice-exceptional students' skills and abilities cannot be improved simply by working harder. Instead, these students need teachers to understand their strengths and weaknesses, use teaching strategies that fit their disabilities and serve their needs, and include their parents and educators in their learning process.<sup>42</sup> The need to modify any work to align with gifted and talented learning will be addressed in the IEP.

<sup>1</sup>Thrive Center for Success Generation 25

<sup>2</sup><https://www.csus.edu/indiv/l/limb/314/pdf/sdaie.pdf>

### **School Culture and Safety**

**Prompt 1.** Thrive Center for Success' **mission**<sup>1</sup> is to cultivate a high-quality, innovative environment for individuals with autism that provides access to services needed to empower each individual to thrive. Our **vision**<sup>1</sup> is for every student to develop his or her fullest potential and to have increased independence and satisfaction in all aspects of life.

To help accomplish this, we plan to create the positive culture of our school by implementing many structures from **Positive Behavior Interventions and Supports (PBIS)**.<sup>2</sup>

Thrive Center for Success puts a focus on students with autism, but will be teaching all of our students to be **accepting of differences**. This is a deeply embedded **value** and concrete **goal** we can set for all of our students that has clear **expectations**, and can be achieved through daily **practices**.

We fully embrace diversity and will be **communicating** this by intentionally teaching and modeling the accepting of differences, having empathy for others as well as valuing one another through our daily interactions with our **students, parents, teachers and administrators**.

As many of our students with autism struggle with interacting socially, we will be placing an emphasis on imparting these skills to all of our students, explicitly teaching our students using **strategies**<sup>3</sup> such as role play, video modeling, social narratives, priming, and self-management. The nature of autism requires support for social and emotional learning.

To help us to **implement social and emotional learning consistently**, we will utilize a curriculum called **Accept, Identify, Move (AIM); A Behavior Analytic Curriculum for Social Emotional Development in Children**<sup>4</sup> which blends together the concepts of Mindfulness, Acceptance and Commitment Therapy, and Applied Behavior Analysis to improve the lives of children with or without disabilities who struggle with social and emotional challenges.

Part of our **system that will support the implementation of our school culture** will be the expertise of professionals we employ at Thrive Center for Success. We will have a **Principal, BCBA, and LSSP** who will play a large role in the creation of our culture.

In regards to newcomers coming to our school, we will work to **welcome and orient all of our students to our school culture**. Starting on the very first day of school, our teachers will be teaching our students the **expectations** for each setting.

At Thrive Center for Success we have many **shared values, goals and expectations**. We will **communicate those beliefs to our teachers and administrators** long before a single student walks through our front doors, during their orientation.

#### **We believe that**<sup>5</sup>

- All students must be treated with the utmost respect.
- All students are entitled to be taught the self management skills needed for success.
- Building motivation and the concept of responsibility should be fostered through positive interactions and building relationships with students.
- Behavior management should be partnered with academics.
- Behaviors that are a barrier to learning provide a teaching opportunity
- Collaboration is key.

All school staff members must rally together to help our students to engage in responsible behavior and to meet student needs. Having these beliefs as part of our culture will diminish barriers to learning, enhance academic outcomes and expand student engagement which will boost attendance, students' physical and mental health, and graduation rates.<sup>5</sup>

During orientation, our administrators and teachers will learn about applying the STOIC framework. **STOIC<sup>6</sup> is a structure that will allow us to consistently implement our positive school culture on a daily basis. Staff** will also learn about our mission and vision statements, our school culture and how they connect to what will happen every day in the classroom. **Our belief system will be revisited at each faculty meeting, parent event or training, morning announcements and through the day with teachers, and during leadership meetings.** At Thrive, we want to communicate to our families that we are here to nurture not only their child, but their whole family unit.

We will include our families by providing them with many opportunities for involvement with our school, and by providing support, love and giving them hope for a successful future for their child. We will be hosting parents on our campus in a regular and ongoing way to attend special events, participate in training, share in their child's celebrations, and volunteer their time. **Our parents will learn about our school culture during a Parent Information night** which will occur after our students have been in school for approximately two weeks. The parents will hear many things about the school, one of which is describing our school culture and securing our safety.

<sup>1</sup>Thrive Center for Success Generation 25

<sup>2</sup><https://www.pbis.org/>

<sup>3</sup>Luiselli J., Russo, D., Christian, W., Wilczynski S. (2008). Effective Practices for Children With Autism: Educational and Behavioral Support Interventions that Work. Oxford University Press.

<sup>4</sup>Application<https://peakabasolutions.com/product/aim-a-behavior-analytic-curriculum-for-social-emotional-development-in-children/>

<sup>5</sup>Sprick, R., Wise, B.J., Marcum, K., Haykin, M., McLaughlin, B., Hays, S., Leadership in Behavior Support; Administrator's Guide, Eugene, Oregon, Pacific Northwest Publishing, 2016, Pages 57-104, 437-444, 75-82, Quote on page 75.

<sup>6</sup><https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/IDEAS%202015%20Handouts/2015%20Handouts/STOIC%20Classroom%20Management.pdf>

**Prompt 2a.** At Thrive Center for Success, we will follow the **STOIC framework<sup>1</sup>** as described in the previous question. The practices we will use to **promote good discipline that include incentives for positive behavior**, stem from the I in STOIC, interacting positively with students. Our main goal here is to put an emphasis on intentionally building positive relationships with our students and provide frequent positive feedback to our students to motivate them to demonstrate their best behavior.

Ruby Payne talks about using deposits and withdrawals in regard to our interactions with others, particularly those individuals who are experiencing poverty.<sup>2</sup> We will incorporate the **practice of**

**using deposits into our interactions with students.**<sup>2</sup> Examples of deposits would be building positive relationships with students, giving them attention by greeting them, showing an interest in their work, inviting them to ask for help, having a conversation with students or intentionally seeking to greet or talk to any student that you recently had to correct for their misbehavior.

To keep motivation high at Thrive Center for Success, staff will **incorporate the practice of using either one, two, or all three interlocking extrinsic motivation systems.** Those systems are schoolwide, class wide, or individual motivation systems. Teachers will use the STOIC framework to observe students engaging in a positive behavior, and then interact positively with them using one of the three interlocking systems. An example of a **class wide motivation system**<sup>2</sup> you might see at Thrive Center for Success would be a classroom marble jar used for positive reinforcement. Students earn marbles for positive behaviors, resulting in earning a classroom prize, such as extra free time, once enough are collected.

At Thrive Center for Success we will also have a **schoolwide motivation system**<sup>2</sup> where our students can earn a “caught you being good” ticket. These tickets will be given to all staff at the school. Staff will use the O in the STOIC framework to observe students, and any student who is actively working towards acting in a positive and productive way, will be given a ticket by a staff member coupled with verbal positive feedback. The students would then get to use the tickets to purchase school supplies at the school store.

An example of an **individual motivation system**<sup>2</sup> that you might see at Thrive Center for Success would be a token economy. A student will be taught a contingency such as, “When you engage in the specific behavior of not running in the hallway, you can earn a token.” This behavior could be tied to an intervention plan, a Behavior Intervention Plan (BIP), or goal setting.

For students with more intensive needs, these individual token systems can be a “first-then” board where the “first” should define the behavior, for example sitting calmly in a chair for four minutes, and when they are observed engaging in the “first” contingency, “then” they earn the reward.

These examples of **extrinsic motivation**<sup>2</sup> are just layers to launch our students to a higher level of achievement and satisfaction that are built upon the **foundational practice that we will build first, which is to create intrinsic motivation.**<sup>2</sup>

Before we address any of the positive supports mentioned in this section, we will put our all into a **daily practice of meeting the basic human needs of our staff, and students and families.** Meeting the basic needs of staff, students, and parents will be something that we strive to do and will be first and foremost in our minds, at all times. These needs are essential for all three of these groups and include acknowledgement, recognition, attention, belonging, purpose, competence, nurturing, and stimulation and change.<sup>2</sup>

<sup>1</sup><https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/IDEAS%202015%20Handouts/2015%20Handouts/STOIC%20Classroom%20Management.pdf>

<sup>2</sup>Sprick, Randy. CHAMPS: A Proactive & Positive Approach to Classroom Management. Safe & Civil Schools. Ancora Publishing. 21 West 6th Avenue, Eugene, OR 97401, 2009.

**Prompt 2b. Please refer to Attachment 8, “Non-Discretionary and Discretionary Suspension or Expulsion.”**

**Prompt 2c. Please refer to Attachment 8, “Discipline of Students with Special Needs.”**

**Prompt 2d. Please refer to Attachment 8, “Due Process for Suspension or Expulsion and Appeals.”**

**Prompt 3.** Thrive Center for Success’ discipline policy will be communicated to students, teachers, and parents in the Parent/Student Handbook and Code of Conduct<sup>1</sup>. It will be a registration requirement for it to be signed by the parent when receiving the handbook during registration.<sup>1</sup> Parents will fill out an Acknowledgement of Electronic Distribution of Thrive Center for Success Student Handbook and Student Code of Conduct.<sup>1</sup>

During teacher orientation prior to the beginning of the year, the principal will give an overview of the discipline policy and ask for the teachers to work in grade level teams to develop classroom rules that align to the discipline policy. Those rules will be introduced to the students and expanded upon throughout the course of the year. The teachers will also be required to speak to the parents about how their classroom rules align with the Thrive Center for Success’ discipline policy during our Parent Information Night that will occur sometime after the first two weeks of school. During Parent Information Night, the parents will be addressed full group by the principal, who will give a very brief overview and invite any parent who wishes more information to directly contact the principal to answer any further questions.

<sup>1</sup>Thrive Center for Success Generation 25

**Prompt 4. Describe any required dress code or uniform policy.**

The school’s dress and grooming standards are designed to teach grooming and hygiene, prevent disruption, minimize safety hazards, and provide dress and grooming standards that offer flexibility for the parent and student. Students must come to school clean and neatly groomed and wearing clothing that will not be a health or safety hazard to the student or others, and that will not distract from the educational atmosphere of the school. Students are required to arrive in proper attire every day. For students who do not follow the school’s guidelines for personal attire and grooming, their parents will be contacted to bring an acceptable change of clothing to school. Thrive students are expected to dress in a manner that conveys respect for their learning community and communicates a message of personal confidence and pride. Thrive will periodically review its dress and grooming policies, and make changes as needed.

**Prompt 5.** Thrive is committed to providing a safe and secure environment for all its students, staff, and visitors. Our Board will create a Safety and Security Committee in alignment with the requirements of SB 11.<sup>1</sup> We will develop appropriate safety and security policies, create

partnerships with local emergency management agencies, provide required training to staff (including substitute teachers), provide bleeding control stations in our campuses, and work with our landlord to provide facility enhancements necessary to ensure a safe and secure school environment for our students and staff.<sup>1</sup>

Among the duties of the Safety and Security Committee is development of a Multi-hazard Emergency Operations Plan (MEOP) for our school.<sup>1</sup> Thrive will utilize resources from the Texas School Safety Center and Region 6 ESC to develop a comprehensive plan that addresses all five required components of a MEOP: mitigation, prevention, preparedness, response, and recovery.<sup>1</sup> The Committee will meet at least three times per year, as prescribed by law, with said meetings in compliance with the Texas Open Meetings Act.<sup>1</sup> The Committee will approve the MEOP, provide recommendations to the Board as needed, review campus emergency drill requirements and information, ensure appropriate training is provided by the school to staff, coordinate with local emergency management agencies, take the training on Psychological First Aid, and direct the locations of Bleeding Control Stations on campus.<sup>1</sup>

Thrive Center for Success will also establish a Safe and Supportive School Program team for each campus.<sup>2</sup> The Superintendent will appoint members to this team based on Commissioner rule.<sup>2</sup> The team will be responsible for “(1) promoting a positive school climate, (2) establishing a multi-tiered system of supports, (3) conducting behavioral threat assessments, (4) ensuring staff are well trained, (5) collecting data to continuously improve, and (5) supporting school facility and school safety and security, including planning and implementation of the multi hazard emergency operations plan” (TAC 103.1401)<sup>6</sup>

Because our first facility will be a leased facility, the Board commits to working with the landlord to provide facility enhancements designed to improve student and staff safety and security. The Board intends to hire a school safety consultant in Year 0 to review the proposed facility and make recommendations for enhancements. To the extent allowed, we will add security cameras, install communication systems, provide for a lock down entrance to the facility, and any other facility measures recommended by our consultant. We allocated dedicated funds in our Year 0 budget to pay for any facility enhancements needed. We plan to implement a number of strategies that aren’t dependent upon the landlord’s permission. For example, we can provide staff with two-way radios to facilitate communication, purchase a background check system (Raptor) to conduct background checks of visitors and contractors, and contract with an outside security firm to provide security for our campus. In short, Thrive for Success is committed to student and staff safety at all times and willing to provide the resources needed to ensure their safety.

<sup>1</sup><https://locker.txssc.txstate.edu/ea228c90218bdc670af1591e9e5046b6/TxSSC-School-Safety-and-Security-Committee-Guidelines-and-FAQs.pdf>.

<sup>2</sup> [https://tea.texas.gov/sites/default/files/20\\_08\\_103ee.pdf](https://tea.texas.gov/sites/default/files/20_08_103ee.pdf)

## **Promotion and Graduation Requirements**

**Prompt 1a.** Thrive anticipates most of its students will be in special education. As such promotion will be determined by the student satisfactorily meeting the standards of his/her IEP. The students ARD committee will serve as their Grade Placement Committee and will make decisions related to promotion. For the few students who are not in the special programs, Thrive will promote the students based on achieving 70% mastery in their academic subjects (Reading, Math, Science, Social Studies, LOTE) and 90% or greater attendance rate. Students in 5th and 8th grade will also have to score satisfactorily on the STAAR, unless promoted through their Grade Placement Committee. We are applying in our first year to serve students up to fifth grade, adding a grade each year.<sup>1</sup> By year five, we will serve up to 9th grade.<sup>1</sup> Our students will be taught the Texas Essential Skills and Knowledge for each grade level we serve.<sup>1</sup> In addition to this, students will be progressing in the skill of communication, as all students will be involved in this. Our L.O.T.E. is ASL (American Sign Language).<sup>1</sup> Students will continuously be increasing their skill in this area. In addition, emotional control and self-regulation skills will be directly taught to students, which will increase their ability to remain in control and focus on positive growth.<sup>1</sup> Students at Thrive will also get the opportunity to become involved in robotics with our Technology Robotics Curriculum. Our students will learn self-help skills, such as life skills and home economics.<sup>1</sup> Students will learn about the wilderness, with Project WILD curriculum and also learn about how to plant a garden and tend to growing plants.<sup>1</sup> Students will develop better motor control, as they spend time in our motor lab developing muscles that will help them to sit and focus while in the classroom.<sup>1</sup> Our students will know how to set goals, collect data on those goals, and reflect periodically on the goals.<sup>1</sup> Our criteria for promoting a student from one grade to the next grade would be for grades 1-9 only, at this time.<sup>1</sup> Our Kindergarten students will not be retained unless recommended by the student's ARD committee. Ways we will determine if a student shall be promoted to the next grade would be as a recommendation from the teacher of record, a review of any state-mandated assessments such as the STAAR test, and any other academic information, to be yet determined by the campus administrators and the Grade Placement Committee.<sup>1</sup> This committee will be the one to communicate to the parents, teachers and the school Superintendent/Principal about meetings where we will discuss the student's needs, performance and what will be best for that student.<sup>1</sup> Students who meet the promotion criteria will be mailed a letter stating that they will be promoted the next school year<sup>1</sup>. If a student does not meet the standard on the state-required reading diagnostic test, mastery level of 70% or meet criteria on the testing grades STAAR examination, they must enroll and complete a program with accelerated instruction, which we will provide.<sup>1</sup> Promotion will be based on meeting the standard at the end of the accelerated program.<sup>1</sup> A student will be promoted from kindergarten to first grade and first to second grade if they have a majority of 3's on the report card. Standards that are on the report card will be marked on a scale from 1-4. 1 = emerging progress toward the grade level standard, 2 = Approaching grade level standard, 3 = Mastery of grade level standard, 4 = Understands grade level standard at more complex level.<sup>1</sup> A student shall be promoted from third grade to fourth grade and from fourth grade to fifth grade, and from fifth to sixth grade, and from sixth to seventh grade and from seventh grade to eighth grade and from eighth grade to 9th grade.<sup>1</sup> Our 9th graders will be promoted to 10th grade if they score a 70% or higher on end of course exams.<sup>1</sup> if they earn a yearly average of 70% or higher in reading,



language arts, math, science, social studies and the student has met the 90% attendance for credit requirement.<sup>1</sup>

<sup>1</sup> Thrive Center for Success Generation 25

**Prompt 1b. Disabilities** TEC §28.0211(i) and (i-1) require an ARD committee to meet for a student who has not performed successfully on STAAR. The ARD committee determines how the student will participate in accelerated instruction and whether the student will be promoted or retained. The ARD committee makes all the decisions about students in regards to SSI requirements as described in TEC §28.0211(i) and (i-1) and in 19 TAC §101.2003(d) Students at Thrive Center for Success that are taking the STAAR Alternate 2, will not be required to follow the procedures set for the SSI. If the student is in special ed, and takes the STAAR, they will be required to follow SSI procedure and the ARD committee makes the decisions about accelerated instruction. The ARD committee makes all the decisions about students in regards to SSI requirements as described in TEC §28.0211(i) and (i-1) and in 19 TAC §101.2003(d). A student at Thrive Center for Success that is receiving special education services and is enrolled in grade 5 or 8 that does not perform satisfactorily on the math and reading STAAR will receive accelerated instruction, as recommended by the ARD committee. In compliance with TEC §28.0211(i-2), Thrive Center for Success will notify the parent/guardian of the options of the ARD committee in regards to students who do not pass STAAR math and reading in 5th or 8th grade, no later than September 1 of each school year.<sup>2</sup> During the annual ARD committee meeting, eligibility determination, change of placement and manifestation determination review may not be conducted through the amendment without a meeting process. TEC §28.0211(i) and (i-1) require an ARD committee to meet for a student who has not performed successfully on STAAR. The ARD committee determines how the student will participate in accelerated instruction and whether the student will be promoted or retained. These determinations may not be conducted through the amendment without a meeting process.<sup>1</sup>

<sup>1</sup><https://tea.texas.gov/sites/default/files/2020-21%20STAAR%20SSI%20EducatorGuide%20Sept.pdf>

**Prompt 1c.** The Thrive Center for Success Student Handbook, outlining all of our policies and procedures necessary for our students and families to know, will be distributed to all families during the registration process. Additionally, the assigned homeroom teacher will take time at the beginning of the year to meet with parents and explain the items outlined in the handbook. At the first signs of struggle, families will be notified, and plans for intervention that target the problem, will be communicated. As students progress through the intervention plan, the parents will be made aware of their child's response to that intervention. Additionally, they will be informed about any changes to the intervention or will take part in celebrating a successful close to the intervention.

**Prompt 2a.** At Thrive, there is a plan in place to grow grade levels each year, until we have reached capacity to serve all possible grade levels. Our plan is to eventually serve students from age 3 to age 21 in both the Magnolia and Houston campuses. In our first year of operation, we will serve students in K-5th grade. It will not be until our 5th year of operation that we will open our doors to any students entering into the high school years, starting with 9th grade. Our vision

from the very start is for all of our students to develop to his or her fullest potential and have increased independence and satisfaction in all aspects of life. This vision is driven by the knowledge that we have a limited time to intervene in the lives of our students and we wish to make a powerful impact that creates a ripple effect on our community and beyond. From the moment they walk through our doors, this is in the hearts and minds of every professional at our school. At Thrive Center for Success we will be offering our students courses that will fulfill the Texas high school requirements. Eventually all high school grade levels will be available at Thrive, but in Year 5, we will serve 9th grade for the first time, offering English I, Algebra I, Biology, World Geography, American Sign Language, Art I, and Physical Education. Graduation requirements will be 22 credits, minimum. As students progress through high school, they will be offered more endorsements.

**Prompt 2b.** At Thrive, we are thrilled to be able to bring this level of support for students with autism, to the high school level. So many of the parents we talked to at our public meeting stressed that this type of support doesn't exist at the secondary levels, and that insurance stops full time coverage after the age of 12. This creates a huge need for support in the secondary grades. Our students will make a goal each year for coursework where they can earn credit hours. Grade grade-point averages will be calculated, mostly with assignments that are graded on a rubric. Our high school transcripts will list coursework taken and grades for that course and other identifying information. We will offer American Sign Language, Art I, CTE, Home Economics, Music and Health.

**Prompt 2c.** The first graduation class for Thrive will be the class of 2030. Our board is committed to developing a unique program for students with autism that will result in students graduating our school prepared for college and/or able to support themselves. Our program will have to be versatile enough to fit the wide ranging needs of these students and prepare them for their futures. Our first ninth grade class will be in Year 5. We commit to adhering to state requirements for graduation. Currently, the state requires a minimum of 22 credits for graduation. Thrive will establish a high school curriculum that complies with the state requirements, including requirements for endorsements.

Given the nature of our students, we anticipate determining the elective programs for our high school based on our students needs and interests. Whatever those become they will meet the requirements of TEC Chapter 75.

Our Board will adopt a policy for establishing GPA's, class rank, and promotion from one high school grade level to the next. The intent of the Board is to establish policies that take into account the unique nature of autistic students. While we commit to complying with any relevant state statute, we will also seek to establish a system unique to our students. Thrive transcripts will include all required elements: student's name and address, graduation year, endorsement track, courses and grade averages, credits recorded, and graduation status. Thrive With Autism helps students focus their interest, select their coursework, and better plan for their postsecondary training and education. It is a flexible graduation program that allows all students to pursue their interests and prepare for high-wage, high-skill, and in-demand occupations.<sup>1</sup> At

Thrive Center for success, a student who receives special education services, the ARD committee, which includes the parent, makes the promotion/retention decision, but must base the decision on the student's mastery of the curriculum, not on his/her behavior or the amount of effort he/she puts into assignments. This decision may or may not include mastery of specific IEP goal(s) related to the required curriculum. A student's eligibility to receive special education services ends either when s/he reaches age 21 or graduates from high school. Thus, in most cases the granting of a high school diploma will terminate services. Because of this, graduation is treated as a change of placement under special education law, and parents are therefore entitled to receive notice of their right to dispute the award of a diploma and to use the due process system to try to prevent loss of services.<sup>2</sup> This is not to say that, for example, a student with a mild learning disability, who requires only minor classroom modifications cannot be expected to earn the same credits toward graduation as a non-disabled peer and graduate upon completing those credits. But students with more severe disabilities typically need to be measured on a different scale. For such a student the ARD committee needs to establish criteria for graduation that are based on IEP goals and objectives specific to that student. Criteria for the delivery of a diploma, or the termination of special education services before the student "ages out," should in good sense be based on achievement of functional living skills and employability as well as meeting academic standards. Under IDEA, whenever a school system proposes to change "the identification, evaluation, or educational placement of [a child with special education needs] or the provision of a free appropriate public education to the child," the school must provide "written prior notice to the parents." [20 U.S.C. §1415(b)-(1)(C)] Under current federal regulations that notice must include a description of other options considered, a description of the evaluations which justify the action, and a statement of reasons why the other options were rejected. [34 C.F.R. §300.505 (This appears in §300.503 of the proposed new regulations under IDEA 1997.)] Part B of the IDEA specifically does not address standards for retention or promotion of students with disabilities. Rather, the establishment of standards for promotion and retention for all students, including students with disabilities, is a State and/or local function. Generally, the IDEA would not require that the IEP team make decisions regarding promotion or retention of a child with a disability. However, the IDEA does not prevent a State or local educational agency from assigning this decision-making responsibility to the IEP team. It also is important to note that a retention or promotion decision is not synonymous with a placement decision for IDEA purposes. At Thrive, promotion and graduation criteria will be communicated to parents and students at the beginning of the year through the student handbook, posted on the website and during parent orientation and parent information night/open house.<sup>1</sup>

1 Thrive Center for Success Generation 25 Application

2 <https://www.wrightslaw.com/info/fape/graduate.crabtree.htm>

**Prompt 3.** The very basis for our school is to provide an educational environment and support systems for students with significant needs. These programs will help students at risk of not meeting graduation requirements. Among the strategies we plan for assisting the students are the following:

- Response to Intervention (RtI) - Thrive will have a robust RtI program in place for all students, including our at risk students. These students will receive additional small group and one on one instruction in areas where they are deficient.

- Before/After school tutorials - Thrive will schedule tutorials for at risk students either before or after school. Tutorials will focus instruction and intervention based on the students individual needs.
- Saturday tutorials - Thrive will also offer tutorial instruction on weekends if needed.

At Thrive, we are applying to serve students K-5, adding a grade each year to eventually serve students of all ages. Our students will know and be able to apply knowledge of the Texas Essential Skills and Knowledge (TEKS) for each grade level we serve. Response to intervention (RTI) is a framework that Thrive will utilize to help students who are struggling with academics.<sup>1</sup> There are three tiers of intervention in RTI.<sup>1</sup> Most students can make progress in tier one, which uses high-quality and small group instruction to help students increase their knowledge and skills.<sup>1</sup> Students who need more intensive help can get it in the second and third tiers of RTI.<sup>1</sup> Each tier has increasingly intensive research-based academic interventions, with increasing frequency, duration and intensity.<sup>1</sup> In addition, tier two can be provided in-class or with a small group.<sup>1</sup> Tier three puts focus on the individual student with our most intensive general education interventions.<sup>1</sup> A multi-tier system of supports (MTSS) is more comprehensive.<sup>1</sup> At Thrive we will include MTSS which incorporates the three tiers of RTI.<sup>1</sup> MTSS goes beyond academics.<sup>1</sup> It also covers social and emotional support.<sup>1</sup> That means it can include behavior intervention plans and include supports for social-emotional learning. In tier one, the supports extend to every student that is enrolled at Thrive.<sup>1</sup> Within all the tiers, the focus will be to create a collaborative culture, and build capacity of staff through learning communities and professional development.<sup>1</sup> Embedded in everything will be goal setting and a reflective practice. Finally, we will have procedures to follow for making data-driven decisions<sup>1</sup>. Tier one reflects schoolwide practices and small groups as well. Tier one includes differentiated instruction for all students through content, process, product, and environment.<sup>1</sup> Also in tier one, there will be a quality curriculum that's engaging, appropriately challenging and relevant, with just the right amount of rigor for students to experience success.<sup>1</sup> We will know this through ongoing assessment of our students. Positive Interventions Behavior and Supports will also be a major part of tier one, which can target the entire school, or small groups of students<sup>1</sup>. We will differentiate instruction in our small groups by responding to needs through readiness, interest, learning profiles, and flexible grouping. Tier two would be a smaller group, but the frequency, intensity and duration of the more targeted intervention is increased from tier one.<sup>1</sup> Tier three is our most intensive level of intervention, looking at the individual student, with daily interventions that can be done either in class or pull out, depending upon the needs of that student. If the student is not experiencing success after all three tiers of intervention, more specialized instruction may be considered for the student.<sup>1</sup> Although we will not have students at the junior high and high school level right away,<sup>1</sup> Thrive will do what it takes to help our students graduate by assisting, supporting and collaborating with families to achieve academic success and to ensure that the student graduates on time, from the moment we recognize that a student is challenged in such a way that they are considered at-risk.<sup>1</sup> At Thrive we will have an ongoing supportive relationship with all of our families, so we can use proactive strategies.<sup>1</sup> We shall work collaboratively to find solutions and alternative ways to solve problems, collaborating with the professionals we will have on staff and the families.<sup>1</sup>

<sup>1</sup> Thrive Center for Success Generation 25

## **Family and Community Engagement**

**Prompt 1.** Parents will be offered routine parent conferences with their child's team of educators and therapists to review their child's progress and to allow for questions.<sup>1</sup> Parent trainings will also be offered for families needing to work on specific challenges or behaviors.<sup>1</sup> We will offer our parents of our lower functioning students the option of having a procedure that is working with their child, put on video, to create a video modeling support. Parents will be able to view at home to practice and replicate with greater accuracy. The parents in turn would receive an in-home follow-up training for the teacher to observe the parent with the procedure and give further coaching. This is to help to generalize a pivotal skill (motivation, responding to multiple cues, self-management, and self-initiations). Additional parent training will be available as well, that is less intensive. Parent support groups will be created for parents to have social bonding with other parents at our school. Parents will be encouraged to share their contact information with one another to enable them to reach out to each other for play dates and other social outings outside of school. Parents will be encouraged to let their children play on our playground after school under their supervision, to increase social interaction for both the children and the parents. Events will be held to educate parents on different aspects associated with autism and to allow families to get to know the staff as well as other families.<sup>1</sup> Parents and families will be encouraged to come and eat lunch with their child when they are able. Teachers will be encouraged to have events in their classrooms that involve parents such as, "Guest Reader" where a parent can sign up to bring one of their child's favorite books from home to read to the class, or "Scientist of the Week" where one child a week, with the assistance of their parent, will perform a science experiment for the class. Another way teachers will be encouraged to involve parents would be to invite them to their classrooms to be a "station" students rotate to such as playing a game like chess or checkers. Teachers will be encouraged to make many "class books" where each child has an opportunity to create a page, bind it, read it to the class, then send it home with each student to read with their families and allow them to write their responses in the back for students to read after all families have had a turn. We will encourage our teachers to have TEKS related "show and tell", involving families in helping their child to find an item at home, conceal it in a bag or box, and write several clues about it to read to the class. Older students may have their parents come up to school to be a "guest speaker" and tell the class about their career. The teachers may choose to hold an event where students create a "good" at home to "sell". Parents will help them at home to make their items to "sell". Using play money, parents would come to the school for the event, be given some play money, and "shop" from different "vendors". Thrive Center for Success will have staff available who can speak Spanish and will use translation services as needed to communicate with families who do not speak English.<sup>1</sup> We will take full advantage of Google Translate for written communications or even in-person if needed, keeping both languages in each communication. If a family is attending an ARD, 504 or other important meeting and a translator is needed, we will make every effort to bring a live or Zoom in a translator to increase clarity of the communication and decrease misunderstandings. Families will also be invited to attend special events at the school such as programs and parties, and to help with planning if desired.<sup>1</sup> Thrive places great importance on gaining feedback from families so we can continually work to improve our school. Surveys will be provided to families in order to gain feedback for areas of improvement.<sup>1</sup> Thrive will have a daily

or weekly communication system so parents can stay up-to-date with their child's progress.<sup>1</sup> Examples of such systems include Brightwheel, Skyward, and SeeSaw.

<sup>1</sup>Thrive Center for Success Generation 25 Charter Application

**Prompt 2.** Thrive will use an electronic communication system, such as Skyward, to share information regarding student's academic progress.<sup>1</sup> In addition, Thrive Center for Success will have a minimum of weekly contact with the family via a method chosen by each individual classroom teacher, such as a communication sheet that goes home daily. Professional qualifications of the staff will be posted on the Thrive Center for Success' website.<sup>1</sup>

<sup>1</sup>Thrive Center for Success Generation 25 Charter Application

**Prompt 3.** Thrive several community resources we plan to partner with. **(See Attachment 9)**

Thrive has plans to partner with the **SHSU Charter Schools**<sup>1</sup> for reverse inclusion events.<sup>1</sup> An example of this is Thrive Center for Success holding a field day event and inviting students from SHSU Charter Schools students to spend the day with our students.<sup>1</sup>

**CABAS<sup>2</sup> leadership** will assist us with training our teachers and staff in the CABAS<sup>®</sup> system and help implement the different components in a structured manner into our school. This service will be fee-based.

**The Brown Foundation, Inc.**<sup>3</sup> has generously donated \$25,000 now to help us with our application process and has pledged \$200,000 to assist us with the start up costs of our school if a charter is awarded.

**Inspiration Ranch**<sup>4</sup> is a non-profit organization that provides equine therapy for children with autism.<sup>1</sup> They plan to partner with us to provide equine opportunities for our children.<sup>1</sup>

**Thrive With Autism Foundation**<sup>5</sup> is a separate 501c3 non-profit organization created to provide other beneficial services to our students. These services and additional resources would include recreational activities, insurance-based therapies, social skills groups, vocational training, support groups, parent training and more.

<sup>1</sup><https://www.shsu.edu/charter-school/>

<sup>2</sup><https://www.cabasschools.org/>

<sup>3</sup><https://www.brownfoundation.org/>

<sup>4</sup><https://www.inspirationranch.org/>

<sup>5</sup>[www.thrivewautism.org](http://www.thrivewautism.org)

## Leadership and Governance

### Board Structure and Qualifications

Proposed board member	Area of expertise	Brief description of experience in this area
Dr. Ronny Knox	Superintendent, Clinical Assistant Professor at SHSU, general and special	Education, finance, school board laws, management, leadership, business,

	education, charter school leadership	Certified Superintendent and Principal Doctorate of Education
Dr. Jeff Springer	High School Principal, Board President of Suit-Up Ministries	Education, management, community service, academic awareness and testing statistics, Doctorate of Education
Stacy Grimes	Licensed Specialist in School Psychology, school board experience	Social-emotional learning; evaluation and diagnosis of special needs, education, counseling, previous school board experience
Elizabeth Goldsmith	Medical profession; parent of child with autism, Board President	Parent engagement; autism advocate; leadership; scientific research; published author of scientific articles
Dr. Ann Ziker	Charter school management; philanthropy; parent of child with autism	Strategy; growth; school finance; business; management; Board management and governance
Rev. Rusti Moore	Pastor Emeritus	Community service, fundraising, management, leadership, community engagement
Stephanne Davenport	Treasurer, finance management, board experience	Montgomery County Treasurer, finance management, served on numerous boards

Thrive will be governed by a Board of Directors. The board will be composed of individuals who understand the solemn responsibility to act as a fiduciary of public funds and to uphold the promises of the school's mission. The board understands the non-delegable duties under Texas law and will design thoughtful structures to ensure superior oversight of the school's academic, financial, and operational decisions. All Directors shall abide by a Code of Ethics and Conflicts of Interest policy (**Attachment 11**) at all times when representing the school.

**Role of the Board.** The Board of Directors will hire, oversee, and, if necessary, dismiss the Superintendent of the school. The Board will create clear systems of accountability to ensure that the Superintendent upholds the mission, values, and expectations of the school and operates with integrity in all matters. The Board will design, adopt, and implement a transparent

evaluation rubric for the superintendent, encompassing multiple domains. These domains shall include: academic performance (absolute measures and growth); financial performance (budget; liquidity; accurate and timely reporting); talent management; and operational effectiveness. The Board will request that the Superintendent provide interim reports on these metrics at least quarterly, and more frequently as warranted. The Superintendent shall provide a comprehensive final report on an annual basis, in conjunction with an annual performance review and determination of compensation. In accordance with the laws, the Board shall determine an appropriate compensation package for the Superintendent, referencing and documenting relevant benchmarks. The Board also shall adopt an annual budget, and track variance to the board-approved budget via monthly reports to the Finance Committee and at each regular meeting of the Board. The Board shall engage a qualified independent firm to conduct an annual audit and review the results. The Board shall establish metrics for other aspects of financial management, including liquidity (cash on hand), debt if relevant, and compliance with all applicable reporting requirements.

All employees other than the Superintendent report to the Superintendent, not the Board. The Board generally will present all requests for information and all suggestions to the Superintendent directly, and allow him/her to engage other members of the staff as appropriate.

The Board will commit to clear action plans to stay connected to the various stakeholders served by the school. These plans may include strategies including but not limited to: parent surveys, student surveys, teacher surveys and 360-feedback evaluation of leadership, organizing advisory panels of parents / community members, offering open houses or other opportunities to engage the community at the school. All Board members will maintain a school-issued email address, to be published on the website so that members of the public are aware how to contact a Board member.

**Prompt 1a:** Training and development for Board members will center on three primary objectives: (1) to strengthen Board members understanding of and commitment to the mission of the school; (2) to promote understanding of effective public school governance and the role of the Board; and (3) to identify opportunities for the Board to continually improve its effectiveness.

To promote understanding of the mission and to keep all board members grounded in the success of the school, new board member orientation always will begin with a tour of the school led by the Superintendent. This tour may include visits to classrooms, review of data, and conversations with students, teachers, and/or parents. All new and existing Board members will be encouraged to visit the school frequently, but at a minimum, once per academic year.

New and existing Board members also will receive and review a board handbook each year. This handbook will include a written description of the role of a Board member, all Board policies such as the Code of Ethics, a list of the school's goals, the most recently available academic performance data, the most recent financial statements, and other data to understand the school's performance.



To promote understanding of effective public school governance, all Board members will participate in initial training and annual training as required by law. All training shall be delivered by a state-approved, registered provider. This will include:

New Members:

- **Orientation to the role of board member:** At least 12 hours of training within the first year
- **Orientation to school law:** At least 2.5 hours of training within the first year
- **School finance:** At least 60 minutes of training within the first year
- **Accountability to public and for public funds:** At least 3 hours within first year
- **Open Meetings and Public Record training:** At least 2 hours within the first year
- **Health and safety:** At least 30 minutes within first year
- **Additional training,** at least 3 additional hours selected by board members from categories above, in accordance with the TEA curriculum<sup>6</sup>.

Existing Members:

- **At least 6 hours annually** selected from courses in TEA curriculum.

All Members:

- **Team building and assessment of continuing education needs:** A minimum of 3 hours or of sufficient length to identify and promote steps to build effectiveness of board.

**Prompt 1b: Structure of Board.** The proposed Bylaws, including a description of Board procedures, Committee structure, and officers, are presented as **Attachment 10**. The Board shall meet at least quarterly, and typically will meet monthly. All meetings of the Board must have a quorum present to proceed and shall be held in strict adherence to all aspects of the Texas Open Meetings Act and other relevant government code and provisions.

Although the Board of Directors holds final decision-making authority over all aspects of the school's operation, the Board may create Committees and selectively delegate duties to Committees (with the understanding that some duties are not delegable). Any Committee with delegated authority from the Board shall comply with all aspects of the Texas Open Meetings Act. Other ad hoc Committees may be created to serve in advisory capacity; these Committees shall not be authorized to make recommendations or decisions on behalf of the Board or carry out any actions on behalf of the organization. Ad hoc Committees may be dissolved once they have accomplished the task requested of them by the Board.

If a charter is awarded, the Board would establish the following Committees for the first year of operation:

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<sup>6</sup> TEA Curriculum, <https://tea.texas.gov/sites/default/files/bmcurriculum.pdf>

The **Finance & Operations Committee** shall be responsible for the overall financial health, sustainability, and integrity of the organization. The Chair of this Committee also shall act at the Treasurer of the Corporation. This Committee shall review financial statements and budget-to-actuals reports on a monthly basis and make a presentation to the Board at each regular meeting. The Committee also shall evaluate all transactions related to real estate and/or school facilities. The Committee also shall provide oversight to ensure that the school complies with all relevant code for public schools with regard to procurement, selection of contractors, and all other business transactions. The Finance & Operations Committee will assist the Board in formulating and evaluating performance metrics in these areas.

The **Program Committee** shall provide strategic guidance and oversight of matters related to academic requirements, academic performance, student experience, school culture, community engagement, teacher and leadership selection, development, and retention. The Program Committee will assist the Board in formulating and evaluating metrics in these areas.

The **Nominating & Governance Committee** shall help identify, select, and orient new members to the board, using a clear analysis of the needs of the board and established selection criteria. The Committee will conduct periodic self-evaluations and assessments of the effectiveness of the Board. The Nom/Gov Committee will assist the Board in managing and upholding policies for ethical behavior, avoidance of conflicts of interest, and resolution of any grievances. Finally, the Committee will conduct periodic reviews of the Bylaws, Ethics and Conflicts of Interest Policy, and other governing documents and discuss any necessary revisions with the Board of Directors.

As the school matures and the needs of the organization evolve, the Board may choose to restructure these Committees or establish new Committees.

**Prompt 1c:** All Directors shall abide strictly by a Code of Ethics and Conflicts of Interest policy (**Attachment 11**) at all times when representing the school. Board members must be above reproach and capable of making decisions for the greater interest of the school and its students. During Board training, Directors will learn how to best protect both the school and themselves from the experience of an ethical violation.

Any suspected violations of the policy shall be reported immediately to the Chair of the Board and/or the Superintendent of the school. All members of the Board shall disclose any real or potential conflicts of interest for themselves, their spouse, and their family members.

**Prompt 1d:** Thrive shall adopt and abide by a written policy for the resolution of grievances or complaints from students, parents, or employees. A proposed draft is included as part of **Attachment 11**. These documents shall be published and distributed transparently to all stakeholders. They shall be published in English and Spanish, and in other languages as circumstances warrant. Parents shall receive a copy of the policy in the registration materials upon enrollment of their children. The policy shall be included in a student handbook, to be distributed to parents and students annually at the beginning of the academic year and reviewed at parent meetings near the start of the academic year. Parents and students (as developmentally appropriate) will sign a form annually confirming their receipt and understanding of the policy.

All employees of Thrive will receive a copy annually as part of the employee handbook. In addition, a current copy of the policies shall be published in an accessible location on Thrive's website.

**Prompt 1e:** With assistance from the Nominating & Governance Committee, the Board shall engage in self-evaluation exercises from time to time, typically once per year. The Board will refer to established best practices for effective governance for nonprofit and public school boards, such as the tool available at Boardsource.org. Each Board member and select senior staff members will complete an independently developed survey assessing Board effectiveness. As appropriate, an independent consultant may be engaged to provide impartial analysis of the results. The Board will review the results and outline a plan of action to improve as necessary. The Board also will rely on resources provided by the TEA to train Board members in developing, implementing, and monitoring performance metrics.

**Prompt 2:** The Board will consist of 7 to 9 members in the first year of operation. More members may be added in future years, as the organization grows and evolves. Thrive intends for all members of the Board to reside in the state of Texas, preferably within one of the ISDs served by the school. For the past eighteen months, founder Elizabeth Goldsmith has assembled a team of board members representing an array of professional backgrounds with close ties in the community targeted for the first campus. All members of the board share a deep commitment to the mission and purpose of the school. In addition, all members reside in the state of Texas and in one of the ISDs to be served by the proposed school. Resumes and biographical affidavits are presented in **Attachment 12**.

Thrive recognizes a need to increase the diversity of the governing board. As described above, Thrive will have a Nominating & Governance Committee, and this group will continue board recruitment efforts. Racial and ethnic diversity will be a top priority for future board recruitment efforts.

Thrive also intends to assemble a diverse group of informal advisors, to serve as an advisory council. These individuals shall not have any delegated authorities nor may they act on behalf of the Board of Directors or the school. The role of these advisors will be to serve as ambassadors to diverse communities, and they may, at the request of the Board, present reports about community perspectives to the Board. These advisors also may contribute professional expertise to the school from time to time. Although these advisors shall not have any formal responsibilities or duties, they will be required to adhere to the same Ethics and Conflict of Interest policies as governing Board members.

Thrive will place emphasis on diversity in building this group of advisors, actively seeking representation from Black and Latino communities. Parents of current or former students also will be invited to participate in the advisory councils.

### **Prompt 3. Attachment 13 - Organizational Charts**

**Prompt 4.** The Superintendent will be supported by the Board of Directors. The Board will design, adopt, and implement a transparent evaluation rubric for the superintendent, encompassing

multiple domains. These domains shall include: academic performance (absolute measures and growth); financial performance (budget; liquidity; accurate and timely reporting); talent management; and operational effectiveness. The Superintendent will also be evaluated by the TASB Superintendent Evaluation Instrument.<sup>1</sup>

<sup>1</sup><https://www.tasb.org/Services/board-development-services/Resources/Superintendent-Evaluation/documents/Superintendent-Evaluation-Instrument.docx>

## **Prompt 5. Attachment 14**

### **Proposed Superintendent Qualifications**

#### **Prompt 1. Attachment 15**

#### **Prompt 2: Attachment 16**

**Prompt 3.** The Superintendent salary is \$100,000 per year.<sup>1</sup> The amount per student is \$926. This figure was determined by average superintendent salaries in our surrounding ISDs and then scaling the amount down to accommodate a smaller student population.<sup>1</sup> However, the salary for the combined position in Year 0 - 3 is the average of the Superintendent (\$100,000) and Principal (\$80,000), or \$90,000 per year.

**Prompt 4.** Leadership succession is vital in a small school where culture is key.<sup>1</sup> Seeking individuals that have longevity is important when replacing a founding administrator.<sup>1</sup> Preparing the team is always part of the succession plan.<sup>1</sup> Always earmark leaders who could step-up<sup>1</sup> and through cross-training and collaboration will be long-term success.<sup>1</sup>

The Board will ensure a succession plan is in place for emergency, sickness or another important issue.<sup>1</sup> Likely in a transition, the school would combine Principal and Superintendent to minimize disruption for staff and students.<sup>1</sup> For instance, in an unexpected change, the Principal would take over the duties of the Superintendent and vice versa and the Board would search for a new Superintendent.<sup>1</sup> The use of Interim roles will also be used.<sup>1</sup> By planning proactively, Thrive will always be prepared.<sup>1</sup>

<sup>1</sup> Thrive Center for Success Generation 25 Charter Application

### **Proposed Instructional Leadership Team**

**Prompt 1.** The school leadership team will be composed of a (1) Principal/Superintendent, (2) a Head BCBA/Student Management, and (3) at least one Model Classroom Teacher. These leaders have not been identified yet, but Thrive plans to have a Head BCBA/Student Management leader with extensive CABAS training that will assist in the training and implementation of the CABAS model into each classroom. A Model Teacher, trained in the CABAS system, will use their class as a model classroom for other teachers to learn from and to model after. The Model Teacher will train teachers and coach them on those strategies.

**Prompt 1a.** The school leadership team at Thrive looks to support our diverse group of teachers.<sup>1</sup> Our administrators and school staff will be united in their commitment to student learning through our Professional Learning Communities (PLC)<sup>2</sup>. Our PLCs will build our school capacity

with regards to teaching and learning and will work to establish our school culture.<sup>2</sup> With our PLCs we will have shared responsibility for the development of all students and collective responsibility for student success.<sup>2</sup> This model will work seamlessly with the CABAS model, focusing on student performance. Team members will be continuous learners, collaborative, and collaborate on effective teaching and learning.<sup>1</sup> Our school leadership team will develop a common understanding of the attributes and actions of a highly effective instructional leadership team.<sup>1</sup> The leadership team will set team and personal goals and attend professional development.<sup>1</sup> Next, they will gather ongoing data, and continually assess the team's effectiveness in meeting its goals and solving the identified problems with teaching and learning at our school.<sup>1</sup>

**Prompt 1b.** Thrive will work closely with CABAS consultants. These consultants will assist with staff selection, training of staff, and the implementation of the CABAS system into our school. CABAS consultants also assist with monitoring student progress, implementing interventions, and ongoing staff coaching.

Everyone at Thrive Center for Success will be working on goals. Goals and progress will be visually displayed.

**Prompt 1c.** Our leadership team will implement and monitor data systems and share evidence and data with staff to monitor teaching and learning goals.<sup>1</sup> Through collecting testing results, progress on a child's IEP and small group interaction, Thrive will have a strong pulse on the level and progress each child is making academically.<sup>1</sup> Thrive will make data driven decisions and offer excellent support to every child.<sup>1</sup>

**Prompt 1d.** The leadership team will model best practices with special populations when providing support to the teachers.<sup>1</sup> They will develop a climate of trust and respect to engage teachers in conversations about student learning data and ways to use data to improve instructional practices and organizational structures to improve student learning.<sup>1</sup> They will model and support a strengths-based culture of continuous improvement.<sup>1</sup>

**Prompt 1e.** The leadership team will plan professional development and provide other resources (e.g., coaching) to support schoolwide implementation of instructional practices.<sup>1</sup> This will particularly include extensive CABAS training. Whenever possible, teachers will be involved in selecting professional development and with choosing a coaching goal.<sup>1</sup> This allows a collaborative approach to training and teaching for greater buy-in.<sup>1</sup>

**Prompt 1f.** The actions and decisions of the team will reflect a shared commitment to achievement of improvement goals and the implementation plan.<sup>1</sup> Through monitoring every student and ensuring 'No child is left behind,' all individuals will excel and be offered an opportunity to grow.<sup>1</sup> The leadership will monitor these milestones and help promote a spirit of success to the students and staff alike.<sup>1</sup>

**Prompt 1g.** Our leadership team will be active in the community.<sup>1</sup> They will use the first semester of school to drive into each community that our students reside, to learn more about the culture of our school population and see firsthand, the areas our students live their daily lives.<sup>1</sup> Each member of the team will take time to volunteer with at least one organization, somewhere within our geographical boundaries during the course of the year.<sup>1</sup> Finally, the team will come together

and share their common experiences with one another and the teachers and plan, through the course of the year, at least two ways to support our community through our school, for the following school year.<sup>1</sup>

**Prompt 1h.** The leadership team knows firsthand about the community and how it looks on the outside, they will next try to see what makes it stick.<sup>1</sup> One thing that we want the entire community to participate in is a quick online survey to get a better sense as to what our families want.<sup>1</sup> In addition, they will contact three diverse families that, during the course of the year, they will make personal home visits in an effort to better serve our community and understand their needs.<sup>1</sup> Finally, our team will keep up with the happenings of the area by participating in some community events such as those held by the Rotary Club of Magnolia and the Greater Magnolia Parkway Chamber of Commerce.<sup>1</sup>

<sup>1</sup> Thrive Center for Success Generation 25 Charter Application

**Prompt 2.** Thrive's instructional leadership team will work one on one with the principals and as partners to grow their instructional leadership capacity.<sup>1</sup> They will develop professional learning networks focused on principals' growth as instructional leaders.<sup>1</sup> They will provide and broker professional development for principals based on individual and group learning needs.<sup>1</sup> They will collaborate with colleagues to share ideas and provide coherent support to principals.<sup>1</sup>

**Prompt 3.** School leaders will be supported, developed and evaluated using a locally adopted version of T-PESS.<sup>1</sup> The T-PESS will assess the principal's performance in relation to the Texas Principal Standards.<sup>1</sup> The principal will take the lead in conducting the evaluation through the use of self-assessment, reflection, and input gathered from various individuals within the school.<sup>1</sup> The evidence and documentation gathered by the principal is not intended to become a portfolio, but be a basis for self-assessment, goal setting, professional development planning, and demonstration of performance on specific standards.<sup>1</sup> This will measure leadership performance, guide leaders as they reflect upon and improve effectiveness, focus on the goals and objectives of schools and ISDs as they support, monitor, and evaluate their principals, guide professional development, serve as a tool in developing coaching and mentoring programs.<sup>1</sup>

<sup>1</sup> Thrive Center for Success Generation 25 Charter Application

<sup>2</sup> "Professional Learning Communities Made Easy" [Powerpoint presentation] by Faye L. Lewis (2010). Available at <https://www.slideshare.net/guestcc6b38/professional-learning-communities-made-easy> (Accessed date January 5, 2021)

## **Proposed Financial and Operations Leadership Teams**

### **Prompt 1.**

The Thrive Board is a collective group with leadership and background for managing budgets within schools and organizations.<sup>1</sup> Having led teams of people, each Board member has been responsible for ensuring their responsible areas succeeded.<sup>1</sup> It may have been in a public school setting, managing ISD and county budgets, church leadership roles, following an approved budget or through the medical industry overseeing a staff of nurses and understanding the expenses that

are required.<sup>1</sup> Each Board member is committed to effectively following the budget and working within the means of what is supplied and the state revenue the school generates.<sup>1</sup>

The budget development occurs with a group of individuals contributing to ensure all facets of the budget are explored.<sup>1</sup> Thrive plans to contract with an experienced CFO such as Gene Zhu of DSS to provide financial leadership and required reports to the Board. Mr. Zhu has experience providing fractional CFO services to many charter schools. In that capacity our selected CFO will provide the leadership for our Accounting Clerk/Business Manager, prepare the schools financial books according to GAAP and FASRG standards, submit monthly reports to the Superintendent and Board, and provide training for our financial personnel. The Superintendent/Principal will contribute from an educational perspective.<sup>1</sup> With a collaborative approach and a pooling of resources and expertise the leadership team, Board and executive staff will ensure the school is efficient and effective.<sup>1</sup>

The Superintendent is responsible for ensuring all policies have procedures and controls.<sup>1</sup> With the help of a CFO who understands best practices in the finance area of a school, these two officials will effectively enforce a board sanctioned policy.<sup>1</sup> Fundraising is another area of experience that the Board members have together.<sup>1</sup> Collectively, Rev. Rusti Moore has led the charge on building capital campaign projects and Dr. Ronny Knox has been a founding leader in a charter school requesting donations.<sup>1</sup> Dr. Ann Ziker has extensive experience in fundraising as well. A commitment has been made to raise funds to increase the Start-Up funding for this school.<sup>1</sup> Each of these individuals brings proven success and leadership.<sup>1</sup>

<sup>1</sup> Thrive Center for Success Generation 25 Charter Application

## **Prompt 2. Attachment 20- Qualifications for Proposed Financial Team**

**Prompt 3a.** General Operations will fall to the Executive and Leadership teams at Thrive.<sup>1</sup> The Board offers oversight, policies and accountability to the team as it sets out to show data that meets the approved collaborative goals.<sup>1</sup> It is the role of the Board to support the leadership team's effectiveness in the school.<sup>1</sup> Adding policies to offer framework and viable goals for direction, the Board of Directors best support their Operations and Leadership team.<sup>1</sup>

**Prompt 3b.** Facilities acquisition will be led by Dr. Ronny Knox, Dr. Ann Ziker, and Rev. Rusti Moore. They have extensive background in leading organizations to successful facilities procurement.

**Prompt 3c.** The Superintendent is expected to place postings on both the job board on the school website and social media according to the timeline in the Start-Up YR 0.<sup>1</sup> Teacher Recruitment events will be attended by Board members and Executive Staff.<sup>1</sup>

**Prompt 3d.** Policy Development is the responsibility of the Board of Directors for Thrive Center of Success.<sup>1</sup> Thrive Center for Success has been provided baseline board policies by SLHA, LLP as part of their client services. As they create the policy, the Superintendent and CFO will create the procedures that offer best practices.<sup>1</sup> Ultimately the Superintendent is held to the standard of enforcing the procedures in that organization.<sup>1</sup> Thrive will join the TPCSA to keep up with best practices.

**Prompt 3e.** Contract Management is under the duties of the Superintendent as exhibited in Attachment 13, the Organizational Chart.<sup>1</sup> All contractual providers will report to that position.<sup>1</sup>

The Board is responsible for approving the contract for amounts over \$5,0000 and we understand current case law requires board approval for all contracts.<sup>1</sup>

**Prompt 3f.** The Superintendent oversees the PEIMS Coordinator.<sup>1</sup> To ensure all funding and TEA submissions occur on a timely basis, the accountability of these submissions are given great oversight.<sup>1</sup> In addition, Thrive understands the importance of providing accurate attendance, student information, etc. to TEA and will work to have systems in place to do so. The Superintendent will sign each report and verify the data is correct.<sup>1</sup>

**Prompt 3g.**

Student recruitment has a budget of \$20,000 in the start-up YR 0.<sup>1</sup> Word-of-mouth and direct, face-to-face conversations with families are critical to recruitment efforts. Funds will support grassroots outreach efforts such as fliers at apartment complexes, tables at commonly visited places such as community centers, sporting events, and similar. The expense used to fill the school initially will go towards promoting the belief of what the school will offer to parents seeking choice and options.<sup>1</sup> Thrive will partner with local organizations that already serve individuals with autism such as clinics, medical facilities, camps, and similar.<sup>1</sup> The Board of Directors feels the school will have a wait list, based on demographics in the greater Montgomery County.<sup>1</sup> We are seeking to help 108 of these children in Year 1.<sup>1</sup>

**Prompt 3h.**

Safety of the school begins first with policy creation and then procedure implementation.<sup>1</sup> Teachers and staff will be trained on safety expectations while on the school grounds.<sup>1</sup> The BCBA will assist in student safety measures to ensure the population of special needs students are in the safest environment possible.<sup>1</sup> Emergency operation plans will follow all guidelines and recommendations of the TEA/TSSC. Thrive will also have the required Safety and Security Committee as discussed in Prompt 5 in the School Culture and Safety section of this application.

<sup>1</sup> Thrive Center for Success Generation 25 Charter Application

**Prompt 4. Attachment 21-Qualifications for Proposed Operations Team**

**Prompt 5.**

Thrive will employ a PEIMS coordinator who will join the staff full-time in March 2022 during Year 0. In Year 0, we have budgeted \$25,000 for the PEIMS coordinator. This position will be available for set-up and training of the SIS system according to the timeline in the Start-up Plan.<sup>1</sup> After the initial training and coordination of the database is prepared, this position will serve in aiding the registration of students and act as a liaison with the Region 6 Service Center for Payroll/HR. <sup>1</sup> The starting salary for this position is \$50,000/year and qualifications include a high school diploma, some experience and college preferred. If a competent PEIMS coordinate cannot be hired, we will look to DSS or <https://www.jgdickson.com/> for contract PEIMS services. Thrive is aware that the PEIMS position and accuracy of data input is mission critical.

<sup>1</sup> Thrive Center for Success Generation 25 Charter Application



## **Performance Management**

**Prompt 1.** The Board will adopt academic goals and plans as well as an academic reporting calendar.<sup>1</sup> The leadership team will prepare and report monthly at each scheduled Board meeting and update on academic financial and operational indicators.<sup>1</sup> The leadership team will also report monthly at scheduled Board meetings in executive session any student discipline concerns, personnel concerns, and any real estate issues.<sup>1</sup> Each indicator will be assessed monthly.<sup>1</sup> Determination of success or failure will be determined by whether our school meets the threshold standards of TEA's performance framework.<sup>1</sup>

**Prompt 2.** The Board will direct the leadership team to continue the operational systems in place if continuous success is evidenced through the data.<sup>1</sup> If the data from the reports show a lack of success or inconsistencies the Board will direct the leadership team to prepare and present a corrective action plan in these areas.<sup>1</sup> The Superintendent or his delegate will be responsible for implementing the corrective action plan and reporting back to the Board monthly on progress.<sup>1</sup>

<sup>1</sup> Thrive Center for Success Generation 25 Charter Application

# **Talent Management and Development**

## **Talent Management**

**Prompt 1.** At Thrive, a key design features is highly trained teachers. We aspire for classroom teachers to be dual certified in special ed. and gen. ed.. For year one, all but three classroom teachers would need spec. ed. certification. Our classroom teachers will be hired understanding that dual certification is the expectation for every classroom teacher to achieve by year three of employment. Additionally, all classroom teachers will be hired with the understanding that they should obtain ESL certification by the end of year one. We will hire at least one RBT (Registered Behavior Technician) that is bilingual. All of our teachers will receive training in CABAS (Comprehensive Application of Behavior Analysis to Schooling) strategies. We plan to provide an Intro to CABAS and ELCAR (Early Learner Curriculum and Achievement Record) trainings provided by Foundation for the Advancement of a Strategic Science of Teaching (FASST), along with other curricular and procedural trainings. Additionally, our paraprofessionals will be hired on with the expectation that they will be working towards their RBT (Registered Behavior Technician) certification and will receive the FASST RBT sequence, starting at the beginning of the year that continues for 20 weeks, for two hours a week. Additionally, all teachers will receive CABAS: Strategic Science of Teaching coursework, a 15-week course for two hours/week. Our CABAS consultants will also be supporting us in many ways. They are involved in training, fidelity, tracking student progress and suggesting interventions, and will eventually be conducting research at our school. Staffing our school, the CABAS consultants will reach out to recent graduates at both Columbia University and Nicholls University, to help place teachers having existing CABAS training. Having a CABAS trained BCBA to be in a leadership role as the BCBA over Student Management, and one to lead a model classroom is also planned. The CABAS training is scientific, research based, intensive, and explicit teaching that is highly beneficial to all students.

We will hire staff who will effectively serve English Learners, students with disabilities, and other students. Thrive's superintendent/principal will recruit individuals with at least a bachelor's degree for all instructional positions. Each year by October, the needed staff for the following year will be determined and budgeted for, and recruitment efforts will begin to allow for ample time to select high-quality staff. For staff that will be hired outside of the CABAS recent graduate student program, high quality support staff will be sought after, by posting on multiple job websites such as LinkedIn, Glassdoor, and Indeed as well as reaching out to our extensive network of educationally connected professionals and therapists that may be interested applicants. Job postings will also be shared with local universities. We will accept hand delivered applications and resumes as well as those that are sent through traditional postal services and will also accept them electronically via email. Recruitment events at local universities will also be attended. We will use our presence on social media to announce all of our recruitment events. Additionally, we will have a table at VillaSport School Expo each January, and can post that we have openings at our school. Interviews will start in Dec.-/Jan., and staff will be selected by Feb-Mar. Top applicants will be interviewed by the superintendent/principal and will be selected within a month or two. We will specifically look to our local universities and community colleges to recruit staff to serve English learners and students with disabilities, as well as other student groups. During the interview, the principal/superintendent will discuss previous work experience, experience with individuals that have autism and English Learners (ELs), and will provide a response to a prompt, probing the candidate on what instructional strategy to use in different situations and how to set a classroom up for particular activities and how to respond to a particular behavior.<sup>1</sup> From there, the principal/superintendent will check references, and verify certifications/degrees. The principal/superintendent will make a decision on whether or not to hire the candidate and will follow-up with a communication either way, in a timely manner. If by January we haven't received enough applicants for a sufficient interview cycle, we will increase our efforts by contacting recruitment agencies and increasing attendance at job fairs. If the candidates selected turn out to not be a good fit for Thrive, the interview process will morph into more of a team effort during the interview process with more input from the team, but would continue to be selected by the principal/superintendent.<sup>1</sup> It is our goal to have the teachers at our school fully staffed for the upcoming school year by mid to late May and all of our positions filled by the end of June.

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

Our school realizes that we have an extremely vulnerable population, and this makes it imperative that we conduct a very thorough criminal background check to every potential employee. At Thrive, when we hire staff, we do not discriminate based on race, gender, disability, color, religion, etc. Possible staff will submit an application for employment that includes a cover letter that addresses how they personally connect to our mission and vision and a plan for how they will apply themselves to align with our mission and vision in the position that they are applying for. It is important that everyone, from our bus drivers to our school nurse, to our secretary to our life skills teacher, align themselves to both our mission and our vision. They will submit a resume, that includes pertinent background information. Each teacher and

paraprofessional potential will be asked to submit a short 5-minute video clip, where they describe a successful teaching experience, they had with a child that has autism, and a moment that they struggled with a student that has autism. Additionally, the classroom teachers will be asked to name one way to build relationships with families, and one way to build relationships with peers. After review, the principal/superintendent will invite candidates to come for an in-person interview. During this interview, candidates will be given a scenario and will be asked what their response and approach to support that student would be. The scenario will relate to the position they are applying for. A background check and fingerprinting will be done for candidates being considered for hire. Potential staff will be made well aware that one of the key features of this school is to have a highly trained staff, and the focus population requires a high level of training to foster successful outcomes. Potential staff needs to agree that either they come with at least a level one CABAS training, or they will need to participate in the preservice and additional training during the school year. Once an employee is cleared after being identified to hire, great care will be made to place our staff into the setting that they show the most strengths for, whether that be a general education class, a special education self-contained classroom, a resource room, and life skills room. Additionally, the teacher should be carefully placed on a team that can help to mentor a newer teacher. If the employee is not performing up to our high standards or are having problems that keep them from completing assigned tasks, or even if we need to downsize, firing an employee is an option. Before any firing, the principal/superintendent will be sure and meet with the individual, to discuss barriers to success. Supports will be put into place such as instructional coaching, or learning about a new teacher strategy, to determine a starting place for support. There will be a timeline put into place, and there will be clear expectations for improvement to take place by the end of that timeline. We will never fire an employee after an emotional conversation. We will take time to evaluate the decision, with a cool down period. We will follow all policies outlined for our charter. If indeed we do terminate an employee, we will be sure to document the reason for the firing and report it to the board. We will be honest when explaining the reason for job termination, but tactful. During the exit interview we will be sure to have at least one more employee present while emotions are running high. We will be neutral, meeting in neutral territory.<sup>1</sup>

**Prompt 3.** Due to the nature of the teaching job, our employees are exposed to germs every day. To prepare for any shortages in staff, we will proactively create a preferred substitute list that every teacher has access to. In addition, as our students rely heavily on the solid relationships they have formed with their teachers, if one is absent, the paraprofessional will step up their role in working with the assigned student, being a solid presence for the student as they may feel a great deal of anxiety when they note that their teacher is absent and there is a substitute there. Some of our students that struggle with this may have a social narrative made for them, so that when they have a substitute, the support can be put in place to help the day go by more smoothly.<sup>1</sup> In year one we are allocating \$2,250 to cover the cost of substitute teachers. If a substitute cannot be found, the principal/superintendent will utilize other staff including leadership to cover until a substitute can be put into place. In the case that there is a staff shortage for hire, a file where previous promising interviewees are housed will be activated in the search for replacements. Word of mouth and personal network groups of employees are another resource for finding quality employees to address a shortage.

## Professional Development and Evaluation

**Prompt 1.** At Thrive, we have teacher training for CABAS (Comprehensive Application of Behavior Analysis to Schooling) for all teachers and paraprofessionals and ELCAR (Early Learner Curriculum and Achievement Record) for all teachers in the month prior to the beginning of the year and throughout the year. This is a major aspect of our school and is a structure, assessment, and curriculum for teachers. In year zero, we have allocated \$ 30,950 for professional development. During preservice, teachers will be introduced to the CABAS system with the *Intro to CABAS* training that is \$250 a person, five classes at one and a half hours each. *ELCAR* training will be for all of our classroom teachers, at \$400 a person for three sessions, two hours each. 13.5 hours total. RBT/Paraprofessionals will also receive the *Intro to CABAS* training, at \$250 per person...five classes at one and a half hours each. It will be 7.5 hours of total preservice paid training.

Additionally, we will have five professional development days in August to prepare for our first days with our students. The professional development plan will be designed to model instructional strategies that will be used with our students in combination with teaching those strategies. There will be a Thrive Showcase where we will set up two model classrooms, complete with what will be needed to start out a school year. One will be modeling our Self-contained classroom for our life skills classes and the other will be set up to show the CABAS Accelerated Independent Learner (AIL) classroom, our general education full inclusion classroom. Teachers will learn about procedures for our campus such as arrival and dismissal, attendance, and how we manage our resources and materials. We will get deeper into curriculum expectations, the portfolio assessment and goal setting. Teachers will learn what they need to know for a successful start of the year and walk away from professional development with a full week of plans. As we are a campus with a large special education population, the teachers will be trained on our CABAS data collection system called The Learning Picture, and IEP software called SpedTrak. Teachers will also learn about PBIS in regards to schoolwide motivation strategies. Finally, teachers will have time to make specific plans for the first weeks with their students, incorporating rigor with TEKS, how to differentiate for GT and ELs, developing baselines and other assessments such as motivation scales and reinforcer surveys to help them get to know their students. The training will be conducted by the principal/superintendent and the BCBA Student Management. Some of the training will be uniform, but there will be breakout sessions where teachers can choose strategies they want to learn more about and other individualized training topics. This training aligns with our mission statement and goals for our charter school.<sup>1</sup>

**Prompt 2.** At Thrive, teacher training for CABAS (Comprehensive Application of Behavior Analysis to Schooling) is that all teachers and paraprofessionals attend 13.5 hours spread out over the month of June 2022 for preservice. Teachers and paraprofessionals will be compensated at \$100/day for the preservice training. They will be given a basic understanding of CABAS with an introductory course, and also classroom teachers will learn how to administer and use the ELCAR

(Early Learner Curriculum and Achievement Record). We have five professional development days prior to the beginning of the year. On the first day we will focus on bonding as a staff, schoolwide PBIS (Positive Behavior Interventions and Supports) procedures, other schoolwide procedures and mandatory charter school training. On the second day, the training focus will be on our curriculum, strategies for best practices and assessment. On the third day of training, we will cover ABA strategies for both behavior support and academic support. Day four will be focused on data collection, writing Behavior Intervention Plans (BIPs) and IEP components. Day five will be more individualized with writing lesson plans, setting up the classroom for specific students, and planning for rigor, differentiation and beginning of the year assessments, and learning more about specific instructional strategies. The teachers will receive compensation for these days as they are built into the calendar as a paid workday.<sup>1</sup> Our teachers will be offered training in Tier One Best Practices, such as cooperative learning, thinking maps and differentiated instruction. They will receive training on the curriculum resources. Other training topics available preservice and through the year will be an overview of organization, time management, standard-based IEP alignment, accommodations and modifications, scaffolding instruction, working with ELPS, dyslexia, RtI and 504, email and other campus-based technology applications, working with parents, assessments, and our LOTE, American Sign Language. Additionally, our teachers will be trained in the T-TESS and the TPRA, both teacher evaluation tools.

**Prompt 3.** At Thrive there will be 8 professional development days and 4 workdays through the first year. The professional development days will each be 6 hours, with the bulk of them being in August before school starts. In October, February and May, there will be one full staff development day as well. The daily schedule will not be affected by any of the professional development days in this first year. The principal/superintendent and the Head BCBA will provide much of the professional development, except for the mandatory charter school training which will be done by Regional Educational Service Centers nearby our school and CABAS. Teachers will be further supported by participating in a coaching cycle for any areas of growth during planning periods and this will occur for each teacher at least one time during their first year with Thrive. Additionally, during planning periods, teachers will be collaborating to do common planning, and data analysis one day a week. This professional development plan for our teachers will prepare them to have a successful launch to the school year, and will give ample opportunities to expand or review during planning periods and additional professional development days throughout the school year. First year teachers and teachers that show they need more support may have additional classroom observations and mentors to help guide them successfully into the teaching profession.<sup>1</sup>

Throughout the course of the year, teachers will continue receiving training with CABAS. They will receive training that is spread out titled CABAS: Strategic Science of Teaching at \$2100 per person, per course. This is a 15-week course (equivalent to graduate course). It consists of 2-hour sessions per week. Each course is 15 weeks. It includes 3 classroom observations/consults a semester of each teacher participating.

<sup>1</sup>Thrive Center for Success Generation 25

**Prompt 4.** At Thrive, our teachers will be supported and developed by going through coaching cycles with both the BCBA Student Management and the principal/superintendent. Our teachers will be evaluated by the principal/superintendent utilizing the T-TESS and the TPRA (see attachment 24). If a teacher is struggling and performing at an unsatisfactory level, that teacher will get more coaching support from the BCBA Student Management, work with our teacher in the model CABAS classroom and will be making specific goals for growth with short timelines.<sup>1</sup>

<sup>1</sup>Thrive Center for Success Generation 25

## **Operational and Financial Plans**

### **School Calendar and Schedule**

#### **Prompt 1. Attachment 25- Proposed School Calendar (Annual)**

At Thrive, we plan a proposed annual school calendar that starts on August 10, 2022 and ends on May 25, 2023. The school year will include 180 instructional days and 75,600 instructional minutes. The calendar will allow for 12 professional development days as well as two inclement weather days. The student holidays are consistent with local ISD dates to accommodate families with multiple siblings at area ISDs.<sup>1</sup> With the majority of our population being special education students, our calendar accommodates the students by having a shorter school day, resulting in a greater number of instructional days.<sup>1</sup> This allows for greater consistency and less “slide” during lengthy vacations from school.<sup>1</sup> Students who have autism typically need support with maintaining instructional focus for long periods of time, thus shortening the school day to a seven hour day allows us to provide explicit, individualized learning that challenges our students while supporting them simultaneously.<sup>1</sup>

<sup>1</sup>Thrive Center for Success Generation 25

#### **Prompt 2. Attachment 26 - Proposed School Schedule for Day and Week**

At Thrive, the school day will begin at 8:30 and end at 3:30.<sup>1</sup> This delayed start time was purposefully chosen for the families with multiple children at different campuses to make drop off easier, and to decrease anticipated tardy arrival to school.<sup>1</sup> The 3:30 end time allows for after school therapies and recreational activities.<sup>1</sup> The school day has a clean flow that is predictable with minimal transitions, thus maximizing instructional time in the core subjects.<sup>1</sup> Students will receive 300 instructional minutes per day for core subject areas and the remaining 120 minutes will be used for instruction in necessary skills in the following areas: social, emotional, adaptive, leisure/play and life skills. Each student at Thrive will have their own individualized education plan which we will use to guide our instruction. Our school day will be structured yet flexible in order to support the instructional needs of each student.

**Prompt 2a.** At Thrive, the school day will begin at 8:30am and end at 3:30pm, giving us a 7 hour school day.<sup>1</sup>

**Prompt 2b.** At Thrive, the minimum number of minutes per day that we will devote to academic instruction will be 420 minutes for all grade levels.<sup>1</sup> The minimum number of minutes per week devoted to academic instruction will be 2100 minutes for all grade levels.

Our teachers will be given 30 minutes, one day a week to use for PLC (Professional Learning Community) time. This time will be used for creating common assessments, analyzing data and more.

**Prompt 2c.** Our number of instructional minutes in a day for each core subject is as follows:<sup>1</sup>

ELAR/Language Arts: 150 minutes

Mathematics: 90 minutes

Science: 30 minutes

Social Studies: 30 minutes

<sup>1</sup> Thrive Center for Success Generation 25 Charter Application

### **A Day in the Life: Student Perspective**

Sean is identified as a second-grade student with autism. Teacher 1 is a CABAS Teacher. Sean is in an inclusion class. The classroom also includes a teaching assistant.

**At 8:30**, the instructional day begins with a morning meeting & explicit Social-Emotional Learning (SEL) instruction. While the classroom is engaging in morning meeting with the teacher, the teaching assistants are monitoring students' objectives for morning meeting (i.e., listening to a group story, following whole class instructions, participating in the group meeting activities). The teacher reviews the expectations for the day with the students. The teacher reviews the point system menu for the day and allows the students to select reinforcers they are earning. Sean identifies a reinforcer of playing a game with a peer.

**At 8:45**, the teacher transitions the students to English language arts (ELA). The classroom is broken up into centers including: language & vocabulary, phonics, standard based instruction (reading comprehension), and shared/ independent reading, and reading fluency. The first center that Sean is participating in, is a reading fluency center that the teaching assistant of the class is monitoring at the moment. Sean during this time is working with a teaching assistant who has been trained in working with students 1:1 on reading fluency. Sean first reads a set of words to mastery and then to a fluency rate, with a goal of 50 words per minute. Every 25 minutes the students change centers. The next center Sean participates in, is standard based instruction with the teacher. At this time, Sean is working with 2 other students with the class on a Texas Wonders reading lesson. The teacher also targets an IEP goal at this time, which includes students vocally retelling sequential events within a story. Sean earns points within the lesson with the teacher. Students access at least 3 centers per day. Sean's last center today included language and vocabulary. When Sean gets to the language center, Student A meets with the teacher to work on Language for Learning, a Direct Instruction program targeting vocabulary, and speaking in sentences. Sean during this time is in a block that the teacher and one other student. During the block, the teacher and the instructional aide are collecting student data on each activity. The teacher collects data while providing the individualized instruction within centers,

and the teaching assistant collects data on the support centers that she is assisting with on students' correct and incorrect responses.

**At 10:00** the students transition to math. During this time, Sean is working with 2 other students on a second grade TEKS standard. They begin math, working on addition and subtraction fluency (TEKS standard 2). The teacher introduces 4 new fact families to the group of three students by providing models to writing addition and subtraction equations. Students vocally respond in unison (utilizing choral responding) to different fact families targeting the goal. Next, Sean works on the skip-counting second grade TEKS standard. The teacher provides models while students in the group are attending the lesson. Sean is watching the teacher provide the models of how to skip count. The teacher then has the group of 3 students choral respond to skip counting starting from different numbers. Sean gets 2 out of 5 correct responses during choral responding, while the other two students in the group receive 5 out of 5 correct responses during choral responding. The teacher sets the other two students up on an independent activity to reinforce the skills that were taught in a group and sits with Sean to provide Sean with more opportunities for him to respond to the instructional objective. When provided additional opportunities, Sean now emits 3 consecutive correct responses. Sean begins the independent activity to reinforce the skills. During this time, Sean (and other students) have received points that they have received.

**At 11:30**, students transition for lunch and recess. Sean sits with peers from the class for lunch and then engages in recess with peers from other classes.

**At 12:30**, students transition into science. During science the students are working on an experiment aligned to a second grade TEKS standard. The instructional aide is supporting students while the science teacher leads the class. Teacher and instructional aide collect data on students' responses in terms of how they respond to instruction. This data is utilized to determine whether the student has mastered the skills for the day or if they need some additional tactics to help them with the skill.

**At 1:00**, students transition to social studies. During social studies, the students are following the TEK standards and instruction is individualized based on students reading levels. Teacher breaks the class up into small groups, and the teacher and instructional aides rotate between the groups providing direct instruction and immediate feedback. Teacher and instructional aide will collect data on students' responses in terms of how they are responding to instruction. This data is utilized to determine whether the student has mastered the skills for the day or if they need some additional tactics to help them with the skill.

**At 1:30**, students participate in enrichment. Today is physical education, the instructional aide goes to physical education to support students that need extra support.

**At 2:00** the students come back to the classroom. The students come back to work on their station rotations within English language arts. However, this rotation schedule is geared on writing. Stations include: reading comprehension, writing fluency, modeled writing, and independent writing. Sean has an IEP goal of writing about fiction and informational texts, so he



is group 1 (reading comprehension group) where he will begin the station rotation working with the teacher on reading a fiction story, and writing about the story.

Rotations rotate every 30 minutes. The next station Sean goes to is modeled writing, where the instructional aide is providing additional models from a previous TEKS standard that was taught earlier in the week. Students receive feedback from the teacher or teaching assistant within the groups they participate in. Teacher and instructional aide collects data on students' responses in terms of how they are responding to instruction. This data is utilized to determine whether the student has mastered the skills for the day or if they need some additional tactics to help them with the skill..

Students continue to earn points. Sean earns enough points to trade his points in to play a game with a friend, so at the end of the second ELA block, he gets 5 minutes to play a game with a friend.

**At 3:15:** Students have a closing meeting. They self-monitor their behavior from the day by participating in a reflection. Additionally, the teacher leads SEL activities to end the school day. Feedback is provided to each individual student during this time.

**At 3:30** the students are dismissed.

## **Student Recruitment and Enrollment**

### **Prompt 1.**

**Marketing to families:** Outreach and awareness-raising has been ongoing since 2019 and will continue through spring, summer, and fall 2021. The most important tools for marketing include:

- **Facebook engagement with autism-focused groups.** Thrive has made regular contact with other autism group Facebook pages including the Autism Resources Spring/The Woodlands. By Summer 2021, Thrive plans to make contact with other autism-focused Facebook groups in other geographies including central Houston. By Summer 2021, Thrive will connect with national organizations that have local chapters in the autism community, including Autism Speaks, Music for Autism,
- **Social media engagement with other families.** Families Empowered will continue to be a partner in helping Thrive reach families of diverse economic, racial, and ethnic backgrounds. Thrive's initial Facebook Live interview with Families Empowered reached more than 2000 individuals. By Fall 2021, Thrive will host at least two more Facebook Live events. These will be presented in English and Spanish.
- **Partnerships with autism-serving nonprofit organizations.** Thrive will partner with the ecosystem of nonprofit organizations that provide services to families with autism. These include: Mikey's Place, an advocacy organization that hosts an annual fair and publishes a resource guide for families of special needs children; special needs camps such as Camp For All or Camp Blessing; the Arc of Texas and Greater Houston; and others. Many of these organizations are philanthropically supported and reach a diverse audience of families.
- **Partnerships with medical professionals.** Pediatricians are often a primary source of information for families seeking educational options. Thrive has established contacts with

physicians, clinics, and pediatricians who serve children with autism and will continue to use these relationships to make families aware of the school opportunity. For example, Dr. Daniel Williamson, a physician at the Dan L. Duncan Neurodevelopmental Clinic at UT Health Science Center, is one of the city's leading pediatricians in this field. Dr. Williamson has written a letter of support and can communicate with his patients. To ensure equitable access, Thrive will seek to forge similar partnerships with physicians and clinics that serve a lower-income population, such as the Harris Health system or the Texas Children's Community Cares Program, which locates clinics in historically underserved communities and treats families that may be uninsured. Thrive plans to build relationships with these organizations by Summer 2021 and distribute information about the school in Fall 2021.

- **Community canvassing.** Word-of-mouth and in-person conversations are still crucial, and a grassroots outreach strategy will be necessary to achieve equity. Thrive plans to distribute flyers in local apartment complexes; host tables at commonly visited places in the community; and use other "boots-on-the-ground" strategies to reach families. By Summer 2021, Thrive will use publicly available demographic data to identify neighborhoods within the geographic boundaries that have high density of Black, LatinX, and/or economically disadvantaged families. By Fall 2021, Thrive will host at least 5 tables or other outreach events in these identified neighborhoods.
- **Traditional media.** Even during the application process, Thrive has secured several placements in traditional media, including Spanish-language media. Thrive With Autism has been featured in The Houston Chronicle, Woodlands Villager, and the Conroe Courier twice. Univision interviewed Thrive With Autism Board Members and a family of a child with autism, which was aired on December 28, 2020.

**Prompt 2.** The target enrollment for Thrive is 108 students by our first day of school in Year 1. The period for open enrollment is expected to be from December 1, 2021- February 1, 2022. In order to ensure we meet our recruitment goals, we have established the following benchmarks: by November 1, 2021, we will have increased public interest and inquiries; by December 1, 2021, we will have 40 applications submitted; by January 1, 2022, we will have 80 applications submitted; and by February 1, 2022, we will have reached 130% of our goal. Leaders of our school will have an increased presence at events in the community leading up to and during the period of open enrollment. If enrollment numbers are lower than expected, the board and leadership team will increase recruitment efforts via marketing, advertising, local media networks, attendance at events throughout the community, and increased distribution of Thrive marketing materials at various businesses, organizations and medical facilities throughout our geographic boundaries.

### **3. Attachment 27- Proposed Admissions and Enrollment Policy**

## Facility Acquisition

1. Has the applicant identified a specific location for at least one campus in Year 1?	Yes <input type="checkbox"/> No X
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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.

<b>Physical Address of Facility:</b>	
--------------------------------------	--

2. Does the applicant currently own the property, plan to purchase it, or plan to lease it?
Currently Own <input type="checkbox"/> Purchase <input type="checkbox"/> Lease <input type="checkbox"/>

3. Has the building been issued a certificate of occupancy for educational use?	Yes <input type="checkbox"/> No <input type="checkbox"/>
---	---

## Facility Not Identified

1. Does the applicant intend to lease or purchase a property?
Lease X      Purchase <input type="checkbox"/>

**Prompt 2.** The ideal facility will be in Magnolia, Texas with 20-plus acres of land.<sup>1</sup> The first charter school building would be a lower school building that can serve K through 6th grade initially, but once the middle school building is built, would serve EE3-5th grade. The school building would be around 33,000 square feet, with 20 classrooms, that are about 800 square feet.<sup>1</sup> Eighteen classrooms will have bathrooms and observation rooms. It would also include 10 therapy rooms, 7 specialty rooms (library, computer lab, music, art, kitchen/life skills lab, kitchenette, and sensory gym), and three conference rooms.<sup>1</sup> There would also be space for offices and a reception area. A playground and sensory garden would be included as well.<sup>1</sup> This will be the lower school building.<sup>1</sup> Our plans would be to also add a second middle school building to serve

6-8th grades with at least 12 classrooms and additional rooms for therapies and social areas. Then an upper school building will be added to serve 9-12th grade, with a minimum of 12 classrooms plus additional rooms for vocational training (for a mock grocery store, hardware store, etc), social areas, and a life skills apartment space to work on necessary skills to live independently.

Children with autism will benefit from a specialized school building to meet their specific needs.<sup>1</sup> For example, if we build Thrive, we can use Acoustiblok soundproofing material in the walls, and place windows higher so the children can have natural light, but not be distracted by what is going on outside.<sup>1</sup> We can also use calming colors and LED lighting to reduce sensory stress as well.<sup>1</sup> Observation rooms are great for therapists and parents to observe the children without being noticed.<sup>1</sup> Easy access to bathrooms is important because many of these children are still toilet training.<sup>1</sup> Specialty rooms and play areas are essential to providing the other services and therapies students need to reach their full potential and thrive.<sup>1</sup> The ideal model would be a structure similar to a charter school in Jupiter, Florida supported by Els for Autism.<sup>1</sup>

Our ideal facility plans are aligned with Thrive With Autism's mission, vision, education program, operational plan and enrollment growth projections because we will be able to serve student with autism in a setting tailor-made with their needs and sensitivities in mind, with enough space for recreation, therapy rooms, and more while having enough land to build additional buildings as we grow. Operations will run more smoothly in a specialized environment geared towards children with autism.

<sup>1</sup>Thrive Center for Success Generation 25

### **Prompt 3.**

Minimally, Thrive would need to find a location somewhere within the boundaries of the seven ISDs that we initially plan to serve.<sup>1</sup> We would like to stay as close to the 77354 zip code as possible, which is the zip code we plan to eventually build a school in. Minimum needs of a facility for our first year would include 12 classrooms that are at least 600 square feet each, with 25,000 square feet of space in total.<sup>1</sup> At least three of these classrooms can be used as specialty rooms until we add more grades.<sup>1</sup> We would also need an additional space to use as an office area with dividers, and a work space. Finding the right location to lease is important for the educational learning community.<sup>1</sup> Currently the budget has allowed for \$64,800 and is seeking a location that offers enough space for each classroom, ample bathroom locations, and open areas for recess and physical education.<sup>1</sup> Thrive has several leads and the projected budget allotment fits the average of these facilities.<sup>1</sup> Some of our options for a Year 1 facility include leasing space at a local church or using a local space for lease such as an office building or daycare building that is no longer in use. We would make sure the space had room available for us to grow as we add grades each year.

<sup>1</sup>Thrive Center for Success Generation 25

**Prompt 4.**

Thrive With Autism Foundation is a second 501c3 non-profit organization created to provide the additional services and therapies we want our students to have access to that were not intended to be school activities, but holistically were needed to support the students. It was also formed to help supplement and generate support for the financials of our school, especially during its beginning years while it is still in its growth phase. Thrive With Autism Foundation has secured 32 acres of land on FM 1488 in Magnolia, Texas, and is pledging \$10,000 for the start-up costs of the school if awarded a charter.

Thrive With Autism Foundation has been guided by the expertise of MHW Commercial Real Estate, Inc<sup>1</sup>. while looking for an ideal area for a school like Thrive and other spaces we plan to create for these children. MHW Commercial Real Estate, Inc. has extensive experience in real estate investment, construction and development, property management, and brokerage. Thrive With Autism will also use their expertise in finding a facility to lease while we are waiting for the buildings to be built.

Most likely, buildings will not be completed by Year 1, so another option is to lease or buy portable buildings to place on the land secured by Thrive With Autism Foundation. Utilities and water would also have to be run to the property before this option is feasible as well as other facility and site work needed to secure an education certificate of occupancy (“E-Occupancy”).

As far as leasing options before the buildings are built or portables can be placed, Thrive With Autism is also looking at leasing space from community organizations, churches or office buildings for our first year. Once Thrive is approved for a charter, we will begin scouting possible facility locations in the Magnolia, Texas area. When selecting a proposed location, we will make decisions based on market research and long-term growth potential as well as student safety and other educational needs. Also, we want a location in a low traffic area. Thrive With Autism will seek a turn key type lease so all utilities and custodial services are included in the monthly rent. We base our lease estimates for purposes of planning on lease agreements used by International Leadership of Texas (ILTexas), a large Texas CMO. ILTexas has campuses all over the state, including the Houston area. We feel we should be able to negotiate terms similar. ILTexas pays approximately \$50 per student per month for leased space. Using this calculation, Thrive estimates our first year lease costs would be \$64,800 for a 12 month lease and would increase relative to our student population for Years 2-5. We believe this cost may be lower since we are looking for a location in Magnolia where costs may be less than a more urban area, but we will use this estimation so that we are conservative in our budgeting.

Modifications will be made depending on the facility chosen, and what is determined to be necessary modifications to provide the appropriate learning environment for our students including appropriate number of classrooms and specialty rooms, adequate number of restrooms, office space, a workroom, and open areas for physical education and recess. Once we review the lease offers and determine the best value, we will communicate to the landlord the necessary renovations needed to bring into compliance with local building codes and the Americans with Disabilities Act (ADA) as well.<sup>2</sup> Modifications would need to be completed before

our lease starts on July 1, 2022. Year 0 budget has \$25,000 for maintenance and repairs.

Our timelines are as follows: Beginning in August 2021, if we make it through the interview process, we will start scouting for an ideal location for our school. In September 2022, we will begin securing a lease, and discussing necessary modifications needed by July 1, 2022. The lease will begin July 1, 2022 allowing the school time to set up, perform staff trainings, perform student assessments as needed, and to prepare for the start of school.<sup>2</sup> Thrive With Autism Board Members will review all contracts and make the best decision for the school based on pricing, our budget, and the environment needs our students and staff require to be successful during our first years of operation. Thrive With Autism will initially work directly from the sponsoring entity's business address until.<sup>2</sup> With respect to any lease or other real estate transaction, Thrive will comply with all related party transaction laws, conflict disclosures and act at all times as proper stewards and trustees of the public's resources and in the best interest of students.<sup>2</sup> We will endeavor to avoid any and all conflicts of interest with individuals, aside from work with the Foundation as our sister entity dedicated to providing support for Thrive. All transactions will be done with full transparency in accordance with law.

<sup>1</sup>[www.mhwre.com](http://www.mhwre.com)

<sup>2</sup>Thrive Center for Success Generation 25 Charter Application

### **Transportation**

**Prompt 1.** Thrive will not offer bus transportation.<sup>1</sup> This decision was based on several factors. First, given we are planning to serve children with special needs, particularly autism, in many cases it may be beneficial to the child and less stressful for them to be transported to and from school in their mode of transportation they are accustomed to provided by their guardian. Also, some of these students may have behavior issues such as aggressiveness and elopement, that bus drivers may not be equipped to handle. Since we are a slow growing school, our budget priorities lie in providing an exceptional learning environment geared towards aiding students with autism to be successful in reaching their academic, social, and behavioral goals at school. This includes having staff highly trained in working with children with autism and providing high-quality therapies needed to reach their full potential. Therefore, our budget does not allow for transportation to be offered at this time.

<sup>1</sup>Thrive Center for Success Generation 25

**Prompt 2.** Thrive will purchase two used Handicapped accessible School Buses from Longhorn Bus Company for \$30,000 each to provide transportation for students with IEPs requiring transportation.<sup>1</sup> The cost of this expense is listed in the start-up year narrative.<sup>1</sup> We have allotted \$6000/year for maintenance and gas expenses and \$18,360/ year (\$17/hour x 3 hours/ day x 180 days x 2 bus drivers) for two bus drivers.

<sup>1</sup>Thrive Center for Success Generation 25 Charter Application

**Prompt 3.** Thrive will use our buses purchased and bus drivers for such events.<sup>1</sup>

## **Start-up Plan**

### **Prompt 1.**

Costs anticipated during the start-up year include the following:<sup>1</sup>

In the start-up year, The Brown Foundation, Inc. has pledged to donate \$200,000 to Thrive if awarded a charter. Thrive has also received \$30,000 in pledges from various individuals in our community and is applying for the Charter School Start-up Grant of \$900,000 included in this application. Additional monies have been sought, however, the Board of Directors has chosen to budget on verified funds and adjustments can occur upon receipt of additional monies.<sup>1</sup>

Personnel: Thrive has budgeted \$224,239 for Year 0 payroll costs, to include benefits. Upon approval of the charter, Thrive will hire the Superintendent who will also serve as Principal of the school for the first four years. Due to the late start, we anticipate this position working approximately 80% of the year. The Superintendent will work with the Board of Directors to develop policy and procedures, begin recruiting students and families, begin interviewing and hiring key staff, and all other functions needed to open the school. We anticipate adding four additional personnel approximately 6 months before we open and have included 0.5 FTE in our Year 0 budget. The positions added include the BCBA and LSSP to assist with school design, curriculum development, teacher recruitment, and other areas as needed. The Budget Clerk/Business Manager and PEIMS/Registrar clerks will also start at this time. They will be setting up our accounting and student information systems, processing student applications and enrollment information, reporting school finances, and other areas as needed. The last position who will begin at this time is the school administrative assistant.

Contracted Services: Our first year contracted services expenses include \$12,000 for our fractional CFO (3 months @ \$4000 per month) to help our Business Manager set up TxEIS and get our financial books in order. We've budgeted 20 hours of legal services, and 1% of our payroll for a payroll service contract with Region 6 or some similar provider. Last we've budgeted \$6000 each for CABAS consulting and to pay for a school security consultant to help us identify safety and security improvements to our leased facility.

School Operations: During the start-up year, board training will be vital to assist the directors as they lead the newly formed school.<sup>1</sup> Focusing on state expectations and requirements for board members is pertinent to the success of the school.<sup>1</sup> Thrive has allotted \$4500 for board training recommended by TPCSA.<sup>1</sup> The Board members believe in this education and plan to fundraise additional money to offer extra training and conference availability.<sup>1</sup> Our school is committed to a spirit of excellence and it begins with our leadership.<sup>1</sup>

Thrive will also need to purchase curriculum and textbooks. Funds allotted for these expenses is \$53,000. Each classroom (11 total including life skill room and resource room) will be allotted \$4355 for equipment and supplies.<sup>1</sup> An additional \$25,000 was allotted for non-instructional furniture for office spaces, etc.

The Board of Directors desire to provide new Apple iPad (32GB) 8th generation iPads, priced at \$300 each, available for use in classrooms<sup>1</sup>. Our school also plans to purchase an iPad charging cart for each classroom at \$400 each. The total number of iPads needed for Year 1 is 108, and 108 students x \$300/iPad = \$32,400. iPad charging cart estimates are around \$400 each. \$400/cart for 10 classrooms = \$4,000. Therefore, total costs for iPads and charging carts for our school will be \$36,400. Our school plans to seek donations for this expense, but we are being conservative and adding this total to our budget.

We apportioned eleven projectors at \$200 each and 30 staff computers at \$700 each, totaling \$2200 for projectors and \$21,000 for staff computers.<sup>1</sup> Thrive also has budgeted \$20,000 for a copier, \$1200 for a laminator, and \$200 for a paper cutter.

Another important expense that affects education is the use of transportation.<sup>1</sup> Although Thrive is not providing transportation or busing school wide, the school will follow a child's IEP and provide transportation services for children whose ARD committee felt it was vital for education.<sup>1</sup> The Year 0 budget has dedicated \$60,000 for the purchase of two handicapped accessible school buses.<sup>1</sup>

Both office supplies and recruitment expenses become important aspects of the necessary items to allow education to occur in a charter school.<sup>1</sup> We have allotted \$1500 for paper, copying expenses and other miscellaneous items the office will need for the start-up year.<sup>1</sup> There could also be hard copy mailer expenses when working with sensitive documents such as IEPs and other private information concerning our students.<sup>1</sup> This expense will help the school office ensure the privacy these documents require when verifying a valid transfer of information.<sup>1</sup>

Recruitment of both staff and students is the backbone of this charter application.<sup>1</sup> Parents have to see the need Thrive is filling and choose to accept that option for their child<sup>1</sup>. Teachers have to hear and learn more about the mission and vision that Thrive is promoting to choose to work in a start-up charter school.<sup>1</sup> Recruitment funds give administration and board the ability to advertise, promote, and offer job fairs to enlist the most qualified candidates to teach within this charter school.<sup>1</sup> The recruitment budget for students is \$20,000, and \$5000 for staff recruitment.<sup>1</sup>

#### Facility Acquisition, Operation, and Maintenance:

**Prompt 2.** As stated in Attachment 30, for purposes of the following discussion, we define the start-up period as Year 0, which begins at the point in time at which we anticipate that the contract for charter will be executed and a county-district number is assigned to Thrive, or roughly on or about October 15, 2021, and ends on the fiscal year end of June 30, 2022, and part of Year 1, beginning on July 1, 2022, through August 31, 2022, which roughly coincides with the start of the 2022-2023 academic year.

During the start-up period, the Board of Directors (Board) will oversee the implementation of an interim operating plan and a start-up budget, adopted during a properly convened meeting of the Board in October 2021, through properly convened meetings of the Board during which the Superintendent/Principal shall report on the implementation of the plan and provide an update of the budget and related finances.



At least 72 hours prior to each meeting, the Superintendent/Principal shall submit to the Board a packet containing information, as described below, to facilitate an informed discussion and decision-making process. As established in its annual schedule of meetings, adopted in October 2021, the Board will convene meetings, in accordance with the Texas Open Meetings Act, during which the Board will receive a report from the Superintendent/Principal of the implementation of the interim operating plan. Importantly, the Superintendent/Principal will provide an overview of the progress on each activity established in the plan. The Board may then inquire of certain activities of interest to obtain a more descriptive report of the status of the work done to date. As appropriate and necessary, the Board will amend said plan and/or provide the Superintendent/Principal direction and guidance concerning start-up activities. The Board's actions and directions shall be memorialized in the minutes to the meetings of the Board.

Additionally, the Superintendent/Principal, in collaboration with the contracted CFO, shall provide to the Board a finance report containing a budget status report that compares estimated to realized revenues and budgeted to actual expenses and unaudited financial statements and that may include a report on the number of days of cash on hand, an aging of accounts payable report, and a federal grants drawdown report. Moreover, consistent with the interim directives adopted in October 2021, or the fiscal policies subsequently adopted by the Board, the Board will receive, consider and approve (or disapprove or decline):

- the Superintendent/Principal's recommendation for a school facility, including any contract negotiated pursuant to the Board's direction; and
- the award of contracts to insurance companies, service providers and other vendors.

In doing so, the Board and Superintendent/Principal, in collaboration with the contracted CFO, will review proposed business arrangements and transactions in light of the school's finances to ensure that each proposed obligation and expenditure of funds is within the budgetary constraints of the school's available financial resources. As appropriate and necessary, the Board will consider amendments to the start-up budget.

**Prompt 3.** The start-up year involves the Superintendent/Principal working full-time for approximately 9.5 months prior to the opening of Thrive.<sup>1</sup> This time period offers opportunity for the hiring of teachers and staff, student recruitment, attendance at community events, and preparation of paperwork as the school marches towards its opening.<sup>1</sup> A PEIMS Coordinator/Registrar and Accounting Clerk will also be working full-time for 6 months prior to the start of school with our contracted CFO to prepare the school's reporting and accounting systems. The accounting and payroll process will be completed during an initial set-up period and the CFO will be available to continue the school launch.<sup>1</sup> The PEIMS coordinator/Registrar will be trained on the SIS system and set-up with a similar process enabling operations to run smoothly on the first day of school.<sup>1</sup> After the set-up is complete, he or she will work to support the operation of Thrive.<sup>1</sup> The PEIMS Coordinator/Registrar is planned to work 6 months of the start-up year. The BCBA Student Management staff member, Secretary, and the LSSP will also begin 6 months prior to the first day of school. Plans to compensate these individuals are through the use of start-up grants, which includes \$200,000 pledged by the Brown Foundation, Inc, as well as the \$900,000 Charter School Start-up Grant we are applying for. This also includes individual pledges we have received totaling \$30,000.

**Prompt 4. Attachment 30 - Detailed Start-Up Plan**

**Financial Planning**

1. Identify the fiscal year for the <b>sponsoring entity</b> .	
July 1-June 30 <input checked="" type="checkbox"/>	September 1-August 31 <input type="checkbox"/>
2. Identify the fiscal year for the proposed <b>charter school</b> .	
July 1-June 30 <input checked="" type="checkbox"/>	September 1-August 31 <input type="checkbox"/>

**Prompt 2.**

Consistent with generally accepted accounting standards of fiscal management, the Board of Directors (Board) shall adopt fiscal policies that conform with applicable legal requirements set forth in the Texas Education Code, Texas Administrative Code, Code of Federal Regulations, Financial Accountability System Resource Guide and other such authorities and that enable the Board to effectively discharge its fiduciary duties. In addition to applicable law, the Board will consider including public school best practices in its policies. Once adopted, the Superintendent will be charged with formally adopting financial administrative procedures to effectuate said policies. Through its adopted policies and procedures, Thrive will provide its Board, Superintendent, employees and other stakeholders a system of controls to facilitate the achievement of organizational goals and compliance with laws and rules and to mitigate the risk of material financial issues from arising.

With respect to financial planning, the Board's policies will require that the Superintendent provide to the Board a proposed annual operating budget that dovetails with the charter's instructional plan. Prior to this proposal, the Superintendent, in collaboration with the contracted CFO and other staff, will adopt a timeline for preparing the annual operating budget and developing the charter instructional plan. Here, the Superintendent's goal will be to consider student, staff, facility and other needs as the plan is developed and to align the strategies and activities incorporated into the plan to address the identified needs to inform the allocation of anticipated revenues to budgeted expense classifications. As the academic and fiscal year progresses, the Board and Superintendent will periodically review the implementation of the charter instructional plan and the related comparison of actual to budgeted expenses to determine if any adjustments are necessary. Consistent with Board policy, the Superintendent, or designee, may be required to propose an amendment to the budget in the event a yet to be determined threshold is triggered. By regularly monitoring the status of the annual operating budget (i.e., comparison of estimated revenues to realized revenues and budgeted expenses to actual expenses) and the implementation of the charter instructional plan, the Board and Superintendent will collaboratively work towards mitigating financial shortfalls and promptly

addressing any potential issues through budget amendments, which should yield the intended adjustments to expenses.

Although the school's accounting activities and functions will be dictated by generally accepted accounting principles and applicable state and federal regulations, the Board will nonetheless adopt policies to govern aspects of school financial management not specifically regulated by TEA or other authority. For example, the Board will adopt a policy governing the use of corporate charge and credit accounts that would, for instance, limit the use of such accounts to official school business and prohibit any use of such accounts for personal and other non-school business. Consistent with public school best practices, as guided by applicable law and rules, the Board will consider fiscal policies that address various accounting related matters to govern the use of donated funds and property, the reimbursement of business expenses, the capitalization of assets and financial reporting. For financial reporting, the Board will require that the Superintendent and contracted CFO provide interim accounting reports to the Board, such as an unaudited statement of activities, a cash flow projection and comparison of budgeted to actual expenses. Additionally, the Board and Superintendent will work collaboratively to engage an independent auditor to conduct the annual audit of the organization and facilitate the preparation and timely filing of the annual financial and compliance report. Lastly, the Superintendent and contracted CFO will ensure the timely preparation and filing of other required reports, such as the submission of data to the Public Education Information Management System (PEIMS), quarterly Form 941s and the annual Form 990. Periodically, as established in policy, the Superintendent will report to the Board the status of required filings.

The Board will contract with an outside vendor for payroll services and dedicated 1% of payroll costs in our budget to pay for those services. The CFO and Superintendent will ensure that the successful vendor will pay its employees on time and be able to transmit required reports to the IRS, Teacher Retirement System of Texas, Texas Workforce Commission, Texas Comptroller of Public Accounts and other regulatory agencies. The Board will require that the Superintendent report compliance with applicable federal and state payroll tax withholding reporting and remitting requirements.

Since purchasing is the function that would enable the school to acquire goods and services, the Board will adopt a policy that provides the Superintendent and staff a framework within which to obtain resources from third-parties through open and fair competitive procurement practices that comply with applicable law and yield best value. In this regard, the Board will adopt a policy that takes into account state law governing the procurement of public works contracts and professional services and that properly addresses the disclosure and resolution of conflicts of interest, interested transactions and related-party transactions. Additionally, the Board will provide a policy that addresses the federal procurement standards and that gives the Superintendent and staff direction on the methods to be followed for purchases that are not subject to state and federal purchasing law and rule. In said policy, the Board will establish thresholds for the different purchasing methods to be applied such that the Superintendent and contracted CFO would be required to submit to the Board their recommendations for purchases

above said thresholds. Through policy, the Board will endeavor to maximize the benefit derived from the school's purchasing activities and to stretch its limited financial resources.

**Prompt 3.**

As the final authority over the budget, the obligation and expenditure of public funds, the use of public property, records, and fiscal policy, the Board will provide overall direction to the Superintendent and staff through its policies and the actions taken during properly convened meetings. As established in policy and through inquiries and directives given during its meetings, the Board will oversee all of the school's finances, including, but not necessarily limited to, the budgeting and budget amendment process, the purchasing of goods and services, employee compensation and payroll tax reporting and remitting, and the use of facilities and other property. Importantly, the Board will review and approve contracts in accordance with Texas law, rule and case law (and we are aware of recent case law currently requiring all contracts be board approved). This will include contract approval by the Board for construction/renovations/repairs under Ed. Code Subchapter B, Chapter 44 and Govt. Code Chapter 2269, professional services under the Professional Services Procurement Act (Govt. Code 2254) and other goods and services. The Board will also review and approve purchases of goods and services if the financial threshold established by Board policy is met. Additionally, in the event that a particular transaction falls under the laws governing nepotism, conflicts of interest, interested transactions and related-party transactions, the Board will require that such business arrangements be disclosed, vetted and addressed. Although the Board will rely upon reports from the Superintendent and contracted CFO to ascertain compliance with its policies and applicable law, the Board will also seek the assistance of an independent auditor to provide assurance that the internal controls adopted in policy and implemented through administrative procedures are being dutifully effectuated by the Superintendent, contracted CFO and other personnel. To the degree that the Board is informed that weaknesses in internal controls or instances of noncompliance have been identified, the Board will require that the Superintendent recommend corrective measures to be implemented, which it will then consider and either approve, disapprove and/or modify. Subsequently, the Board will closely monitor the performance of the corrective measures and require additional or other actions to remedy the identified issues. Its final authority over school finances and fiscal operations notwithstanding, the Board will leave to the Superintendent, contracted CFO and other school administrators the day-to-day administration of the school, as discussed further below.

In contrast to the Board's overarching fiduciary duty and responsibility for the proper oversight of the school, the Superintendent and administrative team, including the contracted CFO, will be responsible for discharging the Board's directives, as established in policy, resolution or actions taken during properly convened meetings. Effectively, the Superintendent and administrative team will go about the daily chore of sundry mundane activities critical to the success of the school and its students, such as the posting of job vacancies, onboarding of new employees, soliciting quotes and bids for such things as the purchase of insurance, janitorial supplies and classroom furniture, and the recording of actual expenses in conformance with state accounting requirements under the Financial Accountability System Resource Guide and Texas Education

Data Standards. Instrumental to the proper discharge of Board policy, the Superintendent, contracted CFO and administrative team will work collaboratively towards the development of administrative procedures that conform to fiscal and other policies and that consider various details embedded in state and federal regulations, policy directives and guidance for which Board policy is not suitable. For example, the Superintendent and contracted CFO will consider including in administrative policy TEA policy directives concerning the purchase of like-types of items relating to micro-purchases under the Federal procurement standards. Beyond administrative procedures, the Superintendent, contracted CFO and other administrators will address the practical application of laws, rules and policy to actual daily activities. To the degree appropriate, the school's administrators will reach out to the Board Chair or the Board's designee (e.g., Finance Committee Chair) or to regulatory authorities (e.g., TEA Director of Financial Compliance) for direction or guidance relating to a specific act subject to a legal or policy requirement for which said requirement does not provide clear direction or guidance. As one may surmise, unlike the Board that provides the framework within which to conduct the school's financial affairs and that periodically receives reports on actions taken and recommendations for actions to be taken and approves actions to be taken, the school's administrative team will undertake the daily work that will enable Thrive to flourish and foster success for its students.

**Prompt 4.** Given the historical and ongoing perception of charter schools generally, particularly with respect to school finances, Thrive commits to level of financial transparency that should provide TEA and the school's constituents assurance that the Board, administrative team and employees are utilizing financial and other resources in accordance with applicable law and to further the mission and vision of the school for the benefit of its students. Accordingly, the Board, through policy, will require that the Superintendent publish on the school's website all fiscal policies adopted by the Board, as amended, the notices, agendas, minutes and packets for all the meetings of the Board for the last three (3) fiscal years, the annual financial and compliance report, Form 990, annual operating budget, the Financial Integrity System Rating of Texas (FIRST), financial management report required under FIRST and other disclosures required to be posted by law or rule for at least the last five (5) fiscal years. As established in law and rule, the Board will convene a meeting conforming with the Texas Opening Meetings Act to receive the proposed annual operating budget from the Superintendent and contracted CFO, to deliberate said budget, and to approve, conditionally approve, or disapprove the budget. During said meeting, the Board will encourage and hear any and all comments and concerns expressed by the Board's constituents, particularly students, parents, teachers and other staff, regarding the budget generally or about specific proposed expenses or activities, functions, programs and services not addressed in the proposed budget. Lastly, although not required by law or rule, the Board will require the dissemination of the AFR to all school personnel and parents via electronic mail.

**Prompt 5.** Thrive Center of Success will be using contracted services in several areas. In all cases, we will seek partnerships with high quality firms who have experience in providing services to charter schools and will follow our procurement policies and relevant state law in that process. We anticipate contracting for TxEIS (\$17,900) for our business accounting software and support and payroll services (1% of payroll) through Region 6 Education Service Center. The Board will go

through a RFQ to select a competent independent auditor. We budgeted \$15,000 for the Year 1 independent audit.

We will not be participating in the National School Lunch or Breakfast Program nor offering food services to our students.<sup>1</sup> Typically, children with autism have sensory issues in regard to tastes and textures of different foods.<sup>1</sup> In general, they can be very picky eaters.<sup>1</sup> Therefore, the Board of Directors believes a brown bag policy is best for all students at our school.<sup>1</sup>

When selecting such services, Thrive Center for Success will use the following criteria: the company needs to be reputable and experienced with good quality standards and pricing in line with comparable companies. Bids will be obtained when necessary, in accordance with Board policy, and as determined by school leadership.<sup>1</sup>

**Prompt 6. Attachment 31-Financial Plan Workbook**

**Prompt 7. Attachment 32- Budget Narrative**

**Attachment 33- Evidence of Other Financial Support**

**Prompt 8. Attachment 34- Audit Report**

**Attachment 35- Credit Report**

**Attachment 36- IRS Form 990, Form 990-N, or Form 990-EZ**

**Prompt 9.** Several members of Thrive Board have prior fundraising experience and will be leading fundraising efforts.<sup>1</sup> Thrive will have two fundraising campaigns: an annual campaign to raise a modest goal of \$50,000 - \$100,000 and a capital campaign to support the school's facilities. The capital campaign's goal is not yet determined. Fundraising strategies for both campaigns will include:

- A request to each board member to make a personally significant financial contribution, with a goal of 100% participation. These efforts will be led by the board chair.
- Requests to individuals capable of contributing gifts between \$2,500 and \$25,000. Three such gifts have been secured already and several initial meetings have taken place with other prospective donors. Rusti Moore will take the lead with these efforts, supported by members of the board.
- Grant requests to Houston-based foundations. Two of Houston's largest foundations, The Brown Foundation, Inc. and Houston Endowment, have written letters of support for our application, and Brown has committed a lead gift. These two foundations often catalyze interest from other funders. These efforts will be led by Ann Ziker, Executive Director of the Brown Foundation, who has more than 10 years of experience raising funds in Houston and brings extensive knowledge of and relationships with local funders.
- Grant applications to national foundations. Multiple national foundations, including the Charter School Growth Fund<sup>2</sup>, the Walton Family Foundation<sup>3</sup>, the Gates Foundation<sup>4</sup>, and the New Schools Venture Fund<sup>5</sup> have committed to increased support for serving children with special needs. Ann Ziker, who has extensive experience with these organizations, will take the lead on these efforts.
- Finally, social media or email campaigns to raise smaller donations (<\$1000) may be used from time to time.

<sup>1</sup>Thrive Center for Success Generation 25 Charter Application

<sup>2</sup><https://chartergrowthfund.org/>

<sup>3</sup><https://philanthropynewsdigest.org/news/walton-family-foundation-announces-100-million-education-strategy>

<sup>4</sup><https://philanthropynewsdigest.org/news/gates-invests-10-million-in-charters-for-students-with-disabilities>

<sup>5</sup><https://www.newschools.org/>



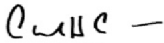

# Attachments

## 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 20, 2021**.

### Texas Certificate of Filing

### Texas Certificate of Formation

<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="font-size: 0.8em;"> Corporations Section  P.O. Box 13697  Austin, Texas 78711-3697 </div> <div style="text-align: center;">  </div> <div style="text-align: right;"> Carlos H. Cascos  Secretary of State </div> </div> <p style="text-align: center; font-weight: bold; margin-top: 10px;">Office of the Secretary of State</p> <p style="text-align: center; font-weight: bold;">CERTIFICATE OF FILING OF</p> <p style="text-align: center;">***Redacted***  File Number: ***Redacted***</p> <p>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.</p> <p>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 <u>Redacted</u></p> <p>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.</p> <p>Dated: 07/24/2015  Effective: 07/24/2015</p> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 20px;">  <div style="text-align: right;">   Carlos H. Cascos  Secretary of State </div> </div> <div style="font-size: 0.7em; margin-top: 20px;"> Come visit us on the Internet at <a href="http://www.sos.state.tx.us/">http://www.sos.state.tx.us/</a>  Phone: (512) 463-5555 Fax: (512) 463-5709 Dial: 5-1-1 for Relay Services  Prepared by: Debbie Gustafson TID Document: ***Redacted*** </div>	<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="font-size: 0.8em;"> <b>Form 202</b>  (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  <b>Filing Fee: \$25</b> </div> <div style="text-align: center;">  </div> <div style="text-align: right; font-size: 0.8em;"> This space reserved for office use. </div> </div> <p style="text-align: center; font-weight: bold; margin-top: 10px;">Certificate of Formation Nonprofit Corporation</p> <hr/> <p style="text-align: center; font-weight: bold;">Article 1 – Entity Name and Type</p> <p>The filing entity being formed is a nonprofit corporation. The name of the entity is:</p> <div style="border: 1px solid black; height: 15px; width: 100%; margin-top: 5px;"></div> <hr/> <p style="text-align: center; font-weight: bold;">Article 2 – Registered Agent and Registered Office</p> <p style="font-size: 0.7em;">(See instructions. Select and complete <u>either</u> A or B and complete C.)</p> <p><input type="checkbox"/> A. The initial registered agent is an organization (cannot be entity named above) by the name of:</p> <div style="border: 1px solid black; height: 15px; width: 100%; margin-top: 5px;"></div> <p style="margin-top: 5px;">OR</p>
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Corporations Section  
P.O.Box 13697  
Austin, Texas 78711-3697



Jose A. Esparza  
Deputy Secretary of State

## Office of the Secretary of State

### CERTIFICATE OF FILING OF

Thrive With Autism  
File Number: 803370816

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

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

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

Dated: 07/17/2019

Effective: 07/17/2019



A handwritten signature of Jose A. Esparza, consisting of stylized initials and a long horizontal stroke.


Jose A. Esparza  
Deputy Secretary of State

Phone: (512) 463-5555  
Prepared by: Stacey Ybarra

*Come visit us on the internet at <https://www.sos.texas.gov/>*

Fax: (512) 463-5709  
TID: 10306

Dial: 7-1-1 for Relay Services  
Document: 901400460002

<b>Form 202</b>  Secretary of State P.O. Box 13697 Austin, TX 78711-3697 FAX: 512/463-5709  Filing Fee: \$25	  <b>Certificate of Formation Nonprofit Corporation</b>	Filed in the Office of the Secretary of State of Texas Filing #: 803370816 07/17/2019 Document #: 901400460002 Image Generated Electronically for Web Filing
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**Article 1 - Corporate Name**

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

**Thrive With Autism**

**Article 2 – Registered Agent and Registered Office**

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

**OR**

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

**Name:**  
**Elizabeth Goldsmith**

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

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

**Consent of Registered Agent**

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

**OR**

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

**Article 3 - Management**

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

**OR**

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

Director 1: <b>Elizabeth Goldsmith</b>	Title: <b>Director</b>
Address: <b>46 S. Berryline Circle The Woodlands TX, USA 77381</b>	
Director 2: <b>Adrienne Sodemann</b>	Title: <b>Director</b>
Address: <b>14155 Lakepoint Drive Willis TX, USA 77318</b>	
Director 3: <b>Regina Charpentier</b>	Title: <b>Director</b>
Address: <b>28514 Connordale Lane Spring TX, USA 77386</b>	
Director 4: <b>John Goldsmith</b>	Title: <b>Director</b>
Address: <b>46 S. Berryline Circle The Woodlands TX, USA 77381</b>	

**Article 4 - Organization Structure**

☐ A. The corporation will have members.

**or**

☒ B. The corporation will not have members.

**Article 5 - Purpose**

The corporation is organized for the following purpose or purposes:

**The Corporation is organized and shall be operated exclusively for charitable**

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

**Supplemental Provisions / Information**

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

**Effectiveness of Filing**

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

**OR**

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

**Organizer**

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

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

**Execution**

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

**Elizabeth Goldsmith**

Signature of organizer.

**FILING OFFICE COPY**



## Office of the Secretary of State

### CERTIFICATE OF FILING OF

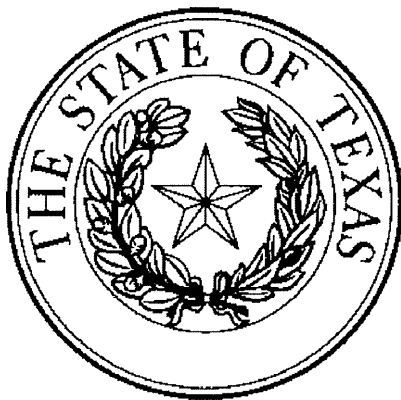
Thrive With Autism  
File Number: 803370816

The undersigned, as Secretary of State of Texas, hereby certifies that the Nonprofit Periodic Report 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: 01/06/2021

Effective: 01/06/2021



A handwritten signature in black ink, appearing to read "Ruth R. Hughes".

Ruth R. Hughes  
Secretary of State

Address:	<b>46 S. Berryline Circle The Woodlands, TX, USA 77381</b>
Director 3: (Individual Name)	<b>Stephanne Davenport</b>
Address:	<b>46 S. Berryline Circle The Woodlands, TX, USA 77381</b>
Director 4: (Individual Name)	<b>Ronny Knox</b>
Address:	<b>46 S. Berryline Circle The Woodlands, TX, USA 77381</b>
Director 5: (Individual Name)	<b>Brenda "Rusti" Moore</b>
Address:	<b>46 S. Berryline Circle The Woodlands, TX, USA 77381</b>
Director 6: (Individual Name)	<b>Jeff Springer</b>
Address:	<b>46 S. Berryline Circle The Woodlands, TX, USA 77381</b>
Director 7: (Individual Name)	<b>Ann Ziker</b>
Address:	<b>46 S. Berryline Circle The Woodlands, TX, USA 77381</b>

7. The names, addresses and titles of all officers of the corporation are:

Officer 1: (Individual Name)	<b>Elizabeth Goldsmith</b>	Title:	<b>President</b>
Address:	<b>46 S. Berryline Circle The Woodlands, TX, USA 77381</b>		
Officer 2: (Individual Name)	<b>Stacy Grimes</b>	Title:	<b>Secretary</b>
Address:	<b>46 S. Berryline Circle The Woodlands, TX, USA 77381</b>		
Officer 3: (Individual Name)	<b>Stephanne Davenport</b>	Title:	<b>Treasurer</b>
Address:	<b>46 S. Berryline Circle The Woodlands, TX, USA 77381</b>		

**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 6, 2021**

**Elizabeth Goldsmith**

Signature of authorized officer

FILING OFFICE COPY



## Office of the Secretary of State

### CERTIFICATE OF FILING OF

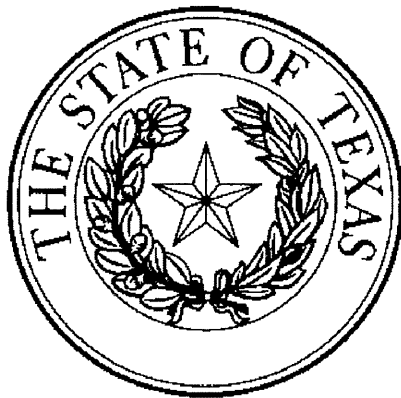
Thrive With Autism  
File Number: 803370816

The undersigned, as Secretary of State of Texas, hereby certifies that the Nonprofit Periodic Report 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: 01/14/2021

Effective: 01/14/2021



A handwritten signature in black ink, appearing to read "Ruth R. Hughs".

Ruth R. Hughs  
Secretary of State



Office of the Secretary of State  
Reports Unit  
P.O. Box 12028  
Austin, Texas 78711-2028  
(Form 802)

Filed in the Office of the  
Secretary of State of Texas  
Filing #: 803370816 01/14/2021  
Document #: 1020148030002  
Image Generated Electronically  
for Web Filing

## PERIODIC REPORT - DOMESTIC NONPROFIT CORPORATION

File Number: **803370816**

1. The name of the corporation is: **Thrive With Autism**
2. It is incorporated under the laws of: **TEXAS, USA**
3. The name of the registered agent is: **Elizabeth Goldsmith**
4. The registered office address, which is identical to the business office address of the registered agent in Texas, is:  
**8723 Sendera Drive, Magnolia, TX, USA 77354**

### 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.

5. If the corporation is a foreign corporation, the address of its principal office in the state or country under the laws of which it is incorporated, is:  
\_\_\_\_\_

6. The names and addresses of all directors of the corporation are:

Director 1: (Individual Name)	<b>Elizabeth Goldsmith</b>
Address:	<b>8723 Sendera Drive Magnolia, TX, USA 77354</b>
Director 2: (Individual Name)	<b>Stacy Grimes</b>

Address:	<b>8723 Sendera Drive Magnolia, TX, USA 77354</b>
Director 3: (Individual Name)	<b>Stephanne Davenport</b>
Address:	<b>8723 Sendera Drive Magnolia, TX, USA 77354</b>
Director 4: (Individual Name)	<b>Ronny Knox</b>
Address:	<b>8723 Sendera Drive Magnolia, TX, USA 77354</b>
Director 5: (Individual Name)	<b>Ann Ziker</b>
Address:	<b>8723 Sendera Drive Magnolia, TX, USA 77354</b>
Director 6: (Individual Name)	<b>Brenda Moore</b>
Address:	<b>8723 Sendera Drive Magnolia, TX, USA 77354</b>
Director 7: (Individual Name)	<b>Jeff Springer</b>
Address:	<b>8723 Sendera Drive Magnolia, TX, USA 77354</b>

7. The names, addresses and titles of all officers of the corporation are:

Officer 1: (Individual Name)	<b>Elizabeth Goldsmith</b>	Title:	<b>President</b>
Address:	<b>8723 Sendera Drive Magnolia, TX, USA 77354</b>		
Officer 2: (Individual Name)	<b>Stacy Grimes</b>	Title:	<b>Secretary</b>
Address:	<b>8723 Sendera Drive Magnolia, TX, USA 77354</b>		
Officer 3: (Individual Name)	<b>Stephanne Davenport</b>	Title:	<b>Treasurer</b>
Address:	<b>8723 Sendera Drive Magnolia, TX, USA 77354</b>		

**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, 2021**

**Elizabeth Goldsmith**

Signature of authorized officer

FILING OFFICE COPY



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

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

If the applicant does not have the 501(c)(3) Determination Letter at the time of application submission, at a minimum, provide documentation to demonstrate that an IRS Form 1023 was submitted by **January 20, 2021**.

**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 **April 8, 2021**, in order to be deemed an eligible entity and scheduled for an applicant capacity interview. Failure to submit the Determination Letter will result in the applicant being removed from the application process without the opportunity to interview.

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

DEPARTMENT OF THE TREASURY

Date: **AUG 06 2019**

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

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

Dear Applicant:

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

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

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

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

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

THRIVE WITH AUTISM

Sincerely,

*Stephen A. Martin*

Director, Exempt Organizations  
Rulings and Agreements

### Attachment 3: Applicant Information Session Documentation

Provide the *Proof of Attendance* documentation the applicant received via email for completing an Applicant Information Session attended in October or November 2020. Applicants must also complete all of the Mandatory Application Information Session Presentations found on the [Subchapter D New Operator Application](#) page and provide the [Certificate of Review Documents](#).<sup>1</sup>

The Texas Education Agency (TEA) hosted identical Applicant Information Sessions on October 30, 2020 and November 6, 2020. 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. The individual(s) with primary responsibility for preparing and submitting the application should also attend one of these required information sessions.

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<sup>1</sup> <https://tea.sharefile.com/d-sbbf281662674f0a9>

From: CharterApplication CharterApplication@tea.texas.gov  
Subject: TEA Generation 26 Charter Application Information: Confirmation of Attendance  
Date: November 13, 2020 at 2:49 PM  
To: CharterApplication CharterApplication@tea.texas.gov  
Cc: Garland, John John.Garland@tea.texas.gov



Hello,

This email is an official **Confirmation of Attendance** for the Generation 26 Application Information Session held on October 30, 2020. New Operators and Experienced Operators must print this email and include as Attachment 3: Applicant Information Session Documentation. Subchapter E applicants must print this email and include as Attachment 1. This email will fulfill the attendance requirement for your application submission. The printed copy that you submit must show both sender and recipient email addresses. We have attached an example to illustrate this submission requirement.

Please note, your application only requires one copy of this confirmation.

Sincerest Regards,



**New Schools Team**

Division of Charter School Authorizing and  
Administration  
(512) 463-9575  
[charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
[TEA Charter School Webpage](#)



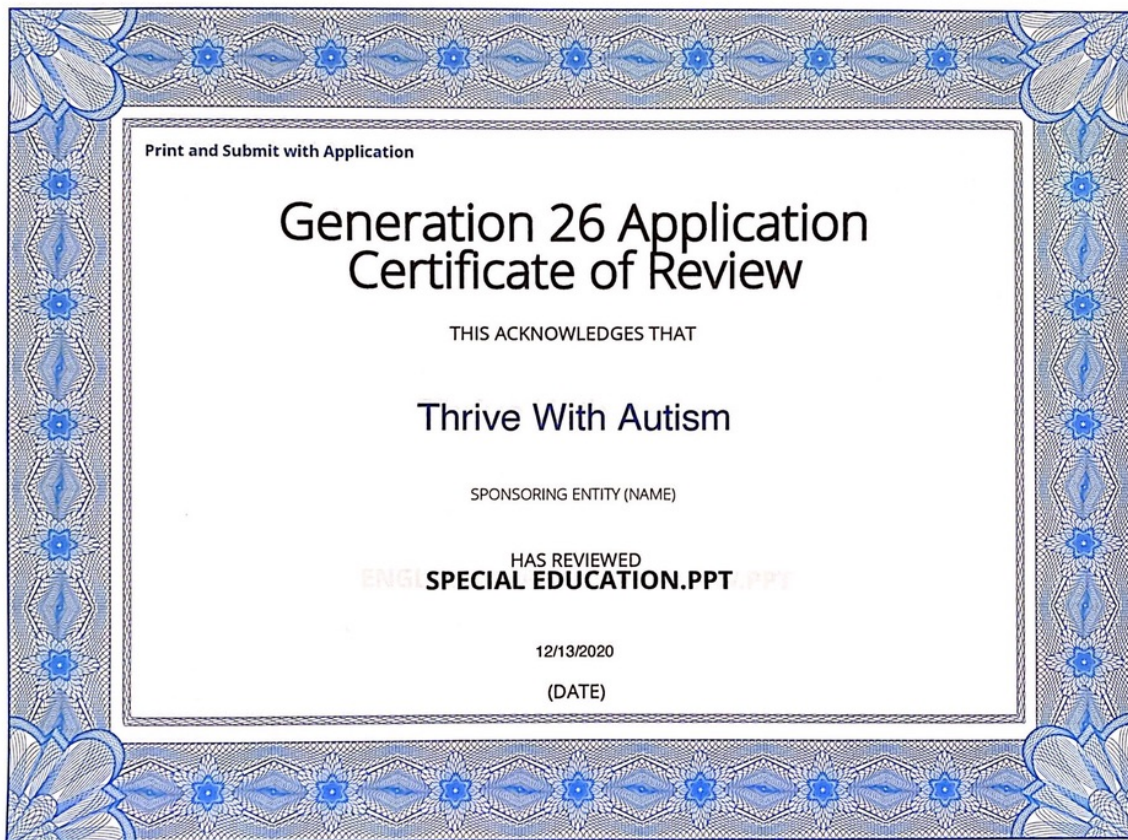
**For the best experience, open this PDF portfolio in  
Acrobat X or Adobe Reader X, or later.**

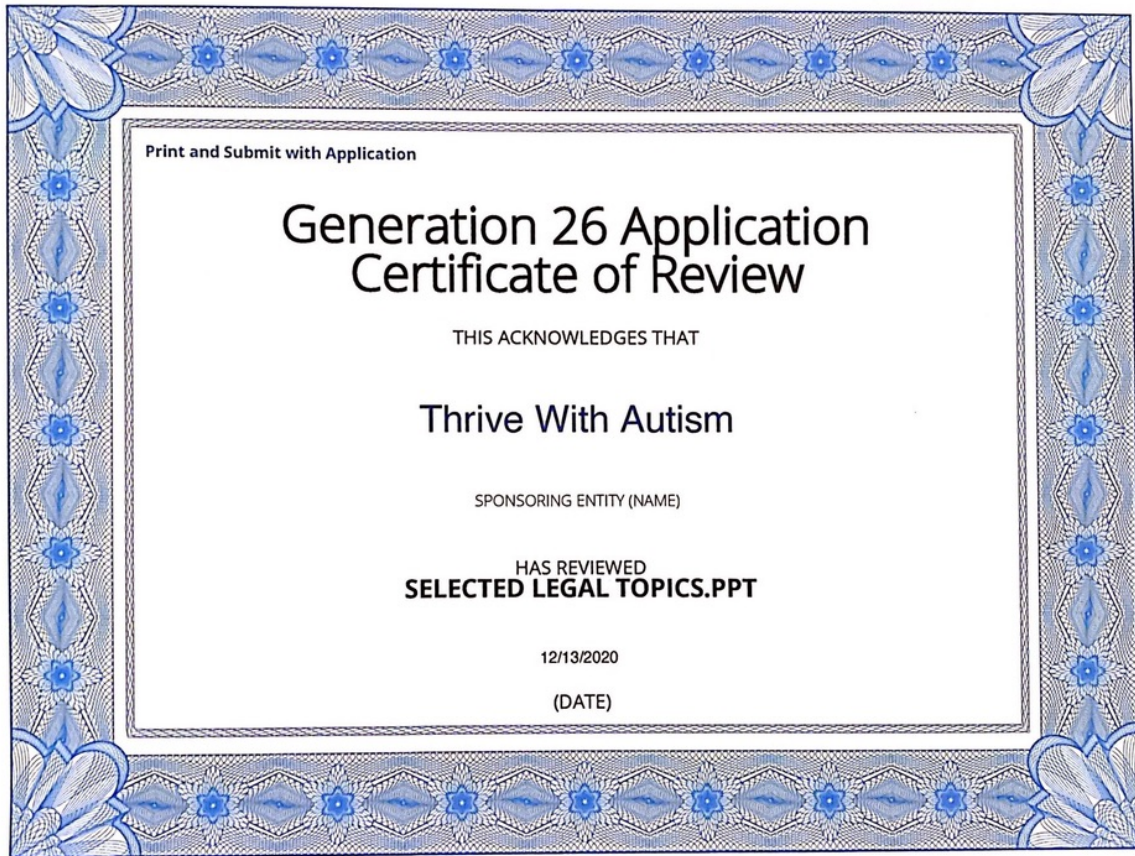
**Get Adobe Reader Now!**

CS Scanned with CamScanner

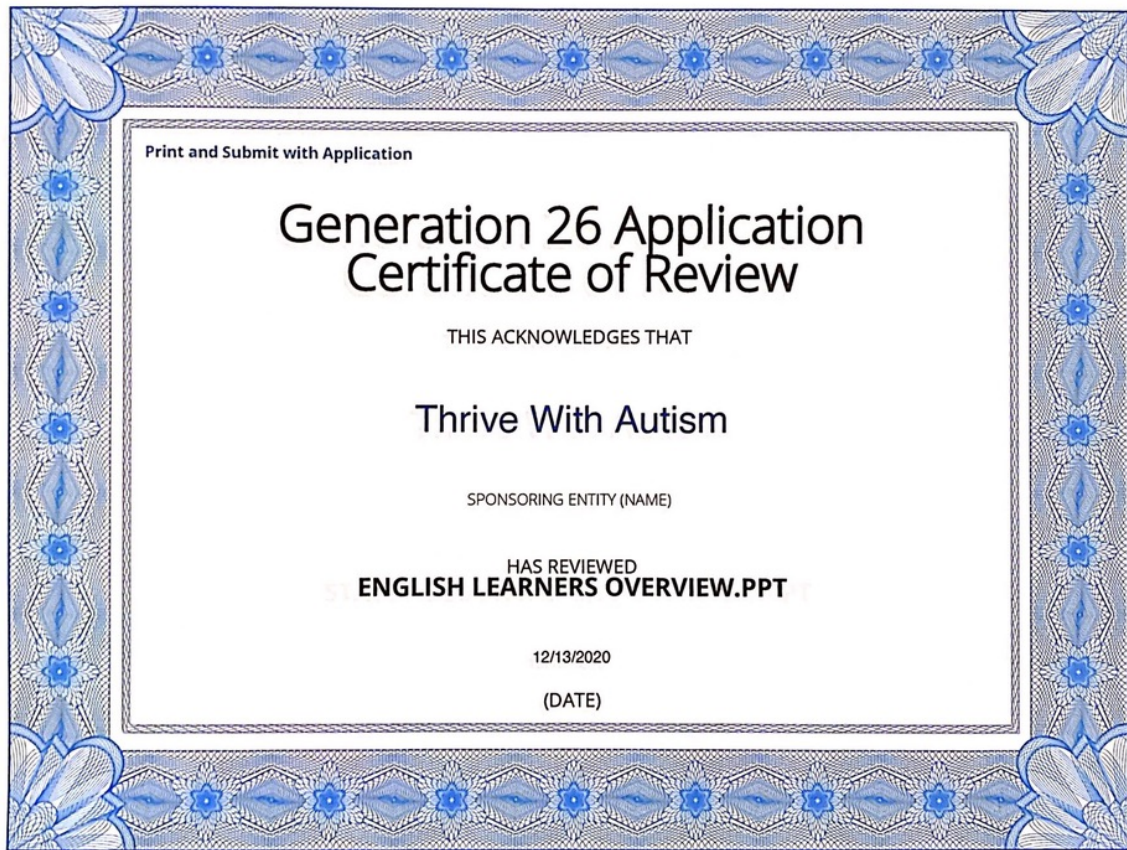












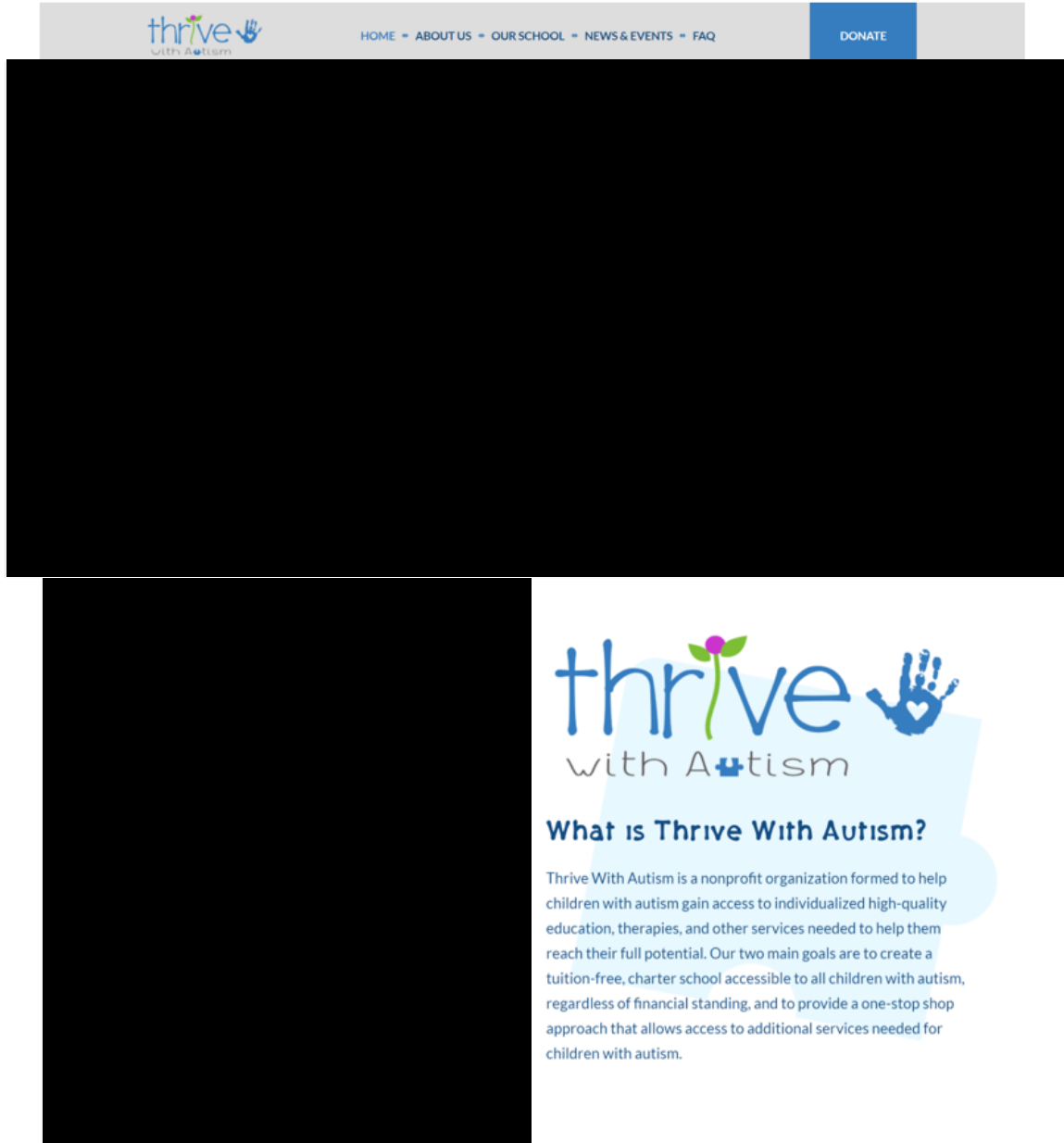


## Attachment 4: Evidence of Community Demand

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 required 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.

## THRIVE WITH AUTISM WEBSITE



## Testimonials

“

...WHEN I HEARD ABOUT THRIVE, I WAS BROUGHT TO TEARS. I THINK WHAT YOU GUYS ARE DOING IS NOT ONLY AMAZING, BUT VERY MUCH NEEDED IN OUR COMMUNITY...

Kerry M.

”



### Our Vision:

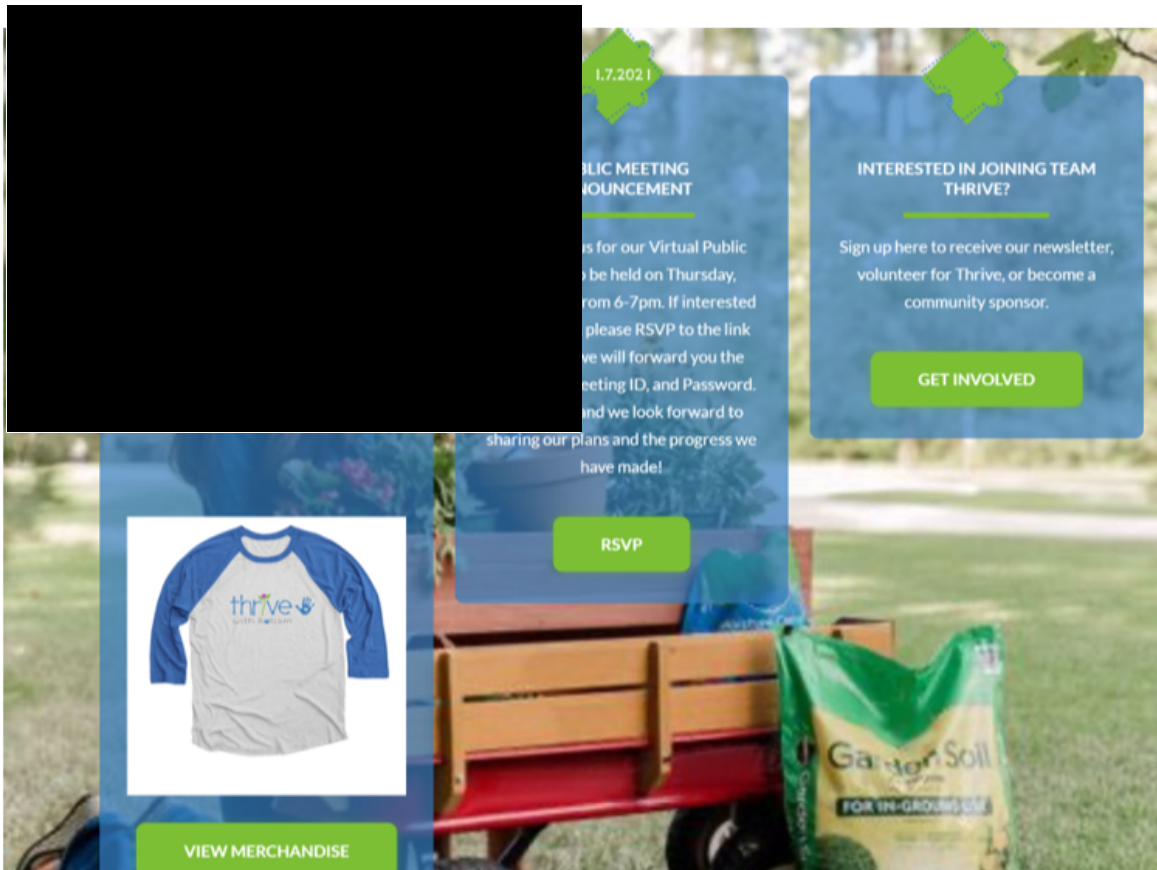
For every student to develop his/her fullest potential and have increased independence and satisfaction in all aspects of life.



### Our Mission:

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





## Our School:

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



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

- Dr. Ole Ivar Lovaas



**Support Thrive With Autism when you shop with Amazon!**

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with **amazon**smile  
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 (346) 225-3160  [info@thrivewautism.org](mailto:info@thrivewautism.org)

 6606 FM 1488 Suite 148-622, Magnolia, TX 77354

Audience

Audience dashboard

All contacts

Signup forms

Tags

Segments

Surveys New

Preferences center New

Inbox New

Elizabeth  
Thrive With Autism  
Foundation

[Back to audience dashboard](#)

# Audience

## Thrive With Autism Foundation

Your audience has **175** contacts. **166** of these are subscribers.

[Overview](#)
[Manage contacts](#)
[Add contacts](#)
[Signup forms](#)
[Preferences center](#)
[Settings](#)
[Inbox](#)
[Surveys](#)

Toggle Columns
 Export Segment
 1 – 57 of 57

Filtered by Tags
 57 contacts contain Volunteer List
 Send Campaign

	Email Address	First Name	Last Name	How are you impacted by autism?	I'm interested in
<input type="checkbox"/>	[REDACTED].net				
<input type="checkbox"/>	[REDACTED].com				

Generation 26 Application THRIVE CENTER FOR SUCCESS

Page 125



## SAMPLE THRIVE WITH AUTISM NEWSLETTER



January 2021 Newsletter

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### **Introducing our new board member: Ann Ziker, Ph.D.**

Dr. Ann Ziker presently serves as Executive Director of The Brown Foundation, Inc. Previously, she held several roles at YES Prep Public Schools, including Executive Vice President; Executive Director (interim); and Vice President for Advancement. Prior to joining YES Prep, Ann served as the founding Managing Director for Education Pioneers-Houston. From 2008 to 2010, Ann worked as a consultant for McKinsey & Company, where she served public and private sector clients on a variety of strategic and organizational issues. She began her career as a high school social studies teacher in large, comprehensive Texas high school. Ann holds a BA in Sociology & Political Science (*magna cum laude*) and a doctorate in History from Rice University. She and her husband Ben have lived in Houston for many years and have two children, ages 8 and 5.

[Meet The Full Thrive With Autism Foundation Board](#)

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Thrive is pleased to announce we are holding a  
**Virtual Public Meeting** via ZOOM for our proposed  
Autism-Focused Charter School:

## **THRIVE CENTER FOR SUCCESS**

Please join us to learn more about our plans and the exciting progress that we have made.

We will be asking for community input at the end of the presentation, so we look forward to hearing from you!

**Thursday, January 7th  
6:00pm to 7:00pm**

**Please RSVP** by clicking the box below to receive the ZOOM link and password for this meeting

Share this information with your friends who may be interested in learning more about our vision for Thrive With Autism.

**Thank you and we look forward to seeing you there!**

**RSVP NOW**



**Help us meet our goal of raising \$250,000 for our proposed charter school start-up costs!**

This start-up funding will help us get all of the necessities for our classrooms and our school.

The Brown Foundation, Inc. has generously pledged \$200,000 towards our goal. We have also received an additional \$30,000 in pledges. We are almost there!

[Please help us raise our remaining \\$20,000 to meet our goal.](#)

Donations can be made through our website at [www.thrivewautism.org](http://www.thrivewautism.org) or can be mailed to:

Thrive With Autism  
6606 FM 1488, Suite 148-622  
Magnolia, TX 77354

[Donate Now](#)

**We are still collecting letters of support for a school like this in our community. If you are a parent of a child with autism or a local organization, please consider writing us a letter of support. It can be emailed to [info@thrivewautism.org](mailto:info@thrivewautism.org).**

**Thanks so much for your support!**



**Thank you to our sponsors!**

Coming soon- A building rendering for our school! Stay Tuned!  
Thank you Element Architects for your time!

## HOUSTON CHRONICLE ARTICLE 12-14-2020

12/15/2020

Autism organization proposes new charter school in Magnolia - HoustonChronicle.com

SUBURBS // NEWS

### Autism organization proposes new charter school in Magnolia

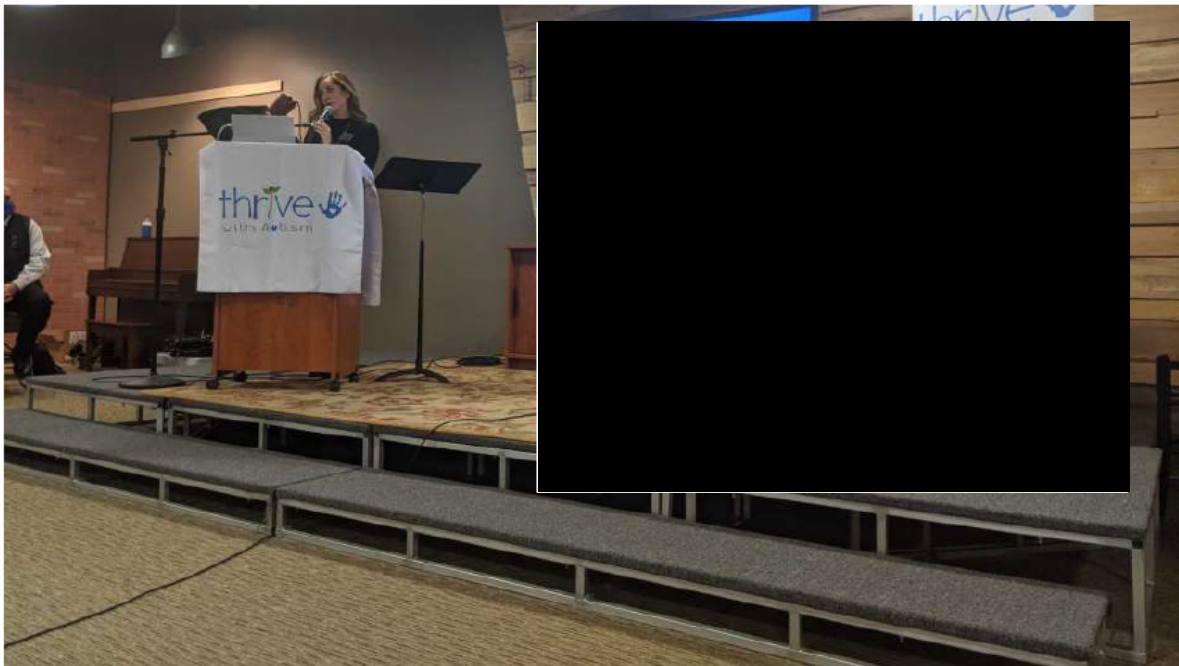
By Jamie Swinnerton, Staff writer

Dec. 14, 2020 | Updated: Dec. 14, 2020 3:14 p.m.



Ski

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Elizabeth Goldsmith, president and founder of Thrive With Autism, presents the organization's idea for a new charter school created to serve students with autism at a community meeting on Dec. 9, 2020.

Photo: Jamie Swinnerton

Elizabeth Goldsmith couldn't find the right school for [REDACTED] so she wants to build one. Goldsmith, the founder of local advocacy organization [Thrive With Autism](#), presented the idea of a new charter school created to help students across the autism spectrum at a community meeting last week.

<https://www.houstonchronicle.com/neighborhood/moco/news/article/Autism-organization-proposes-new-charter-school-15801143.php>

1/4

The meeting, hosted at Stonebridge Church in The Woodlands last week, was open to any community members interested in hearing more about the idea of a charter school built to serve children with autism. Parents from the area came to share their ideas and find out how this new school, the Thrive Center for Success, could serve them.

Goldsmith explained that her idea for a school designed to help students with autism was inspired by a school that already exists. The Els Center for Excellence in Jupiter, Florida was created by the Els for Autism Foundation. Goldsmith [REDACTED]

[REDACTED]

[REDACTED]

**Related:** Lone Star College doles out \$14M in CARES Act funds

The school was a tuition-free charter school that accepted all students with autism. It incorporated intensive Applied Behavior Analysis therapy into the curriculum, has highly trained staff to work specially with autistic students, and has a low students to teacher ratio to allow for individualized help. Students could access multiple types of therapy and recreational activities on-site, making it easier for families to get the help they need.

"I began to ask myself, why not Texas? Why not our children? Isn't it about time?" Goldsmith said. "With their permission and support it became my inspiration, my mission, to bring this to our community, for our children."

Like the Els Center for Excellence, the local charter school would be an open-enrollment and tuition-free school with highly trained staff.

The Thrive With Autism team is still working on the charter application but have plans to finish and submit it next month. The timeline for the school is to open in the fall of 2022, on a 32 acres in Magnolia on FM 1488. It will serve students from the six surrounding school districts: Conroe ISD, Klein ISD, Magnolia ISD, Montgomery ISD, Spring ISD, and Tomball ISD.

"We definitely want to help them in any way that we can if our children are ready to make that transition as seamlessly as possible," Goldsmith said of working with the local ISDs to help students transition to whatever school they want to go to.

Like the school in Florida, the vision for the charter school in Magnolia is to be a one-stop-shop for children with autism to get an education, as well as any necessary therapy, and social activities.

Right now, Thrive With Autism has reached an agreement on the land and are in the process of fundraising for the building, which Goldsmith estimates will cost around \$1.5 million. The organization claims that if the Thrive Center for Success were to open it would be the first school of its kind in Texas.

Part of the application is showing a community need. Before the meeting, Goldsmith said they had already collected 40 letters of support for the charter school, but were looking for more.






## FB THRIVE WITH AUTISM PAGE SAMPLE OF POSTS

**Thrive With Autism Foundation**  
Published by Adrienne Choma Sodemann · July 29, 2020 · ...

Thank you Office Evolution Conroe/The Woodlands for supporting Thrive With Autism Foundation! #ThriveWithAutism 🌱🧡



Office Evolution (Conroe / Woodlands) is with Bears Etc and Thrive With Autism Foundation.  
July 29, 2020 · Instagram · 🌐

Congratulations to the 2020 Winners of our Office Evolution - Woodlands  
FREE Office Giveaway - [Thrive With Autism Foundation](#) Elizabeth Goldsmith and [Bears Etc](#) ... [See More](#)

67 People Reached 27 Engagements [Boost Unavailable](#)

You and 9 others 4 Comments 1 Share

[Love](#) [Comment](#) [Share](#) [More](#)

Most Relevant ▼

**Thrive With Autism Foundation**  
Published by Jill Reichle · September 2, 2020 · ...

Thrive With Autism Foundation is excited to announce we are kicking off our Foundation! This is the moment we have been waiting such a long time for. The time is right and the time is now!  
Our first Volunteer Kick-off Rally will be held on: ... [See More](#)



256 People Reached 30 Engagements [Boost Post](#)

You and 6 others 3 Shares

[Love](#) [Comment](#) [Share](#) [More](#)

[Comment as Thrive With Autism Foundation](#) 🗨️ 📷 📺 📺




**Thrive With Autism Foundation**  
 Published by Jill Reichle · September 10, 2020 ·

Click below to RSVP for the Thrive Tribe Gathering on September 25th!

This event will be held on the large patio of Citizen's Grill from noon-2PM. Masks are encouraged, extras will be available and hand sanitizer will be plentiful to keep everyone safe.

We need YOU to join with us in helping make this unique school for children with autism a reality! Thank you for helping us keep an accurate headcount for social distancing purposes and we hope to see you there! ... [See More](#)

US17.LIST-MANAGE.COM  
**Thrive Tribe Gathering RSVP**

75

11

Boost Post

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View 1 comment


**Thrive With Autism Foundation**  
 Published by Adrienne Choma Sodemann · September 18, 2020 ·

#ThriveWithAutism



THU, SEP 24, 2020  
**Magnolia ISD Schools Superintendent Dr. Todd Stephens**  
 Dallas  
 14 people interested

76

12

Boost Unavailable

You and 6 others

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**Thrive With Autism Foundation**  
Published by Adrienne Choma Sodemann · September 24, 2020

#ThriveWithAutism 🌱🌻 had the opportunity to host a luncheon at The Greater Magnolia Chamber of Commerce!

214 People Reached      198 Engagements      [Boost Post](#)

You and 24 others      3 Comments 1 Share

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[View comments](#)

**Thrive With Autism Foundation**  
Published by Adrienne Choma Sodemann · September 27, 2020

Thrive With Autism Foundation held its first Volunteer Rally to launch our capital campaign on September 25th! What a great day! What a great event! Many thanks to @citizensgrill for doing an amazing job of helping us to make all of our volunteers feel welcome and well informed! #ThriveWithAutism 🌱🌻 #CitizensGrill

317 People Reached      185 Engagements      [Boost Post](#)

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[View comments](#)

**Thrive With Autism Foundation**  
Published by Adrienne Choma Sodemann · October 21, 2020 ·

Thrive had a great time presenting at the Rotary Club of Lake Conroe last night! Thank you for inviting us to speak and for making us feel welcome.  
#ThriveWithAutism 🌱🌿  
<https://www.facebook.com/RotaryClubLakeConroe/>



169 People Reached 53 Engagements [Boost Post](#)

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Most Relevant

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[View 1 comment](#)

**Thrive With Autism Foundation**  
Published by Adrienne Choma Sodemann · October 28, 2020 ·

What an amazing time we had sharing our vision with the community at Citizen's Grill during our "Come and See" event! It was great to connect with so many wonderful people! #ThriveWithAutism 🌱🌿



114 People Reached 63 Engagements [Boost Post](#)

You and 9 others 1 Share

[Like](#) [Comment](#) [Share](#)

[Comment as Thrive With Autism Foundation](#)

Thrive With Autism Foundation

Published by Jill Reichle · November 19, 2020 ·

Thank you [Woodlands Online](#) for sharing our story and vision with your viewers.

#ThriveWithAutism

<https://www.woodlandsonline.com/npps/story.cfm...>

WOODLANDSONLINE.COM

'Autism Foundation Plans Meeting for New Charter School'

Thrive With Autism is a nonprofit organization formed to help children with autism gain access to individualized high-quality education,...

117

108

Boost Unavailable

People Reached

Engagements

You and 9 others

8 Shares

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Comment as Thrive With Autism Foundation

Thrive With Autism Foundation

Published by Adrienne Choma Sodemann · November 20, 2020 ·

Thrive With Autism will be co-hosting an event at 99 Health and Wellness. Please stop by and visit our booth and consider donating blood for this worthy cause! #ThriveWithAutism

WED, DEC 16, 2020

Blood Drive for Carson Thelen & Vendor/Open House

Magnolia

63 people interested

72

12

Boost Unavailable

People Reached

Engagements

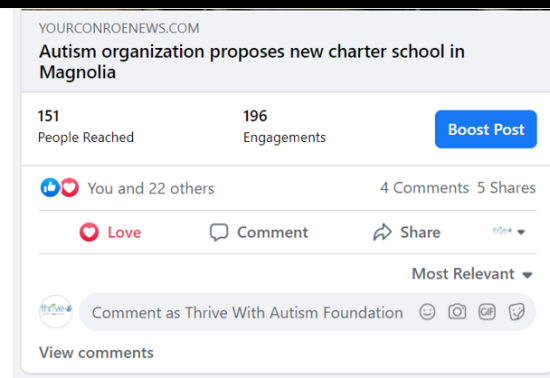
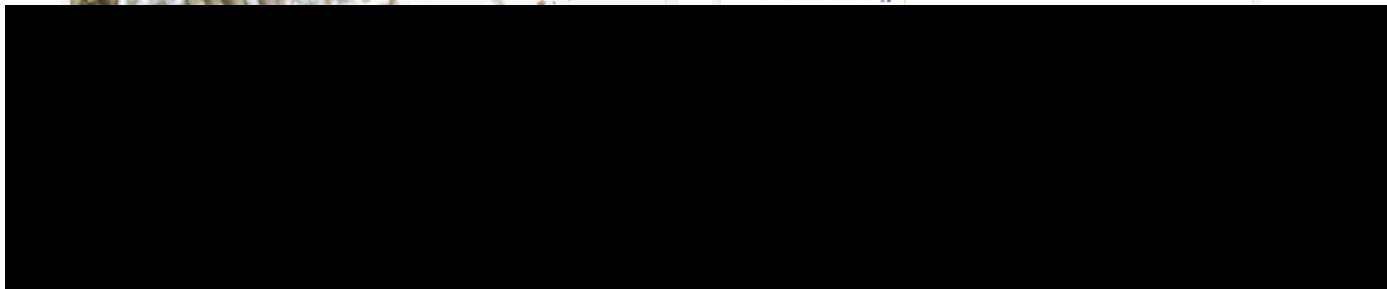
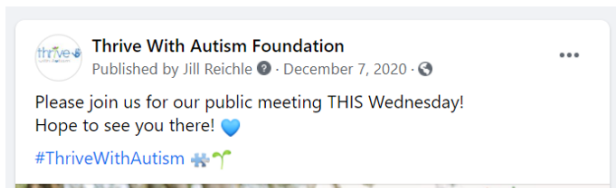
You and 4 others

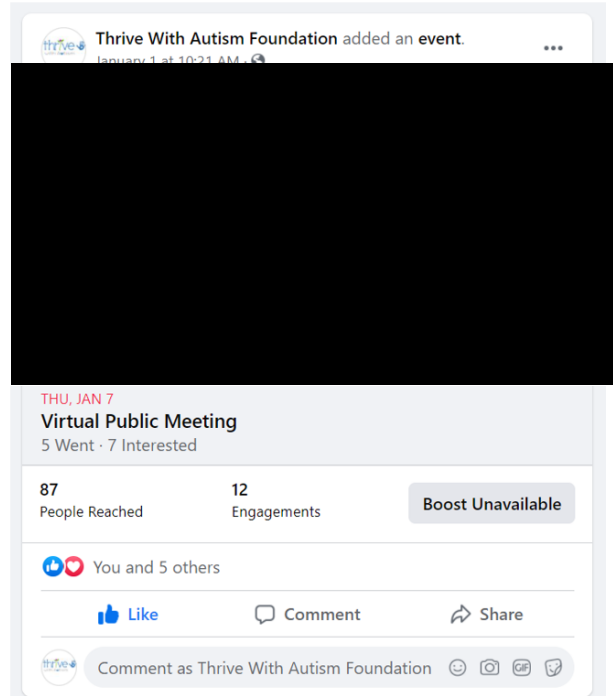
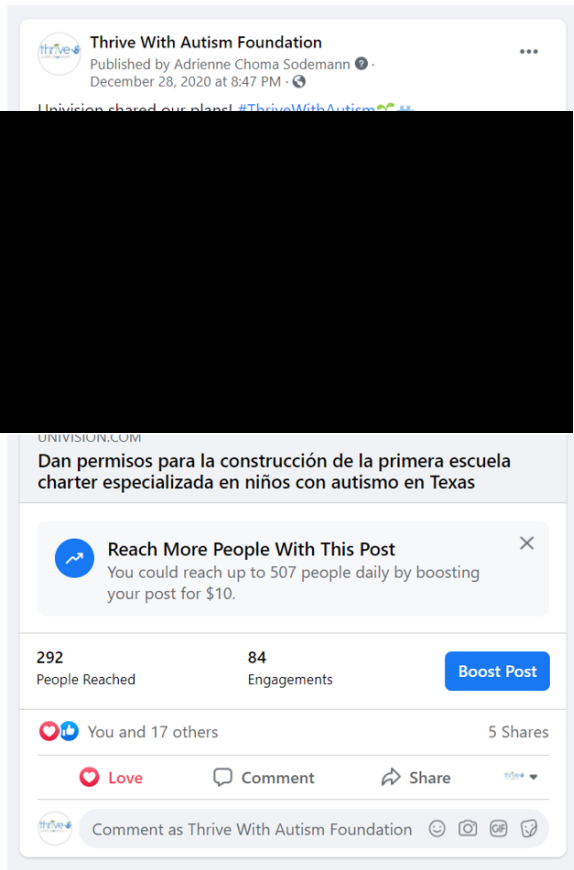
Like


Comment

Share

Comment as Thrive With Autism Foundation







Thrive With Autism Foundation

Published by Adrienne Choma Sodemann · January 6 at 10:38 AM ·

See below to RSVP for our virtual meeting tomorrow night!

#ThriveWithAutism

Families Empowered

January 5 at 12:01 PM ·

Hey families! Thrive with Autism is talking about their proposed autism-focused #charterschool this Thursday, January 7th at 6 p.m. through a virtual meeting. T... [See More](#)

[See Translation](#)

125

31

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3 Shares

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Thrive With Autism Foundation

Published by Adrienne Choma Sodemann · January 11 at 5:32 PM ·

To learn more about our proposed autism focused charter school, check out our FB Live video below. #ThriveWithAutism



Families Empowered was live.

January 11 at 1:03 PM ·

Meet the founders of Thrive with Autism, a new proposed public charter school in Magnolia (Houston area) that plans to serve students on the spectrum!

94

12

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You and 6 others

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### Thrive With Autism Foundation

Published by Jill Reichle · January 12 at 8:15 AM ·



"I had every imaginable resource available to me and I know how hard it was for me to find the right educational option for my child. I carry with me in my mind and my heart all the time the parents who don't have those kinds of privileges."

- Dr. Ann Ziker, Thrive's newest board member.

We shared some exciting expansion plans last week during our virtual public meeting. Check out this article to learn more! ... [See More](#)

YOURCONROENEWS.COM

### Autism advocacy group expands plans for new campuses

Thrive With Autism held a community meeting in December to talk...



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You could reach up to 332 people daily by boosting your post for \$10.

89

People Reached

19

Engagements

[Boost Post](#)



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1 Share



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Comment as Thrive With Autism Foundation





## CHAT FROM VIRTUAL PUBLIC MEETING JANUARY 7, 2021

18:04:25 From Adrienne Sodemann to Everyone : Welcome everyone! We are so glad to see you all here tonight!

18:05:00 From Ann Ziker to Everyone : Welcome! Please register at this link if you didn't in advance. This creates a record of who attended the meeting. <https://us17.list-manage.com/survey?u=ae6ba1d8c212fe5b6e0ebca07&id=c9d9fec2d9>

18:06:23 From Adrienne Sodemann to Everyone : Welcome Ann!

18:13:14 From Ann Ziker to Everyone : Hi everyone: Once again, if you are just now joining, please register at this link if you didn't do so before the meeting. This will give us a full record of everyone in attendance tonight. <https://us17.list-manage.com/survey?u=ae6ba1d8c212fe5b6e0ebca07&id=c9d9fec2d9>

18:15:05 From Ronny Knox to Everyone : Good evening everyone...the website for Thrive with Autism is <https://www.thrivewithautismfoundation.org/>

18:32:45 From [REDACTED] to Everyone : 👍

18:33:44 From Colleen Dippel to Everyone : Please post your questions in the chat and we will try to cover that during the Q&A

18:36:59 From Ann Ziker to Everyone : Hi everyone: Once again, if you are just now joining, please register at this link if you didn't do so before the meeting. This will give us a full record of everyone in attendance tonight. <https://us17.list-manage.com/survey?u=ae6ba1d8c212fe5b6e0ebca07&id=c9d9fec2d9>

18:41:31 From [REDACTED] to Adrienne Sodemann(Direct Message) : looking good 😊

18:45:56 From [REDACTED] to Everyone : how do we sign up for [REDACTED] possibly be part of this amazing idea, wife and I had been praying for better options for [REDACTED] and get [REDACTED] in a school.

18:47:14 From Ronny Knox to Everyone : Good evening [REDACTED] We will post an application to our website once we have the Charter approved by TEA.

18:50:17 From [REDACTED] to Everyone : I do !!

18:50:22 From [REDACTED] to Everyone : Yes!!

18:50:26 From [REDACTED] to Everyone : Yes I do!

18:50:27 From [REDACTED] to Everyone : Yes I do!

18:50:27 From [REDACTED] to Everyone : I do!

18:50:29 From [REDACTED] to Everyone : Yes, I do!

18:50:34 From [REDACTED] to Everyone : 🙌

18:50:36 From [REDACTED] to Everyone : They need lots of support

18:50:38 From [REDACTED] to Everyone : yes

18:50:38 From [REDACTED] to Everyone : I do.

18:50:39 From [REDACTED] to Everyone : yes

18:50:46 From [REDACTED] to Everyone : I do

18:50:48 From [REDACTED] to Everyone : Yes - very essential!!

18:50:49 From [REDACTED] to Everyone : definitely!

18:50:51 From iPhone to Everyone : very important

18:51:00 From [REDACTED] [REDACTED] to Everyone : agree

18:51:09 From [REDACTED] to Everyone : yes

18:51:19 From [REDACTED] to Everyone : yes

18:52:20 From Colleen Dippel to Everyone : IF you are interested in potentially enrolling your child please email the team at [info@thrivewautism.org](mailto:info@thrivewautism.org) & we will keep you informed as we go thru the charter process.

18:52:22 From [REDACTED] to Everyone : Evidence Based research used with students and staff.

18:52:42 From [REDACTED] to Everyone : Trained professionals

18:52:48 From [REDACTED] [REDACTED] to Everyone : Compassionate teachers

18:52:49 From [REDACTED] to Everyone : Academics + ABA + Extracurricular Activities

18:52:51 From [REDACTED] to Everyone : We would like to see a school that provides a model for what other public schools can do with AU students.

18:52:59 From [REDACTED] to Everyone : real life lessons, good and bad results of actions, interactions with public service police, fire etc, trained and teachers that truly understand

18:53:21 From [REDACTED] to Everyone : IEPs for every student

18:53:23 From [REDACTED] to Everyone : Trained people

18:53:25 From [REDACTED] to Everyone : Lots of parent involvement and collaboration

18:53:26 From [REDACTED] to Everyone : individualized goals.

18:53:39 From [REDACTED] to Bill Sodemann(Direct Message) : Thank you for your input everyone!!! So valuable!

18:53:49 From [REDACTED] to Everyone : Transparency, open communication.

18:53:51 From [REDACTED] to Everyone : The opportunity for student success through positive relationships and developing a warm culture for all.

18:53:55 From [REDACTED] to Everyone : staff accountability

18:54:10 From [REDACTED] to Everyone : individualizations coupled with a collective spirit amongst the students

18:54:11 From iPhone to Everyone : more structured academics, therapies and extra curricular activities: music, sports, arts

18:54:28 From [REDACTED] to Everyone : Parent training/meetings

18:54:30 From [REDACTED] to Everyone : They need love !!!!Real life situations so that they are able to live a functional life . Parents trainings and professional staff is so important .

18:54:38 From [REDACTED] to Everyone : Quality teachers

18:54:42 From [REDACTED] to Everyone : That [REDACTED] true intelligence Is honored

18:54:58 From [REDACTED] to Everyone : That each child has a memorable teacher who makes a positive difference

18:55:00 From iPhone to Everyone : basic academics and life skills

18:55:03 From [REDACTED] to Everyone : I want my kid to be excited and interested in learning. I've seen the light go out in too many kids' eyes.

18:55:03 From [REDACTED] to Everyone : challenged and appreciated and loved and respected

18:55:05 From [REDACTED] to Everyone : Strong school leader

18:55:07 From [REDACTED] to Everyone : develop a skill to contribute to their community

18:55:09 From [REDACTED] to Everyone : Great school culture

18:55:10 From [REDACTED] to Everyone : Differentiation and that people don't put limits on students and hold high expectations for the students and teachers.

18:55:12 From [REDACTED] Everyone : Understanding and patience

18:55:12 From [REDACTED] to Everyone : Most important is helping each child reach their greatest potential. Independence

18:55:18 From [REDACTED] to Everyone : Be able to take care of himself

18:55:34 From [REDACTED] [REDACTED] to Everyone : A great educational experience through the kindness and love demonstrated through teacher interaction.

18:55:39 From [REDACTED] to Everyone : Do you have a plan to train and support parents?

18:55:54 From [REDACTED] to Everyone : regular feedback from teachers, cooperation with parents, individual goals

18:56:20 From [REDACTED] to Everyone : Team work

18:56:25 From [REDACTED] to Everyone : Patience and work together

18:56:29 From [REDACTED] to Everyone : Community- a place to belong

18:56:31 From [REDACTED] to Everyone : so each kids feels free and comfortable to reach the fullest potential.

18:56:32 From [REDACTED] to Everyone : Training , patience and consistency !

18:56:36 From [REDACTED] to Everyone : open communication

18:56:45 From [REDACTED] to Everyone : Strong communication and collaboration with teachers

18:56:53 From [REDACTED] to Everyone : Family support

18:56:58 From [REDACTED] to Everyone : Feedback and a community of support.

18:57:10 From iPhone to Everyone : the ability to carry over what is learned in the school setting to the home environment

18:57:18 From [REDACTED] to Everyone : Patience, and parents and teachers working together will yield the best chance at success.

18:57:35 From [REDACTED] to Everyone : Communication between staff and parents

18:57:41 From [REDACTED] to Everyone : The students and parents of autism students need an open line of communication and feel they matter! Listen to their needs is key!

18:57:42 From [REDACTED] to Everyone : Generalizing skills

18:57:46 From [REDACTED] to Everyone : self reliance

18:57:59 From [REDACTED] to Everyone : Parent training, suggestions of how to deal with teaching life skills.

18:58:50 From [REDACTED] to Everyone : How many students will be initially admitted?

18:59:06 From [REDACTED] to Everyone : How is admission prioritized?

18:59:31 From [REDACTED] to Everyone : Thank you!

18:59:56 From [REDACTED] to Everyone : Will the school be open enrollment?

19:00:06 From [REDACTED] to Everyone : What is your student to teacher ratio?

19:00:27 From [REDACTED] to Everyone : What do you think the biggest challenge will be?

19:00:41 From [REDACTED] to Everyone : How will students be assessed/ evaluated?

19:00:44 From [REDACTED] to Everyone : How does open enrollment work with such a specialized student population?

19:00:56 From [REDACTED] to Everyone : How will you bring in other therapies?

19:02:37 From [REDACTED] to Everyone : how can we help spread the word and donate for this amazing project !

19:02:38 From iPhone to Everyone : would each student have an individual education program (IEP)

19:02:39 From [REDACTED] to Everyone : Thanks, Ann!

19:02:56 From [REDACTED] to Everyone : 🙏

19:04:12 From [REDACTED] to Everyone : To learn more, get involved, or spread the word please share the website and sign up for the news letter:  
<https://www.thrivewithautismfoundation.org>

19:04:36 From [REDACTED] to Everyone : Thank you!!!

19:04:37 From [REDACTED] to Everyone : we are excited as a family in whole for Noah and appreciate you guys

19:05:34 From Ann Ziker to Everyone : Thank you about the question about donations & spreading the word. If you are very passionate, we can include letters of support in the application package. For donations: we have a goal to raise \$250,000; we have raised \$230,000 to date. Donation information also on website <https://www.thrivewithautismfoundation.org/>

19:05:40 From [REDACTED] to Everyone : amen 🙏 this brought hope for us and give Noah a better chance in life once we are gone.

19:06:08 From [REDACTED] to Everyone : Honored that you joined, Raul - look forward to getting to know you further

19:06:17 From [REDACTED] to Everyone : Love that you are making this happen. The charter law exists for schools like this to open. Best of luck!

19:07:24 From [REDACTED] to Everyone : so grateful for your attendance!

19:07:25 From [REDACTED] to Everyone : God Bless you and Thanks for your presentation !!!

19:07:37 From [REDACTED] to Everyone : Thank you for a wonderful presentation. I hope that I can assist by volunteering in some way to help Thrive with Autism

19:07:37 From iPhone to Everyone : thank you!!

19:07:45 From [REDACTED] to Everyone : Thank you

19:07:50 From [REDACTED] to Everyone : Thank you! Great job and thanks for all you are doing!

19:07:53 From [REDACTED] to Everyone : Thank you all for that amazing effort

19:08:09 From [REDACTED] to Everyone : thank you, it was pleasure to meet and listen as it sounds promising for our future


19:08:24 From [REDACTED] to Everyone : wish you all tge best of luck!

19:09:11 From [REDACTED] to Everyone : Thank you! "It takes a village".

## CHAT FROM FB LIVE INTERVIEW WITH FAMILIES EMPOWERED 1-11-21

**Families Empowered** was live.  
January 11 at 1:03 PM · 🌐

Meet the founders of Thrive with Autism, a new proposed public charter school in Magnolia (Houston area) that plans to serve students on the spectrum!



Ask a question or just say hello in the chat!

25 53 Comments 21 Shares

Love Comment Share

Write a comment...

**Families Empowered** · 1:00  
Sign up to get updates from Thrive with Autism:  
<http://bit.ly/2XvDDXs>

Use with Autism Interest Form  
DOCS.GOOGLE.COM  
Thrive with Autism Interest Form

Like · Reply · 1w

View 33 more comments

Newest ▾

Write a comment...

**[REDACTED]** · 10:46  
This is so great!!!!

Like · Reply · 3d

**[REDACTED]** · 1w

Like · Reply · 1w

1 Reply

**[REDACTED]** · 1w

Like · Reply · 1w

**[REDACTED]** · 4:37  
This a GREAT option for families!

Like · Reply · 1w

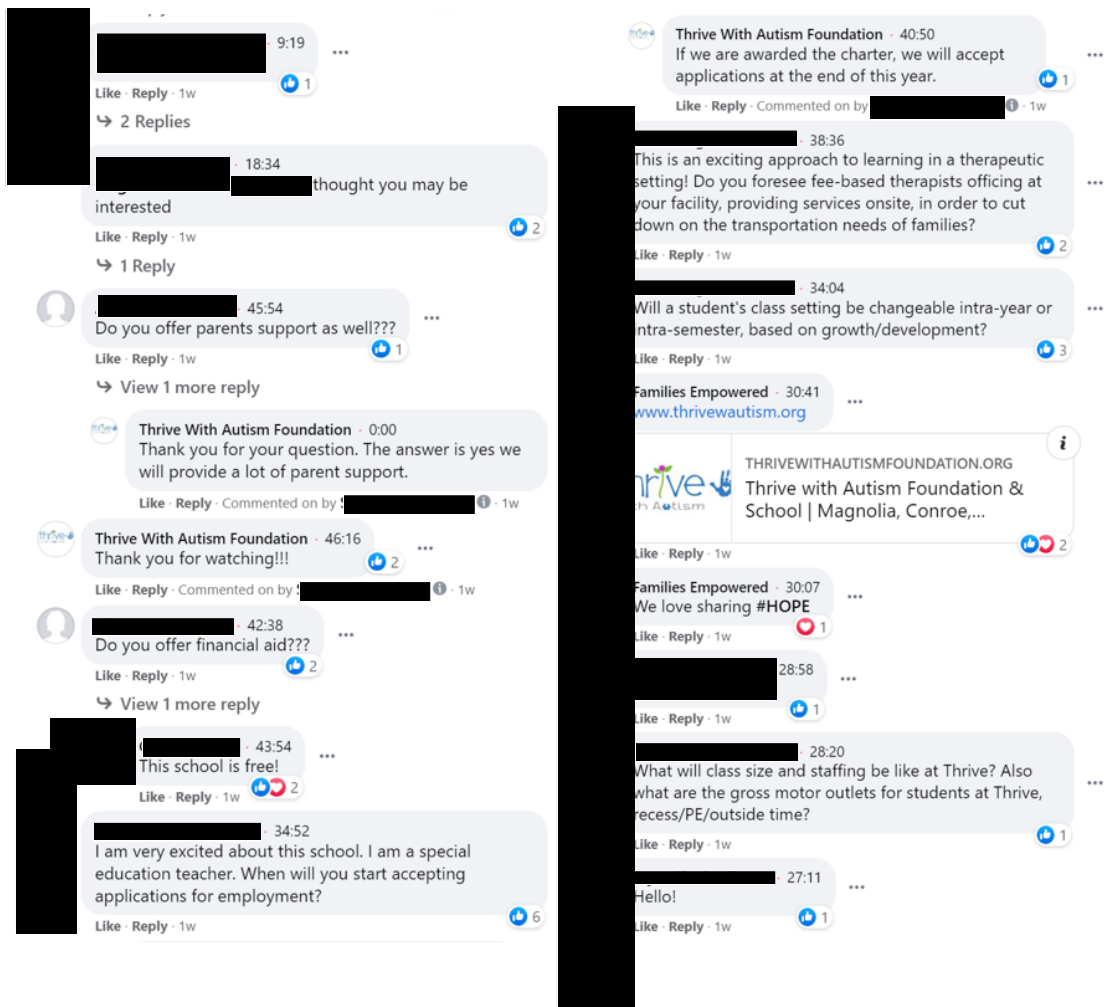
2 Replies

**[REDACTED]** · 0:41  
Oh I need this in my [REDACTED] and have a hard time finding Aba!! Already following you guys!! Please reach out [REDACTED] deserves the best growth and opportunity!!

Like · Reply · 1w

**C [REDACTED]** · 0:21  
Love the idea! So needed for so many families!

Like · Reply · 1w









**Texas Families First** · 5:29

This is a great opportunity - thank you for being courageous enough to start this school!



Like · Reply · 1w



**Families Empowered** · 1:00

Sign up to get updates from Thrive with Autism:  
<http://bit.ly/2XvDDXs>



DOCS.GOOGLE.COM

Thrive with Autism Interest Form



Like · Reply · 1w

Write a comment...



Public Meeting Agenda  
Thrive With Autism  
12.9.2020 6:00-7:00p.m.  
StoneBridge Church Main Building (Lodge Room)  
1 StoneBridge Church Drive  
The Woodlands, TX 77382

1. Welcome
2. Our Inspiration
3. Overview of the Meeting
4. What is a charter?
5. Application process
6. Introduction to Thrive Center for Success
7. Community Input
  - a. Would you support a new autism-focused charter school for all ages opening in our area?
  - b. What is most important to you concerning your child's education?
  - c. How important is a low student to teacher ratio?
  - d. How important is having staff that are highly trained in working with students with autism?
  - e. How important is having an individualized education plan for every student?
  - f. What is important to you in an autism-focused school building structure?
  - g. What skills and abilities are important for individuals with autism to have in order to be successful in life?
8. Question and Answer Session
9. Adjourn

## **PUBLIC MEETING PROTOCOL**

### Community Input

- a. Would you support a new autism-focused charter school for all ages opening in our area?
- b. What is most important to you concerning your child's education?
- c. How important is a low student to teacher ratio?
- d. How important is having staff that are highly trained in working with students with autism?
- e. How important is having an individualized education plan for every student?
- f. What is important to you in an autism-focused school building structure?
- g. What skills and abilities are important for individuals with autism to have in order to be successful in life?



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Tuesday, December 29, 2020

AN EDITION OF HOUSTON CHRONICLE

## Autism group proposes new school

Charter campus being considered to focus on children in spectrum

By Jamie Swinnerton  
STAFF WRITER

Elizabeth Goldsmith couldn't find the right school for her son, so she wants to build one. Goldsmith, the founder of local advocacy organization Thrive With Autism, presented the idea of a new charter school created to help students across

the autism spectrum at a recent community meeting.

The meeting, hosted at Stonebridge Church in The Woodlands last week, was open to any community members interested in hearing more about the idea of a charter school built to serve children with autism. Parents from the area came to share their ideas and find out how this new

school, the Thrive Center for Success, could serve them.

Goldsmith explained that her idea for a school designed to help students with autism was inspired by a school that already exists. The Els Center for Excellence in Jupiter, Florida was created by the Els for Autism Foundation. Goldsmith and her family toured the facility when they were trying to find the right place for her son and were blown away by what they found.

The school was a tuition-free

charter school that accepted all students with autism. It incorporated intensive Applied Behavior Analysis therapy into the curriculum, has highly trained staff to work specially with autistic students, and has a low students to teacher ratio to allow for individualized help. Students could access multiple types of therapy and recreational activities on-site, making it easier for families to get the help they need.

"I began to ask myself, why not Texas? Why not our children?

Isn't it about time?" Goldsmith said. "With their permission and support it became my inspiration, my mission, to bring this to our community, for our children."

Like the Els Center for Excellence, the local charter school would be an open-enrollment and tuition-free school with highly trained staff.

The Thrive With Autism team is still working on the charter application but have plans to finish

*School continues on A3*

### COMMUNITY

The Woodlands Villager | Wednesday, December 30, 2020 | A5

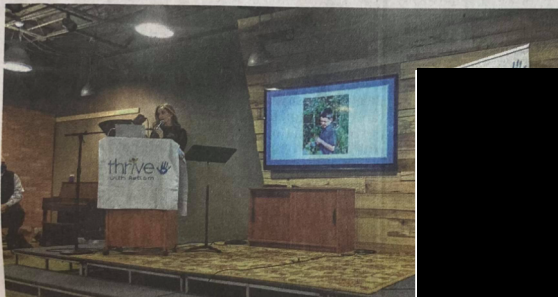
## Autism group proposes school in Magnolia

By Jamie Swinnerton  
STAFF WRITER

Goldsmith, the founder of local advocacy organization Thrive With Autism, presented the idea of a new charter school created to help students across the autism spectrum at a community meeting last week.

The meeting, hosted at Stonebridge Church in The Woodlands last week, was open to any community members interested in hearing more about the idea of a charter school built to serve children with autism. Parents from the area came to share their ideas and find out how this new school, the Thrive Center for Success, could serve them.

Goldsmith explained that her idea for a school designed to help students with autism was inspired by a school that already exists. The Els Center for Excellence in Jupiter, Florida was created by the Els for Au-



Elizabeth Goldsmith, president and founder of Thrive With Autism, presents the organization's idea for a new charter school created to serve students with autism at a community meeting on Dec. 9.

tism Foundation. Goldsmith and her family toured the facility when they were trying to find the right place for her son and were blown away by what they found.

The school was a tuition-free charter school that accepted all students with autism. It incorporated intensive Applied Behavior Analysis therapy into the curriculum, has highly trained

staff to work specially with autistic students, and has a low students to teacher ratio to allow for individualized help. Students could access multiple types of therapy and recreational activities on-site, making it easier for families to get the help they need.

"I began to ask myself, why not Texas? Why not our children? Isn't it about

time?" Goldsmith said. "With their permission and support it became my inspiration, my mission, to bring this to our community, for our children."

Like the Els Center for Excellence, the local charter school would be an open-enrollment and tuition-free school with highly trained staff.

The Thrive With Autism

team is still working on the charter application but have plans to finish and submit it next month. The timeline for the school is to open in the fall of 2022, on a 32 acres in Magnolia on FM 1488. It will serve students from the six surrounding school districts: Conroe ISD, Klein ISD, Magnolia ISD, Montgomery ISD, Spring ISD, and Tomball ISD.

"We definitely want to help them in any way that we can if our children are ready to make that transition as seamlessly as possible," Goldsmith said of working with the local ISDs to help students transition to whatever school they want to go to.

Like the school in Florida, the vision for the charter school in Magnolia is to be a one-stop-shop for children

with autism to get an education, as well as any necessary therapy, and social activities.

Right now, Thrive With Autism has reached an agreement on the land and are in the process of fundraising for the building, which Goldsmith estimates will cost around \$1.5 million. The organization claims that if the Thrive Center for Success were to open it would be the first school of its kind in Texas.

Part of the application is showing a community need. Before the meeting, Goldsmith said they had already collected 40 letters of support for the charter school, but were looking for more.

### CALENDAR

#### JANUARY 1

New Year's Day govern-

2021, with normal business hours. COVID-19 precautions will remain in place in the new year and visitors are

the Fighting Irish of Notre Dame, while down in New Orleans, the Sugar Bowl is set to host the Clemson

hand each week, selling items ranging from fresh produce, meats and other foods to artisanal jewelry





## **Letters of Support**

*The following individuals and organizations have written to express support for Thrive With Autism and its goal to create Texas's first public charter school with special-needs children as a community of focus. Letters also have been sent directly to the office of Commissioner Mike Morath and copies are included herein.*

### **Letters from medical professionals with experience with autism**

- W. Daniel Williamson, MD, Dan L. Duncan Children's Neurodevelopmental Clinic; UT Health Science Center at Houston
- Julie A. Martinez, DDS, The Woodlands, Texas
- Catherine Walker, DDS, The Woodlands, Texas
- Stephanie Walsh, LPC, New Day Family Counseling

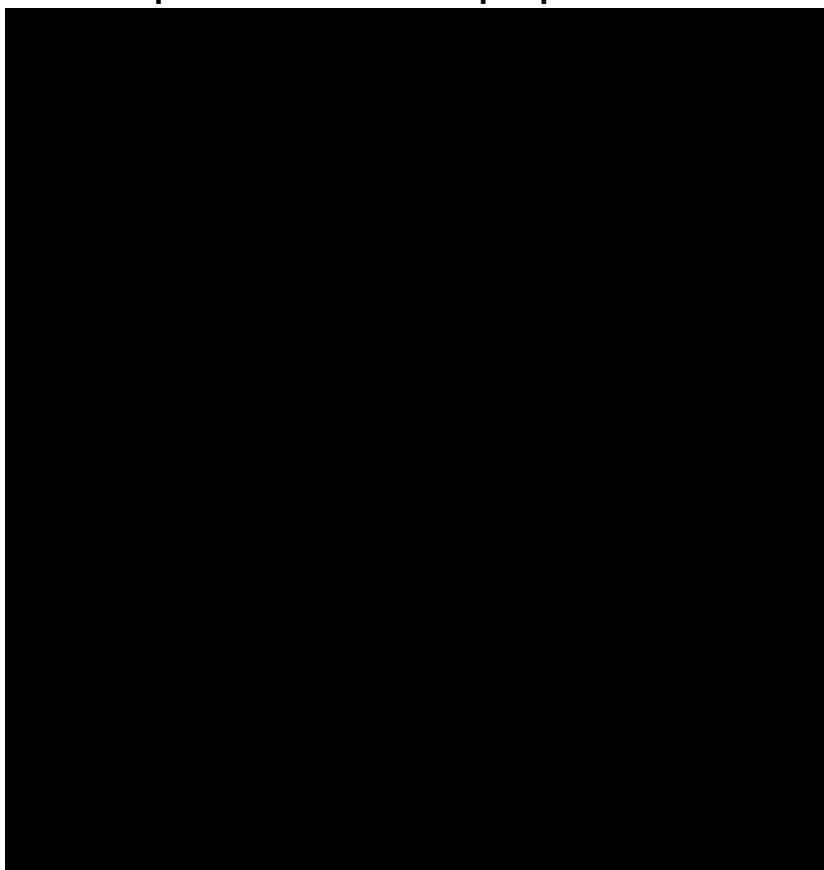
### **Letters from education leaders, teachers, and educational experts**

- Chris Barbic, The City Fund; Founder, YES Prep Public Schools
- Jennifer Crawford, special education advocate
- Grant Gautreaux, PhD, Foundation for the Advancement of Strategic Science of Teaching, Baton Rouge, Louisiana
- Dr. Marlene Sotelo, COO, Els With Autism Foundation
- Lori Lauden, Early Childhood, Wildwood Christian Academy, Magnolia, Texas

### **Letters from philanthropic and nonprofit organizations**

- Colleen Dippel, CEO, Families Empowered
- Ann Stern, CEO, Houston Endowment
- Kimberly Sterling, President, Sterling Associates, Houston, Texas
- M.J. Tindall, President & CEO, Inspiration Ranch, Magnolia, Texas
- Ann Ziker, Executive Director, The Brown Foundation, Inc., Houston, Texas

### **Letters from parents and families of prospective students**



### **Letters from community and business leaders**

- Robert D. Abendschein, EVP Talos Energy and past Board Chair of Montgomery County United Way
- Richard Grimes, Grimes & Fertitta
- Bob Milner, TerBo Enterprises, The Woodlands, Texas
- Sandra L. Barton, President, Greater Magnolia Parkway Chamber of Commerce



## McGovern Medical School

Children's Learning Institute  
Dan L. Duncan Children's Neurodevelopmental Clinic

W. Daniel Williamson, MD, FAAP  
*Medical Director, Developmental Pediatrician  
Professor, Department of Pediatrics*

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

January 13, 2021

Dear Commissioner Morath,

I am pleased to write to express my support for Thrive With Autism, a nonprofit organization seeking state authorization to operate a charter school focused on children on the autism spectrum.

Over my 40 years of treating pediatric patients on the autism spectrum, I have seen firsthand the struggles of countless families to access quality educational options for their children. Our community desperately needs more schools that understand the unique learning needs of students on the autism spectrum. While Houston is home to several private schools that serve this population, these institutions are not nearly large enough to meet the need. In addition, the cost of these institutions (often exceeding \$30,000 per year) put them well beyond the reach of most families in our community. A tuition-free public charter school would offer more parents an opportunity to give their children the education they deserve.

Many children on the autism spectrum have extraordinary intelligence and a capability to learn, but they require a specialized approach with highly trained staff to unlock their potential. When I learned about Thrive With Autism's intention to seek a charter from the state, I immediately knew that I wanted to express my strong support for this project.

Texas has an immense challenge with special education. Thrive With Autism offers an important solution to better serve this growing population of students. Thank you for giving their charter application your thoughtful consideration.

Sincerely,

W. Daniel Williamson, M.D.

713.500.8300 713.500.8289 fax  
6655 Travis Street, Suite 880  
Houston, Texas 77030  
[www.childrenslearninginstitute.org](http://www.childrenslearninginstitute.org)

**Julie A. Martinez DDS, PC**  
Diplomat of The American Board of Pediatric Dentistry  
9006 Forest Crossing, Suite A, The Woodlands, Texas 77381  
281-367-6558

January 7, 2021

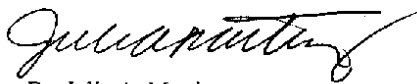
Texas Education Agency  
Letter In support of Thrive for Success.

I am a pediatric dentist with 33 years of experience and I provide care for many patients who are on the spectrum. When I was made aware of the Thrive for Success program, these patients immediately came to mind, and I began reaching out to parents about interest in such a supportive program and they received this news with great enthusiasm.

Families who have children with autism often feel isolated and alone. I have referred toddlers on the spectrum to programs such as Early Learning Center but education and socialization is only a small facet of services needed. Parents remark there is not a clear path forward after diagnosis of autism. Thrive for Success mission can fill this tremendous void and can act as support system for entire family unit.

As a pediatric dentist it brings great joy to me when my child patients grow up to fully participate in our community, and that is my sincere wish for all my patients! The vision of a child on the spectrum reaching their greatest potential as an adult should be a high priority for all our community as it is for me.

Sincerely,



Dr. Julie A. Martinez



## Catherine Walker DDS

General Dentistry  
9006 Forest Crossing, Suite A, The Woodlands, Texas 77381  
281-367-6558

January 7, 2021

Texas Education Agency  
Letter in support of Thrive for Success.

I am a general dentist with two years of experience and native Texan. I am very excited about the Thrive for Success program. There is a need for this tuition-free charter program in my community.

An environment geared toward autism spectrum children is a significant offering. The multiple disciplines provided such as speech therapy, occupational therapy, physical therapy and feeding therapy will help enrich these children's lives, better prepare them for their future endeavors, as well as improve the lives of their family units. The outdoor recreational areas and dynamic enrichment activities will be so beneficial for the children.

I look forward to seeing the progress of the children who participate in this program. As a mother, I understand the goal for our children is to grow up to fully contribute to our society and that every parent wants the best for their children. There is no doubt in my mind that this program will become a valuable, irreplaceable, and important part of our community.

Sincerely,



Dr. Catherine Walker

## New Day Family Counseling

*Stephanie Walsh, LPC*

Licensed Professional Counselor

(281) 301-1843

Texas Education Agency  
Division of Charter School Administration  
1701 N. Congress Avenue  
Austin, Texas 78701

Texas Education Agency State Board of Education:

As an LPC, primarily working with children, I am in overwhelming support of Thrive Center for Success opening in our area. Specializing in behavior in children I see a great need for the families and individual children to have this oasis of support and growth at their fingertips. The local public school system can only help these precious families so much and take them so far. Where Thrive can meet every need the family may have and lead the child to a bright and hopeful future.

I have referred several families to Grace Psychological Services for support and testing and have encouraged them to plan on the much-awaited opening of Thrive! Continuing to promote Thrive Center's mission is my goal. Others I anticipate giving full support to this cause are: Spring Grove Counseling, Joy Effect Counseling, Dr. M Garcia, Connections [Child](#) and Family Center.

There is no other school or program of this nature in Texas currently. The need is great and will be taken advantage of by those families with children on the spectrum.

Thank you for your tie,  
Stephanie Walsh, LPC

January 14, 2021

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

Dear Commissioner Morath,

I write to express my support for Thrive With Autism, an organization proposing a new open-enrollment charter school with a mission to serve children on the autism spectrum.

In 1995, I founded Project YES, which later became YES Prep Public Schools, to respond to a community demand from parents and teachers eager to improve outcomes for their children predominantly from underserved communities. The original spirit of the charter law was to create innovative places to respond to needs not being addressed elsewhere in the public education system—and to allow passionate leaders to build a better approach.

The first generation of charter schools (such as YES Prep, KIPP, Uplift, and IDEA Public Schools) proved what was possible and challenged the entire public school system to elevate its expectations for children from lower-income communities.

Twenty years later, I believe the next generation of charter schools can now do the same for special populations of students, who have also been underserved by the system for far too long. Thrive With Autism will also remind us that charter schools have never been only about serving the “top” students—but are important models of innovation serving **all** Texas students.

As you know, Texas, and in particular Houston, has an immense challenge serving special education students. Thrive With Autism offers an opportunity to demonstrate that better outcomes are possible with the right leaders, teachers, expectations, and culture.

I enthusiastically recommend state authorization for Thrive With Autism to operate a charter school. Thank you for your consideration of their application.

Thanks,

A handwritten signature in black ink, appearing to read 'CB', with a stylized flourish at the end.

Chris Barbic  
Partner, City Fund

January 6, 2021

Commissioner Mike Morath

Texas Education Agency

1701 N. Congress Ave

Austin, TX 78701

Dear Commissioner Mike Morath:

As an Educator and Special Education Advocate for the past 20 years in Montgomery County, I am composing this document to articulate the upmost support for the Thrive Center for Success to reside in Montgomery County to support the educational needs of the families and students in the surrounding areas. I am enthusiastic to know that the Thrive Center for Success will use academic and behavioral evidence-based research methods when developing lifelong learners to become productive members of our community.

Montgomery County, Texas population in 2020 is estimated to be 625,012 with an average growth rate of 2.9 % and currently ranks 9th, as one of the fastest growing counties in TX. Along with autism prevalence rates that have tripled over time from 0.67 to 1.85 %, there is a need to develop such a place that will support the families of the community that have loved ones with autism.

It is the mission of the Thrive Center for Success to do just that as they have stated in the literature given to the community. They have stated that they would like to cultivate a high quality, innovative environment for individuals with autism that provides access to services needed to empower everyone to thrive. Along with having the individuals have autonomy and gratification in all areas of their lives, this is a program we need for the families in our community.

The Founding Members along with the current Board of Directors have the passion, grit, experience, and knowledge to make the Thrive Center for Success a triumphant endeavor for the Montgomery County Community. I fully support their vision to develop all individuals to reach their full potential by becoming a student of the Thrive Center for Success.

Sincerely,

*Jennifer Crawford, M.Ed.*

Cites:

[Montgomery County, Texas Population 2020 \(worldpopulationreview.com\)](https://worldpopulationreview.com/country-rankings/montgomery-county-texas-population-2020)

[U.S. Census: Montgomery County ninth-fastest-growing county in Texas | Community Impact Newspaper](https://www.communityimpactnewspaper.com/news/montgomery-county-ninth-fastest-growing-county-in-texas)

[U.S. Autism Rates Up 10 Percent in New CDC Report - 2020 - News Releases - News - Johns Hopkins Bloomberg School Public Health \(jhsph.edu\)](https://www.hhs.gov/press/2020/spe0101-01)

**GRANT GAUTREAUX, PHD**

4550 Yale Avenue  
Baton Rouge, LA 70808

January 6, 2020

Dear Charter School Review Committee,

Dr. Jennifer Weber and myself are founding members of the Foundation for the Advancement of a Strategic Science of Teaching (FASST). We are both Senior Behavior Analysts in the Comprehensive Application of Behavior Analysis to Schooling (CABAS) system. We have been working with Adrienne Sodemann since January of 2020 regarding the development of a CABAS based charter school (Thrive Center for Success) in Texas. We have provided tutelage and mentoring the CABAS model on a regular basis in the past year. Adrienne, Elizabeth Goldsmith and other colleagues completed a series of continuing education sessions we conducted entitled an Introduction to CABAS sponsored by FASST. It has been a privilege working with Adrienne and Elizabeth during the past year as they become more familiar with the model. They have shown a full commitment to learning and adhering to the critical attributes of the CABAS model. We believe strongly they will continue to strive to increase their expertise in order to become more proficient. This has been evident in their interactions, questions and inquiries. We have provided them with numerous resources to enable them to successfully encapsulate the salient features of the CABAS model within their charter school application. Some of these features include but are not limited to 1) the CABAS training modules and certification rank system; 2) the importance of the accurate use of teaching as a science terminology, 3) effective presentation of instruction, 4) graphic display and analysis of student performance, 5) classroom management, and 6) applications of tactics from the literature of the science of applied behavior analysis to change student behavior for the better.

I am confident in the strength of their application and we strongly recommend their application for Thrive Center for Success to be successfully approved. We are committed to working with them in the future to ensure the success of the school in the form of consultation and ongoing training. We hope that this will culminate in Thrive Center for Success becoming an accredited CABAS model school.

Sincerely,



Grant Gautreaux, Ph.D. CABAS ARS, ABA; BCBA

January 16, 2020

To Whom It May Concern:

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

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

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

Respectfully yours,



Dr. Marlene Sotelo

Chief Operating Officer– Els with Autism Foundation

*Wildwood* Christian Academy  
832-934-0200



[www.wildwood-umc.org](http://www.wildwood-umc.org)

January 15, 2020

To Whom It May Concern:

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

Sincerely,

Lori Lauden  
Director

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

Location: 8911 FM 1488 Magnolia, Texas 77354



January 5, 2021

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

Dear Commissioner Morath:

It is with great pleasure that I write this letter of support for Thrive with Autism School, a proposed charter school serving grades K-5 for families in the Montgomery/ Tomball region.

As the Families Empowered Founder & Chief Executive Officer, I recognize the urgent need for high-quality schools for families who have children on the Autism spectrum. We have served families across Texas for 11 years, and currently have a network of nearly 100,000 families who are actively looking for school options. We communicate with these parents regularly and offer them accurate, actionable, neutral information about their options.

Having listened to the frustrations, hopes, and dreams of families who have children with autism this school is particularly exciting and a badly needed innovation for some of our most vulnerable kiddos. I believe that this school has a well thought out design, developed with the long-term success of its prospective students in mind:

- They plan to combine intensive Applied Behavior Analysis (ABA) therapy with academics into one setting. They will also ensure that other therapies that often happen off site for their students will be brought on campus.
- The school design will allow for low teacher to student ratios with staff trained in working with children with autism.
- They plan to offer recreational and athletic experiences at the school.
- The school will offer PARENTS support and training so that they can continue interventions at home and are better able support their children with proven strategies.
- They plan to bring social skill groups, as well as vocational and work training programs into the school.

I recommend Thrive with Autism without reservation and truly believe that authorizing this school will provide students with Autism and their families with a high-quality option they deserve. If you have any questions or concerns, please do not hesitate to contact me at 936-689-6506 or [REDACTED]

Colleen Dippel, Chief Executive Officer, Families Empowered





600 Travis Street #6400  
Houston, Tx — 77002

P +1 713 238 8100  
F +1 713 238 8101

January 11, 2021

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

Dear Commissioner Morath,

Houston Endowment, a private foundation in Houston, Texas, has focused on ensuring that each child has access to an outstanding education. We believe that providing diverse and meaningful educational opportunities is critical. We support efforts to diversify educational offerings and ensure that all children, including those with special needs, have the chance to attend a school tailored to their educational needs.

Houston Endowment has an abiding commitment to strengthening our public education system. Our education grants have included robust support for charter schools, and we are proud of our role in building large networks of college preparatory charter schools in our region. With more than twenty years of experience, we recognize an opportunity for charter schools to diversify and offer specialized educational models. We also believe that a model like Thrive Center for Success may be able to respond to an urgent need in our community to improve the quality of special education services in public schools.

According to TEA's published reports, 20,071 students in Region 4 qualified for special education services with a primary diagnosis of autism, the third-largest primary disability in the region. While the greater Houston region is home to several private institutions focused on children with autism, many families cannot access these resources due to financial barriers.

In light of the substantial community need, Houston Endowment supports the creation of public charter models designed to serve unique subpopulations of students.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ann Stern'.

Ann Stern, President and CEO  
Houston Endowment

SOURCE: <https://rptsvr1.tea.texas.gov/cgi/sas/broker>

---

HoustonEndowment.org



55 Waugh Drive, Suite 601  
Houston, Texas 77007

713 807 1411  
[sterlingnonprofits.com](http://sterlingnonprofits.com)

January 15, 2021

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

Dear Commissioner Morath,

I am pleased to write to express my support for Thrive Center for Success, a proposed new charter school with a mission to serve children on the autism spectrum. If authorized, Thrive would meet a critical need in our community by increasing the quality of special education services to children with diagnosed learning differences.

As the Founder and President of a Houston-based nonprofit consulting firm, I have more than 35 years of experience working with charter schools, public and private schools, and education-focused nonprofit organizations. As part of that experience, I have been fortunate to work with numerous private schools that meet the needs of children with autism and other social, emotional, and/or learning differences, including The Joy School, Gateway Academy, the Westview School, the Monarch School, the Parrish School, and others. This has allowed me to observe the profound impact that schools can have when they are focused and equipped to provide a learning home for children with specific needs and learning styles.

I have also had the opportunity to work closely and for extended periods of time with charter schools. One of my first such experiences came about when YES Prep Public Schools was founded. I had the privilege of working with that high-performing charter for the first 12 years of its existence, and I am now working with them again as they are engaged in a new expansion effort. Over the years I have also had the opportunity to work with KIPP. These experiences have given me the opportunity to see the way that excellent charters operate, and the way they are able to make a real impact on the lives of the students and families they serve. This leads me to believe that a charter school for children on the autism spectrum would allow them to learn in an environment, and with curriculum and instruction, that is exactly suited to their needs.

I believe that public charter schools, with their long history of innovation, are well poised to respond to the specific needs of children who require a more specialized learning environment than mainstream schools can provide. The vast majority of children with autism will never be able to attend a private school. Given the number of children with autism living in Texas (an estimated 1 in 59 children born today), better solutions are needed. It is hard to imagine a better solution than a charter school focused specifically on serving these children.

I highly recommend Thrive With Autism for state authorization, and would be delighted to elaborate on my comments if that would be helpful. On behalf of the many children who would benefit from an affirmative decision, thank for your consideration of their application.

Sincerely,

A handwritten signature in cursive script that reads "Kimberly Sterling".

Kimberly Sterling  
President



**Board of Directors**

**Officers:**

Gary Packer  
Board Chairman

Michelle Little  
Vice Chairman/Treasurer

Brooke Westall  
Secretary

**Members:**

Eric Allum

Justus Corley

Jimmie Dotson

Dr. Jim Schulze

Jason Ellestad

Patrick Flaherty

John Ford

Mike Maher

Bob Marlowe

Denny McGuire

Michael Schmidt

Dr. Jeffrey Shilt

Jenny Taylor

Brooke Westall

Elijah White

38029 Wright Rd  
Magnolia, TX  
PO Box 180001  
Spring, TX 77398  
281-719-9822

[www.InspirationRanch.org](http://www.InspirationRanch.org)

January 12, 2020

To Whom It May Concern:

It is with great pleasure that I write this endorsement for Thrive. The need for a school addressing the special needs community in Montgomery County and the surrounding area is long overdue. As the leader of a nonprofit who serves the autism population, I am so aware of the need for an environment that addresses an education style that would better benefit this special clientele.

As the number of special needs students soars, schools grapple with ways to offer high quality education without using resources that they already do not have. Autism is not a singular diagnosis, but a complex collection of behaviors. Children have a wide range of abilities and special skills. A school set up specifically for autistic students has the great advantage that everyone on staff knows and understand autism.

The staff and board of Thrive have not only personal experience and education to handle this unique population, but the heart and desire to see the successes of the autism community THRIVE!

Please except my endorsement for Thrive.

Sincerely,

MG Tindall  
President/CEO  
Inspiration Ranch

815-546-9094

January 8, 2021

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

Dear Commissioner Morath,

With pleasure I write to express our support for Thrive With Autism, who proposes a new open-enrollment charter school with a mission to serve children on the autism spectrum.

Since our founding in 1951, The Brown Foundation, Inc. has worked to build, sustain, and enhance educational opportunities for students in the state of Texas, and we have contributed well over \$600 million in charitable grants to diverse educational institutions. The Brown Foundation is a proud supporter of many of our state's best performing public charter school systems, with more than \$40 million invested in high-quality charter schools from the late 1990s to today.

As a foundation, with our 20-year history in charter school philanthropy, we see an opportunity for charter schools to respond to an **immense community need** to strengthen **public school options for students receiving special education services**. Charter schools once more can be a vanguard of innovation to demonstrate that better outcomes are possible for students with diagnosed disabilities or learning differences. We believe that Thrive With Autism will break new ground – and pave the way for other educational entrepreneurs to improve outcomes for special-needs children.

In November 2020, The Brown Foundation committed a grant of **\$25,000** to Thrive With Autism and made a pledge of **\$200,000 toward start-up costs**, if authorized to operate a charter.

On a personal note, I am a parent of a nine-year-old daughter with autism as well as a veteran educator. My experiences as a parent, a teacher, and a charter school leader all convince me that this proposed school is a vital new direction for Texas charter schools.

Respectfully,



Ann Ziker, Ph.D.  
Executive Director



Hello,

I have [REDACTED]

[REDACTED] We had to  
withdraw [REDACTED] from traditional public school in May 2018  
because staff was unable to accommodate [REDACTED]

[REDACTED] Thrive Center would  
be beneficial [REDACTED] because of the smaller class sizes & the  
ABA learning would [REDACTED] with some [REDACTED]  
extra support in such as time management & life skills.

[REDACTED] but he is currently in  
full time ABA [REDACTED]

[REDACTED] was regressing & they kept  
changing [REDACTED] classrooms & teachers. It was a terrible experience  
for him that he still gets upset about when its brought up to [REDACTED]  
Thrive Center would be perfect for him as he slowly transitions  
out of full time ABA therapy because it still uses ABA learning  
and has the lower classroom ratios we would like for him to  
thrive.

[REDACTED] Magnolia, TX 77355

1/5/21

**Liz Goldsmith**

---

**From:** [REDACTED]  
**Sent:** Thursday, January 7, 2021 9:19 PM  
**To:** Liz Goldsmith  
**Subject:** Parent letter of support

January 7, 2021

Thrive Center for Success  
Parent Letter of Support

To whom it may concern:

[REDACTED]  
[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

When I heard about Thrive Center for Success, I knew immediately that it would be tremendously beneficial for my [REDACTED]. After seeing how much improvement Josephine has made in just one year of ABA therapy, I can't imagine [REDACTED] life - or our family's - without [REDACTED] getting such a solid foundation, both academically and socially, that I am incredibly optimistic about her future.

To learn that Thrive Center for Success will apply ABA to academics and behavior in one setting sounds like a dream come true for [REDACTED]. Adding to that the low ratios and it being a tuition-free option, the chance to enroll her at Thrive Center for Success is an amazing opportunity we would never pass up.

I would absolutely be interested in [REDACTED] the Thrive Center for Success, and I have no doubt that it would meet an enormous need in our community for families of children with Autism.

Sincerely,  
[REDACTED]

[REDACTED]  
The Woodlands, TX 77381

**Liz Goldsmith**

---

**From:** [REDACTED]  
**Sent:** Friday, December 18, 2020 12:00 AM  
**To:** Liz Goldsmith  
**Cc:** [REDACTED]  
**Subject:** Letter of Support

[REDACTED] r [REDACTED] [REDACTED]  
[REDACTED] [REDACTED] [REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED] [REDACTED] [REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED] [REDACTED] As soon as I heard about the possibility of a  
charter school geared towards children with autism I jumped up and down with excitement and yelled for [REDACTED]  
[REDACTED] about it too... this is the most amazing news and though I am not in one the proposed zoning districts for  
Thrive with Autism, I will do whatever it takes for my son to be able to attend. The hope I feel is indescribable. Thank  
you for caring, thank you for working so hard to make this a reality, we're in!

Regards,

[REDACTED]

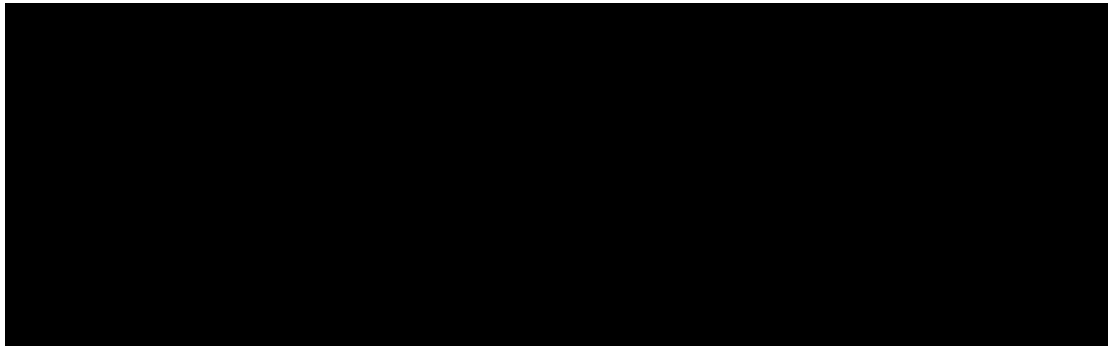


## Thrive with Autism Foundation

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**From:** [REDACTED]  
**Sent:** Thursday, January 7, 2021 6:43 PM  
**To:** Thrive with Autism Foundation  
**Subject:** School Need

Hello,  
I am a parent of [REDACTED] Which is southeast of Houston. Right now [REDACTED]  
[REDACTED] [REDACTED]. Even though the new opening of the charter school is nowhere near  
our area. I would like to know what could be different from the charter school programs and [REDACTED]. It would also  
be great if there was a charter school in the south of Houston. From what I understand from friend that have kids with  
autism in other districts in the south. Don't have either and SLC see program or no program at all for autistic children.  
You're response would be greatly appreciated. From a mom with big hopes. Thank you.



I would like to invite you to be part of a life changing opportunity. My team and I have been working hard to bring a unique school for autism to the Magnolia, Texas area. This model is like no other in Texas and will be accessible to all children with autism regardless of their economic background.

[REDACTED]

As [REDACTED], I understand the need in our community for a school like this. Many families in our area like mine, worry that as their children become adults they will be unable to sustain an independent lifestyle. Schools and clinics are not always a good fit, and are inconsistent in quality. This leaves families that are struggling to find a place where their child will flourish, few choices. After holding our first public meeting in January 2020 at Wildwood United Methodist Church, we heard from our community about how desperate some of their situations are and it brought to our attention the urgency for getting a model such as what we are proposing, into place in our community as soon as possible.

Our model is based on a game-changing facility in Jupiter, FL called Els for Autism. When I toured their campus, there were two aspects that really stood out to me.

First, they had an autism-focused tuition-free charter school that is accessible to all children with autism, regardless of financial standing. It also combined intensive Applied Behavior Analysis (ABA) therapy, the gold standard treatment for autism, and academics into one setting. They had low teacher to student ratios, dependent on the needs of each individual child, with staff highly trained in working with children with autism.

The second thing I saw was that it created a one-stop shop approach for these children and their families. They had recreational activities offered on-site such as soccer, golf, dance, yoga and more! Parents weren't having to drive all over town to take their kids to therapies because they had speech, occupational therapy, and feeding therapies, too. Other things included were social skills groups, vocational training, and support groups among many other things. Then I asked myself, Why not Texas? Why not our children? Isn't it about time?

With their permission and support, this became inspiration, my mission, to bring this model to our community, for our children.

We have created an amazing team to help make this happen. We have formed our non-profit organization, Thrive With Autism Foundation. Our plan is to open our proposed autism-focused charter school in August of 2022 in Magnolia, Texas. It will begin serving ages Pre-Kindergarten 3 through 5<sup>th</sup> grade, adding at least one grade each year. Any child living in the following districts will be eligible to attend: Conroe ISD, Klein ISD, Magnolia ISD, Montgomery ISD, Spring ISD, and Tomball ISD.

In addition, Thrive With Autism Foundation has reached a purchase agreement on 32 acres of land off of FM 1488. We are now beginning our capital campaign to raise funding for the down payment of the land.

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

Thank you for your consideration,

Elizabeth Goldsmith

[REDACTED]

[www.thrivewautism.org](http://www.thrivewautism.org)



## letters of support

Mon 1/20/2020 10:06 AM

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

Hello, my name is [REDACTED] I have [REDACTED] A [REDACTED] who is diagnosed with [REDACTED] He currently attends [REDACTED] y. He is in the [REDACTED]; however, he is not enrolled in school. [REDACTED] has been amazing and beneficial for his growth and development. This year, our insurance has a cap, which will not allow [REDACTED] to attend ABA all year, as recommended by his doctor and treating BCBA. Although ABA is amazing, it does not address typical academics. Our goal is for A [REDACTED]

When I heard about Thrive I was brought to tears, I think what you guys are doing is not only amazing, but very much needed in our community. Having a child with autism is difficult at times, and I only what what's best for my children. Insurance companies, high deductibles, daily co-pays for services make putting my child's needs first near impossible. Now, we're being forced to transition [REDACTED] to a place he's not quite ready for, which is stressful . Whether or A [REDACTED] attends your school in the future, I am in awe and in full support for everything you stand for. Thank you, thank you, thank you.

---

**Liz Goldsmith**

**From:** [REDACTED]  
**Sent:** Monday, January 4, 2021 10:59 AM  
**To:** Liz Goldsmith  
**Subject:** Thrive school for my [REDACTED]

Hello, my name is [REDACTED] I have a son who is Autistic, His name is [REDACTED] and I feel he would THRIVE at your school! He is [REDACTED] struggles at that school because he has a very high IQ. I really don't feel that [REDACTED] is getting what he needs through a regular school program. I have looked in the area for other schools that are similar, but they want a very high tuition. Sometimes I feel [REDACTED] will be left behind because we don't have that kind of money. I am excited and cannot wait for this school!!!

**Liz Goldsmith**

---

**From:** [REDACTED]  
**Sent:** Tuesday, January 5, 2021 8:19 PM  
**To:** Liz Goldsmith  
**Subject:** [REDACTED] garten information

Hi my name is [REDACTED] I had Seen in a recent post on social media about this wonderful charter school opening up. I would Love to gather some information if at all possible. I have a [REDACTED] [REDACTED].

Thank you so much for thinking about All kids and opening a school that will help kids with autism.

[REDACTED]  
Sent from my iPhone

**Liz Goldsmith**

---

**From:** [REDACTED]  
**Sent:** Tuesday, December 29, 2020 4:13 PM  
**To:** Liz Goldsmith  
**Subject:** Information and Support greatly needed.

My Name: [REDACTED]  
Address: [REDACTED] The Woodlands Texas [REDACTED]  
Phone: [REDACTED]  
Kids name: [REDACTED] Jr [REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]

My [REDACTED] [REDACTED] [REDACTED]  
doesn't seem to care or even try to Understand that every child on the spectrum is different. They are currently denying services for Ashley based on Contradicting claims and going as far as saying shes not on the spectrum. We have a formal Diagnosis from her Neurologist from [REDACTED] Right now because of this Pandemic I have [REDACTED] at home doing distance learning. He is thankfully receiving Speech and Occupational therapy through Zoom. People that understand and support kids on the Spectrum are greatly needed in this Area. Any suggestions and help is greatly welcome.

Sent from my iPhone

**Sent:** Tuesday, December 15, 2020 8:06 PM

**To:** Liz Goldsmith <info@thrivewautism.org>

**Subject:** [REDACTED] in support for Charter school for children with Autism

Where do I send my email in support for this HUGE need in our community?

[REDACTED]  
[REDACTED]  
[REDACTED] Her teacher just changed in the middle of the school year to a teacher who doesn't understand her. She has had this teacher in the past and it didn't work out the first time. [REDACTED] came home screaming off the bus, even the bus driver was concerned she wasn't acting normal usual self. I am looking at removing her from public school all together since this teacher is not good fit for [REDACTED] We are giving it some time before we bring [REDACTED] home to be schooled there. [REDACTED]  
[REDACTED]  
[REDACTED] here isn't a perfect placement for her. This charter school would be a dream come true for her educational needs. That and I know many others who would also benefit.

I do not have funds to help donate. But I have a voice! I want to know, what I can help with to move this forward? I'm on your team! Do y'all meet often? Seriously, I see this vision 1000%

[REDACTED]

## Thrive with Autism Foundation

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**From:** [REDACTED]  
**Sent:** Tuesday, December 15, 2020 11:51 PM  
**To:** Thrive with Autism Foundation  
**Subject:** Autism School near me

[REDACTED] While we appreciate all the teachers and services he has had in [REDACTED] we long to help him more. The speech therapists are spread pretty thin.

What can we do?...how can we help this dream come to life?

[REDACTED]  
The Woodlands, TX 77382  
January 10, 2021

To Whom it May Concern,

I am writing to you in support of the Thrive Center for Success' application for a charter school in Magnolia, Texas, under the TEA guidance and oversight. I have lived in the greater Woodlands/ Magnolia community for nearly nine years and am grateful to call this area home for our two children. My family is incredibly active in education as my [REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

Through my role on the Leadership Team as the Advocacy Chair at a local major Oil & Gas Company's Disability ERG (Employee Resource Group), I have heard countless stories from parents about finding the right education for their kids with autism, no matter where that child is on the spectrum. A concern I often hear is how kids change schools every 2-3 years (based on how our schools are set up) which yields a great deal of discontinuity in key relationships: teachers that know these kids, paras that know how to support them, and the ever-important support through the campus Vice Principals who oversee the 504s. Every change in campus is a major concern for parents of kids with autism because of the unique relationships the kids form with each of the campus support staff. This is something I feel as a [REDACTED], and I can only imagine the compounded stress it brings for a parent of a child with autism. To have a school that will specialize in autism and serve the kids with autism for their needed duration is a unique opportunity that autistic parents would jump at. For kids with autism, consistency is key to success and we have a unique opportunity to impact what would otherwise be a potential disruptor to these kids' education (location).

In addition to finding the right education- one of the key aspects of the Thrive Center for Success is at the Elementary ages, where the charter school is aiming to start. Having an educational curricula and ABA therapy intertwined together in the same location with the same support structure, is key. As any educator can tell you (such as my husband), education is not siloed or compartmentalized in growing brains. Rather it is dynamic and integrated- so why don't we do this in a school setting for our neurodiverse students as well? Furthermore- having a consistent, long term management of individual 504 cases allow for each child to have a curriculum that allows him or her to reach that individual's fullest potential in the long term, not just during a campus snapshot. In conjunction with the growing community support (which the Thrive Center for Success is obtaining through businesses and individuals like myself), there is an increased chance that these students develop the tools and relationships to continue to contribute to our community after they finish with the program. I find that is one of the



greatest concerns of Autism parents I cross- "what happens to my kid after he/she is 21?" A program like that proposed by the Thrive Center for Success will be able to help shape that answer through consistent, tested experience and community support- something that is not existent today across the numerous individual campuses of the six ISDs that Thrive will support.

While I know I could go through numerous more examples of the need for Thrive in the community, I think I've made my main purpose in this letter of support clear. Fundamentally the state has a unique opportunity to demonstrate an innovative approach to education which will provide the space and support for autistic students in our community to develop their strongest potential... to thrive. Without a doubt we aim to do this with the neurotypical kids, but we all know that the kids that Thrive will work with need unique physical settings, development care (ABA), continuity, and vision to allow each student to fulfill their unique potential.

My family is so passionate about this opportunity, we are actively working to partner and support Thrive as it is in its period of nascency. We don't have a child with autism, but through our [REDACTED] journey with [REDACTED] we have learned enough to know the incredible potential of neurotypical kids. We learned it takes the right campus, the support of the right stakeholders, and the continuing education and acceptance of our community for Liam to reach his current state of success. During our journey we learned so much, and it is our time to give back to the community and help other parents navigate how to manage a future of special needs challenges. Thrive matches our values through the focus on the individual student and helping that student define his/her individual success and the path that will allow for him/her to thrive in the future.

Best,

[REDACTED]  
Co [REDACTED] ISD [REDACTED] t  
Special Needs Advocate  
[REDACTED] s [REDACTED]

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

████████████████████

[illegible]

The fact that this type of school is being considered is life changing for families like ours. Please consider the hopelessness that many families feel when their child doesn't quite fit into the public school system and they are unable to afford private education. It would be life changing for many children like mine to have a school where they belong! Where they can be educated while being able to remain true to themselves. Public school is unable to provide this for so many children with Autism. They try to accommodate them and their special needs, but we have to do better than try. We have to provide them an education they so deserve.

Thank you so much for your consideration and for taking the time to read about [REDACTED]  
Thank you,  
[REDACTED]

To Whom it may Concern:

My name is [REDACTED] and my son, [REDACTED] was diagnosed with Autism/ADHD when he was [REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

I have been looking for a school like Thrive Center for Success for years, but they were either too far away or cost too much money for me to afford. I want [REDACTED] have a place like Thrive Center to give him the education and the ability to thrive once [REDACTED] [REDACTED] has so much talent and potential, but doesn't have a place like the Thrive Center to guide him down a good path to success in the future.

I would definitely be interested in sending my child to Thrive Center for Success. This would be an amazing opportunity for him and so many other children in the area that need a place to thrive.

Sincerely,

[REDACTED]  
[REDACTED]

**From:** [REDACTED]  
**Date:** January 18, 2020 at 8:46:01 AM CST  
**To:** "Rev. Rusti Moore" [REDACTED]  
**Subject:** letter

To Whom it May Concern:

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

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

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

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

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

Thank you,

[REDACTED]  
Magnolia, TX 77354

January 13, 2020

To Whom It May Concern:

[REDACTED]

[REDACTED]

[REDACTED]  
[REDACTED]

[REDACTED] If curriculum can be changed and charter schools can be created for kids who aspire to become lawyers, scientists, doctors; then why can't we do the same for our growing autistic community? They too deserve accommodations for the opportunity to succeed. We can only begin to imagine the positive impact a Charter School for autistic children would have in the community and every family that is struggling, just like us, to get their special needs children to excel.

Thank you for your time and consideration,

The [REDACTED] Family

Conroe Tx

I write today as a distraught parent and as a concerned advocate. [REDACTED]

[REDACTED]

With hopes and dreams for the future of children like ██████████ ██████████

11/11/2016

**Re: Thrive With Autism**

Sat 1/18/2020 1:38 PM

To: Thrive with Autism Foundation [info@thrivewithautismfoundation.org](mailto:info@thrivewithautismfoundation.org)

To Whom It May Concern,

I wanted to write a letter in support of the new charter school that Thrive With Autism is proposing to build. The state of special education in our area is NOT good. I can tell you this from first-hand experience. [REDACTED]

[REDACTED]. We NEED a school like this in our area. Autism parents here are desperate and out of options. [REDACTED]

[REDACTED] am writing this letter anyway because I do not wish the path we have been on in public school on any other parents. Please consider endorsing Thrive With Autism's application and bring some much needed hope to autism families in our area.

Sincerely,

[REDACTED]

[REDACTED]

Team Thrive

[REDACTED]

Thu 1/9/2020 9:28 AM

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

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED] was so happy to go to "school" while at the Therapy and Beyond, I would love for her to get the opportunity to go back to an environment that focuses on special people like her. I feel like my experience with her would serve others well. My contact information is below:

[REDACTED]

Thanks,

[REDACTED]

[REDACTED]

Houston, TX 77070

[281-872-5000](tel:281-872-5000) Ext. 4107 | OFFICE

[REDACTED]  
[REDACTED]  
[REDACTED]

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]





January 15, 2021

To Whom It May Concern:

I gladly write this endorsement for the Thrive Center For Success. Through both work in my professional career and having served as prior Chairman of the Board a fiscal year and on the Board of Directors for seven years with United Way of Montgomery County, I have run across many non-profit opportunities. The vision for Thrive Center For Success hits on all the important aspects to create a valuable non-profit.

Currently, there are few opportunities in Montgomery County and the surrounding area for the autism population. This proposed school brings a holistic approach for addressing the educational needs of children on the Autism Spectrum and their families.

I fully endorse this effort, the staff and the board that will turn this dream into a reality!

Please accept my endorsement for the Thrive Center For Success.

Sincerely,

A handwritten signature in blue ink that reads "R. D. Abendschein".

Robert D. Abendschein  
EVP and Head of Operations  
Talos Energy Inc.

281.635.6719



*A Professional Corporation*

January 4, 2021

Texas Education Agency  
Division of Charter School Administration  
1701 N. Congress Avenue  
Austin, Texas 78701

RE: Thrive Center For Success

Texas Education Agency State Board of Education:

I enthusiastically submit this letter in support of Thrive Center For Success. As an attorney practicing in the Woodlands and Houston areas, I see the need for a school designed specifically to help children with special needs. Families of children who have autism, in particular, have trouble accessing quality education that meets the needs of their children.

I can also offer my endorsement of the individual members of the Thrive With Autism Foundation. Each person is passionately committed to this project and each person brings a valuable skill set necessary to make this charter school a success.

The energy and excitement behind this project to educate these children in our community is palpable. Thrive Center For Success is a very unique school model which will provide children with autism with opportunities like no other school, public or private, in the state of Texas.

If the Board has any questions or concerns, I am available to address such issues.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Richard Grimes', is written over a horizontal line. The signature is fluid and cursive, with a large loop at the end.

Richard Grimes

---

1885 SAINT JAMES PLACE, STE 1330 • HOUSTON, TEXAS 77056  
2203 TIMBERLOCH PLACE, STE 231 • THE WOODLANDS, TEXAS 77380  
TELEPHONE (713) 224-7644 • FACSIMILE (713) 224-0733  
WWW.GRIMESFERTITTA.COM



Teresa and Bob Milner  
26400 Kuykendahl Road  
Suite C180-259  
The Woodlands, TX 77375

January 11, 2021

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

Re: Thrive Center for Success Charter Application

Dear Commissioner Mike Morath:

I have been aware of Thrive Center for Success's mission for over a year. I have met individually with the team multiple times to fully understand their mission, their goal, their values, and their determination. This team is solely focused on finding an engaging and empowering collaborative solution to the challenge of autism education and learning in our community. There is a critical need for this.

There are several non-profit missions focused on portions of the rehabilitative efforts in the autistic neural science and development. While our community has a keen awareness of the need for an new approach-based autism learning solution, there are none that address the disconnect and disruptive gap in providing a personal and student-focused learning environment that is engaging and flexible to the individual's needs, personality, spectrum conditions and learning abilities.

I have attended several sessions and seen the look on parents faces who understand this learning divide they experience with their children and the look of hope when they hear about the goals and mission of Thrive. These families need the support and resources Thrive is working to create and execute. You can see the hope in parent's faces when they have open dialogue and provide feedback from their perspective to the Thrive team. This collaborative approach is a path to success and the parents believe that.

I provide you this perspective as a community leader, member of numerous boards within our community and as a semi-retired entrepreneur whose life is now focused on strategic consulting with business and non-profits. I also teach entrepreneurship and strategic thinking and problem-solving at a local University. I have worked with the Thrive team on their mission, vision and planning and will continue to offer my support and services as they need and request to help them fulfill this mission.

I teach my students and work with my clients to understand that the vision and mission of an organization is the soul and foundation for its culture. Thrive has defined both with explicit detail and passion – "Vision: For every student to develop his/her fullest potential and have increased independence and satisfaction in all aspects of life. Mission: To cultivate a high quality, innovative environment for individuals with autism that provides access to services needed to empower each individual to thrive." This represents the foundation for the hope of parents community-wide.

I fully support their efforts, as do many community leaders and parents, and will do anything I can do to help facilitate their successful launch of this effort..

I can be reached via email at [REDACTED] and via cell at 281-895-1111.

Sincerely,

A handwritten signature in black ink, appearing to read 'Bob Milner', with a stylized flourish at the end.

Bob Milner



Greater Magnolia Parkway  
Chamber of Commerce  
BUSINESS BUILDING COMMUNITY

January 5, 2021

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

Dear Commissioner Morath,

We write today to express support for Thrive with Autism, a non-profit school and foundation supporting children with autism in our Greater Magnolia Parkway community in Montgomery County. Their goal of helping children with autism gain access to individualized high-quality education, therapies and other services needed to help them reach their full potential is an important addition to our community. We believe that Thrive with Autism will become a valuable addition to our education system here in Montgomery County.

We believe their two main goals of creating a tuition-free, charter school accessible to all children with autism, regardless of financial standing, and providing a one-stop shop approach that allows access to additional services needed for children with autism will be beneficial to those children with autism in our community, many of whom cannot afford other private school options. Since their connection with the Chamber and the surrounding community, the leadership of Thrive with Autism have made a positive impact and impression.

We are excited to have Thrive with Autism as an important member in our business community and believe their mission will leave a lasting impact on children with autism and their families in our area.

We strongly encourage you to approve their authorization.

Sincerely,

Sandra L. Barton  
President

Robert Franklin  
2021 Board Chair

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Texas Renaissance Festival

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# Autism group proposes school in Magnolia

By Jamie Swinnerton  
STAFF WRITER

Elizabeth Goldsmith couldn't find the right school for her son with au-



The meeting, hosted at Stonebridge Church in The Woodlands last week, was open to any community members interested in hearing more about the idea of a charter school built to serve children with autism. Parents from the area came to share their ideas and find out how this new school, the Thrive Center for Success, could serve them.

Goldsmith explained that her idea for a school designed to help students with autism was inspired by a school that already exists. The Els Center for Excellence in Jupiter, Florida was created by the Els for Au-

Elizabeth Goldsmith, president and founder of Thrive With Autism, presents the organization's idea for a new charter school created to serve students with autism at a community meeting on Dec. 9.

tism Foundation. Goldsmith and her family toured the facility when they were trying to find the right place for her son and were blown away by what they found.

The school was a tuition-free charter school that accepted all students with autism. It incorporated intensive Applied Behavior Analysis therapy into the curriculum, has highly trained

staff to work specially with autistic students, and has a low students to teacher ratio to allow for individualized help. Students could access multiple types of therapy and recreational activities on-site, making it easier for families to get the help they need.

"I began to ask myself, why not Texas? Why not our children? Isn't it about

time?" Goldsmith said. "With their permission and support it became my inspiration, my mission, to bring this to our community, for our children."

Like the Els Center for Excellence, the local charter school would be an open-enrollment and tuition-free school with highly trained staff.

The Thrive With Autism

team is still working on the charter application but have plans to finish and submit it next month. The timeline for the school is to open in the fall of 2022, on a 32-acre Magnolia on FM 1488. It will serve students from the surrounding school districts: Conroe ISD, Klein ISD, Magnolia ISD, Montgomery ISD, Spring ISD, and Tomball ISD.

"We definitely want to help them in any way that we can if our children are ready to make that transition as seamlessly as possible," Goldsmith said of working with the local ISDs to help students transition to whatever school they want to go to.

Like the school in Florida, the vision for the charter school in Magnolia is to be a one-stop-shop for children

with autism to get an education, as well as any necessary therapy, and social activities.

Right now, Thrive With Autism has reached an agreement on the land and are in the process of fundraising for the building, which Goldsmith estimates will cost around \$1.5 million. The organization claims that if the Thrive Center for Success were to open it would be the first school of its kind in Texas.

Part of the application is showing a community need. Before the meeting, Goldsmith said they had already collected 40 letters of support for the charter school, but were looking for more.

jamie.swinnerton@chron.com

## CALENDAR

### JANUARY 1

New Year's Day govern-

2021, with normal business hours. COVID-19 precautions will remain in place in the new year and visitors are

the Fighting Irish of Notre Dame, while down in New Orleans, the Sugar Bowl is set to host the Clemson

hand each week, selling items ranging from fresh produce, meats and other foods to artisanal jewelry

**NORTH HOUSTON**  
FAMILY MEDICINE



## 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, state senate, state house of representatives, and state board of education members. Limit six receipts per page.**

Statement of Impact Forms are available in the *Additional Attachments PDF Forms* document on the [New Operator Application Page](#). The Statement of Impact Form is the formal opportunity for superintendents of traditional ISDs 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	
<p><b>SENDER: COMPLETE THIS SECTION</b></p> <p>■ Complete items 1, 2, and 3.            ■ Print your name and address on the reverse so that we can return the card to you.            ■ Attach this card to the back of the mailpiece, or on the front if space permits.</p> <p>1. Article Addressed to:</p> <p style="text-align: center; font-size: 2em; font-weight: bold;">SAMPLE</p> <p>9590 9401 0000 5191 0000 12</p> <p>2. Article Number (Transfer from service label)</p> <p>PS Form 3811, July 2015 PSN 7530-02-000-9053 Domestic Return Receipt</p>		<p><b>COMPLETE THIS SECTION ON DELIVERY</b></p> <p>A. Signature            X <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p>B. Received by (Printed Name) C. Date of Delivery</p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes            If YES, enter delivery address below: <input type="checkbox"/> No</p> <p>3. Service Type  <input type="checkbox"/> Adult Signature <input type="checkbox"/> Registered Mail™  <input type="checkbox"/> Adult Signature Restricted Delivery <input type="checkbox"/> Registered Mail Restricted Delivery  <input type="checkbox"/> Certified Mail® <input type="checkbox"/> Return Receipt for Merchandise  <input type="checkbox"/> Certified Mail Restricted Delivery <input type="checkbox"/> Signature Confirmation™  <input type="checkbox"/> Collect on Delivery <input type="checkbox"/> Signature Confirmation Restricted Delivery  <input type="checkbox"/> Collect on Delivery Restricted Delivery <input type="checkbox"/> Signature Confirmation Restricted Delivery (over \$500)  <input type="checkbox"/> Insured Mail <input type="checkbox"/> Signature Confirmation Restricted Delivery</p> <p>4. Priority Mail Express®  <input type="checkbox"/> Registered Mail™  <input type="checkbox"/> Return Receipt for Merchandise  <input type="checkbox"/> Signature Confirmation™  <input type="checkbox"/> Signature Confirmation Restricted Delivery</p>	
		<p>U.S. Postal Service  <b>CERTIFIED MAIL RECEIPT</b>            (Domestic Mail Only; No Insurance Coverage Provided)</p> <p style="text-align: center; font-size: 1.5em; font-weight: bold;">OFFICIAL USE</p> <p>Postage \$            Certified Fee \$            Return Receipt Fee (Endorsement Required) \$            Restricted Delivery Fee (Endorsement Required) \$            Total Postage &amp; Fees \$</p> <p>Sent to            (Street, Apt. No., or PO Box No.)            City, State, ZIP+4</p> <p>PS Form 3800, January 2005 See Reverse for Instructions</p>	

CURED DURING REMEDY PERIOD

7020 1810 0000 5387 0406

**U.S. Postal Service™**  
**CERTIFIED MAIL® RECEIPT**  
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For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

Austin, TX 78768

Certified Mail Fee \$3.60  
\$2.85  
\$0.00  
\$0.00  
\$0.00  
\$0.00  
\$0.00

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

Postage \$1.20  
\$  
Total Postage and Fees \$7.65

Postmark Here 02/10/2021

Sent To Representative Tom Oliverson  
Street and Texas State House District 130  
City, State, Room E2.910 PO Box 2910  
Austin, Texas 78768

PS Form 3800, April 2019

7020 1810 0000 5387 0017

**U.S. Postal Service™**  
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For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

Austin, TX 78768

Certified Mail Fee \$3.60  
\$2.85  
\$0.00  
\$0.00  
\$0.00  
\$0.00  
\$0.00

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

Postage \$1.20  
\$  
Total Postage and Fees \$7.65

Postmark Here 02/10/2021

Sent To Representative Penny Morales Shaw  
Street and Texas State House District 148  
City, State, Room E1.416 PO Box 2910  
Austin, Texas 78768

PS Form 3800, April 2019



7020 1810 0000 5387 0291

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

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For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

Alief, TX 77411  
**OFFICIAL USE**

Certified Mail Fee \$3.55  
\$2.85  
Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$0.00  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

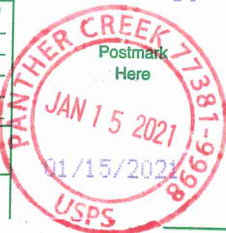
Postage \$1.20

Total Postage and Fees \$7.60

Sent To  
Street  
City, State, ZIP+4  
Superintendent HD Chambers  
Alief ISD  
PO Box 68  
Alief, Texas 77411

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7020 1810 0000 5387 0307

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

Alief, TX 77411  
**OFFICIAL USE**

Certified Mail Fee \$3.55  
\$2.85  
Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$0.00  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

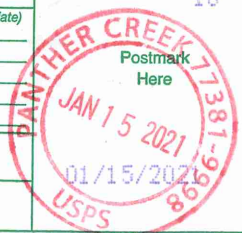
Postage \$1.20

Total Postage and Fees \$7.60

Sent To  
Street  
City, State, ZIP+4  
Ann Williams - Alief ISD  
President, Board of Trustees  
PO Box 68  
Alief, Texas 77411

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7019 0160 0000 0403 3972

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

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For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

Conroe, TX 77304  
**OFFICIAL USE**

Certified Mail Fee \$3.55  
\$2.85  
Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$0.00  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Sent To  
Street and Apt. No.  
City, State, ZIP+4  
Superintendent Curtis Null  
Conroe ISD  
3205 West Davis  
Conroe, TX 77304

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7019 0140 0000 0634 9862

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

Conroe, TX 77304  
**OFFICIAL USE**

Certified Mail Fee \$3.55  
\$2.85  
Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$0.00  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

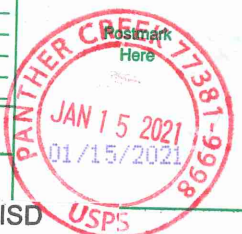
Postage \$1.20

Total Postage and Fees \$7.60

Sent To  
Street  
City, State, ZIP+4  
Datren Williams - Conroe ISD  
President, Board of Trustees  
3205 West Davis  
Conroe, TX 77304

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7020 1810 0000 5387 0079

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

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Sugarland, TX 77479  
**OFFICIAL USE**

Certified Mail Fee \$3.55  
\$2.85  
Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$0.00  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

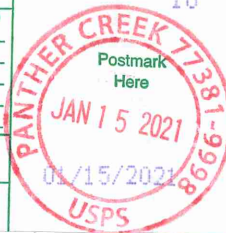
Postage \$1.20

Total Postage and Fees \$7.60

Sent To  
Street  
City, State, ZIP+4  
Superintendent Dr. Charles Dupree  
Fort Bend ISD  
16431 Lexington Blvd.  
Sugarland, TX 77479

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7019 0160 0001 0730 3163

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

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Sugarland, TX 77479  
**OFFICIAL USE**

Certified Mail Fee \$3.55  
\$2.85  
Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$0.00  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Sent To  
Street  
City, State, ZIP+4  
Addie Heyliger - Fort Bend ISD  
President, Board of Trustees  
16431 Lexington Blvd.  
Sugarland, TX 77479

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions





7020 1810 0000 5387 0147

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

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Houston, TX 77092

Certified Mail Fee	\$3.55	0381
Extra Services & Fees (check box, add fee as appropriate)	\$2.85	10
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	

Postage \$1.20

Total Postage and Fees \$7.60

Sue Deigaard - Houston ISD  
President, Board of Trustees  
4400 West 18th Street  
Houston, TX 77092-8501

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

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

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Houston, TX 77092

Certified Mail Fee	\$3.55	0381
Extra Services & Fees (check box, add fee as appropriate)	\$2.85	10
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	

Postage \$1.20

Total Postage and Fees \$7.60

Superintendent Dr. Granita Lathan  
Houston ISD  
4400 West 18th Street  
Houston, TX 77092-8501

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

7019 0160 0000 0403 3989

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

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Spring, TX 77379

Certified Mail Fee	\$3.55	0381
Extra Services & Fees (check box, add fee as appropriate)	\$2.85	10
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	

Postage \$1.20

Total Postage and Fees \$7.60

Superintendent Jenny McGowan,  
Klein ISD  
7200 Spring Cypress Rd.  
Klein, TX 77389 77379

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

7019 0140 0000 0634 9879

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

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Spring, TX 77379

Certified Mail Fee	\$3.55	0381
Extra Services & Fees (check box, add fee as appropriate)	\$2.85	10
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	

Postage \$1.20

Total Postage and Fees \$7.60

Georgan Reitmeier - Klein ISD  
President, Board of Trustees  
7200 Spring Cypress Rd.  
Klein, TX 77379

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

7019 0140 0000 0634 9886

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

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Magnolia, TX 77355

Certified Mail Fee	\$3.55	0381
Extra Services & Fees (check box, add fee as appropriate)	\$2.85	10
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	

Postage \$1.20

Total Postage and Fees \$7.60

Gary Blizzard - Magnolia ISD  
President, Board of Trustees  
31141 Nichols Sawmill Road  
Magnolia, TX 77355

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

7019 0160 0000 0403 3996

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

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Magnolia, TX 77355

Certified Mail Fee	\$3.55	0381
Extra Services & Fees (check box, add fee as appropriate)	\$2.85	10
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	

Postage \$1.20

Total Postage and Fees \$7.60

Superintendent Todd Stephens  
Magnolia ISD  
31141 Nichols Sawmill Road  
Conroe, TX 77355

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



7019 0140 0000 0634 9893

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

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Montgomery, TX 77356

Certified Mail Fee \$3.55  
 Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$2.85  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20  
 Total Postage and Fees \$7.60

Sent To

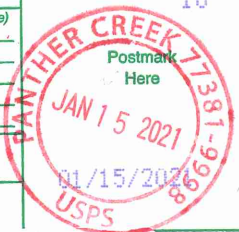
Street a

City, Sta

PS For

Jim Dossey - Montgomery ISD  
 President, Board of Trustees  
 20774 Eva Street (Hwy 105 West)  
 Montgomery, TX 77356

r Instructions



# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

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Montgomery, TX 77356

Certified Mail Fee \$3.55  
 Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$2.85  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20  
 Total Postage and Fees \$7.60

Sent To

Street ar

City, Sta

PS Form

Superintendent Heath Morrison  
 Montgomery ISD  
 20774 Eva St (Hwy 105 West)  
 Montgomery, TX 77356

See Reverse for Instructions



7020 1810 0000 5387 0086

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

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For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

Pasadena, TX 77502

Certified Mail Fee \$3.55  
 Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$2.85  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20  
 Total Postage and Fees \$7.60

Sent To

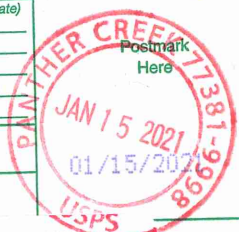
Street

City, St

PS Fo

Vickie Morgan - Pasadena ISD  
 President, Board Of Trustees  
 1515 Cherrybrook Lane  
 Pasadena, Texas 77502

for Instructions



# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

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Pasadena, TX 77502

Certified Mail Fee \$3.55  
 Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$2.85  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20  
 Total Postage and Fees \$7.60

Se

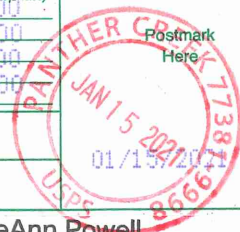
St

Ci

PS Form

Superintendent Dr. DeeAnn Powell  
 Pasadena ISD  
 1515 Cherrybrook Lane  
 Pasadena, Texas 77502

Instructions



7020 1810 0000 5387 0093

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

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Pearland, TX 77581

Certified Mail Fee \$3.55  
 Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$2.85  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20  
 Total Postage and Fees \$7.60

Sent To

Stre

City,

PS Form

Superintendent Dr. John Kelly  
 Pearland ISD  
 1928 North Main Street  
 Pearland, Texas 77581

See Reverse for Instructions



7019 0160 0001 0730 3248

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

Pearland, TX 77581

Certified Mail Fee \$3.55  
 Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$2.85  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20  
 Total Postage and Fees \$7.60

Sen

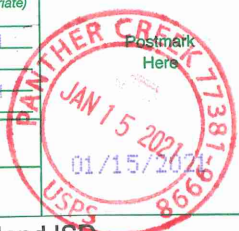
Stre

City,

PS Form

Sean Murphy - Pearland ISD  
 President, Board of Trustees  
 1928 North Main Street  
 Pearland, Texas 77581

Instructions





7019 0140 0000 0634 9909

# U.S. Postal Service<sup>TM</sup> CERTIFIED MAIL<sup>®</sup> RECEIPT

Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com).

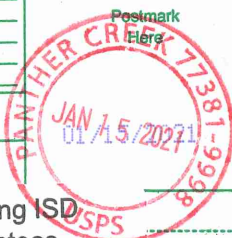
Houston, TX 77090

Certified Mail Fee	\$3.55	0381
Extra Services & Fees (check box, add fee as appropriate)	\$2.85	10
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	

Postage \$1.20

Total Postage and Fees \$7.60

Sent To  
Rhonda Newhouse - Spring ISD  
President, Board of Trustees  
16717 Ella Blvd.  
Houston, TX 77090



for Instructions

7019 0140 0000 0634 9831

# U.S. Postal Service<sup>TM</sup> CERTIFIED MAIL<sup>®</sup> RECEIPT

Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com).

Houston, TX 77090

Certified Mail Fee	\$3.55	0381
Extra Services & Fees (check box, add fee as appropriate)	\$2.85	10
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	

Postage \$1.20

Total Postage and Fees \$7.60

Sent To  
Superintendent Rodney Watson  
Spring ISD  
16717 Ella Blvd  
Houston, TX 77090



Instructions

7020 1810 0000 5386 9844

# U.S. Postal Service<sup>TM</sup> CERTIFIED MAIL<sup>®</sup> RECEIPT

Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com).

Houston, TX 77024

Certified Mail Fee	\$3.55	0381
Extra Services & Fees (check box, add fee as appropriate)	\$2.85	10
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	

Postage \$1.20

Total Postage and Fees \$7.60

Sent To  
Superintendent Dr. Jennifer Blaine  
Spring Branch ISD  
955 Campbell Road  
Houston, Texas 77024



Instructions

7020 1810 0000 5386 9851

# U.S. Postal Service<sup>TM</sup> CERTIFIED MAIL<sup>®</sup> RECEIPT

Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com).

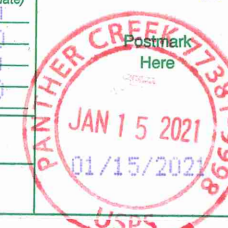
Houston, TX 77024

Certified Mail Fee	\$3.55	0381
Extra Services & Fees (check box, add fee as appropriate)	\$2.85	10
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	

Postage \$1.20

Total Postage and Fees \$7.60

Sent To  
Chris Gonzalez - Spring Branch ISD  
President, Board of Trustees  
955 Campbell Road  
Houston, Texas 77024



Instructions

7019 0140 0000 0634 9923

# U.S. Postal Service<sup>TM</sup> CERTIFIED MAIL<sup>®</sup> RECEIPT

Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com).

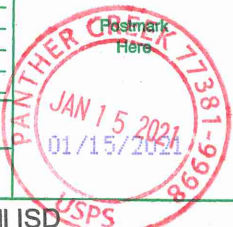
Tomball, TX 77375

Certified Mail Fee	\$3.55	0381
Extra Services & Fees (check box, add fee as appropriate)	\$2.85	10
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	

Postage \$1.20

Total Postage and Fees \$7.60

Sent To  
Mark Lewandowski - Tomball ISD  
President, Board of Trustees  
310 S. Cherry Street  
Tomball, TX 77375



for Instructions

7019 0140 0000 0634 9855

# U.S. Postal Service<sup>TM</sup> CERTIFIED MAIL<sup>®</sup> RECEIPT

Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com).

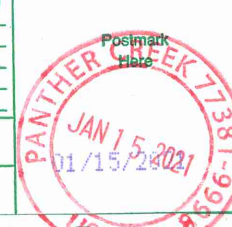
Tomball, TX 77375

Certified Mail Fee	\$3.55	0381
Extra Services & Fees (check box, add fee as appropriate)	\$2.85	10
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00	
<input type="checkbox"/> Adult Signature Required	\$0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00	

Postage \$1.20

Total Postage and Fees \$7.60

Sent To  
Superintendent Martha Salazar-Zamora  
Tomball ISD  
310 S. Cherry Street  
Tomball, TX 77375



Instructions



7020 1810 0000 5387 0178

U.S. Postal Service™  
**CERTIFIED MAIL® RECEIPT**  
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For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

Waller, TX 77484

**OFFICIAL USE**

Certified Mail Fee \$3.55  
\$2.85  
Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$0.00  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Sent To David Kaminski - Waller ISD  
President, Board Of Trustees  
2214 Waller Street  
Waller, Texas 77484

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



7020 1810 0000 5387 0161

U.S. Postal Service™  
**CERTIFIED MAIL® RECEIPT**  
Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

Waller, TX 77484

**OFFICIAL USE**

Certified Mail Fee \$3.55  
\$2.85  
Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$0.00  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Sent To Superintendent Kevin Moran  
Waller ISD  
2214 Waller Street  
Waller, Texas 77484

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



7020 1810 0000 5387 0142

U.S. Postal Service™  
**CERTIFIED MAIL® RECEIPT**  
Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

Austin, TX 78711

**OFFICIAL USE**

Certified Mail Fee \$3.55  
\$2.85  
Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$0.00  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Sent To Texas State Senate District 6  
Senator Carol Alvarado  
P.O. Box 12068  
Capitol Station  
Austin, TX 78711

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



7020 1810 0000 5387 0185

U.S. Postal Service™  
**CERTIFIED MAIL® RECEIPT**  
Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

Austin, TX 78711

**OFFICIAL USE**

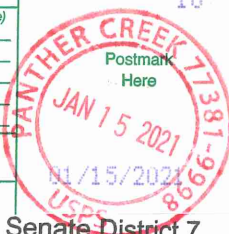
Certified Mail Fee \$3.55  
\$2.85  
Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$0.00  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Sent To Texas State Senate District 7  
Senator Paul Bettencourt  
P.O. Box 12068  
Capitol Station  
Austin, TX 78711

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



7020 1810 0000 5387 0208

U.S. Postal Service™  
**CERTIFIED MAIL® RECEIPT**  
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For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

Austin, TX 78711

**OFFICIAL USE**

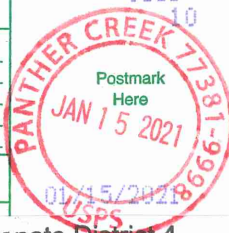
Certified Mail Fee \$3.55  
\$2.85  
Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$0.00  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Sent To Texas State Senate District 4  
Senator Brandon Creighton  
P.O. Box 12068  
Capitol Station  
Austin, TX 78711

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



7019 0160 0001 0730 3897

U.S. Postal Service™  
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For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

Austin, TX 78711

**OFFICIAL USE**

Certified Mail Fee \$3.55  
\$2.85  
Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$0.00  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Sent To Texas State Senate District 17  
Senator Joan Huffman  
PO Box 12068 Capitol Station  
Austin, Texas 78711

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





7019 0160 0001 0730 3187

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

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For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

Austin, TX 78711

Certified Mail Fee \$3.55

Extra Services & Fees (check box, add fee as appropriate)

☐ Return Receipt (hardcopy) \$2.85

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20

Total Postage and Fees \$7.60



Texas State Senate District 18  
Senator Lois Kolkhorst  
PO Box 12068 Capitol Station  
Austin, Texas 78711

Instructions

7020 1810 0000 5387 0314

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

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Austin, TX 78711

Certified Mail Fee \$3.55

Extra Services & Fees (check box, add fee as appropriate)

☐ Return Receipt (hardcopy) \$2.85

☐ Return Receipt (electronic) \$0.00

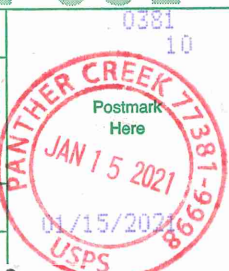
☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20

Total Postage and Fees \$7.60



Texas State Senate District 3  
Senator Robert Nichols  
P.O. Box 12068  
Capitol Station  
Austin, TX 78711

See Reverse for Instructions

7020 1810 0000 5387 0338

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

Austin, TX 78711

Certified Mail Fee \$3.55

Extra Services & Fees (check box, add fee as appropriate)

☐ Return Receipt (hardcopy) \$2.85

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20

Total Postage and Fees \$7.60



Texas State Senate District 15  
Senator John Whitmire  
P.O. Box 12068  
Capitol Station  
Austin, TX 78711

See Reverse for Instructions

7019 0160 0001 0730 3194

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

Austin, TX 78711

Certified Mail Fee \$3.55

Extra Services & Fees (check box, add fee as appropriate)

☐ Return Receipt (hardcopy) \$2.85

☐ Return Receipt (electronic) \$0.00

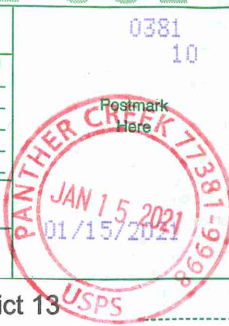
☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20

Total Postage and Fees \$7.60



Texas State Senate District 13  
Senator Borris Miles  
PO Box 12068 Capitol Station  
Austin, TX 78711

See Reverse for Instructions

7020 1810 0000 5387 0284

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

Washington, DC 20510

Certified Mail Fee \$3.55

Extra Services & Fees (check box, add fee as appropriate)

☐ Return Receipt (hardcopy) \$2.85

☐ Return Receipt (electronic) \$0.00

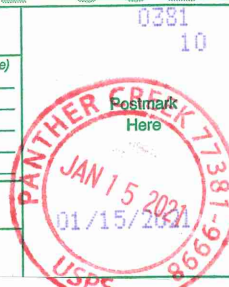
☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20

Total Postage and Fees \$7.60



Senator John Cornyn  
517 Hart Senate Office Building  
Washington, DC 20510

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7019 0160 0001 0730 3903

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

Washington, DC 20510

Certified Mail Fee	\$3.55
Extra Services & Fees (check box, add fee as appropriate)	\$2.85
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Sent

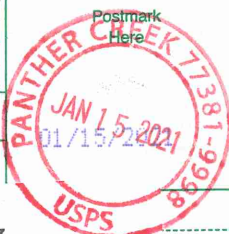
Street

City

Senator Ted Cruz  
127A Russell  
Washington, DC 20510

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7019 0140 0000 0634 9930

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

Austin, TX 78768

Certified Mail Fee	\$3.55
Extra Services & Fees (check box, add fee as appropriate)	\$2.85
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Sent

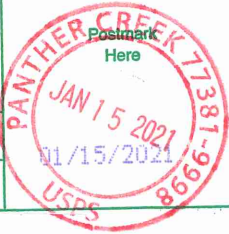
Street

City

Representative Cecil Bell  
Texas State House District 3  
Room E2.708 P.O. Box 2910  
Austin, TX 78768

PS

See Reverse for Instructions



7019 0160 0001 0730 3231

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

Austin, TX 78768

Certified Mail Fee	\$3.55
Extra Services & Fees (check box, add fee as appropriate)	\$2.85
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Sent

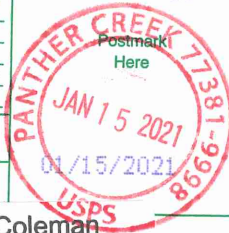
Street

City

Representative Garnet Coleman  
Texas State House District 147  
Room 4N.10 PO Box 2910  
Austin, Texas 78768

PS

See Reverse for Instructions



7019 0160 0001 0730 3866

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

Austin, TX 78768

Certified Mail Fee	\$3.55
Extra Services & Fees (check box, add fee as appropriate)	\$2.85
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Sent

Street

City

Representative Alma Allen  
Texas State House District 131  
Room GW.5 P.O. Box 2910  
Austin, Texas 78768

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7020 1810 0000 5387 0055

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

Austin, TX 78768

Certified Mail Fee	\$3.55
Extra Services & Fees (check box, add fee as appropriate)	\$2.85
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Sent

Street

City

Representative Briscoe Cain  
Texas State House District 128  
Room E1.402 PO Box 2910  
Austin, Texas 78768

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7019 2280 0000 2485 9788

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com)®.

Austin, TX 78768

Certified Mail Fee	\$3.55
Extra Services & Fees (check box, add fee as appropriate)	\$2.85
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Sent

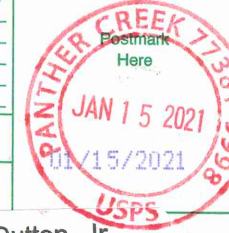
Street

City

Representative Harold Dutton, Jr.  
Texas State House District 142 202  
Room 3N.5 PO Box 2910  
Austin, TX 78768

PS

See Reverse for Instructions





7020 1810 0000 5387 0062

# U.S. Postal Service<sup>TM</sup> CERTIFIED MAIL<sup>®</sup> RECEIPT Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com).

Austin, TX 78768

OFFICIAL USE

Certified Mail Fee \$3.55  
\$2.85  
Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$0.00  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Sent To  
Street  
City, S  
PS Form 3800, April 2015 PSN 7530-02-000-9047

Representative Anna Eastman  
Texas State House District 148  
Room CAP 3N.6 PO Box 2910  
Austin, TX 78768



7020 1810 0000 5387 0413

# U.S. Postal Service<sup>TM</sup> CERTIFIED MAIL<sup>®</sup> RECEIPT Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com).

Austin, TX 78768

OFFICIAL USE

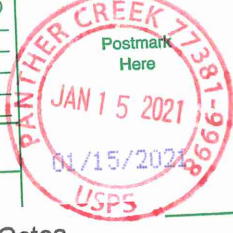
Certified Mail Fee \$3.55  
\$2.85  
Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$0.00  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Sent To  
Street  
City, S  
PS Form 3800, April 2015 PSN 7530-02-000-9047

Representative Gary Gates  
Texas State House District 28  
Room CAP GW.11 PO Box 2910  
Austin, Texas 78768



See Reverse for Instructions

7019 0140 0000 0634 9978

# U.S. Postal Service<sup>TM</sup> CERTIFIED MAIL<sup>®</sup> RECEIPT Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com).

Austin, TX 78768

OFFICIAL USE

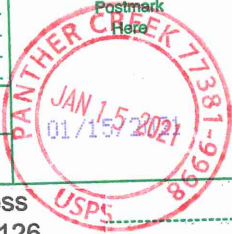
Certified Mail Fee \$3.55  
\$2.85  
Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$0.00  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Sent To  
Street  
City, S  
PS Form 3800, April 2015 PSN 7530-02-000-9047

Representative Sam Harless  
Texas State House District 126  
Room E2.402 P.O. Box 2910  
Austin, TX 78768



See Reverse for Instructions

7019 2280 0000 2485 9795

# U.S. Postal Service<sup>TM</sup> CERTIFIED MAIL<sup>®</sup> RECEIPT Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com).

Austin, TX 78768

OFFICIAL USE

Certified Mail Fee \$3.55  
\$2.85  
Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$0.00  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Sent To  
Street  
City, S  
PS Form 3800, April 2015 PSN 7530-02-000-9047

Representative Ana Hernandez  
Texas State House District 143  
Room 4S.3 PO Box 2910  
Austin, Texas 78768



Instructions

7019 0160 0001 0730 3941

# U.S. Postal Service<sup>TM</sup> CERTIFIED MAIL<sup>®</sup> RECEIPT Domestic Mail Only

For delivery information, visit our website at [www.usps.com](http://www.usps.com).

Austin, TX 78768

OFFICIAL USE

Certified Mail Fee \$3.55  
\$2.85  
Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$0.00  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Sent To  
Street  
City, S  
PS Form 3800, April 2015 PSN 7530-02-000-9047

Representative Dan Huberty  
Texas State House District 127  
Room E2.408 P.O. Box 2910  
Austin, TX 78768



for Instructions

7020 1810 0000 5387 0383

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Austin, TX 78768

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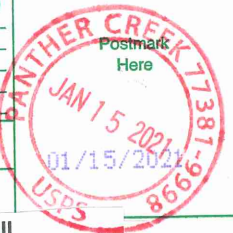
Certified Mail Fee \$3.55  
\$2.85  
Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$0.00  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Sent To  
Street  
City, S  
PS Form 3800, April 2015 PSN 7530-02-000-9047

Representative Lacey Hull  
Texas State House District 138  
Room GS.6 PO Box 2910  
Austin, TX 78768



203

Instructions



7020 1810 0000 5387 0048

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Extra Services & Fees (check box, add fee as appropriate)

☐ Return Receipt (hardcopy) \$2.85

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Representative Jacey Jettton  
Texas State House District 26  
Room E1.304 PO Box 2910  
Austin, TX 78768



See Reverse for Instructions

7019 0160 0001 0730 3965

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Extra Services & Fees (check box, add fee as appropriate)

☐ Return Receipt (hardcopy) \$2.85

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

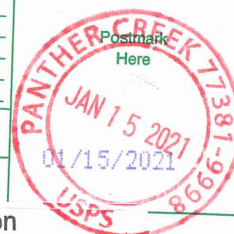
☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Representative Ann Johnson  
Texas State House District 134  
Room GN.7 PO Box 2910  
Austin, TX 78768



Instructions

7018 0680 0001 8308 2235

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Certified Mail Fee \$3.55

Extra Services & Fees (check box, add fee as appropriate)

☐ Return Receipt (hardcopy) \$2.85

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Representative Jarvis Johnson  
Texas State House District 139  
Room E2.904 P.O. Box 2910  
Austin, TX 78768



See Reverse for Instructions

7019 0140 0000 0634 9954

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Certified Mail Fee \$3.55

Extra Services & Fees (check box, add fee as appropriate)

☐ Return Receipt (hardcopy) \$2.85

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Representative Will Metcalf  
Texas State House District 16  
Room E1.314 P.O. Box 2910  
Austin, TX 78768



See Reverse for Instructions

7019 2280 0000 2485 9818

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Certified Mail Fee \$3.55

Extra Services & Fees (check box, add fee as appropriate)

☐ Return Receipt (hardcopy) \$2.85

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Representative Christina Morales  
Texas State House District 145  
Room E2.910 PO Box 2910  
Austin, TX 78768



Instructions

7019 0160 0001 0730 3972

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Certified Mail Fee \$3.55

Extra Services & Fees (check box, add fee as appropriate)

☐ Return Receipt (hardcopy) \$2.85

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Representative Jim Murphy  
Texas State House District 133 204  
Room 4N.3 PO Box 2910  
Austin, TX 78768



See Reverse for Instructions



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Austin, TX 78768

Certified Mail Fee	\$3.55
Extra Services & Fees (check box, add fee as appropriate)	\$2.85
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Sent To

Representative Tom Oliverson  
Texas State House District 130  
Room E2.412 P.O. Box 2910  
Austin, TX 78768

PS Form 3800, April 2009

Use for Instructions

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Austin, TX 78768

Certified Mail Fee	\$3.55
Extra Services & Fees (check box, add fee as appropriate)	\$2.85
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Sent To

Street Address

City, State

PS Form 3800, April 2009

Representative Dennis Paul  
Texas State House District 129  
Room GN.10 PO Box 2910  
Austin, Texas 78768

Use for Instructions

7019 0160 0001 0730 3958

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Austin, TX 78768

Certified Mail Fee	\$3.55
Extra Services & Fees (check box, add fee as appropriate)	\$2.85
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Sent To

Street Address

City, State

PS Form 3800, April 2009

Representative Mary Ann Perez  
Texas State House District 144  
Room E1.204 PO Box 2910  
Austin, TX 78768

Use for Instructions

7020 1810 0000 5387 0031

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Certified Mail Fee	\$3.55
Extra Services & Fees (check box, add fee as appropriate)	\$2.85
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Sent To

Street Address

City, State

PS Form 3800, April 2009

Representative Ron Reynolds  
Texas State House District 27  
Room E1.320 PO Box 2910  
Austin, TX 78768

Use for Instructions

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Certified Mail Fee	\$3.55
Extra Services & Fees (check box, add fee as appropriate)	\$2.85
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Sent To

Street Address

City, State

PS Form 3800, April 2009

Representative Mike Schofield  
Texas State House District 132  
Room E2.302 PO Box 2910  
Austin, TX 78768

Use for Instructions

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Certified Mail Fee	\$3.55
Extra Services & Fees (check box, add fee as appropriate)	\$2.85
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Sent To

Street Address

City, State

PS Form 3800, April 2009

Representative Phil Stephenson  
Texas State House District 85  
Room E2.902 PO Box 2910  
Austin, TX 78768

205

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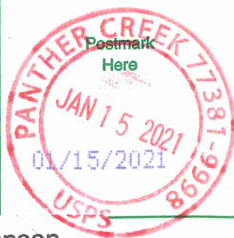
**OFFICIAL USE**

Certified Mail Fee \$3.55  
Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$2.85  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20  
Total Postage and Fees \$7.60

Sent to  
Street  
City, State, ZIP+4<sup>®</sup>  
PS Form 3800, April 2013 PSN 7530-02-000-9047 See Reverse for Instructions

Representative Valoree Swanson  
Texas State House District 150  
Room E1.406 P.O. Box 2910  
Austin, TX 78768



7019 2280 0000 2485 9801

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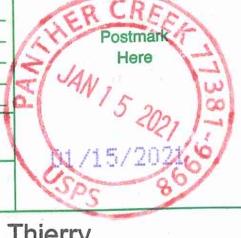
**OFFICIAL USE**

Certified Mail Fee \$3.55  
Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$2.85  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20  
Total Postage and Fees \$7.60

Sent to  
Street  
City, State, ZIP+4<sup>®</sup>  
PS Form 3800, April 2013 PSN 7530-02-000-9047 See Reverse for Instructions

Representative Shawn Thierry  
Texas State House District 146  
Room E1.422 PO Box 2910  
Austin, Texas 78768



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

Postage \$1.20  
Total Postage and Fees \$7.60

Sent to  
Street  
City, State, ZIP+4<sup>®</sup>  
PS Form 3800, April 2013 PSN 7530-02-000-9047 See Reverse for Instructions

Representative Ed Thompson  
Texas State House District 29  
Room 1N.7 PO Box 2910  
Austin, TX 78768



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Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$2.85  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20  
Total Postage and Fees \$7.60

Sent to  
Street  
City, State, ZIP+4<sup>®</sup>  
PS Form 3800, April 2013 PSN 7530-02-000-9047 See Reverse for Instructions

Representative Senfronia Thompson  
Texas State House District 141  
Room 3S.6 P.O. Box 2910  
Austin, TX 78768



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Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$2.85  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20  
Total Postage and Fees \$7.60

Sent to  
Street  
City, State, ZIP+4<sup>®</sup>  
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Representative Steve Toth  
Texas State House District 15  
Room E1.220 P.O. Box 2910  
Austin, TX 78768



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Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$2.85  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20  
Total Postage and Fees \$7.60

Sent to  
Street  
City, State, ZIP+4<sup>®</sup>  
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Representative Hubert Vo  
Texas State House District 149  
Room 4N.8 PO Box 2910  
Austin, Texas 78768





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☐ Return Receipt (hardcopy) \$0.00  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Sent To  
 Street and  
 City, State  
 Representative Armando Walle  
 Texas State House District 140  
 Room GW.18 P.O. Box 2910  
 Austin, TX 78768

See Reverse for Instructions



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

Postage \$1.20

Total Postage and Fees \$7.60

Sent To  
 Street and  
 City, State  
 Representative Gene Wu  
 Texas State House District 137  
 Room GW.4 PO Box 2910  
 Austin, TX 78768

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7019 0160 0001 0730 3873

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Washington, DC 20515

OFFICIAL USE

Certified Mail Fee \$3.55 \$2.85  
 Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$0.00  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

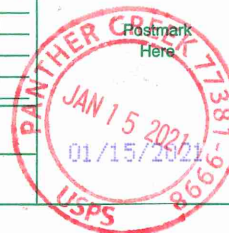
Postage \$1.20

Total Postage and Fees \$7.60

Sent To  
 Street and  
 City, State  
 Congressman Brian Babin  
 2236 Rayburn HOB  
 Washington, DC 20515

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7020 1810 0000 5387 0215

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Washington, DC 20515

OFFICIAL USE

Certified Mail Fee \$3.55 \$2.85  
 Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$0.00  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Sent To  
 Street and  
 City, State  
 Congressman Kevin Brady  
 301 Cannon Building  
 Washington, DC 20515

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7020 1810 0000 5387 0444

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

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Washington, DC 20515

OFFICIAL USE

Certified Mail Fee \$3.55 \$2.85  
 Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$0.00  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

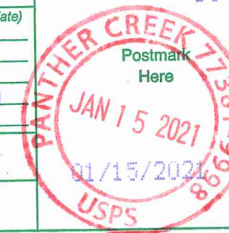
Postage \$1.20

Total Postage and Fees \$7.60

Sent To  
 Street and  
 City, State  
 Congressman Dan Crenshaw  
 413 Cannon HOB  
 Washington, DC 20515

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



7020 1810 0000 5387 0390

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OFFICIAL USE

Certified Mail Fee \$3.55 \$2.85  
 Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$0.00  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

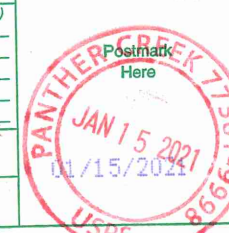
Postage \$1.20

Total Postage and Fees \$7.60

Sent To  
 Street and  
 City, State  
 Congresswoman Lizzie Fletcher  
 119 Cannon HOB  
 Washington, DC 20515

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions



207



7019 0160 0001 0730 3170

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

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Washington, DC 20515

## OFFICIAL USE

Certified Mail Fee \$3.55  
\$2.85  
Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$0.00  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

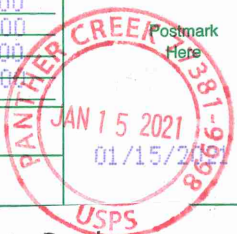
Postage \$1.20

Total Postage and Fees \$7.60

Sent To

Congresswoman Sylvia Garcia  
1620 Longworth HOB  
Washington, DC 20515

0381  
10



7019 0160 0001 0730 3880

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Washington, DC 20515

## OFFICIAL USE

Certified Mail Fee \$3.55  
\$2.85  
Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$0.00  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

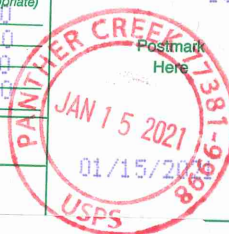
Postage \$1.20

Total Postage and Fees \$7.60

Sent To

Congressman Al Green  
2347 Rayburn HOB  
Washington, DC 20515

0381  
10



7020 1810 0000 5387 0451

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☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

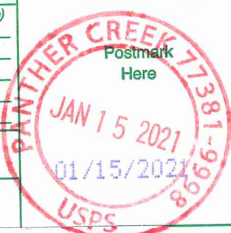
Postage \$1.20

Total Postage and Fees \$7.60

Sent To

Congresswoman Sheila Jackson Lee  
2079 Rayburn  
Washington, DC 20515

0381  
10



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☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Sent To

Congressman Michael McCaul  
2001 Rayburn HOB  
Washington, DC 20515

0381  
10



7019 0160 0001 0730 3989

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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 \$1.20

Total Postage and Fees \$7.60

Sent To

Congressman Pete Olson  
2133 Rayburn HOB  
Washington, DC 20515

0381  
10



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\$2.85  
Extra Services & Fees (check box, add fee as appropriate)  
☐ Return Receipt (hardcopy) \$0.00  
☐ Return Receipt (electronic) \$0.00  
☐ Certified Mail Restricted Delivery \$0.00  
☐ Adult Signature Required \$0.00  
☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Sent To

Lawrence A. Allen, Jr.  
Texas State SBOE District 4  
3717 Cork Drive  
Houston, TX 77047

0381  
10





7020 1810 0000 5387 0345

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Houston, TX 77274

## OFFICIAL USE

Certified Mail Fee \$3.55

Extra Services & Fees (check box, add fee as appropriate)

☐ Return Receipt (hardcopy) \$2.85

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Sent

Street

City

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

Will Hickman  
Texas State SBOE District 6  
PO Box 79842  
Houston, TX 77279



7020 1810 0000 5387 0437

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Florence, TX 76527

## OFFICIAL USE

Certified Mail Fee \$3.55

Extra Services & Fees (check box, add fee as appropriate)

☐ Return Receipt (hardcopy) \$2.85

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Sent

Street

City

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

Tom Maynard  
Texas State SBOE District 10  
PO Box 625  
Florence, Texas 76527



7020 1810 0000 5387 0420

# U.S. Postal Service™ CERTIFIED MAIL® RECEIPT

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Dickinson, TX 77539

## OFFICIAL USE

Certified Mail Fee \$3.55

Extra Services & Fees (check box, add fee as appropriate)

☐ Return Receipt (hardcopy) \$2.85

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Sent

Street

City

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

Matt Robinson  
Texas State SBOE District 7  
313 FM 517 West  
Dickinson, TX 77539



7020 1810 0000 5387 0369

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Conroe, TX 77384

## OFFICIAL USE

Certified Mail Fee \$3.55

Extra Services & Fees (check box, add fee as appropriate)

☐ Return Receipt (hardcopy) \$2.85

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Sent

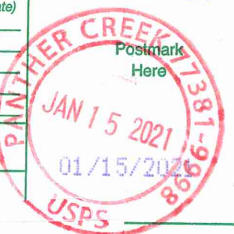
Street

City

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

Audra Young  
Texas State SBOE District 8  
15257 Runnymede Street  
Conroe, TX 77384



7020 1810 0000 5387 0321

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Austin, TX 78711

## OFFICIAL USE

Certified Mail Fee \$3.55

Extra Services & Fees (check box, add fee as appropriate)

☐ Return Receipt (hardcopy) \$2.85

☐ Return Receipt (electronic) \$0.00

☐ Certified Mail Restricted Delivery \$0.00

☐ Adult Signature Required \$0.00

☐ Adult Signature Restricted Delivery \$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Sent

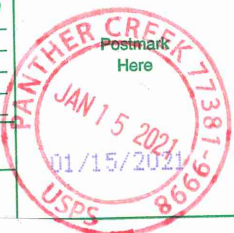
Street

City

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

Office of the Lieutenant Governor  
Dan Patrick  
P.O. Box 12068  
Austin, TX 78711



7020 1810 0000 5387 0277

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Magnolia, TX 77354

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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 \$1.20

Total Postage and Fees \$7.60

Sent

Street

City

PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

Council Member Josh Abernethy  
18111 Buddy Riley Blvd.  
Magnolia, TX 77354





7020 1810 0000 5387 0260

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Certified Mail Fee \$3.55 \$2.85 0381 10

Extra Services & Fees (check box, add fee as appropriate)

<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Sent To \_\_\_\_\_

Street \_\_\_\_\_

City \_\_\_\_\_

PS \_\_\_\_\_ Instructions

**Council Member Richard Carby**  
 1811 Buddy Riley Blvd.  
 Magnolia, TX 77354

Postmark Here  
 JAN 15 2021  
 01/15/2021  
 8666-9999  
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Certified Mail Fee \$3.55 \$2.85 0381 10

Extra Services & Fees (check box, add fee as appropriate)

<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Sent To \_\_\_\_\_

Street \_\_\_\_\_

City \_\_\_\_\_

PS \_\_\_\_\_ Instructions

**Council Member Matthew "Doc" Dantzer**  
 1811 Buddy Riley Blvd.  
 Magnolia, TX 77354

Postmark Here  
 JAN 15 2021  
 01/15/2021  
 8666-9999  
 USPS

7020 1810 0000 5387 0482

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Certified Mail Fee \$3.55 \$2.85 0381 10

Extra Services & Fees (check box, add fee as appropriate)

<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Sent To \_\_\_\_\_

Street \_\_\_\_\_

City \_\_\_\_\_

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

**Council Member Brenda Hoppe**  
 1811 Buddy Riley Blvd.  
 Magnolia, TX 77354

Postmark Here  
 JAN 15 2021  
 01/15/2021  
 8666-9999  
 USPS

7020 1810 0000 5387 0253

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Certified Mail Fee \$3.55 \$2.85 0381 10

Extra Services & Fees (check box, add fee as appropriate)

<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Sent To \_\_\_\_\_

Street \_\_\_\_\_

City \_\_\_\_\_

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

**Council Member Daniel Miller**  
 1811 Buddy Riley Blvd.  
 Magnolia, TX 77354

Postmark Here  
 JAN 15 2021  
 01/15/2021  
 8666-9999  
 USPS

7020 1810 0000 5387 0468

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Certified Mail Fee \$3.55 \$2.85 0381 10

Extra Services & Fees (check box, add fee as appropriate)

<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Sent To \_\_\_\_\_

Street \_\_\_\_\_

City \_\_\_\_\_

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

**County Judge Mark Keough**  
 501 North Thompson  
 Conroe, TX 77301

Postmark Here  
 JAN 15 2021  
 01/15/2021  
 8666-9999  
 USPS

7020 1810 0000 5387 0239

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Certified Mail Fee \$3.55 \$2.85 0381 10

Extra Services & Fees (check box, add fee as appropriate)

<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage \$1.20

Total Postage and Fees \$7.60

Sent To \_\_\_\_\_

Street \_\_\_\_\_

City \_\_\_\_\_

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

**Montgomery County Commissioner**  
 Charlie Riley  
 19110 Unity Park Dr.  
 Magnolia, TX 77355

Postmark Here  
 JAN 15 2021  
 01/15/2021  
 8666-9999  
 USPS

7020 1810 0000 5367 0246

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Magnolia, TX 77354

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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 \$

Postage \$1.20

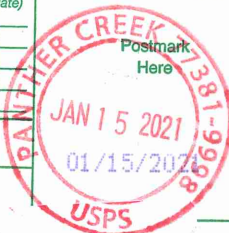
Total Postage and Fees \$7.60

Sent To

Street

City, S

Mayor Todd Kana  
18111 Buddy Riley Blvd  
Magnolia, TX 77354



PS Form 3800, April 2015 PSN 7530-02-000-9047

See Reverse for Instructions

## Attachment 6: Published Notice(s) of Public Meeting

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 26 open-enrollment charter school.

Applicants may hold a public virtual meeting in fulfillment of this attachment requirement. Any virtual meetings must be published in accordance with the notice requirements outlined below. The public notice must contain directions to access and participate in the meeting (link, website, etc.)

Applicants are encouraged to practice social-distancing policies and procedures for all in-person meetings.

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 20, 2019** are not eligible for consideration.

Anyone may attend and participate in the public meeting.

**ATTENTION:** All submitted notices must be dated prior to **January 20, 2021**.

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;
- Names of all board members from the sponsoring entity; and
- If virtual, directions to access and participate in the meeting.

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 or exclusively digital circulation (*Greensheet*, *Dallas Observer*, *Austin Chronicle*, etc.) will not fulfill this attachment requirement.



**ADDITIONAL REQUIREMENT:** Applicants must notify within 5 business days, 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](mailto: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;
- Names of all board members from the sponsoring entity; and
- If virtual, directions to access and participate in the meeting.

**From:** Liz Goldsmith  
**Sent:** Thursday, February 11, 2021 2:40 PM  
**To:** carol.alvarado@senate.texas.gov  
**Cc:** charterapplication@tea.texas.gov  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission

Dear Carol Alvarado,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Authorizing and Administration, New Schools Team at [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov).

Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism

**From:** Liz Goldsmith  
**Sent:** Thursday, February 11, 2021 2:49 PM  
**To:** paul.bettencourt@senate.texas.gov  
**Cc:** charterapplication@tea.texas.gov  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission

Dear Paul Bettencourt,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism

**From:** Liz Goldsmith  
**Sent:** Thursday, February 11, 2021 2:51 PM  
**To:** brandon.creighton@senate.texas.gov  
**Cc:** charterapplication@tea.texas.gov  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission

Dear Brandon Creighton,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism

**From:** Liz Goldsmith  
**Sent:** Thursday, February 11, 2021 2:52 PM  
**To:** joan.huffman@senate.texas.gov  
**Cc:** 'charterapplication@tea.texas.gov'  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission

Dear Joan Huffman,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism

**From:** Liz Goldsmith  
**Sent:** Thursday, February 11, 2021 2:54 PM  
**To:** lois.kolkhorst@senate.texas.gov  
**Cc:** 'charterapplication@tea.texas.gov'  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission

Dear Lois Kolkhorst,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Authorizing and Administration, New Schools Team at [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov).

Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism



**From:** Liz Goldsmith  
**Sent:** Thursday, February 11, 2021 2:56 PM  
**To:** borris.miles@senate.texas.gov  
**Cc:** 'charterapplication@tea.texas.gov'  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission

Dear Borris Miles,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Authorizing and Administration, New Schools Team at [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov).

Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism

**From:** Liz Goldsmith  
**Sent:** Thursday, February 11, 2021 2:58 PM  
**To:** robert.nichols@senate.texas.gov  
**Cc:** charterapplication@tea.texas.gov  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission

Dear Robert Nichols,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism

**From:** Liz Goldsmith  
**Sent:** Thursday, February 11, 2021 3:00 PM  
**To:** larry.taylor@senate.texas.gov  
**Cc:** 'charterapplication@tea.texas.gov'  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission

Dear Larry Taylor,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism

**From:** Liz Goldsmith  
**Sent:** Thursday, February 11, 2021 3:02 PM  
**To:** john.whitmire@senate.texas.gov  
**Cc:** charterapplication@tea.texas.gov  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission

Dear John Whitmire,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism

**From:** Liz Goldsmith  
**Sent:** Thursday, February 11, 2021 3:03 PM  
**To:** 'alma.allen@house.texas.gov'  
**Cc:** 'charterapplication@tea.texas.gov'  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission

Dear Alma Allen,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism

**From:** [Liz Goldsmith](#)  
**To:** [cecil.bell@house.texas.gov](mailto:cecil.bell@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission  
**Date:** Thursday, February 11, 2021 6:42:00 PM

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Dear Cecil Bell,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism



**From:** [Liz Goldsmith](#)  
**To:** [briscoe.cain@house.texas.gov](mailto:briscoe.cain@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission  
**Date:** Thursday, February 11, 2021 6:46:00 PM

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Dear Briscoe Cain,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism

**From:** [Liz Goldsmith](#)  
**To:** [garnet.coleman@house.texas.gov](mailto:garnet.coleman@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission  
**Date:** Thursday, February 11, 2021 6:48:00 PM

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Dear Garnet Coleman,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism

**From:** [Liz Goldsmith](#)  
**To:** [harold.dutton@house.texas.gov](mailto:harold.dutton@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission  
**Date:** Thursday, February 11, 2021 6:50:00 PM

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Dear Harold Dutton Jr.,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Authorizing and Administration, New Schools Team at [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov).

Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism

**From:** [Liz Goldsmith](#)  
**To:** [annae67@gmail.com](mailto:annae67@gmail.com)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission  
**Date:** Friday, February 12, 2021 10:46:00 AM

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Dear Anna Eastman,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism

**From:** [Liz Goldsmith](#)  
**To:** [gary.gates@house.texas.gov](mailto:gary.gates@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission  
**Date:** Thursday, February 11, 2021 6:55:00 PM

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Dear Gary Gates,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism

**From:** [Liz Goldsmith](#)  
**To:** [sam.harless@house.texas.gov](mailto:sam.harless@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission  
**Date:** Thursday, February 11, 2021 6:57:00 PM

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Dear Sam Harless,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism



**From:** [Liz Goldsmith](#)  
**To:** [ana.hernandez@house.texas.gov](mailto:ana.hernandez@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission  
**Date:** Thursday, February 11, 2021 7:00:00 PM

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Dear Ana Hernandez,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism

**From:** [Liz Goldsmith](#)  
**To:** [dan.huberty@house.texas.gov](mailto:dan.huberty@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission  
**Date:** Thursday, February 11, 2021 7:01:00 PM

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Dear Dan Huberty,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism

**From:** [Liz Goldsmith](#)  
**To:** [lacey.hull@house.texas.gov](mailto:lacey.hull@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission  
**Date:** Wednesday, February 10, 2021 12:17:00 PM

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Dear Lacey Hull,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism

**From:** [Liz Goldsmith](#)  
**To:** [jacey.jetton@house.texas.gov](mailto:jacey.jetton@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission  
**Date:** Wednesday, February 10, 2021 12:22:00 PM

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Dear Jacey Jetton,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism

**From:** [Liz Goldsmith](#)  
**To:** [ann.johnson@house.texas.gov](mailto:ann.johnson@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission  
**Date:** Wednesday, February 10, 2021 12:24:00 PM

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Dear Ann Johnson,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism

**From:** [Liz Goldsmith](#)  
**To:** ["jarvis.johnson@house.texas.gov"](mailto:jarvis.johnson@house.texas.gov)  
**Cc:** ["charterapplication@tea.texas.gov"](mailto:charterapplication@tea.texas.gov)  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission  
**Date:** Thursday, February 11, 2021 7:05:00 PM

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Dear Jarvis Johnson,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism



**From:** [Liz Goldsmith](#)  
**To:** [will.metcalf@house.texas.gov](mailto:will.metcalf@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission  
**Date:** Thursday, February 11, 2021 7:07:00 PM

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Dear Will Metcalf,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Authorizing and Administration, New Schools Team at [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov).

Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism

**From:** [Liz Goldsmith](#)  
**To:** [christina.morales@house.texas.gov](mailto:christina.morales@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission  
**Date:** Thursday, February 11, 2021 7:12:00 PM

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Dear Christina Morales,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism

**From:** [Liz Goldsmith](#)  
**To:** [jim.murphy@house.texas.gov](mailto:jim.murphy@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission  
**Date:** Thursday, February 11, 2021 7:14:00 PM

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Dear Jim Murphy,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism

**From:** [Liz Goldsmith](#)  
**To:** [tom.oliverson@house.texas.gov](mailto:tom.oliverson@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission  
**Date:** Thursday, February 11, 2021 7:16:00 PM

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Dear Tom Oliverson,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism

**From:** [Liz Goldsmith](#)  
**To:** [dennis.paul@house.texas.gov](mailto:dennis.paul@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission  
**Date:** Thursday, February 11, 2021 7:21:00 PM

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Dear Dennis Paul,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism

**From:** [Liz Goldsmith](#)  
**To:** [maryann.perez@house.texas.gov](mailto:maryann.perez@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission  
**Date:** Thursday, February 11, 2021 7:25:00 PM

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Dear Mary Ann Perez,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism



**From:** [Liz Goldsmith](#)  
**To:** [ron.reynolds@house.texas.gov](mailto:ron.reynolds@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission  
**Date:** Thursday, February 11, 2021 7:27:00 PM

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Dear Ron Reynolds,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism

**From:** [Liz Goldsmith](#)  
**To:** ["mike.schofield@house.texas.gov"](mailto:mike.schofield@house.texas.gov)  
**Cc:** ["charterapplication@tea.texas.gov"](mailto:charterapplication@tea.texas.gov)  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission  
**Date:** Wednesday, February 10, 2021 12:28:00 PM

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Dear Mike Schofield,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism

**From:** [Liz Goldsmith](#)  
**To:** [penny.moralesshaw@house.texas.gov](mailto:penny.moralesshaw@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission  
**Date:** Wednesday, February 10, 2021 12:35:00 PM

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Dear Penny Morales Shaw,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism

**From:** [Liz Goldsmith](#)  
**To:** [phil.stephenson@house.texas.gov](mailto:phil.stephenson@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission  
**Date:** Thursday, February 11, 2021 7:29:00 PM

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Dear Phil Stephenson,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism

**From:** [Liz Goldsmith](#)  
**To:** [valoree.swanson@house.texas.gov](mailto:valoree.swanson@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission  
**Date:** Thursday, February 11, 2021 7:33:00 PM

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Dear Valoree Swanson,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism

**From:** [Liz Goldsmith](#)  
**To:** [shawn.thierry@house.texas.gov](mailto:shawn.thierry@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission  
**Date:** Thursday, February 11, 2021 7:36:00 PM

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Dear Shawn Thierry,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism



**From:** [Liz Goldsmith](#)  
**To:** [ed.thompson@house.texas.gov](mailto:ed.thompson@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission  
**Date:** Thursday, February 11, 2021 7:40:00 PM

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Dear Ed Thompson,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism

**From:** [Liz Goldsmith](#)  
**To:** [senfronia.thompson@house.texas.gov](mailto:senfronia.thompson@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission  
**Date:** Thursday, February 11, 2021 7:45:00 PM

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Dear Senfronia Thompson,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism

**From:** [Liz Goldsmith](#)  
**To:** [steve.toth@house.texas.gov](mailto:steve.toth@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission  
**Date:** Thursday, February 11, 2021 7:46:00 PM

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Dear Steve Toth,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism

**From:** [Liz Goldsmith](#)  
**To:** [hubert.vo@house.texas.gov](mailto:hubert.vo@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission  
**Date:** Thursday, February 11, 2021 7:48:00 PM

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Dear Hubert Vo,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism

**From:** [Liz Goldsmith](#)  
**To:** [armando.walle@house.texas.gov](mailto:armando.walle@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission  
**Date:** Thursday, February 11, 2021 7:50:00 PM

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Dear Armando Walle,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism

**From:** [Liz Goldsmith](#)  
**To:** ["gene.wu@house.texas.gov"](mailto:gene.wu@house.texas.gov)  
**Cc:** ["charterapplication@tea.texas.gov"](mailto:charterapplication@tea.texas.gov)  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission  
**Date:** Thursday, February 11, 2021 7:51:00 PM

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Dear Gene Wu,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism



**From:** [Liz Goldsmith](#)  
**To:** [sboesupport@tea.texas.gov](mailto:sboesupport@tea.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission  
**Date:** Thursday, February 11, 2021 7:53:00 PM

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Dear Lawrence Allen Jr.,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Authorizing and Administration, New Schools Team at [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov).

Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism

**From:** [Liz Goldsmith](#)  
**To:** [willhickmancampaign@gmail.com](mailto:willhickmancampaign@gmail.com)  
**Cc:** ["charterapplication@tea.texas.gov"](mailto:charterapplication@tea.texas.gov)  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission  
**Date:** Wednesday, February 10, 2021 12:29:00 PM

---

Dear Will Hickman,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism

**From:** [Liz Goldsmith](#)  
**To:** [tom@maynardfortexas.com](mailto:tom@maynardfortexas.com)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission  
**Date:** Thursday, February 11, 2021 7:56:00 PM

---

Dear Tom Maynard,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism

**From:** [Liz Goldsmith](#)  
**To:** [matt.robinson@tea.texas.gov](mailto:matt.robinson@tea.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission  
**Date:** Thursday, February 11, 2021 7:58:00 PM

---

Dear Dr. Matt Robinson,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism

**From:** [Liz Goldsmith](#)  
**To:** [audrey.young@tea.texas.gov](mailto:audrey.young@tea.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Thrive With Autism Notice of Public Meeting and Charter Application Submission  
**Date:** Thursday, February 11, 2021 8:00:00 PM

---

Dear Audrey Young,

This email is to inform you that **Thrive With Autism** submitted an application on January 20, 2021 to the Texas Education Agency in response to the Generation Twenty-Six Open Enrollment charter school request for proposals. The proposed charter school name is **Thrive Center for Success**. The Board Members of **Thrive With Autism** held a public hearing on **December 9<sup>th</sup>, 2020** at **StoneBridge Church at 1 Stonebridge Church Dr, The Woodlands, TX 77382**, and on **January 7<sup>th</sup>, 2021** at a **Virtual Zoom Meeting**. The purpose of these hearings was to collect stakeholder input and determine parental support for the school. The proposed school will accommodate students from grades **Kindergarten-5<sup>th</sup>** and serve the **Magnolia, Houston, and Montgomery County TX area**. As a reminder, **Thrive With Autism has not been awarded a charter**. The application for **Thrive Center for Success** is currently in the review phase and subject to removal at any time. The commissioner of education will propose awardee(s) in May 2021.

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Sincerely,  
Elizabeth Goldsmith  
CEO of Thrive With Autism

**From:** [Liz Goldsmith](#)  
**To:** [carol.alvarado@senate.texas.gov](mailto:carol.alvarado@senate.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Public Announcement of Proposed Charter School Thrive Center for Success  
**Date:** Tuesday, December 22, 2020 1:46:23 PM  
**Attachments:** [image001.png](#)

---

Good afternoon,

Thrive With Autism, a nonprofit organization formed to help children with autism, announces their application for a charter school.

The geographic areas to be served by the proposed charter school in Magnolia, TX beginning in the Fall will include: Conroe ISD, Klein ISD, Magnolia ISD, Montgomery ISD, Spring ISD, Tomball ISD and Waller ISD. Our second campus will be located in the Houston area beginning in the Fall of 2025 and will include: Alief ISD, Fort Bend ISD, Houston ISD, Pasadena ISD, Pearland ISD, and Spring Branch ISD.

- The school will be called Thrive Center for Success.
- Open to all students, the school will focus on autism and will incorporate Applied Behavior Analysis and other services needed, to help all children reach their full potential.
- Thrive With Autism is the sponsoring entity and board members include:
  - Elizabeth Goldsmith
  - Stacy Grimes
  - Dr. Ronny Knox
  - Rev. Rusti Moore
  - Dr. Jeff Springer
  - Stephanie Davenport
  - Dr. Ann Ziker
- Our Virtual Public Meeting will be held on Thursday, January 7, 2021 from 6:00-7:00pm.
- The platform we will be using is Zoom.
- Join Zoom Meeting <https://us02web.zoom.us/j/89612818685?pwd=bzdldTA0WEN1SHphOUJZL3VmMEZjdz09>
- Meeting ID: 896 1281 8685 Passcode: 331377

All interested citizens are invited to attend and participate.

Best Regards,

The Thrive With Autism Board



CURED DURING REMEDY PERIOD



**From:** [Liz Goldsmith](#)  
**To:** [paul.bettencourt@senate.texas.gov](mailto:paul.bettencourt@senate.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Public Announcement of Proposed Charter School Thrive Center for Success  
**Date:** Tuesday, December 22, 2020 1:48:18 PM  
**Attachments:** [image001.png](#)

---

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The geographic areas to be served by the proposed charter school in Magnolia, TX beginning in the Fall will include: Conroe ISD, Klein ISD, Magnolia ISD, Montgomery ISD, Spring ISD, Tomball ISD and Waller ISD. Our second campus will be located in the Houston area beginning in the Fall of 2025 and will include: Alief ISD, Fort Bend ISD, Houston ISD, Pasadena ISD, Pearland ISD, and Spring Branch ISD.

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- Meeting ID: 896 1281 8685 Passcode: 331377

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Best Regards,

The Thrive With Autism Board

CURED DURING REMEDY PERIOD



**From:** [Liz Goldsmith](#)  
**To:** [brandon.creighton@senate.texas.gov](mailto:brandon.creighton@senate.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Public Announcement of Proposed Charter School Thrive Center for Success  
**Date:** Tuesday, December 22, 2020 1:44:55 PM  
**Attachments:** [image001.png](#)

---

Good afternoon,

Thrive With Autism, a nonprofit organization formed to help children with autism, announces their application for a charter school.

The geographic areas to be served by the proposed charter school in Magnolia, TX beginning in the Fall will include: Conroe ISD, Klein ISD, Magnolia ISD, Montgomery ISD, Spring ISD, Tomball ISD and Waller ISD. Our second campus will be located in the Houston area beginning in the Fall of 2025 and will include: Alief ISD, Fort Bend ISD, Houston ISD, Pasadena ISD, Pearland ISD, and Spring Branch ISD.

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- Meeting ID: 896 1281 8685 Passcode: 331377

All interested citizens are invited to attend and participate.

Best Regards,

The Thrive With Autism Board

CURED DURING REMEDY PERIOD



**From:** [Liz Goldsmith](#)  
**To:** [joan.huffman@senate.texas.gov](mailto:joan.huffman@senate.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Public Announcement of Proposed Charter School Thrive Center for Success  
**Date:** Tuesday, December 22, 2020 1:55:47 PM  
**Attachments:** [image001.png](#)

---

Good afternoon,

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- Meeting ID: 896 1281 8685 Passcode: 331377

All interested citizens are invited to attend and participate.

Best Regards,

The Thrive With Autism Board



CURED DURING REMEDY PERIOD



**From:** [Liz Goldsmith](#)  
**To:** [lois.kolkhorst@senate.texas.gov](mailto:lois.kolkhorst@senate.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Public Announcement of Proposed Charter School Thrive Center for Success  
**Date:** Tuesday, December 22, 2020 1:56:48 PM  
**Attachments:** [image001.png](#)

---

Good afternoon,

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- Meeting ID: 896 1281 8685 Passcode: 331377

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Best Regards,

The Thrive With Autism Board

CURED DURING REMEDY PERIOD



**From:** [Liz Goldsmith](#)  
**To:** [borris.miles@senate.texas.gov](mailto:borris.miles@senate.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Public Announcement of Proposed Charter School Thrive Center for Success  
**Date:** Tuesday, December 22, 2020 1:53:44 PM  
**Attachments:** [image001.png](#)

---

Good afternoon,

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- Meeting ID: 896 1281 8685 Passcode: 331377

All interested citizens are invited to attend and participate.

Best Regards,

The Thrive With Autism Board

CURED DURING REMEDY PERIOD



**From:** [Liz Goldsmith](#)  
**To:** [robert.nichols@senate.texas.gov](mailto:robert.nichols@senate.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Public Announcement of Proposed Charter School Thrive Center for Success  
**Date:** Tuesday, December 22, 2020 1:43:53 PM  
**Attachments:** [image001.png](#)

---

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- Meeting ID: 896 1281 8685 Passcode: 331377

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Best Regards,

The Thrive With Autism Board

CURED DURING REMEDY PERIOD





**From:** [Liz Goldsmith](#)  
**To:** [larry.taylor@senate.texas.gov](mailto:larry.taylor@senate.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Public Announcement of Proposed Charter School Thrive Center for Success  
**Date:** Tuesday, December 22, 2020 1:54:46 PM  
**Attachments:** [image001.png](#)

---

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- Meeting ID: 896 1281 8685 Passcode: 331377

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Best Regards,

The Thrive With Autism Board

CURED DURING REMEDY PERIOD



**From:** [Liz Goldsmith](#)  
**To:** [john.whitmire@senate.texas.gov](mailto:john.whitmire@senate.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Public Announcement of Proposed Charter School Thrive Center for Success  
**Date:** Tuesday, December 22, 2020 1:40:42 PM  
**Attachments:** [image001.png](#)

---

Good afternoon,

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The geographic areas to be served by the proposed charter school in Magnolia, TX beginning in the Fall will include: Conroe ISD, Klein ISD, Magnolia ISD, Montgomery ISD, Spring ISD, Tomball ISD and Waller ISD. Our second campus will be located in the Houston area beginning in the Fall of 2025 and will include: Alief ISD, Fort Bend ISD, Houston ISD, Pasadena ISD, Pearland ISD, and Spring Branch ISD.

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- Meeting ID: 896 1281 8685 Passcode: 331377

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Best Regards,

The Thrive With Autism Board

CURED DURING REMEDY PERIOD



**From:** [Liz Goldsmith](#)  
**To:** [alma.allen@house.texas.gov](mailto:alma.allen@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Public Announcement of Proposed Charter School Thrive Center for Success  
**Date:** Tuesday, December 22, 2020 1:32:00 PM  
**Attachments:** [image001.png](#)

---

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CURED DURING REMEDY PERIOD



**From:** [Liz Goldsmith](#)  
**To:** [cecil.bell@house.texas.gov](mailto:cecil.bell@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Public Announcement of Proposed Charter School Thrive Center for Success  
**Date:** Tuesday, December 22, 2020 1:23:00 PM  
**Attachments:** [image002.png](#)

---

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  - Elizabeth Goldsmith
  - Stacy Grimes
  - Dr. Ronny Knox
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- Our Virtual Public Meeting will be held on Thursday, January 7, 2021 from 6:00-7:00pm.
- The platform we will be using is Zoom.
- Join Zoom Meeting <https://us02web.zoom.us/j/89612818685?pwd=bzdldTA0WEN1SHphOUJZL3VmMEZjdz09>
- Meeting ID: 896 1281 8685 Passcode: 331377

All interested citizens are invited to attend and participate.

Best Regards,

The Thrive With Autism Board



CURED DURING REMEDY PERIOD



**From:** [Liz Goldsmith](#)  
**To:** [briscoe.cain@house.texas.gov](mailto:briscoe.cain@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Public Announcement of Proposed Charter School Thrive Center for Success  
**Date:** Tuesday, December 22, 2020 1:51:00 PM  
**Attachments:** [image001.png](#)

---

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**From:** [Liz Goldsmith](#)  
**To:** [garnet.coleman@house.texas.gov](mailto:garnet.coleman@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Public Announcement of Proposed Charter School Thrive Center for Success  
**Date:** Tuesday, December 22, 2020 1:48:00 PM  
**Attachments:** [image001.png](#)

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CURED DURING REMEDY PERIOD



**From:** [Liz Goldsmith](#)  
**To:** [harold.dutton@house.texas.gov](mailto:harold.dutton@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Public Announcement of Proposed Charter School Thrive Center for Success  
**Date:** Tuesday, December 22, 2020 1:41:00 PM  
**Attachments:** [image001.png](#)

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CURED DURING REMEDY PERIOD





**From:** [Liz Goldsmith](#)  
**To:** ["anna.eastman@house.texas.gov"](mailto:anna.eastman@house.texas.gov)  
**Cc:** ["charterapplication@tea.texas.gov"](mailto:charterapplication@tea.texas.gov)  
**Subject:** Public Announcement of Proposed Charter School Thrive Center for Success  
**Date:** Tuesday, December 22, 2020 1:50:00 PM  
**Attachments:** [image001.png](#)

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**From:** [Liz Goldsmith](#)  
**To:** [gary.gates@house.texas.gov](mailto:gary.gates@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Public Announcement of Proposed Charter School Thrive Center for Success  
**Date:** Tuesday, December 22, 2020 1:55:00 PM  
**Attachments:** [image001.png](#)

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**From:** [Liz Goldsmith](#)  
**To:** [sam.harless@house.texas.gov](mailto:sam.harless@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Public Announcement of Proposed Charter School Thrive Center for Success  
**Date:** Tuesday, December 22, 2020 1:25:00 PM  
**Attachments:** [image001.png](#)

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CURED DURING REMEDY PERIOD



**From:** [Liz Goldsmith](#)  
**To:** ["ana.hernandez@house.texas.gov"](mailto:ana.hernandez@house.texas.gov)  
**Cc:** ["charterapplication@tea.texas.gov"](mailto:charterapplication@tea.texas.gov)  
**Subject:** Public Announcement of Proposed Charter School Thrive Center for Success  
**Date:** Tuesday, December 22, 2020 1:43:00 PM  
**Attachments:** [image001.png](#)

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CURED DURING REMEDY PERIOD



**From:** [Liz Goldsmith](#)  
**To:** [dan.huberty@house.texas.gov](mailto:dan.huberty@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Public Announcement of Proposed Charter School Thrive Center for Success  
**Date:** Tuesday, December 22, 2020 1:31:00 PM  
**Attachments:** [image001.png](#)

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**From:** [Liz Goldsmith](#)  
**To:** [jarvis.johnson@house.texas.gov](mailto:jarvis.johnson@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Public Announcement of Proposed Charter School Thrive Center for Success  
**Date:** Tuesday, December 22, 2020 1:26:00 PM  
**Attachments:** [image001.png](#)

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**From:** [Liz Goldsmith](#)  
**To:** ["will.metcalf@house.texas.gov"](mailto:will.metcalf@house.texas.gov)  
**Cc:** ["charterapplication@tea.texas.gov"](mailto:charterapplication@tea.texas.gov)  
**Subject:** Public Announcement of Proposed Charter School Thrive Center for Success  
**Date:** Tuesday, December 22, 2020 1:25:00 PM  
**Attachments:** [image001.png](#)

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CURED DURING REMEDY PERIOD





**From:** [Liz Goldsmith](#)  
**To:** [christina.morales@house.texas.gov](mailto:christina.morales@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Public Announcement of Proposed Charter School Thrive Center for Success  
**Date:** Tuesday, December 22, 2020 1:45:00 PM  
**Attachments:** [image001.png](#)

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**From:** [Liz Goldsmith](#)  
**To:** ["jim.murphy@house.texas.gov"](mailto:jim.murphy@house.texas.gov)  
**Cc:** ["charterapplication@tea.texas.gov"](mailto:charterapplication@tea.texas.gov)  
**Subject:** Public Announcement of Proposed Charter School Thrive Center for Success  
**Date:** Tuesday, December 22, 2020 1:33:00 PM  
**Attachments:** [image001.png](#)

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**From:** [Liz Goldsmith](#)  
**To:** [tom.oliverson@house.texas.gov](mailto:tom.oliverson@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Public Announcement of Proposed Charter School Thrive Center for Success  
**Date:** Tuesday, December 22, 2020 1:26:00 PM  
**Attachments:** [image001.png](#)

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**From:** [Liz Goldsmith](#)  
**To:** [dennis.paul@house.texas.gov](mailto:dennis.paul@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Public Announcement of Proposed Charter School Thrive Center for Success  
**Date:** Tuesday, December 22, 2020 1:52:00 PM  
**Attachments:** [image001.png](#)

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CURED DURING REMEDY PERIOD



**From:** [Liz Goldsmith](#)  
**To:** [maryann.perez@house.texas.gov](mailto:maryann.perez@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Public Announcement of Proposed Charter School Thrive Center for Success  
**Date:** Tuesday, December 22, 2020 1:46:00 PM  
**Attachments:** [image001.png](#)

---

Good afternoon,

Thrive With Autism, a nonprofit organization formed to help children with autism, announces their application for a charter school.

The geographic areas to be served by the proposed charter school in Magnolia, TX beginning in the Fall will include: Conroe ISD, Klein ISD, Magnolia ISD, Montgomery ISD, Spring ISD, Tomball ISD and Waller ISD. Our second campus will be located in the Houston area beginning in the Fall of 2025 and will include: Alief ISD, Fort Bend ISD, Houston ISD, Pasadena ISD, Pearland ISD, and Spring Branch ISD.

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  - Stacy Grimes
  - Dr. Ronny Knox
  - Rev. Rusti Moore
  - Dr. Jeff Springer
  - Stephanie Davenport
  - Dr. Ann Ziker
- Our Virtual Public Meeting will be held on Thursday, January 7, 2021 from 6:00-7:00pm.
- The platform we will be using is Zoom.
- Join Zoom Meeting <https://us02web.zoom.us/j/89612818685?pwd=bzdLdTA0WEN1SHphOUJZL3VmMEZjdz09>
- Meeting ID: 896 1281 8685 Passcode: 331377

All interested citizens are invited to attend and participate.

Best Regards,

The Thrive With Autism Board

CURED DURING REMEDY PERIOD



**From:** [Liz Goldsmith](#)  
**To:** [ron.reynolds@house.texas.gov](mailto:ron.reynolds@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Public Announcement of Proposed Charter School Thrive Center for Success  
**Date:** Tuesday, December 22, 2020 1:54:00 PM  
**Attachments:** [image001.png](#)

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CURED DURING REMEDY PERIOD



**From:** [Liz Goldsmith](#)  
**To:** [phil.stephenson@house.texas.gov](mailto:phil.stephenson@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Public Announcement of Proposed Charter School Thrive Center for Success  
**Date:** Tuesday, December 22, 2020 1:56:00 PM  
**Attachments:** [image001.png](#)

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CURED DURING REMEDY PERIOD





**From:** [Liz Goldsmith](#)  
**To:** [valoree.swanson@house.texas.gov](mailto:valoree.swanson@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Public Announcement of Proposed Charter School Thrive Center for Success  
**Date:** Tuesday, December 22, 2020 1:28:00 PM  
**Attachments:** [image001.png](#)

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CURED DURING REMEDY PERIOD



**From:** [Liz Goldsmith](#)  
**To:** [shawn.thierry@house.texas.gov](mailto:shawn.thierry@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Public Announcement of Proposed Charter School Thrive Center for Success  
**Date:** Tuesday, December 22, 2020 1:46:00 PM  
**Attachments:** [image001.png](#)

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- Meeting ID: 896 1281 8685 Passcode: 331377

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Best Regards,

The Thrive With Autism Board

CURED DURING REMEDY PERIOD



**From:** [Liz Goldsmith](#)  
**To:** [ed.thompson@house.texas.gov](mailto:ed.thompson@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Public Announcement of Proposed Charter School Thrive Center for Success  
**Date:** Tuesday, December 22, 2020 1:53:00 PM  
**Attachments:** [image001.png](#)

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- Meeting ID: 896 1281 8685 Passcode: 331377

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The Thrive With Autism Board

CURED DURING REMEDY PERIOD



**From:** [Liz Goldsmith](#)  
**To:** [senfronia.thompson@house.texas.gov](mailto:senfronia.thompson@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Public Announcement of Proposed Charter School Thrive Center for Success  
**Date:** Tuesday, December 22, 2020 1:32:00 PM  
**Attachments:** [image001.png](#)

---

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- Meeting ID: 896 1281 8685 Passcode: 331377

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The Thrive With Autism Board



CURED DURING REMEDY PERIOD



**From:** [Liz Goldsmith](#)  
**To:** [steve.toth@house.texas.gov](mailto:steve.toth@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Public Announcement of Proposed Charter School Thrive Center for Success  
**Date:** Tuesday, December 22, 2020 1:24:00 PM  
**Attachments:** [image001.png](#)

---

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**From:** [Liz Goldsmith](#)  
**To:** [hubert.vo@house.texas.gov](mailto:hubert.vo@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Public Announcement of Proposed Charter School Thrive Center for Success  
**Date:** Tuesday, December 22, 2020 1:57:00 PM  
**Attachments:** [image001.png](#)

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**From:** [Liz Goldsmith](#)  
**To:** [armando.walle@house.texas.gov](mailto:armando.walle@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Public Announcement of Proposed Charter School Thrive Center for Success  
**Date:** Tuesday, December 22, 2020 1:27:00 PM  
**Attachments:** [image001.png](#)

---

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CURED DURING REMEDY PERIOD





**From:** [Liz Goldsmith](#)  
**To:** [gene.wu@house.texas.gov](mailto:gene.wu@house.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Public Announcement of Proposed Charter School Thrive Center for Success  
**Date:** Tuesday, December 22, 2020 1:38:00 PM  
**Attachments:** [image001.png](#)

---

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CURED DURING REMEDY PERIOD



**From:** [Liz Goldsmith](#)  
**To:** [sboesupport@tea.texas.gov](mailto:sboesupport@tea.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Public Announcement of Proposed Charter School Thrive Center for Success  
**Date:** Tuesday, December 22, 2020 1:25:16 PM  
**Attachments:** [image001.png](#)

---

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CURED DURING REMEDY PERIOD



**From:** [Liz Goldsmith](#)  
**To:** [tom.maynard@tea.texas.gov](mailto:tom.maynard@tea.texas.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Public Announcement of Proposed Charter School Thrive Center for Success  
**Date:** Tuesday, December 22, 2020 1:31:24 PM  
**Attachments:** [image001.png](#)

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CURED DURING REMEDY PERIOD



**From:** [Liz Goldsmith](#)  
**To:** [matt.robinson@tea.tx.gov](mailto:matt.robinson@tea.tx.gov)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Public Announcement of Proposed Charter School Thrive Center for Success  
**Date:** Tuesday, December 22, 2020 1:27:46 PM  
**Attachments:** [image001.png](#)

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CURED DURING REMEDY PERIOD





**From:** [Liz Goldsmith](#)  
**To:** [Audrey Young](#)  
**Cc:** [charterapplication@tea.texas.gov](mailto:charterapplication@tea.texas.gov)  
**Subject:** Public Announcement of Proposed Charter School Thrive Center for Success  
**Date:** Tuesday, December 22, 2020 1:33:02 PM  
**Attachments:** [image001.png](#)

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  - Dr. Ann Ziker
- Our Virtual Public Meeting will be held on Thursday, January 7, 2021 from 6:00-7:00pm.
- The platform we will be using is Zoom.
- Join Zoom Meeting <https://us02web.zoom.us/j/89612818685?pwd=bzdLdTA0WEN1SHphOUJZL3VmMEZjdz09>
- Meeting ID: 896 1281 8685 Passcode: 331377

All interested citizens are invited to attend and participate.

Best Regards,

The Thrive With Autism Board

CURED DURING REMEDY PERIOD



**By David Sharp**  
ASSOCIATED PRESS

In fact, sleepwear is just about the only area of the

Charles Krupa / Associated Press

The Maine-based retailer reports that sales of snowshoes are up 358 percent, and sales of sleds and skis

"People are outfitting their whole families, and not thinking twice about it," he said. "People aren't

## Legals/Public Notices   Legals/Public Notices   Legals/Public Notices   Legals/Public Notices   Legals/Public Notices

## Public Notice

### Public Meeting Announcement

**NOTICE OF PUBLIC HEARING TO DISCUSS THE VARNETT PUBLIC SCHOOL**  
Financial Integrity Rating System of Texas (FIRST) and Texas Academic Performance Report (TAPR)  
The Varnett Public School will hold virtual public hearings at 3:30 p.m. and 4:30 p.m., respectively, on Tuesday, January 5, 2021. These hearings will be held by video and/or telephone conference through the District's Google Meet's link provided below: <https://meet.google.com/ucw-qcm>  
Join by phone: (US) + 475 344 4444

### Citation by Publication

Harris County, Texas in  
the Courthouse in the city  
of Houston, Texas at or  
before 10:00 o'clock A.M.

**NOTICE OF PUBLIC HEARING TO DISCUSS THE  
VARNETT PUBLIC SCHOOL  
Financial Integrity Rating System**

The Varnett Public School will hold virtual public hearings at 3:30 p.m. and 4:30 p.m., respectively, on Tuesday, January 5, 2021. These hearings will be held by video and/or telephone conference through the District's Google Meet's link provided below: <https://meet.google.com/twf-wano-qcm>  
Join by phone: (US) + 475 255 2324

**TEXAS COMMISSION ON ENVIRONMENTAL  
QUALITY**

**NOTICE OF RECEIPT OF APPLICATION  
AND  
INTENT TO OBTAIN WATER QUALITY  
PERMIT RENEWAL**

physical address of an individual member of the proposed facility or activity; provide information discussed above regarding affected member's location and distance in the facility or activity; explain how and why the member would be affected.



## **Public Meeting Announcement**

Thrive With Autism, a nonprofit organization formed to help children with autism, announces their application for a charter school. Proposed to open in Fall of 2022, the school will be called Thrive Center for Success. Open to all students, the school will focus on autism and will incorporate Applied Behavior Analysis and other services needed, to help all children reach their full potential. Thrive With Autism is the sponsoring entity and board members include: Elizabeth Goldsmith, Stacy Grimes, Dr. Ronny Knox, Reverend Rusti Moore, Dr. Jeff Springer, Stephanie Davenport, and Dr. Ann Ziker. A virtual meeting will be held on Thursday, January 7th, 2021 from 6:00-7:00pm. To register, please RSVP on our website at **[www.thrivewautism.org](http://www.thrivewautism.org)** and we will email you the password to the zoom meeting. All interested citizens are encouraged to attend and participate.







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**Public Meeting Announcement**

Thrive With Autism, a nonprofit organization formed to help children with autism, announces their application for a charter school. Proposed to open in Fall of 2022, the school will be called Thrive Center for Success. Open to all students, the school will focus on autism and will incorporate Applied Behavior Analysis and other services needed, to help all children reach their full potential. Thrive With Autism is the sponsoring entity and board members include: Elizabeth Goldsmith, Stacy Grimes, Dr. Ronny Knox, Reverend Rusti Moore, Dr. Jeff Springer, and Stephanie Davenport. A meeting will be held on Wednesday December 9th, 2020 from 6:00-7:00pm in The Lodge at StoneBridge Church, 1 StoneBridge Church Drive, The Woodlands, Texas 77382. All interested citizens are encouraged to attend and participate.

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**Public Notice**

The Greater Harris County 9-1-1 Emergency Network will hold a public hearing on the continuation of the Greater Harris County 9-1-1 Emergency Network and its 9-1-1 emergency service fees. The hearing will be held at 1:00 p.m., Friday December 11, 2020, at 10220 Fairbanks, Houston, Texas 77036.

## Attachment 7: Sample Course Scope and Sequence

Provide a sample scope and sequence for one course in a state-assessed core content area that will be taught within the first three years of operation (as required).

Unit 1: Reading Readiness		
Pacing: 30 Days (or When Mastery is Achieved)		
Days	Learning Goal	TEKS Alignment (Texas Wonders, 2020)
5 Days	Students will follow classroom routines for silent sustained reading	ELA 4.6A, ELA 4.6s
10 Days	Given an opportunity to read independently, students will select a “just right” book and read for 20 minutes across 3 opportunities.	
5 days	<i>Students will write 3 predictions about the story based on reading the title.</i>	
10 days	<i>Students will accurately respond to 5 explicit questions and 5 implicit questions in a written topography.</i>	
Assessments	<i>Teacher observations of students sustaining silent reading for 20 minutes</i>	

<b>DifferentiationF or Students with Disabilities &amp; ELLs</b>	Pre-teaching of vocabulary in stories
<b>ELP Alignment</b>	<i>ELPS.c.1a</i>

Unit 2: Texas Wonders Unit 1		
<b>Time Allocation: 6 Weeks (30 days) or until mastery is achieved of each learning goal</b>		
<b>Days</b>	<b>Learning Goal</b>	<b>Teks Alignment (Texas Wonders, 2020)</b>
<b>2</b>	<i>Students will use context clues to determine the meaning of unknown words across nonfiction fourth grade text</i>	<b>4.1.A</b> The student is expected to: listen actively, ask relevant questions to clarify information, and make pertinent comments; <b>4.1.B</b> The student is expected to: follow, restate, and give oral instructions that involve a series of related sequences of action; <b>4.1.D</b> The student is expected to: work collaboratively with others to develop a plan of shared responsibilities. <b>4.2.A.ii</b> The student is expected to: demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including
<b>2</b>	<i>Students will use use key details to make inferences about an informational text</i>	
<b>2</b>	<i>Student will make text to text connections across nonfiction fourth grade text</i>	



2	<i>Student will compare and contrast two topics by tacting three similarities and three differences across an informational text</i>	digraphs and diphthongs; r-controlled syllables; and final stable syllables <b>4.2.A.v</b> The student is expected to: demonstrate and apply phonetic knowledge by: decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and <b>4.2.A.vi</b> The student is expected to: demonstrate and apply phonetic knowledge by: identifying and reading high-frequency words from a research-based list
2	<i>Students will use text evidence to describe the main idea of a nonfiction text.</i>	<b>4.3.B</b> The student is expected to: use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words; <b>4.4</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
2	<i>Student will use text features to answer questions about a nonfiction text</i>	<b>4.6.A</b> The student is expected to: establish purpose for reading assigned and self-selected texts; <b>4.6.B</b> The student is expected to: generate questions about text before, during, and after reading to deepen understanding and gain information;
2	<i>Student will tact the main idea of a text &amp; 3 details that support the main idea of an informational text or nonfiction text</i>	<b>4.6.C</b> The student is expected to: make, correct, or confirm predictions using text features,
2	<i>Students will use text features to make 3 predictions before reading of a realistic fiction story</i>	

2	<i>Student will use context clues to produce the definition of unknown words in realistic fiction stories</i>	characteristics of genre, and structures; <b>4.6.F</b> The student is expected to: make inferences and use evidence to support understanding; <b>4.6.G</b> The student is expected to: evaluate details read to determine key ideas; <b>4.6.H</b> The student is expected to: synthesize information to create new understanding; and <b>4.6.I</b> The student is expected to: monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
2	<i>Student will tact plot elements, including rising action, climax, falling action, and resolution for a realistic fiction story</i>	<b>4.7.B</b> The student is expected to: write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; <b>4.7.C</b> The student is expected to: use text evidence to support an appropriate response;
2	<i>Student will use details from the text to draw 3 inferences within realistic fiction story</i>	<b>4.7.D</b> The student is expected to: retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;
1	<i>Student will visualize the setting of the story by drawing a picture</i>	<b>4.7.E</b> The student is expected to: interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
2	<i>Student will describe how the character traits and events relate to the sequence of the story by including at least 5 supporting details.</i>	<b>4.7.F</b> The student is expected to: respond using newly acquired vocabulary as appropriate; and <b>4.7.G</b> The student is expected to: discuss specific ideas in the text that are important to the meaning.
1	<i>Student will draw a picture to represent the character or setting of a realistic fiction story</i>	<b>4.9.D.ii</b> The student is expected to: recognize characteristics and structures of informational text, including: features such as pronunciation guides and diagrams to support understanding; and

2	<i>Student will tact the the problem and solution (story elements- including rising action, climax, falling action)</i>	<p><b>4.9.D.iii</b> The student is expected to: recognize characteristics and structures of informational text, including: organizational patterns such as compare and contrast</p> <p><b>4.10.B</b> The student is expected to: explain how the use of text structure contributes to the author's purpose; <b>4.10.C</b> The student is expected to: analyze the author's use of print and graphic features to achieve specific purposes;</p> <p><b>4.10.E</b> The student is expected to: identify and understand the use of literary devices, including first- or third-person point of view;</p>
2	<i>Student will summarize a story by including characters, setting and plot in a written topography.</i>	
<b>Assessments</b>	<b>Texas Wonders Unit 1 Assessment (Compare and Contrast Ideas within a Text &amp; Use Context Clues to Define Vocabulary)</b>	
<b>Instructional Materials</b>	<b>Texas Wonders Unit 1</b> <ul style="list-style-type: none"> <li>○ <b>Reader/Writer Workshop</b></li> <li>○ <b>Literature Anthology</b></li> <li>○ <b>Leveled Short Stories</b></li> </ul>	
<b>Differentiation Strategies for ELLs &amp; Students with Disabilities</b>	<ul style="list-style-type: none"> <li>● <b>Learn Units (Albers &amp; Greer, 1991)</b> <ul style="list-style-type: none"> <li>● <b>Below, On, and Above Level short stories</b></li> <li>● <b>Pre-teach vocabulary of stories</b></li> <li>● <b>Have students respond to stories as a speaker before writing responses</b></li> </ul> </li> </ul>	

<b>ELPS</b>	<b>ELPS.c.1C; ELPS.c.1B; ELPS,c.2E; ELPS.c.3.E</b>
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<b>Unit 3: Texas Wonders Unit 2</b>		
<b>Time Allocated: 6 Weeks (30 Days) Or Until Mastery Is Achieved</b>		
<b>Days</b>	<b>Learning Goal</b>	<b>TEKS Alignment (Texas Wonders, 2020)</b>
<b>3</b>	Students will use text evidence to make inferences of an expository text	<b>4.1.A</b> The student is expected to: listen actively, ask relevant questions to clarify information, and make pertinent comments; <b>4.2.A.iv</b> The student is expected to: demonstrate and apply phonetic knowledge by: decoding words using knowledge of prefixes
<b>3</b>	Students will summarize an expository text, using at least 5 details in sequential order (in a written topography)	<b>4.2.A.vi</b> The student is expected to: demonstrate and apply phonetic knowledge by: identifying and reading high-frequency words from a research-based list
<b>3</b>	Students will tact the main idea of a section of an expository text and provide 3 details that support the main idea	<b>4.2.B.v</b> The student is expected to: demonstrate and apply spelling knowledge by: spelling words using knowledge of prefixes; and <b>4.3.A</b> The student is expected to: use print or digital resources to determine meaning, syllabication, and pronunciation;
<b>3</b>	Students will produce author's point of view by identifying 3 details of an expository text	<b>4.3.B</b> The student is expected to: use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;

3	Student will tact 3 cause/ effect relationships	4.3.C The student is expected to: determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter; and
3	Student will produce questions about the drama, prior to reading, while reading, and after reading a drama	4.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking-- fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
2	Student Describe the structure of the drama	4.6.A The student is expected to: establish purpose for reading assigned and self-selected texts;
2	Student will use at least 3 details to tact the theme of the drama	4.6.C The student is expected to: make, correct, or confirm predictions using text features, characteristics of genre, and structures;
2	Student will compare and contrast two characters by describing at least 2 similarities and 3 differences (in a written topography) of a drama	4.6.F The student is expected to: make inferences and use evidence to support understanding;
2	Student will describe the author's point of view by using at least 3 details from the text	4.6.G The student is expected to: evaluate details read to determine key ideas;
3	Student will summarize a poem, using at least 3 significant events from the poem	4.6.I The student is expected to: monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
		4.7.B The student is expected to: write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources; [3 lessons]
		4.7.C The student is expected to: use text evidence to support an appropriate response; [1 lesson]

<b>Assessments</b>	<ul style="list-style-type: none"> <li>• <b>Texas Wonders Unit 2 Assessment</b></li> </ul>
<b>Instructional Materials</b>	<ul style="list-style-type: none"> <li>• <b>Texas Wonders Unit 2</b> <ul style="list-style-type: none"> <li>○ <b>Reader/Writer Workshop</b></li> <li>○ <b>Literature Anthology</b></li> <li>○ <b>Leveled Short Stories</b></li> </ul> </li> </ul>
<b>Differentiation Strategies for ELLS and Students with disabilities</b>	<ul style="list-style-type: none"> <li>• <b>Learn Units (Albers &amp; Greer, 1991)</b></li> <li>• <b>Below, On, and Above Level short stories</b></li> <li>• <b>Pre-teach vocabulary of stories</b></li> <li>• <b>Have students respond to stories as a speaker before writing responses</b></li> </ul>
<b>ELPS</b>	<b>ELPS.c.5b; ELPS.c.4J; ELPS.c.4.G</b>

#### **Unit 4: Texas Wonders Unit 3**

**Time Allocation: 6 Weeks (30 Days) or Until Mastery of all Learning Goals**

Days	Learning Goal	TEKS Alignment (Texas Wonders, 2020)
3	Student will use context clues to tact the meaning of unknown words within a realistic fiction story	<p><b>4.1.C</b> The student is expected to: express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;</p> <p><b>4.2.A.i</b> The student is expected to: demonstrate and apply phonetic knowledge by: decoding words with specific orthographic patterns and rules, including regular and irregular plurals</p>
3	Student will draw a picture of a scene in a realistic fiction story (such that a peer or teacher can guess the scene)	<p><b>4.2.A.ii</b> The student is expected to: demonstrate and apply phonetic knowledge by: decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables</p> <p><b>4.2.B.i</b> The student is expected to: demonstrate and apply spelling knowledge by: spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables</p>
3	Student will describe the setting, characters, & plot of a realistic fiction story	<p><b>4.3.A</b> The student is expected to: use print or digital resources to determine meaning, syllabication, and pronunciation;</p> <p><b>4.3.B</b> The student is expected to: use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;</p>
3	Student will describe the main characters feelings, motives using at least 3 details from a realistic fiction story	<p><b>4.3.C</b> The student is expected to: determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter; and</p> <p><b>4.4</b> Developing and sustaining foundational language skills: listening,</p>

3	Student will describe first and third person point of view of a realistic fiction story	<p>speaking, reading, writing, and thinking-fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p> <p><b>4.6.B</b> The student is expected to: generate questions about text before, during, and after reading to deepen understanding and gain information;</p>
3	Student will authors purpose using at least 3 details of a realistic fiction story	<p><b>4.6.D</b> The student is expected to: create mental images to deepen understanding;</p> <p><b>4.6.E</b> The student is expected to: make connections to personal experiences, ideas in other texts, and society;</p> <p><b>4.6.F</b> The student is expected to: make inferences and use evidence to support understanding;</p>
4	Student will put events in sequential order to summarize the text, using at least 3 facts or events.	<p><b>4.7.B</b> The student is expected to: write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;</p> <p><b>4.7.C</b> The student is expected to: use text evidence to support an appropriate response;</p>
4	Student will provide 2 similarities and 2 differences (compare and contrast) of the two texts about the same person	<p><b>4.7.D</b> The student is expected to: retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;</p> <p><b>4.7.E</b> The student is expected to: interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p> <p><b>4.7.F</b> The student is expected to: respond using newly acquired vocabulary as appropriate; and</p>
4	Student will summarize a biography of an individual in sequential order	<p><b>4.7.G</b> The student is expected to: discuss specific ideas in the text that are important to the meaning.</p> <p><b>4.8.B</b> The student is expected to: explain the interactions of the characters and the changes they undergo;</p> <p><b>4.8.D</b> The student is expected to: explain the influence of the setting,</p>



		<p>including historical and cultural settings, on the plot.</p> <p><b>4.10.B</b> The student is expected to: explain how the use of text structure contributes to the author's purpose;</p> <p><b>4.10.E</b> The student is expected to: identify and understand the use of literary devices, including first- or third-person point of view;</p> <p><b>4.11.D.i</b> The student is expected to: edit drafts using standard English conventions, including: complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments</p> <p><b>4.13.C</b> The student is expected to: identify and gather relevant information from a variety of sources;</p> <p><b>4.13.E</b> The student is expected to: demonstrate understanding of information gathered;</p>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• <b>Texas Wonders Unit 3 Assessments</b></li> </ul>	
<b>Instructional Materials</b>	<ul style="list-style-type: none"> <li>• <b>Texas Wonders Unit 3</b> <ul style="list-style-type: none"> <li>○ <b>Reader/Writer Workshop</b></li> <li>○ <b>Literature Anthology</b></li> <li>○ <b>Leveled Short Stories</b></li> </ul> </li> </ul>	

<b>Differentiation Strategies for students with disabilities and ELLS</b>	<ul style="list-style-type: none"> <li>• Learn Units (Albers &amp; Greer, 1991)</li> <li>• Objectives to Mastery</li> <li>• Leveled Readers</li> <li>• Graphic Organizers</li> <li>• Pre-teach vocabulary of stories</li> <li>• Have students respond to stories as a speaker before writing responses</li> </ul>
<b>ELPS</b>	<b>ELPS.c.5b; ELPS.c.4J; ELPS.c.4.G; ELPS.c.4F; ELPS.c.4D</b>

<b>Unit 5: Texas Wonders Unit 4</b>		
<b>Time Allocation: 6 Weeks (30 Days or when mastery of each objective is achieved)</b>		
<b>Days</b>	<b>Unit Objectives and Lesson Goals</b>	<b>TEKS Alignment (Wonders, 2020)</b>
<b>2</b>	<b>Student will <i>generate questions about a narrative nonfiction text (prior to reading it)</i></b>	<b>4.1.A</b> The student is expected to: listen actively, ask relevant questions to clarify information, and make pertinent comments;

		<p><b>4.3.A</b> The student is expected to: use print or digital resources to determine meaning, syllabication, and pronunciation;</p> <p><b>4.3.B</b> The student is expected to: use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;</p>
<b>3</b>	<i>Student will summarize text using 5 events in chronological order of a nonfiction text</i>	<p><b>4.5</b> Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p> <p><b>4.6.B</b> The student is expected to: generate questions about text before, during, and after reading to deepen understanding and gain information;</p>
<b>3</b>	<i>Student will tact 3 cause and effect relationships within narrative nonfiction text</i>	<p><b>4.6.E</b> The student is expected to: make connections to personal experiences, ideas in other texts, and society;</p> <p><b>4.6.H</b> The student is expected to: synthesize information to create new understanding; and</p>
<b>2</b>	<i>Student will use text evidence to support the main idea using 3 details of a nonfiction text</i>	<p><b>4.7.A</b> The student is expected to: describe personal connections to a variety of sources, including self-selected texts;</p> <p><b>4.7.B</b> The student is expected to: write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;</p> <p><b>4.7.C</b> The student is expected to: use text evidence to support an appropriate response;</p>
<b>2</b>	<i>Student will use context clues to produce the definitions of unknown words within a nonfiction text</i>	<p><b>4.7.E</b> The student is expected to: interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p> <p><b>4.7.G</b> The student is expected to: discuss specific ideas in the text that are important to the meaning.</p>

3	<i>Student will use 3 details to produce a point of view of the author within the narrative nonfiction</i>	<p><b>4.8.B</b> The student is expected to: explain the interactions of the characters and the changes they undergo;</p> <p><b>.8.D</b> The student is expected to: explain the influence of the setting, including historical and cultural settings, on the plot.</p> <p><b>4.9.C</b> The student is expected to: explain structure in drama such as character tags, acts, scenes, and stage directions;</p>
2	<i>Student will use text evidence to tact the main idea of the text within a historical fiction text</i>	<p><b>4.9.D.ii</b> The student is expected to: recognize characteristics and structures of informational text, including: features such as pronunciation guides and diagrams to support understanding; and</p> <p><b>4.9.F</b> The student is expected to: recognize characteristics of multimodal and digital texts.</p>
2	<i>Student will use 3 details to tact the author's point of view of the text within a historical fiction text</i>	<p><b>4.10.D</b> The student is expected to: describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes;</p> <p><b>4.10.E</b> The student is expected to: identify and understand the use of literary devices, including first- or third-person point of view;</p>
2	<i>Student Describe figurative language within a poem (simiie, metaphor, alliteration) of a poem</i>	<p><b>4.11.C</b> The student is expected to: revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p> <p><b>4.11.D.vii</b> The student is expected to: edit drafts using standard English conventions, including: pronouns, including reflexive</p> <p><b>4.11.D.xi</b> The student is expected to: edit drafts using standard English conventions, including: correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and</p>
2	<i>Student will use 3 details to tact the point of view within a poem</i>	<p><b>4.11.E</b> The student is expected to: publish written work for appropriate audiences.</p> <p><b>4.12.A</b> The student is expected to: compose literary texts such as personal</p>

3	<i>Student will tact the difference between first and third person point of view within a poem</i>	narratives and poetry using genre characteristics and craft; <b>4.12.B</b> The student is expected to: compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft; <b>4.13.A</b> The student is expected to: generate and clarify questions on a topic for formal and informal inquiry;
2	<i>Student will tact the theme of a poem using 3 details to support the theme</i>	<b>4.13.E</b> The student is expected to: demonstrate understanding of information gathered; <b>4.13.H</b> The student is expected to: use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
2	<i>Student will make 3 inferences using text evidence from a poem</i>	
Assessments	Texas Wonders Unit 4	
Instructional Materials	<ul style="list-style-type: none"> <li>• Texas Wonders Unit 4 <ul style="list-style-type: none"> <li>○ Reader/Writer Workshop</li> <li>○ Literature Anthology</li> <li>○ Leveled Short Stories</li> </ul> </li> </ul>	

<b>Differentiation Strategies for students with disabilities and ELLS</b>	<ul style="list-style-type: none"> <li>• <b>Learn Units (Albers &amp; Greer, 1991)</b></li> <li>• <b>Objectives to Mastery</b></li> <li>• <b>Leveled Readers</b></li> <li>• <b>Graphic Organizers</b></li> <li>• <b>Pre-teach vocabulary of stories</b></li> <li>• <b>Have students respond to stories as a speaker before writing responses</b></li> </ul>
<b>ELPS</b>	<b>ELPS.c.5b; ELPS.c.4J; ELPS.c.4G; ELPS.c.4F; ELPS.c.4D;</b>

<b>Unit 6 : <i>Texas Wonders Unit 5</i></b>		
<b>Time Allocation: 6 Weeks ( 30 Days) or When Mastery is achieved (90% student accuracy across each learning goal)</b>		
<b>Days</b>	<b>Learning Goals</b>	<b>TEK Standards (Texas Wonders, 2020)</b>

4	<b>Student will summarize an expository text with at least 5 events from an expository text in sequential order of an expository text.</b>	<p><b>4.E.i</b> read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned</p> <p><b>4.F.vi</b> use support from peers and teachers to read grade-appropriate content area text</p> <p><b>4.G.ii</b> demonstrate comprehension of increasingly complex English by retelling or summarizing material commensurate with content area and grade level needs [1 lesson]</p>
2	<b>Student will use 3 details from the text to determine the author's point of view within an expository text</b>	<p><b>4.G.iii</b> demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs</p> <p><b>4.G.iv</b> demonstrate comprehension of increasingly complex English by taking notes commensurate with content area and grade level needs</p>
2	<b>Student will describe a scene or event, such that a peer can draw the scene or event within an expository event (visualization)</b>	<p><b>4.C.iv</b> comprehend English language structures used routinely in written classroom materials</p> <p><b>4.D.i</b> use prereading supports to enhance comprehension of written text</p>
3	<b>Student will tact 3 cause and effect relationships within an expository text</b>	
3	<b>Student will use context clues to determine meanings of unknown words within an expository text</b>	

<b>2</b>	<i>Student will make 3 predictions prior to reading a historical fiction story</i>
<b>2</b>	<i>Student will make text to world and text to self-connections after reading a historical fiction story</i>
<b>5</b>	<i>Student will summarize a historical fiction story by identifying 5 key events in sequential order within a historical fiction story</i>
<b>2</b>	<i>Student will tact author's central message of a historical fiction story</i>
<b>1</b>	<i>Student will generate 3 questions prior to reading, during, and after reading a historical fiction story</i>



3	<i>Student will use text evidence to make 3 inferences within a historical fiction story</i>	
1	<i>Student will use text structure to tact authors purpose within a historical fiction story</i>	
Assessments	Unit 5 Texas Wonders Assessments	
Instructional Materials	<ul style="list-style-type: none"><li>• Texas Wonders Unit 4</li><li>• Reader/Writer Workshop</li><li>• Literature Anthology</li><li>• Leveled Short Stories</li></ul>	
Differentiation Strategies for Students with Disabilities & ELLS	<ul style="list-style-type: none"><li>• Learn Units (Albers &amp; Greer, 1991)</li><li>• Objectives to Mastery</li><li>• Leveled Readers</li><li>• Graphic Organizers</li><li>• Pre-teach vocabulary of stories</li></ul>	

	<ul style="list-style-type: none"> <li>• Have students respond to stories as a speaker before writing responses</li> </ul>
<b>ELPS</b>	<b>ELPS.c.5b; ELPS.c.4J; ELPS.c.4G; ELPS.c.4F; ELPS.c.4D; ELPS.c.3H</b>

<b>Unit: Texas Wonders Unit 6</b>		
<b>Time Allocation: 6 Weeks or When Unit Objectives demonstrate mastery</b>		
<b>Days</b>	<b>Learning Goals</b>	<b>Teks Alignment (Wonders, 2020)</b>
<b>5</b>	<b>Student will summarize a historical fiction story in sequential order by describing at least 3-5 main events of the story</b>	<b>4.F.ix</b> use support from peers and teachers to develop grasp of language structures needed to comprehend increasingly challenging language <b>4.F.vi</b> use support from peers and teachers to read grade-appropriate content area text

	<i>(using student own words)</i>	<p><b>4.F.vii</b> use support from peers and teachers to enhance and confirm understanding</p> <p><b>4.F.x</b> use support from peers and teachers to develop background knowledge needed to comprehend increasingly challenging language</p> <p><b>4.G.iii</b> demonstrate comprehension of increasingly complex English by responding to questions commensurate with content area and grade level needs</p> <p><b>4.G.iv</b> demonstrate comprehension of increasingly complex English by taking notes commensurate with content area and grade level needs</p> <p><b>5.C.ii</b> employ English spelling pattern with increasing accuracy as more English is acquired</p> <p><b>5.G.ii</b> describe with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>
3	<b>Student will tact the theme with 3 details to support within a historical fiction story</b>	
3	<b>Student will use context clues to produce meaning of unknown words</b>	
3	<b>Student will make text to text connections by providing at least 3 details within a historical fiction story</b>	
3	<b>Student will tact 3 cause and effect relationships within a historical fiction story</b>	
3	<b>Student will use details from poem, to tact authors point of view within a poem</b>	

3	Student will <i>draw a picture to describe an event or scene or stanza from a poem</i>	
5	<i>Student will tact the problem and solution of a poem</i>	
Assessments	Unit 6 Texas Wonders Assessments	
Instructional Materials	<ul style="list-style-type: none"><li>• Texas Wonders Unit 6</li><li>• Reader/Writer Workshop</li><li>• Literature Anthology</li><li>• Leveled Short Stories</li></ul>	
Differentiation Strategies for Students with Disabilities & ELLS	<ul style="list-style-type: none"><li>• Learn Units (Albers &amp; Greer, 1991)</li><li>• Objectives to Mastery</li><li>• Leveled Readers</li><li>• Graphic Organizers</li><li>• Pre-teach vocabulary of stories</li><li>• Have students respond to stories as a speaker before writing responses</li></ul>	

<b>ELPS</b>	<b>ELPS.c.5b; ELPS.c.4J; ELPS.c.4G; ELPS.c.4F; ELPS.c.4D</b>
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## **Attachment 8: Proposed Discipline Policy**

Provide the school's proposed discipline policy.

## Attachment 8: Proposed Discipline Policy

Thrive's anticipated student population will include a higher than normal percentage of students with severe behaviors and our plan will be reflective of that. Our target population, students with autism (or ASD), often have behavioral needs and challenges that need to be addressed in a school setting and beyond. Accordingly, every classroom will have an assigned trained behavior specialist that is working under a BCBA. We will also have a **crisis team** and use a **functional approach**. Students that have **severe behaviors** will be assessed with a **functional behavior analysis (FBA)**, or if there may be multiple functions, a **functional analysis**. We anticipate using an ABA-based crisis management system called **Professional Crisis Management (PCM)**.<sup>1</sup> PCM is considered the most advanced, safe, ethical, and effective crisis management system in existence using ABA strategies which utilize proven principles of effective behavior change, such as continuous feedback, behavioral shaping, and fading of cues and assistance.<sup>1</sup> Problem behaviors are a common concern for teachers and families of students with ASD. Limited communication and challenges in social behaviors contribute to problem behaviors seen in students with ASD.<sup>2</sup> This can look like physical aggression, self-injury, pica, tantrums, disruptions, noncompliance, property destruction, anger outburst, and stereotypy.<sup>2</sup> These problem behaviors are a barrier to the student being in an inclusive environment and can prevent them from achieving success. Proactive and positive interventions based on functional assessments have a higher likelihood of being effective for students with ASD.<sup>2</sup> Through the FBA, an understanding will emerge of the contextual situations in which problem behaviors do and do not occur and the consequences that maintain the occurrence of the behavior.<sup>2</sup> The functional approach to problem behaviors will be utilized to expand behavior repertoires and by adjusting learning environments so that they become identified as pleasant places in which to spend time and to reduce problem behaviors by making them ineffective, inefficient, and irrelevant.<sup>2</sup> Additionally, this is addressed with our Multi-tiered System of Support (MTSS) for our students, where tier one addresses behavioral needs of 100% of the students on our campus, tier two being our targeted students (about 25%) and tier three being our intensive students (approximately 3-5%).<sup>3</sup> Our plan at Thrive is to have support teams in place for each level of intervention. It is well known that during the course of the day, staff will inevitably need to address misbehavior. It is our goal to make our staff familiar with an appropriate response to misbehavior, that is instructional in nature, that never belittles a student.<sup>3</sup> We will instruct the adults at our school to consider both student behavior and the required staff response.<sup>3</sup> The focus for the adults at our school is on being preventative and instructional.<sup>3</sup> We will also use a 3-level system for responding to student

misbehavior.<sup>3</sup> Level one is mild, level two is moderate, and level three is severe.<sup>3</sup> Level one infractions are all minor misbehaviors that staff can correct on the spot that do not require any documentation, nor another staff member or a need to remove the student from the setting.<sup>3</sup> Level two infractions don't require an administrator to be called, but they can be documented.<sup>3</sup> The level two behaviors are typically a level one behavior that has become chronic, but they can be other behaviors that don't qualify for level one or level three.<sup>3</sup> The documentation goes to the BCBA Student Management. This notification helps track patterns or informs the BCBA of a brewing problem, and is a way a teacher can communicate that they need some assistance with a student's behavior. Level three infractions are extremely serious and require immediate involvement from administrators.<sup>3</sup> Typically these are illegal behaviors where the student poses a threat to safety of themselves, others or school property.<sup>3</sup> These behaviors will have predetermined responses, to be outlined in our discipline policy and code of conduct.<sup>3</sup> Our staff will review the plan and code of conduct each year and approve it and the Board will also adopt the code of conduct. It is our goal for our staff to be so familiar with these responses, that they do not have to take time to respond or second guess their responses.<sup>3</sup> It will be an automatic response, making overall staff responses more consistent and effective.<sup>3</sup> Our special education students will have their disability taken into consideration in all cases. It may be determined that the behavior is a manifestation of the disability, and in that case the consequences may vary from the discipline policy that would otherwise apply.<sup>4</sup> In this case, we would have a Manifestation Determination Review where there may be a change of placement.<sup>4</sup>

#### Sources Cited:

<sup>1</sup> <http://www.pcma.com/index.asp>

<sup>2</sup> Luiselli J., Russo, D., Christian, W., Wilczynski S. (2008). *Effective Practices for Children With Autism: Educational and Behavioral Support Interventions that Work*. Oxford University Press.

<sup>3</sup> Sprick, R., Wise, B.J., Marcum, K., Haykin, M., McLaughlin, B., Hays, S., Leadership in Behavior Support: Administrator's Guide, Eugene, Oregon, Pacific Northwest Publishing, 2016.

<sup>4</sup> <https://www.wrightslaw.com/nltr/09/nl.0505.htm>



# THRIVE CENTER FOR SUCCESS

## STUDENT DISCIPLINE & CONDUCT POLICIES

Note as to Source Material: the following policy document is a working draft, with material used by permission from SLHA, LLP, and from various autism programs and charter schools including the NYC Austim School (<http://www.nycautismcharterschool.org/>) and Arizona Autism Charter (<https://www.autismcharter.org/>)

### Statement of Non-Discrimination

Thrive Center for Success (“School” or “Thrive”) does not discriminate on the basis of race, religion, color, national origin, sex or gender, disability, or age in providing educational services, activities, and programs, including vocational and career technology programs. Thrive complies with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972 (“Title IX”); Title II of the Americans with Disabilities Act of 1990 (“ADA”), as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended; the Age Discrimination Act of 1975, as amended; and any other legally-protected classification or status protected by applicable law.

As required by Title IX, Thrive does not (and is required not to) discriminate on the basis of sex in its educational programs or activities. This non-discrimination requirement applies to admission to and employment with Thrive. Inquiries into issues related to Title IX may be referred to Thrive Title IX Coordinator (identified below), to the Assistant Secretary for Civil Rights of the Department of Education, or both.

Any questions or concerns about Thrive’s compliance with these federal programs should be brought to the attention of the following persons designated as being responsible for coordinating compliance with these requirements:

- The Title IX Coordinator, for concerns regarding discrimination on the basis of sex/gender (including sexual harassment), is <<name, title, office address, email address, and phone number>>.
- The ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability, is <<name, title, office address, email address, and phone number>>.
- The Age Discrimination Coordinator, for concerns regarding discrimination on the basis of age, is <<name, title, office address, email address, and phone number>>.
- All other concerns regarding discrimination may be directed to <<name, title, office address, email address, and phone number>>.

*[The above materials will be confirmed and completed upon award of the charter before school opening]*

## General Admissions and Enrollment Information

*In accordance with state law, Thrive does not discriminate in its admissions policy on the basis of sex; national origin; ethnicity; religion; disability; academic, artistic, or athletic ability; or the district the child would otherwise attend.*

### Attendance

Consistent school attendance is an essential component of each student's education. Absence from school will affect a student's ability to succeed in class; therefore, students and parents should make every effort to avoid unnecessary absences. Additionally, state law mandates compulsory school attendance for children of a certain age, and Thrive policy deals with attendance for course credit and a student's final grade. These laws are discussed below.

#### **Texas Compulsory Attendance Law**

The state compulsory attendance law requires that a student between the ages of six and 19 must attend school any applicable accelerated instruction programs and school-required tutorial sessions unless the student is otherwise legally exempted or excused. Thrive staff must investigate and report violations of the state compulsory attendance law. A student absent from school without permission from any class, from required special programs, or from required tutorials will be considered "truant" and subject to disciplinary action.

*Notice to Parents: Under Texas Education Code § 25.095(a), you are hereby notified that if a student is absent from school on ten or more days or parts of days within a six-month period in the same school year, the student's parent is subject to prosecution under Texas Education Code § 25.093; and the student is subject to referral to a truancy court for truant conduct under Texas Family Code § 65.003(a).*

*Thrive shall notify a student's parent if the student has been absent from school, without excuse, on three days or parts of days within a four-week period. The notice will inform the parent that it is the parent's duty to monitor the student's school attendance and require the student to attend school; the student is subject to truancy prevention measures under Texas Education Code § 25.0915; and that a conference between school officials and the parent is needed to discuss the absences.*

### Absence and Tardiness

When a student must be absent from school, parents are asked to call the school each day the student will be absent. Upon returning to school, the student must bring a note, signed by the parent, or a medical excuse signed and dated by a provider that describes the reason for the absence. Notes should be submitted to the school registrar, and may be scanned and emailed, submitted through the Thrive website, or faxed to the school. If a note is not received within **10** school days of the absence, the absence will be recorded as unexcused.

Because excessive absences are considered truancy under state law, Thrive reserves the right to take extreme absence cases to court.

Thrive recognizes two kinds of absences: excused and unexcused. Students and parents should read this section carefully to understand the school's expectations. Students and parents should also be aware of the school's policy regarding homework, quizzes, and tests following an absence.

### **Excused Absences**

State law allows exemptions to the compulsory attendance requirements for several types of absences if the student makes up all work. This includes absence for the following activities and events:

- Religious holy days.
- Required court appearances.
- Activities related to obtaining United States citizenship.
- Service as an election clerk.
- Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders, if the student comes to school or returns to school on the same day as the appointment. A note from the health-care provider must be submitted upon the student's arrival or return to campus.
- For students in the conservatorship (custody) of the state who need to attend:
  - An activity required under a court-ordered service plan; or
  - Any other court-ordered activity, provided it is not practicable to schedule the student's participation in the activity outside of school hours.

Absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments.

For religious holy days, required court appearances, activities related to obtaining citizenship, and service as an election clerk, one day of travel to the site and one day of travel from the site shall also be excused by Thrive.

The only additional excused absences are for personal illness, death in the immediate family (parent, sibling, grandparent, or member of the immediate household), a school-related absence or an absence approved in advance by <<Principal>> due to extenuating circumstances.

### **Unexcused Absences**

Any absence not listed above or approved in advance by <<Principal>> due to extenuating circumstances will be considered an unexcused absence.

### **Tardiness and Late Arrival**

Nearly all tardiness is avoidable. If a student arrives late to school, a parent must report to the school office to complete a tardy slip. Tardiness will result in appropriate disciplinary consequences.

### **Release of Students from School**

A student will not be released from school at times other than at the end of the school day except with permission from the Principal or designee and in accordance with campus sign-out procedures. Additionally, state rules require that parental consent be obtained before a student under the age of 18 may leave campus at any point in the school day.

Because class time is important, doctor's appointments or meetings with other professionals should be scheduled at times when the student will not miss instructional time, if possible.

### **Dress and Grooming**

The school's dress and grooming standards are designed to teach grooming and hygiene, prevent disruption, minimize safety hazards, and provide dress and grooming standards that offers flexibility for the parent and student. Students must come to school clean and neatly groomed and wearing clothing that will not be a health or safety hazard to the student or others, and that will not distract from the educational atmosphere of the school. Students are required to arrive in proper attire every day.

For students who do not follow the school's guidelines for personal attire and grooming, their parent will be contacted to bring an acceptable change of clothing to school.

Thrive students are expected to dress in a manner that conveys respect for their learning community and communicates a message of personal confidence and pride.

Thrive will periodically review its dress and grooming policies, and make changes as needed.

### **Title IX Compliance & Freedom from Discrimination, Harassment, and Retaliation**

#### **Statement of Nondiscrimination**

Thrive prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex or gender, national origin, disability, age, or any other basis prohibited by law. Retaliation against anyone involved in the complaint and/or grievance process is a violation of school policy.

#### **Discrimination and Harassment (Prohibited Conduct)**

For purposes of Thrive policy, the term "Prohibited Conduct" means discrimination or harassment against a student involving conduct directed at a student on the basis of race, color, religion, gender or sex, national origin, disability, age, or any other basis prohibited by law and that adversely affects the student, and/or that is so severe, persistent, or pervasive that the conduct:

- Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
- Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
- Otherwise adversely affects the student's educational opportunities.

Examples of Prohibited Conduct may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening or intimidating conduct; offensive jokes; name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

As noted above, Thrive also considers gender-based harassment to be Prohibited Conduct. Gender-based harassment includes harassment based on a student's gender, expression by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to gender. Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

### **Retaliation**

Retaliation against a person who makes a good faith report of Prohibited Conduct (meaning discrimination or harassment) is prohibited. Retaliation against a person who is participating in an investigation of reported Prohibited Conduct is also prohibited. A person who makes a false claim or offers false statements or refuses to cooperate with a Thrive investigation, however, may be subject to appropriate discipline.

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

### **Reporting Prohibited Conduct**

**\*\*NOTE\*\*** The following procedures apply to allegations of Prohibited Conduct other than allegations of harassment prohibited by Title IX. For allegations of sex-based harassment that, if proved, would meet the definition of a formal complaint of sexual harassment under Title IX, please see the procedures outlined in "Freedom from Sexual Harassment" in this Handbook.

Any student who believes that he or she has experienced Prohibited Conduct or retaliation or believes that another student has experienced Prohibited Conduct or retaliation should immediately report the alleged conduct to a teacher, counselor, the Principal or designee, or other school employee. The report may be made by the student's parent. Alternatively, a report may be made directly to the appropriate Compliance Coordinator identified in this Handbook.

Upon receiving a report of potential Prohibited Conduct, Thrive will determine whether the allegations, if proven, would constitute prohibited discrimination, harassment, or retaliation. If not, Thrive will determine if the allegations, if proven, would constitute bullying. If the alleged Prohibited Conduct, if proven, would constitute discrimination or harassment and would also be considered bullying, an investigation of bullying will also be conducted.

### **Investigation**

To the extent possible, Thrive will respect the privacy of the student; however, limited disclosures may be necessary to conduct a thorough investigation and to comply with law. Allegations of Prohibited Conduct will be promptly investigated.

The investigation may be conducted by the Compliance Coordinator or designee, or by a third party designated by Thrive, such as an attorney. When appropriate, the Principal or the student's teacher(s) will be involved in or informed of the investigation.

If a law enforcement or other regulatory agency notifies Thrive that it is investigating the matter and requests that the school delay its investigation, Thrive will resume the investigation at the conclusion of the agency's investigation.

During the course of an investigation and when appropriate, Thrive will take interim action to address the alleged Prohibited Conduct.

If Thrive's investigation indicates that Prohibited Conduct occurred, appropriate disciplinary action and, in some cases, corrective action, will be taken to address the conduct. Thrive may take disciplinary and corrective action even if the conduct that is the subject of the complaint was not unlawful.

All involved parties will be notified of the outcome of the investigation within the parameters and limits allowed under the Family Educational Rights and Privacy Act ("FERPA").

## **Appeal**

A student or parent who is dissatisfied with the outcome of the investigation of reported Prohibited Conduct may appeal through the Thrive student and parent complaint and/or grievance procedure, beginning at Level of Principal.

## **Freedom from Sexual Harassment**

Thrive prohibits discrimination on the basis of sex, including sexual harassment, by an employee, volunteer, or another student.

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. A school employee conditioning the provision of aid, benefit, or service on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to Thrive's educational programs or activities;
3. Sexual assault, dating violence, domestic violence, or stalking (as those offenses are defined in the Clery Act, 20 U.S.C. § 1092(f), and the Violence Against Women Act, 34 U.S.C. § 12291(a)).

Examples of sexual harassment may include, but are not limited to, touching private body parts or coercing physical contact that is sexual in nature; sexual advances; jokes or conversations of a sexual nature; sexually-motivated physical, verbal, or nonverbal conduct; or other sexually motivated conduct, communications, or contact.

Romantic or inappropriate social relationships between students and school employees are prohibited. Any sexual relationship between a student and a school employee is always prohibited, even if consensual.

### **General Definitions**


A “complainant” means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

A “respondent” means an individual who is reported to be the perpetrator of conduct that could constitute sexual harassment.

A “formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that Thrive investigate the allegation of sexual harassment.

“Supportive measures” means non-disciplinary, non-punitive individualized services offered appropriate and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to Thrive’s educational program or activity without unreasonably burdening either party, including measures designed to protect the safety of all parties or Thrive’s educational environment, or deter sexual harassment. Examples of supportive measures include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of class schedules, mutual restrictions on contact between the parties, and other similar measures.

### **Reporting Sexual Harassment**

Any person may report sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by email, using the contact information listed for the Title IX Coordinator on page  of this Handbook, or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report. Such a report may be made at any time, including during non-business hours, by using the telephone number or email address, or by mail to the office address, listed for the Title IX Coordinator.

Thrive’s response to a report of sexual harassment must treat complainants and respondents equitably by offering supportive measures and by following a grievance process before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent.

After a report of sexual harassment has been made, the Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

## **Notice of Allegations**

Upon receipt of a formal complaint, Thrive must provide the following written notice to the parties who are known:

- Notice of Thrive's grievance process, including any informal resolution process.
- Notice of the allegations of sexual harassment, including, to the extent known, the identity of the parties, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident.
- Notice that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made known at the conclusion of the grievance process.
- Notice that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney.
- Notice that the parties may inspect and review evidence related to the complaint.
- Notice that Thrive prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If, during an investigation, Thrive decides to investigate allegations about the complaint or respondent that are not included in the initial notice of the complaint, Thrive must provide notice of the additional allegations to the parties whose identities are known.

## **Grievance Process**

At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of Thrive.

The following guidelines apply when Thrive receives a formal complaint of sexual harassment. This process is designed to incorporate due process, principles, treat all parties fairly, and to assist Thrive reach reliable responsibility determinations.

- Thrive will require an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and credibility determinations may not be based on a person's status as a complainant, respondent, or witness.
- Any individual designated by Thrive as a Title IX Coordinator, investigator, decision-maker, or to facilitate an informal resolution process must not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent responsible. Thrive will ensure that Title IX Coordinators, investigators, decision-makers, and anyone who facilitates an informal resolution process receive appropriate training related to the requirements of Title IX and Thrive's sexual harassment policy.
- Thrive recognizes a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the complaint process.
- Thrive shall attempt to complete an investigation of reported sexual harassment within 60 calendar days of receiving a complaint. However, the investigation process may be delayed or extended for a limited time for good cause with written notice to the complainant and the respondent of the delay or extension. Good cause may include considerations such as absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.



- Students found to have engaged in sexual harassment are subject to disciplinary action as outlined in the Student Code of Conduct.
- Thrive shall employ the preponderance of the evidence standard to determine responsibility when reviewing formal complaints.
- Thrive may not require, allow, rely upon, or otherwise use questions of evidence that constitute, or seek disclosure, of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

### **Consolidation of Formal Complaints**

Thrive may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

### **Dismissal of Formal Complaints**

Thrive must investigate the allegations in a formal complaint.

Thrive must dismiss a formal complaint if the conduct alleged in the formal complaint:

- Would not constitute sexual harassment, even if proved;
- Did not occur in Thrive's education program or activity; or
- Did not occur against a person in the United States.

Thrive may dismiss a formal complaint or any allegations therein if, at any time during the investigation:

- A complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
- The respondent is no longer enrolled or employed by Thrive; or
- Specific circumstances prevent Thrive from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon a dismissal, Thrive must promptly send simultaneous written notice to the parties of the dismissal and the reason(s) for the dismissal. Dismissal of a formal complaint does not preclude Thrive from taking appropriate action under the Student Code of Conduct or any other school policy that may apply to the alleged conduct.

### **Investigating Formal Complaints**

The following guidelines apply during the investigation of a formal complaint and throughout the grievance process.

- Thrive will ensure the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rests on Thrive and not on the parties.
- Thrive cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity,

or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless Thrive receives that party's voluntary, written consent to do so.

- Thrive will provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.

- Thrive will not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.

- Thrive will provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, and not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding. Thrive may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties.

- Thrive will provide a party whose participation is invited or expected written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings with sufficient time for the party to prepare to participate.

- Thrive will provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the recipient does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.

- Prior to completing an investigative report, Thrive must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completing the investigative report.

- Thrive must create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to a determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for review and written response.

- After sending the investigative report to the parties and before reaching a determination of responsibility, the decision-maker(s) must afford each party the opportunity to submit written relevant questions that a party wants asked of any witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

### **Determination Regarding Responsibility**

The decision-maker(s) making a determination regarding responsibility cannot be the same person(s) as the Title IX Coordinator or the investigator(s). The decision-maker(s) must review the investigation report and make a written determination, based on the preponderance of the evidence standard, regarding responsibility. The written determination must include:

- Identification of the allegations potentially constituting sexual harassment;

- A description of the procedural steps taken from receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, or methods used to gather other evidence;
- Findings of fact supporting the determination;
- Conclusions regarding application of Thrive's Code of Conduct to the facts;
- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and whether remedies designed to restore or preserve equal access to Thrive's education program or activities will be provided to the complainant; and
- Thrive's procedures and permissible bases for the complainant and respondent to appeal.

Thrive must provide the written determination to the parties simultaneously. The determination becomes final either on the date Thrive provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

The Title IX Coordinator is responsible for effective implementation of any remedies.

## **Appeals**

Thrive will offer both parties an appeal from a determination regarding responsibility, and from Thrive's dismissal of a formal complaint or any allegations therein, on the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

As to appeals, Thrive will ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, or the investigator(s), or the Title IX Coordinator. Thrive will provide both parties a reasonable equal opportunity to submit a written statement in support of, or challenging, the outcome.

The decision-maker(s) for the appeal will issue a written decision, based on the preponderance of the evidence standard, describing the result of the appeal and the rationale for the result, and provide the written decision simultaneously to both parties.

A party who is dissatisfied with the appeal decision may file an appeal to the Board of Directors through the process outlined in Thrive's grievance procedures.

## **Emergency Removals**

Thrive is able to remove a respondent from Thrive's education program on an emergency basis, provided that Thrive undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an

opportunity to challenge the decision immediately following the removal. Thrive's ability to do so may not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504, or the Americans with Disabilities Act.

### **Informal Resolution**

At any time prior to reaching a determination regarding responsibility, Thrive may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication. However, Thrive may not require as a condition of enrollment or continuing enrollment, or employment or continued employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints. Additionally, Thrive may not require the parties to participate in an informal process and may not offer an informal resolution process unless a formal complaint is filed.

Prior to facilitating an informal resolution process, Thrive must:

- Provide to the parties a written notice disclosing the allegations and the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations. The notice must also inform that, at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint, as well as of any consequence resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
- Obtain the parties' voluntary, written consent to the informal resolution process.

Thrive may not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

### **Retaliation Prohibited**

Neither Thrive nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation or proceeding under this policy.

Examples of retaliation may include, but are not limited to, intimidation, threats, coercion, or discrimination.

Complaints alleging retaliation may be filed according to the grievance procedure described above.

### **Confidentiality**

Thrive must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by FERPA or as required by law, or for purposes related to the conduct of any investigation, hearing, or judicial proceeding arising under the Title IX regulations.

## **Non-Sexual Harassment Sex Discrimination**

The formal complaint investigation and resolution process outlined above in “Freedom from Sexual Harassment” applies only to formal complaints alleging sexual harassment as defined by Title IX, but not to complaints alleging sex discrimination that do not constitute sexual harassment. Complaints of non-sexual harassment sex discrimination may be filed with the Title IX Coordinator and will be handled under the process described under “Freedom from Discrimination, Harassment, and Retaliation” as outlined above.

## **Freedom from Bullying**

Thrive prohibits bullying as defined below, as well as retaliation against anyone who reports or is involved in an investigation of potential bullying.

Bullying is defined in state law as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student; or
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or the School; or
- Infringes on the rights of the victim at school.

Bullying also includes cyberbullying, which is defined by state law as bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

The school’s anti-bullying policy applies to:

- Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
- Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
- Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
  - Interferes with a student’s educational opportunities; or
  - Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

## **Reporting Procedures**

If a student believes that he or she has experienced bullying or has witnessed bullying of another student, it is important for the student or parent to notify a teacher, school counselor, the Principal, or another school employee as soon as possible to obtain assistance and intervention. The

administration will investigate any allegations of bullying or other related misconduct. Thrive will also provide notice to the parent of the alleged victim and the parent of the student alleged to have engaged in bullying. Reports of potential bullying may be submitted anonymously.

### **Investigation of Report**

The Principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited harassment and, if so, proceed under that policy instead. The Principal or designee shall conduct an appropriate investigation based on the allegations in the report, and shall take prompt interim action calculated to prevent bullying during the course of an investigation, if appropriate.

If the results of an investigation indicate that bullying occurred, the administration will take appropriate disciplinary action and may notify law enforcement in certain circumstances. Disciplinary or other action may be taken even if the conduct did not rise to the level of bullying. Available counseling options will be provided to these individuals, as well as to any students who have been identified as witnesses to the bullying.

A student who receives special education services will be disciplined for conduct meeting the definition of bullying or cyberbullying within applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 *et seq.*). Thrive may not impose discipline on a student who, after an investigation, is found to be a victim of bullying, based on that student's use of reasonable self-defense in response to the bullying.

The Principal or designee may make a report to local law enforcement authorities if, after an investigation is completed, the Principal or designee has reasonable grounds to believe that a student engaged in conduct that constitutes an offense under Section 22.01 (Assault) or 42.07(a)(7) (Harassment), Texas Penal Code.

To the greatest extent possible, Thrive shall respect the privacy of the complainant and/or grievant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary to conduct a thorough investigation. If a law enforcement or other regulatory agency notifies Thrive that it is investigating the matter and requests that the school delay its investigation, Thrive will resume the investigation at the conclusion of the agency's investigation.

A student or parent who is dissatisfied with the outcome of the investigation may appeal through the Thrive student and parent complaint and/or grievance procedure.

### **Mental Health Promotion and Intervention**

Thrive has developed protocols for providing a parent with a recommended intervention for a student with early warning signs and a possible need for early mental health or substance abuse intervention, or who has been identified as at risk of attempting suicide. Thrive's **<<mental health liaison or other administrator>>** will notify a parent within a reasonable amount of time after learning that a student has early warning signs and possible need for intervention, and will also provide additional information on available counseling options.

**<<Insert description of school's procedures developed under TEC 38.351(i)>>**

Thrive has also developed protocols for staff members to notify the <<mental health liaison or other administrator>> to identify a student who may need intervention.

The <<mental health liaison or other administrator>>, <<name>>, may be reached at <<email and phone number>> and can provide additional information about the school's intervention program, as well as materials on identifying risk factors, accessing resources for treatment, and accommodations available at school.

### **Mental Health Support (All Grade Levels)**

Thrive has implemented programs to address the following mental health, behavioral health, and substance abuse concerns:

- Mental health promotion and early intervention;
- Building skills to manage emotions, establish and maintain positive relationships, and engage in responsible decision-making;
- Substance abuse prevention and intervention;
- Suicide prevention, intervention, and postvention (interventions after a suicide in a community);
- Grief, trauma, and trauma-informed care;
- Positive behavior interventions and supports;
- Positive youth development; and
- Safe, supportive, and positive school climates.

<<Add brief description of the programs your school will use to address each of these areas.>>

If a student has been hospitalized or placed in residential treatment for a mental health concern or substance abuse, Thrive has procedures to support the student's return to school. Please contact the <<mental health liaison or other administrator>> for additional information.

Teachers and other school employees may discuss a student's behavior or academic progress with the student's parent or another employee; however, they are not permitted to recommend use of psychotropic drugs. A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication and that is intended to alter perception, emotion, or behavior. An employee who is a registered nurse, advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate.

### **Child Abuse Reporting and Programs**

Thrive provides child abuse anti-victimization programs and cooperates with official child abuse investigators as required by law. Thrive also provides training to its teachers and students in preventing and addressing incidents of sexual abuse and other maltreatment of children, including knowledge of likely warning signs indicating that a child may be a victim of sexual abuse or maltreatment. Assistance, interventions and counseling options are also available.

The school's administration shall cooperate with law enforcement investigations of child abuse, including investigations by the DFPS. School officials may not refuse to permit an investigator to

interview a student who is alleged to be a victim of abuse or neglect at school. School officials may not require the investigator to permit school personnel to be present during an interview conducted at school.

Investigations at school may be conducted by authorized law enforcement or state agencies without prior notification or consent of the student's parent, if necessary.

### **Plan for Addressing Sexual Abuse, Trafficking, and Other Maltreatment of Children**

Thrive has established a plan for addressing child sexual abuse, trafficking, and other maltreatment of children. For purposes of this plan, trafficking includes both sex and labor trafficking. The plan may be accessed by contacting the <<campus counselor, Principal, or other designated administrator>>.

#### **What is Sexual Abuse of a Child?**

Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. A person who compels or encourages a child to engage in sexual conduct commits abuse. It is illegal to make or possess child pornography or to display such material to a child.

#### **What is Trafficking?**

Child trafficking in any form is prohibited by the Texas Penal Code. Sex trafficking involves forcing a person, including a child, into sexual abuse, assault, indecency, prostitution, or pornography. Labor trafficking involves forcing a person, including a child, to engage in forced labor or services.

Traffickers may be trusted members of a child's community, such as friends, romantic partners, family members, mentors, and coaches, although traffickers frequently make contact with victims online.

#### **What is Other Maltreatment of a Child?**

Other maltreatment of a child under the Texas Family Code includes "abuse" or "neglect" of a child.

#### **Reporting and Responding to Sexual Abuse, Trafficking, and Other Maltreatment of Children**

Anyone who suspects that a child has been or may be abused, trafficked, or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to the DFPS.

A child who has experienced sexual abuse, trafficking, or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse and trafficking may be more indirect than disclosures of physical abuse and neglect, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.

Parents, if your child is a victim of sexual abuse, trafficking, or other maltreatment, the school counselor or Principal will provide information regarding counseling options for you and your child that are available in your area. The DFPS also manages early intervention counseling programs. To find out what services may be available in your county, see [Texas Department of Family and Protective Services, Programs Available in Your County.](#)



Reports of abuse, trafficking, or neglect may be made to:

- Texas Abuse Hotline: 1-800-252-5400;
- In non-emergency situations, the [Texas Abuse Hotline Website](#);
- Your local police department; or
- Call 911 for emergency situations.

**Methods for Increasing Awareness Regarding Sexual Abuse, Trafficking, or Other Maltreatment**

**For Staff:** Thrive trains staff in all content areas addressed in the Plan. Training is provided by campus staff, administrative staff, or outside agencies as determined by the campus administration. The training includes prevention techniques for and recognition of sexual abuse, trafficking, and all other maltreatment of children, including sexual abuse, trafficking, and other maltreatment of children with significant cognitive disabilities.

**For Students:** School counseling staff will address issues to increase awareness regarding sexual abuse, trafficking, and other maltreatment of children and anti-victimization programs with age appropriate conversation and materials no less than once per school year. These discussions will occur in classroom group settings.

**For Parents:** Parents must be aware of warning signs indicating that their child may have been or is being sexually abused, trafficked, or otherwise maltreated.

The fact that the abuser is a parent or other family member does not remove your obligation to protect the child. Parents who permit their child to remain in a situation where he or she may be injured or abused may also be subject to prosecution for child abuse. If a parent is frightened for their own safety or that of their child, they should call 911 or 1-800-252-5400.

Also remember that parents are legally responsible for the care of their children and must provide their children with safe and adequate food, clothing, shelter, protection, medical care and supervision, or arrange for someone else to provide these things. Failure to do so may be considered neglect.

These websites are also helpful:

- [Child Sexual Abuse: A Parental Guide from the Texas Association Against Sexual Assault](#)
- [Child Welfare Information Gateway Factsheet](#)
- [Human Trafficking of School-aged Children](#)
- [KidsHealth, For Parents, Child Abuse](#)
- [National Center on Safe Supportive Learning Environments: Child Labor Trafficking](#)
- [Office of the Texas Governor's Child Sex Trafficking Team](#)

**Likely Warning Signs of Sexual Abuse, Trafficking, or Other Maltreatment**

Possible warning signs of sexual abuse or other maltreatment may include:

- An older child behaving like a young child, for example, bedwetting or thumb-sucking.
- Becoming increasingly secretive about Internet or telephone use.
- Developing special relationships with older friends that may include unexplained money, gifts, or privileges.

- Difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches.
- Engaging in adult-like sexual activities with toys, objects or other children.
- Fear of being alone with adults.
- Play, writing, drawings, or dreams of sexual or frightening images.
- Using new or adult words for body parts.
- Verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior.
- Withdrawal, depression, sleeping and eating disorders, and problems in school.

**Possible warnings signs of sexual trafficking include:**

- Changes in school attendance, habits, friend groups, vocabulary, demeanor, and attitude.
- Frequent runaway incidents.
- Isolation from friends, family, and community.
- Multiple phones or social media accounts.
- Older boyfriends or girlfriends.
- Provocative pictures posted online or stored on the phone.
- Refillable gift cards.
- Social interaction and schedule being strictly controlled by someone else.
- Sudden appearance of expensive items (for instance, manicures, designer clothes, purses, technology).
- Tattoos or branding.
- Unexplained injuries.

**Possible warning signs of labor trafficking in children include:**

- A desire to quit a job but not being allowed to do so.
- Being employed and having a work permit but clearly working outside the permitted hours for students.
- Being employed but not having a school-authorized work permit.
- Being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss.
- Being unpaid, paid very little, or paid only through tips.
- Living with an employer or having an employer listed as a student's caregiver.
- Not being allowed breaks at work or being subjected to excessively long work hours.
- Not being in control of his or her own money.
- Owning a large debt and being unable to pay it off.

Any one sign does not necessarily mean that a child has been sexually abused, trafficked, or maltreated, but the presence of several signs is the time you should begin asking questions and seeking help. Often signs first emerge at other times of stress, such as during a divorce, death of a family member or pet, problems at school or with friends, or other traumatic or anxiety-inducing events.

**Actions That a Child Who Is a Victim of Sexual Abuse, Trafficking, or Other Maltreatment Should Take**

During student awareness sessions concerning sexual abuse, trafficking, and other maltreatment issues, students will be encouraged to tell a trusted adult in a private and confidential conversation if they have been a victim of sexual abuse, sex trafficked, or other maltreatment or have been in situations that make them feel uncomfortable in any way. School employees are trained to take

appropriate actions to help the child obtain assistance and to follow proper reporting procedures. Older students will also be provided with local crisis hotline numbers to obtain assistance.

#### **Available Counseling Options**

A list of counseling providers can be found through the [Texas Department of Family and Protective Services, Programs Available in Your County](#) website.

### **Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services**

For those students who are having difficulty in the regular classroom, all school districts and open enrollment charter schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (“RtI”). The implementation of RtI has the potential to have a positive impact on the ability of districts and charter schools to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individual(s) listed below to learn about the school’s overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

#### **Special Education Referrals**

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or an administrative employee of the school district or open enrollment charter school, the district or charter school must respond no later than 15 school days after receiving the request. At that time, the district or charter school must give the parent a prior written notice of whether it agrees to or refuses to evaluate the student, along with a copy of the Notice of Procedural Safeguards. If the school district or charter school agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.

If the district or charter school decides to evaluate the student, it must complete the student’s initial evaluation and evaluation report no later than 45 school days from the day it receives a parent’s written consent to evaluate the student. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If a district or charter school receives a parent’s consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days

during the evaluation period, the June 30th due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district or charter school must give the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available from the district or charter school in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

**Contact Person for Special Education Referrals**

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is: <<name>> at <<phone number>>.

**Section 504 Referrals**

Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district's or charter school's Section 504 program. Districts and charter schools must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

**Contact Person for Section 504 Referrals:**

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is: <<name>> at <<phone number>>.

**Additional Information**

The following websites provide information and resources for students with disabilities and their families:

- [Legal Framework for the Child-Centered Special Education Process;](#)
- [Partners Resource Network;](#)
- [Special Education Information Center; and](#)
- [Texas Project First.](#)

**Notification to Parent of Intervention Strategies for Learning Difficulties Provided to General Education Students**

Thrive will annually notify parents that it provides assistance to students, other than those already enrolled in a special education program, who need assistance for learning difficulties, including intervention strategies.

**Services for Title I Participants**

Information regarding Thrive's Title I program may be obtained from <<name>> at <<phone number>>.

**Students with Physical or Mental Impairments Protected under Section 504**

A student with a physical or mental impairment that substantially limits a major life activity, as defined by law, and who does not otherwise qualify for special education services may qualify for protections under Section 504 of the Rehabilitation Act of 1973 (“Section 504”). Section 504 is a federal law designed to prohibit discrimination against persons with disabilities. When an evaluation is requested, a committee will be created to determine whether the student needs Section 504 services and supports in order to receive an appropriate education as required by federal law.

### **Purpose of the Student Code of Conduct**

To function properly, education must provide an equal learning opportunity for all students by recognizing, valuing, and addressing the individual needs of every student. In addition to the regular curriculum, principles and practices of good citizenship must also be taught and modeled by school staff. To foster an orderly and distraction-free environment, Thrive has established this Student Code of Conduct in accordance with state law and the Thrive open-enrollment charter. The Code has been adopted by the Board of Directors, and provides information to parents and students regarding expectations for behavior, consequences of misconduct, and procedures for administering discipline.

In accordance with state law, the Student Code of Conduct will be posted at each Thrive campus and/or will be available for review at the campus office. Parents will be notified of any violation that may result in a student being suspended or expelled from Thrive. Students must be familiar with the standards set forth in the Student Code of Conduct, as well as campus and classroom rules.

The Student Code of Conduct does not define all types and aspects of student behavior, as Thrive may impose campus or classroom rules in addition to those found in the Student Code of Conduct. These rules may be posted in classrooms or given to the student and may or may not constitute violations of the Student Code of Conduct. When students participate in student activities, they will also be expected to follow the guidelines and constitutions that further specify Thrive organization’s expectations, student behavior and consequences.

### **Authority and Jurisdiction**

School Name has disciplinary authority over a student:

1. During lunch periods in which a student is allowed to leave campus;
2. During the regular school day and while the student is going to and from school on Thrive transportation;
3. For any expulsion offense committed away from Thrive property and not at a school-sponsored or school-related event, if the misconduct creates a substantial disruption to the educational environment;
4. For any expulsion offense committed while on Thrive property or while attending a school-sponsored or school-related activity of Thrive or another school in Texas;
5. For any school-related misconduct, regardless of time or location;
6. When criminal mischief is committed on or off Thrive property or at a school-related event;
7. When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location;
8. When the student commits a felony, including those provided by Texas Education Code §§ 37.006 or 37.0081, regardless of time or location;

9. While a student is participating in any remote / virtual classroom or other period of online instruction provided by Thrive;
10. While the student is attending any school-related activity, regardless of time or location; and
11. While the student is in transit to or from school or to or from school-related activities or events;

### Discipline Management Techniques

Thrive employs the principles of Applied Behavior Analysis (ABA) to minimize and extinguish maladaptive behaviors. ABA is used as a daily protocol to help students manage their behaviors in a positive and proactive way. If a student escalates into a crisis, becoming a danger to himself or others, Crisis Prevention Intervention (CPI) strategies are used. The CPI program's proven strategies give human service providers and educators the skills to safely and effectively respond to anxious, hostile, or violent behavior while balancing the responsibilities of care. These strategies include verbal de-escalation, therapeutic holds, calming rooms or seclusion. The School only uses these strategies as a last resort and follows all restraint and seclusion reporting requirements per Texas law.

There may be situations in which levels of challenging behavior cannot be managed within the context of the staffing, support, and expertise provided by the School. If the School is of the opinion that it can no longer appropriately educate a student, the following steps will be taken:

- A meeting will be held with the student's parents/legal guardians to discuss the School's concerns. Given that this student should already have had a behavior intervention plan in place and that there would have been frequent dialogue with parents/guardians around challenging behavior (particularly as such behavior would typically be occurring at home as well) it is likely that the parents/legal guardians will already be well aware of these concerns.
- A behavioral/educational consultant may be brought in to offer recommendations as to programmatic changes that can be made.

If such programmatic changes are not feasible or effective, the ARD Committee for the student may recommend another placement or additional services in order to meet the students needs and address concerns. The ARD Committee will meet (including the parents/legal guardians) at which time alternate educational options will be discussed. These may include layering in additional support or identifying alternate educational or treatment settings.

### **Corporal Punishment**

Thrive will NOT administer corporal punishment upon a student for misconduct.

### Procedures for Use of Restraint

Restraints are ONLY permitted in an emergency situation and as a last resort when a student is a danger to themselves or others. School employees, volunteers or independent contractors are authorized to use restraint in the event of an emergency and subject to the following limitations:

- Only reasonable force as is necessary to address the emergency may be used.
- The restraint must be discontinued at the point at which the emergency no longer exists.
- The restraint must be implemented in such a way as to protect the health and safety of the student and others.
- The student may not be deprived of basic human necessities.

“Restraint” generally means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of a student’s body.

“Emergency” means a situation in which a student’s behavior poses a threat of:

1. Imminent, serious physical harm to the student or others; or
2. Imminent, serious property destruction.

In a case where restraint is used, school employees, volunteers, or independent contractors shall document the incident as required by the Texas Education Agency. Additionally, Thrive shall report electronically to the Texas Education Agency, following standards provided by the Commissioner of Education, information relating to the use of restraint by a peace officer performing law enforcement duties on school property or during a school-sponsored or school-related activity. The report must be consistent with the requirements adopted by the Commissioner of Education for reporting the use of restraint involving students with disabilities.

### Prohibition on Seclusion

Generally, a school employee, volunteer, or independent contractor may not use seclusion or time-out. Time-out may only be used with the following limitations:

1. It must first be a permitted strategy in a student’s BIP or IEP.
2. Physical force or the threat of physical force will not be used to place a student in time-out.
3. Time-out may only be used in conjunction with an array of positive behavior intervention strategies and techniques, and must be included in the student’s IEP or BIP if it is utilized on a recurrent basis to increase or decrease targeted behavior.
4. Time-out will not be utilized in a manner that precludes the ability of the student to be involved in progress in the general curriculum and advance appropriately toward attaining the annual goals specified in the student’s IEP.

“Time-out” means a behavior management technique in which, to provide a student with an opportunity to regain self-control, the student is separated from other students for a limited period in a setting:

1. That is not locked; and
2. From which the exit is not physically blocked by furniture, a closed door held shut from the outside, or another inanimate object.
3. Any other removal or seclusion is prohibited.

Necessary documentation or data collection regarding the use of time-out, if any, must be addressed in the IEP or BIP. The student’s ARD committee must use any collected data to judge the

effectiveness of the intervention and provide a basis for making determinations regarding its continued use.

### **Functional Behavior Assessment**

A functional behavior assessment (FBA) may be necessary for a student whose behavior impedes their education. Prior to completing an FBA, [SCHOOL NAME] shall get consent from the parent. 34 CFR § 300.9.

If an ARD committee determines a change of placement is necessary due to the student's behavior, it must conduct an FBA and implement a behavior intervention plan (BIP). If an FBA was already completed, the ARD committee must review and update the BIP. 34 CFR § 300.350(f).

### **Student Code of Conduct Offenses**

The categories of conduct below are prohibited at school and all school-related activities.

#### **Level I Offenses:**

*[Under Development]*

*Disciplinary Consequences (may not necessarily be followed in order and progressive disciplinary measures are not required)*

*[Under Development]*

#### **Level II Offenses**

*[Under Development]*

*Disciplinary Consequences (may not necessarily be followed in order and progressive disciplinary measures are not required)*

*[Under Development]*

#### **Level III Offenses**

*[Under Development]*

*Disciplinary Consequences (may not necessarily be followed in order and progressive disciplinary measures are not required)*

*[Under Development]*



## **Student Code of Conduct Consequences**

**See Discipline Management Techniques.** Thrive will take a functional approach to all behavior. While it reserves the right to implement more traditional discipline consequences and techniques, such as in school suspension, detention, and out of school suspension, these will be used only when other techniques have not been successful or at the discretion of administration.

## **Conferences, Hearings, and Appeals**

All students are entitled to conferences, hearings, and/or appeals of disciplinary matters as provided by applicable state and federal law, and Thrive policy.

### **Appeal to the Board of Directors**

The student or his or her parent(s) may appeal certain disciplinary decisions to the Board of Directors by notifying the Principal in writing within five calendar days of the date of receipt of the Principal or designee's decision. The student and/or his or her parent(s) will be informed of the date, time, and location of the meeting in which the disciplinary consequence will be reviewed. The Board of Directors will review the disciplinary administrative record and any audio recording or transcription/minutes of any hearings or conferences before the Principal or designee at a regular or specially called meeting in closed session as permitted by the Texas Open Meetings Act. The appeal shall be limited to the issues and documents considered during the disciplinary consequence, except that if the administration intends to rely on evidence not included in the expulsion record, the administration shall provide the student or parent(s) notice of the nature of the evidence at least three days before the Board of Directors' meeting.

The Board of Directors may, but is not required to, allow an opportunity for the student or parent(s) and the administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board of Directors. The Board of Directors will consider the appeal and may request that the administration provide an explanation for the disciplinary decision.

The Board of Directors will communicate its decision, if any, orally or in writing before or during the next regularly scheduled Board of Directors' meeting. If no decision is made by the end of the next regularly scheduled Board of Directors' meeting, the Principal or designee's decision with respect to the disciplinary action appeal shall be upheld. The Board of Directors may not delegate its authority to issue a decision, and any decision by the Board of Directors is final and may not be appealed.

As stated above, disciplinary consequences will not be deferred pending the outcome of an appeal of an extended suspension or expulsion to the Board of Directors.

## **Placement of Students with Disabilities**

All disciplinary actions regarding students with disabilities (504 or special education under the IDEA) shall be conducted in accordance with applicable federal and state laws.

A student with a disability shall not be removed from his or her current placement for disciplinary reasons and/or pending appeal to the Board of Directors for more than ten days without action by the student's admission, review, and dismissal committee to determine appropriate services in the interim and otherwise in accordance with applicable law. If a special education due process appeal

to a TEA special education hearing officer is made, the student with a disability shall remain in the then current education setting in place at the time such appeal is noticed to Thrive, unless Thrive and the student's parent(s) agree otherwise.

### **Gun-Free Schools Act**

In accordance with the federal Gun-Free Schools Act, Thrive shall expel, from the student's regular program for a period of one year, any student who is determined to have brought a firearm, as defined by federal law, to school. The Principal or designee may modify the term of expulsion for a student or assess another comparable penalty that results in the student's expulsion from the regular school program on a case-by-case basis and in accordance with legal requirements.

For the purposes of this section, "firearm" means:

1. Any weapon – including a starter gun – which will, or is designed to, or which may readily be converted to expel a projectile by the action of an explosive from the frame or receiver of any such weapon;
2. Any firearm muffler or firearm silencer;
3. Any destructive device. "Destructive device" means any explosive, incendiary or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than 1/4 ounce, mine, or device similar to any of the preceding described devices. It also means any type of weapon – other than a shotgun shell or a shotgun that is generally recognized as particularly suitable for sporting purposes – by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than 1/2 inch in diameter; and any combination of parts either designed or intended for use in converting any device into a destructive device as described, and from which a destructive device may be readily assembled.

## Acknowledgement and Approval of Student/Parent Handbook

### and Student Code of Conduct

Our signatures below acknowledges that Thrive has made its Student/Parent Handbook and Student Code of Conduct available to us; that we have been given notice of the rules, responsibilities and consequences outlined in the Student Code of Conduct; that we have been informed that when my child is enrolled in Thrive, all information herein is applicable to student, parent/guardian, and all school staff; and that we have expressed intent to review this Student/Parent Handbook and the Student Code of Conduct contained within and to abide thereby.

Printed Name of Student: \_\_\_\_\_  
\_\_\_\_\_

Grade:

Signature of Student: \_\_\_\_\_

Date:

Printed Name of Parent/Guardian:

Signature of Parent/Guardian: \_\_\_\_\_

Date:

## **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.



## GRANT AGREEMENT

**Grantee:** Thrive With Autism  
8723 Sendera Drive  
Magnolia, TX 77354

**Attention:** Elizabeth Goldsmith

**Grant Reference #:** 21-0873-C

**Grant Amount:** \$200,000

**Grant Awarded Date:** November 12, 2020

**Grant Purpose:** Start-up and launch costs

EG

I have verified that the address listed above is correct.

The Board of Trustees of The Brown Foundation, Inc. (the "Foundation") has authorized a grant as outlined above (the "Grant"), subject to Grantee's acceptance of the terms and conditions set forth below.

- 1. Acceptance of the Grant:** The Grant is contingent upon authorization by the State of Texas to operate a charter school.
- 2. Grantee status:** Grantee warrants (i) that Grantee is (a) an organization described in Section 501(c)(3) of the Internal Revenue Code, as amended (the "Code"), and is further classified as a public charity within the meaning of either Section 509(a)(1) or 509(a)(2) of the Code, or a Type I, Type II, or functionally integrated Type III supporting organization under Section 509(a)(3) of the Code (collectively, a "Public Charity"), or (b) a governmental unit described in Section 170(c)(1) or 511(a)(2)(B) of the Code, and (ii) that receipt of the Grant will not adversely affect Grantee's current status as a Public Charity. Grantee must furnish to the Foundation any information concerning a proposed or actual change in Grantee's classification as a Public Charity. Should such a change in status occur, the Foundation reserves the right to demand, and Grantee agrees to return to the Foundation, any unexpended funds from the Grant.

3. **Grant period:** The grant period begins on the Grant Awarded Date listed above and ends upon the conclusion of the school's first year of operation. Funds may be spent during the start-up period (prior to launch) and/or during the first year of serving students.
4. **Grant payment:** Upon receipt of a signed Grant Agreement and documentation that the contingency has been met, the Foundation will issue a check to be mailed to Grantee's address listed above. It is Grantee's responsibility to ensure that its address is accurately maintained in the Foundation's online portal.
5. **Grant terms:**
  - a. All expenditures made by Grantee from the Grant must be used only for the Grant Purpose listed above and within the terms and conditions set forth herein. Any funds not used or committed for the specified purpose of the Grant or not used or committed within any time limit specified in the grant request must be returned to the Foundation.
  - b. It is understood that the project set forth in Grantee's grant request may not proceed exactly as originally proposed. Accordingly, Grantee will promptly advise the Foundation of any unexpected revisions or changes to Grantee's original proposal. While the Foundation will not unreasonably refuse to approve changes consistent with Grantee's proposal or extensions to time frames originally set forth therein, the Foundation reserves the right to request the return of monies not spent as originally approved. Notwithstanding the foregoing, in no event will Grantee reallocate funds from the Grant to a different project or purpose without receiving the Foundation's prior written consent.
  - c. Grantee agrees to keep its financial and other documentation of expenditures so that they adequately reflect that the funds were used exclusively for the Grant's purposes.
  - d. If the conditions set forth herein are not upheld, the Foundation may terminate any and all further distributions to Grantee, whether or not such distributions are to be made as a part of this Grant or any other approved grant from the Foundation.
6. **Accounting Standards:** The grant terms herein are **not** intended to be barriers, as defined in Accounting Standards Update (ASU) 2018-08.
7. **Grant Report:** Grantee agrees to provide the Foundation with a written report within one year from the Grant Awarded Date, prepared in accordance with the guidelines outlined on the Foundation's online portal. Additional reports should be submitted annually until



all Grant funds have been expended. If the Grant payments are scheduled beyond one year, then such reports shall be submitted as stated above on an annual basis. The Foundation may, at its discretion and on reasonable notice, request an interim report from Grantee. For purposes of the grant report, expenditures may be presented in accordance with Grantee's fiscal year, and not need precisely mirror the dates of the grant period.

**8. Recognition/Public Acknowledgement/Media:**

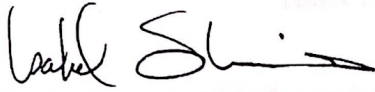
- a. Grantee may acknowledge the Grant in press releases, written materials, social media, website announcements, and/or other forms of communication. Any such acknowledgement shall refer to "The Brown Foundation, Inc." if Grantee is based in the State of Texas; otherwise, such acknowledgment shall refer to "The Brown Foundation, Inc. of Houston." Except as it relates to the making of the Grant, Grantee will not refer to the Foundation in any such press releases, written materials, social media, website announcements, and/or other forms of communication without receipt of the Foundation's prior written consent.
- b. Grantee acknowledges that no benefits, goods, or services of any type will be given to the Foundation, members of its Board of Trustees and Board Committees, or its staff in consideration of the Grant. Using Foundation funds to satisfy a personal pledge may be a prohibited act of "self-dealing" under the Code.
- c. The Foundation desires that all resources of Grantee be dedicated to its charitable mission. Accordingly, Grantee agrees not to recognize the Foundation, members of its Board of Trustees and Board Committees, or its staff with any type of commemorative items.

**9. Other**

- a. Each grant made by the Foundation is considered individually, and the Grant should not be construed as a precedent for subsequent grants or other contributions.
- b. This Grant Agreement is not effective unless it is executed by a duly authorized officer of the Grantee.
- c. The Grant Agreement must be executed within 30 days for the Foundation to make any payment under this Grant Agreement. If the Grant Agreement is not executed within 30 days, the Foundation reserves the right to terminate the Grant.


Please signify your agreement to the foregoing terms and conditions by having a duly authorized officer of your organization sign this agreement.

Signature Lines



Isabel S. Lummis  
President

DocuSigned by:



0EFED2669CA0417...

Elizabeth Goldsmith  
Authorized Officer of Grantee  
12/1/2020



## **Attachment 10: Bylaws**

Provide the proposed bylaws for the charter school's governing board or the existing bylaws of the sponsoring entity.

**BYLAWS  
OF  
THRIVE WITH AUTISM<sup>2</sup>**

**WHEREAS**, the initial Board of Directors of [Thrive With Autism (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.

**PREAMBLE  
CORPORATE PURPOSE, OBJECTIVES AND DEDICATION OF ASSETS**

The Corporation shall enrich, 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 own and operate an Open-Enrollment Charter School (the "School") as provided under the Texas Education Code for the benefit of students in Texas, providing educational opportunities, programs and such other functions as it deems appropriate in furtherance of the purposes as provided in the Certificate of Formation. This Corporation is formed for charitable purposes, and it will be nonprofit and nonpartisan. No substantial part of the activities of the Corporation will consist of the publication or dissemination of materials or statements with the purpose of attempting to influence legislation, and the Corporation will not participate or intervene in any political campaign on behalf of or in opposition to any candidate of public office. The Corporation will not engage in any activities or exercise any powers that are not in furtherance of the charitable purposes described in the Certificate of Formation.

The properties and assets of the Corporation are irrevocably dedicated to charitable and educational purposes. No part of the net earnings, properties or assets of this corporation, on dissolution or otherwise shall inure to the benefit of any private person, or any director or officer of this Corporation. On liquidation or dissolution, all properties, assets and obligations will be distributed or paid over to an organization dedicated to charitable and educational purposes that is tax-exempt pursuant to Internal

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<sup>2</sup> Used by permission of SLHA, LLP. SLHA, LLP has authorized its content and materials to be used in conjunction with this application that no redactions of otherwise copyrighted material are necessary.

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.

## ARTICLE ONE NAME, OFFICE AND SEAL

1.01 NAME: The name of the Corporation is "Thrive With Autism."

1.02 OFFICE: The principal office of the Corporation will be located in Montgomery County, FM 1488 in Magnolia, TX 77354.

1.03 SEAL: The corporate seal of the Corporation, if any, will be inscribed with the Corporation name and year and place of its incorporation.

## ARTICLE TWO MEETINGS & RECORDS

2.01 REGULAR MEETINGS, FREQUENCY AND PLACE. Regular meetings of the Board of Directors shall be held on at least a quarterly basis at such places and at such times as the Board may determine.

2.02 ANNUAL MEETING. The Annual Meeting of the Board of Directors shall be held on the occasion of its First (1st) Quarterly meeting each and every fiscal year, or as otherwise determined by the Board.

2.03 SPECIAL MEETINGS. Special meetings of the Board of Directors may be called by the Chair, Secretary, or by any one or more Board members with the consent of the Chair or Secretary, which consent will not be unreasonably withheld, 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 meetings.

### MEETINGS RELATING TO CHARTER SCHOOLS

2.04 CHARTER SCHOOL MEETINGS. When conducting business relating in any way to the operations or affairs of any of the Corporation's open-enrollment charter schools,

meetings of the Board or any Board Committee shall be conducted in accordance with provisions of the Texas Education Code and Chapter 551 of the Texas Government Code, and the Board of Directors shall be subject to the requirements of the Texas Open Meetings Act, including the following provisions: At no time shall a quorum of the full Board meet to deliberate any issue or business of the Corporation without posting notice of a meeting as set forth below. Directors shall normally attend all meetings in person but may attend by alternate means only if circumstances warrant and expressly in accordance with the Texas Open Meetings Act.

(a) Closed Meetings: The Board may meet in a meeting closed to the public to deliberate on those matters specified in the Texas Open Meetings Act as proper for closed meetings, including but not limited to consultation with attorney, real estate, prospective gifts or donations, personnel matters, security personnel or 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 if the presiding officer is present at one location open to the public and the notice of the meeting states the intent to have the presiding officer present. Audio and video must be simultaneously available to the public and the meeting shall be audio recorded. Each participant shall be clearly visible and audible to other participants and to members of the public in attendance. The meeting must meet all other prerequisites and requirements of the Texas Open Meetings Act.

2.05 NOTICE FOR CHARTER SCHOOL MEETINGS. When conducting business related to the operations or affairs of the Corporation's open-enrollment charter schools, the following shall apply: Notice of all meetings of the Board of Directors, except as otherwise provided by state law, regulation, will be delivered by mail postmarked, electronic facsimile or e-mail transmission to each Director at least 72 hours before the time of the meeting.

(a) Posting of Notice: In addition, notice to the public of any meeting shall be posted at the administrative offices of the Corporation in a location convenient to the public at least 72 hours before the time of such meeting.

(b) Emergency Notice: Emergency meetings as allowed under the Texas Open Meetings Act may be posted up to one hour before such meeting. At such an emergency meeting, the Board may only address the matter requiring the emergency action. The notice must identify the nature of the emergency and the urgent public necessity requiring emergency action.

(c) Internet Posting: Notice and the agenda of all meetings of the Board of Directors shall also be posted on the Corporation's Internet website for the charter schools, if any, concurrently with the notice posted at the administrative offices, or as otherwise required and authorized by the Texas Open Meetings Act.

(d) Closed Meetings: The agenda shall clearly state whether the Board intends to convene in a closed meeting and shall identify separately each matter to be deliberated by the Board in the closed meeting and whether the Board may take action on any such matter upon returning to the open meeting. The Secretary shall note the times in the open meeting that the Board convenes to and adjourns from the closed meeting.

2.06 CHARTER SCHOOL MEETING ORDER OF BUSINESS. When conducting business related to the operations or affairs of the Corporation's open-enrollment charter schools, the following shall apply: At regular meetings of the Board, the order of business shall be established in an Agenda approved by the Chair and as presented in the notice of the meetings. However, the Chair may modify the order of business. The agenda shall identify all matters to be presented to and considered by the Board. Matters not disclosed in the agenda and meeting notice available to the public shall not be deliberated or be considered by the Board, except as permitted by the Texas Open Meetings Act.

#### CORPORATE BOARD MEETINGS NOT RELATING TO CHARTER SCHOOLS

2.07 NON-CHARTER MEETINGS. When conducting any other Corporate business not related, in any way, to the operations or affairs of the Corporation's open-enrollment charter schools, 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.

2.08 BOARD ACTION BY 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 the Board may take any action required or permitted to be taken at a meeting of the Board of Directors or committee of the Corporation, without an actual meeting if a consent, in writing, setting forth the action to be taken, is signed by a majority of directors or committee members entitled to vote (written consent) subject to all requirements of applicable law. The 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 Chair or Secretary of the Board. Delivery must be by hand delivery or by certified or registered mail, return receipt requested. Where required by law, including fundamental transactions as applicable, such action shall be by unanimous written consent.

2.09 MEETINGS BY TELEPHONE OR SIMILAR COMMUNICATIONS. When conducting any Corporate business not related, in any way, to the operations or affairs of the Corporation's open-enrollment charter schools, the Board of Directors may participate in meetings by means of conference telephone or similar communications equipment, whereby all directors participating in the meeting can hear each other at the same time, and participation in any such meeting shall constitute presence in person by such Director at such meeting. A written record shall be made of all actions taken at any meeting conducted by means of a conference telephone or similar communications equipment

## MEETINGS & RECORDS GENERALLY

2.10 CORPORATE RECORDS. The Corporation will maintain at its principal office all financial books and records of account, all minutes of the Board meetings and committee meetings, the list of Directors, and copies of all other material Corporate records, books, documents and contracts as required by Texas law. All such records will be made available for inspection at any reasonable time during usual business hours for any lawful purpose to any officer, Director, or person authorized by law or the Board to inspect such records, and the Corporation's records will also be available to the extent required by the Texas Public Information Act where applicable for public inspection and copying as promptly as possible as required by such act. Upon leaving office, each Director, officer or agent of the Corporation will turn over to the Chair 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.

2.11 QUORUM. The presence of a majority of the members shall constitute a quorum and shall be necessary to conduct the business of the Corporation except as otherwise provided in Article 2.15 herein. Any Board vacancies shall not be counted in determining a majority called for by these Bylaws.

2.12 ORDER OF BUSINESS. Board meetings shall generally proceed with the following order of business:

- Roll Call and Establishment of a Quorum
- Public Comments
- Reading and Approval of Minutes of Preceding Meeting(s)
- Reports of Committees
- Reports of Officers
- Old and Unfinished Business
- New Business
- Adjournments

The Board of Directors may, by majority vote, adopt a different agenda order.

2.13 RECORD OF BOARD ACTION. All motions and resolutions of the Board will be written or recorded in the minutes of the Board and certified copies will be placed in a journal of proceedings of the Board. Such records shall be maintained in accordance with state law and Article 2.10 herein.

2.14 VOTING. All matters at any meeting of the Board of Directors or any of its designated committees, except as otherwise provided in these Bylaws, the Certificate of Formation, or as permitted by law, will be decided by a vote of a majority of the Directors present at or lawfully participating in the meeting as permitted by the Texas Open Meetings Act. If a quorum of the Board is present or lawfully participating in the meeting, the affirmative vote of a majority of the Board of Directors will be the act of the body corporate, unless the vote of a greater number is required by statute, regulation, the Certificate of Formation, or these Bylaws. Any Director may request a roll call vote on any motion or resolution. Directors may not vote by proxy or secret ballot.

2.15 FUNDAMENTAL ACTIONS. In accordance with Section 22.164 of the Texas Business Organization Code, the following actions of the Board of Directors are fundamental actions that shall require the affirmative vote of the majority of directors then serving on the Board:

(a) Amendment of a certificate of formation [or articles of incorporation];

- (b) Voluntary winding up under Chapter 11;
- (c) A revocation of a voluntary decision to wind up under Chapter 11;
- (d) A cancellation of an event requiring winding up under Chapter 11;
- (e) A reinstatement under Section 11.202;
- (f) A distribution plan under Section 22.305;
- (g) A plan of merger under Subchapter F;
- (h) A sale of all or substantially all of the assets of the Corporation;
- (i) A plan of conversion under Subchapter F; or
- (j) A plan of exchange under Subchapter F

2.16 COMPENSATION. Except as provided in this section, no Director will receive directly or indirectly any salary, compensation or gift from the Corporation, except as authorized by state law. The Directors of the Corporation will serve as such without salary. No Director will be entitled to any dividend or any part of the income or principal of the Corporation, or to share in the distribution of the assets upon dissolution of the Corporation. The Board of Directors may authorize the payment by the Corporation of the reasonable, documented and allowable expenses incurred by a Director in performance of his or her duties in accordance with state and federal law.

2.17 PARLIAMENTARY PROCEDURE. For all matters of parliamentary procedures, the Board and any Committees established by the Board, shall be guided by Robert's Rules of Order Newly Revised, 11th ed. (Cambridge, Mass.: Perseus Publishing, 2011).

## ARTICLE THREE DIRECTORS

3.01 MANAGEMENT: The activities, affairs, property and powers of the Corporation will be managed, directed, controlled or exercised by and vested in the Board of Directors.

3.02 NUMBER AND QUALIFICATIONS: The number of Board members will be set by the Board from time to time. At all times the Board of Directors will consist of no fewer than three (3) persons.

3.03 REMOVAL: Any Director who fails to attend three (3) consecutive meetings may be asked to resign from office by resolution of the Board of Directors. The Secretary will notify Directors when they have missed three (3) regular consecutive meetings. Absences may be formally excused by vote of the Board. The Secretary will certify a Director's excessive absence to the Chair. Any Director may also be removed with or without cause upon a two-thirds (2/3) majority vote of all the remaining directors for



removal. However, the Chair of the Board may only be removed upon a two-thirds (2/3) majority vote of all the remaining directors for good cause.

3.04 TERM: The Directors shall serve for three-year terms, which may be renewed indefinitely[AZ1] by each respective Director, subject to Articles 3.03 and 3.06 herein.

3.05 VACANCY: The Chair of the Board will appoint Directors to fill vacancies. Each Director appointed or designated to fill a vacancy on the Board of Directors will hold office for the remainder of the term of the Board of Directors. A vacancy occurring on any committee may be filled by the Board of Directors for the remainder of the term of the position.

3.06 RESIGNATION: Any director or officer may resign from the Corporation by delivering a written letter of resignation to the Chair of the Board.

3.07 COMPENSATION: Except as provided in this section, no Director will receive directly or indirectly any salary, compensation or gift from the Corporation, except as authorized by state law. The Directors of the Corporation will serve as such without salary. No Director will be entitled to any dividend or any part of the income or principal of the Corporation or to share in the distribution of the assets upon dissolution of the Corporation. The Board of Directors may authorize the payment by the Corporation of the reasonable, documented and allowable expenses incurred by a Director in performance of his or her duties in accordance with state and federal law.

3.08 CONFLICT OF INTEREST AND INTERESTED DIRECTORS AND OFFICERS: The Board shall adopt (and periodically review) an Ethics and Conflicts of Interest Policy satisfying the requirements of federal and state law governing conflicts of interest and interested transactions among charter school and charter holder board members and officers, as described in Texas Education Code chapter 12 and 19 T.A.C. §§ 100.1131, 100.1132, 100.1133, 100.1134, and as required by Local Government Code chapter 171 and 176 and Government Code chapter 573.

3.09 POWERS: All corporate powers, except, such as are otherwise provided for in these Bylaws, the contract for charter and in the laws of the State of Texas, are hereby vested in and shall be exercised by the Board of Directors. Without limiting the Board's authority, the following powers and duties must generally be exercised by the Board,

acting as a body corporate in meetings posted in compliance with Texas Government Code, Chapter 551:

- (a) Final authority to hear or decide employee grievances, citizen complaints, or parental concerns;
- (b) Final authority to adopt or amend the budget of the charter holder or the charter school;
- (c) Final authority to authorize the expenditure or obligation of state funds or the use of public property;
- (d) Final authority to direct the disposition or safekeeping of public records;
- (e) Final authority to adopt policies governing charter school operations;
- (f) Final authority to approve audit reports; and
- (g) Initial or final authority to select, employ, direct, evaluate, renew, nonrenew, terminate, or set compensation for the Chief Executive Officer.

#### ARTICLE FOUR OFFICERS

4.01 OFFICERS: The officers of the Corporation will consist of the Chair of the Board, a Vice-Chair of the Board, and a Secretary and any other officers that the Board may establish and designate by resolution adopted by a majority of vote of the whole Board.

4.02 APPOINTMENT: The officers of the Corporation will be appointed each year by the Chair of the Board at its annual meeting.

4.03 CHAIR: The Chair of the Board will preside at all meetings of the Board of Directors. The Chair will have other powers and duties not inconsistent with these Bylaws as may be assigned by the Board. The Vice-Chair will have the powers and duties of the Chair in his/her absence.

4.04 SECRETARY: A Secretary will act under the direction of the Chair and in his/her absence, have the duties and powers of the Chair. A Secretary will have other duties and powers as the Chair of the Board of Directors may assign. The Secretary will have the general powers and duties usually vested in such office of a Corporation, including

keeping all records, documents and the corporate seal at the principal office of the Corporation; affixing the corporate seal to any instrument requiring it and to attest the same by his or her signature when authorized by the Board of Directors or after the instrument has been signed by the Chair, Vice-Chair or other authorized officer or agent; keeping the minutes of the meetings of the Board of Directors, the Executive and other committees of the Board of Directors, the Executive and other committees of the Corporation to be recorded in one or more books provided for that purpose, with the time and place, how they were called or authorized, the notice given, the names of those present, and the proceedings therein; and issuing proper notices in accordance with these Bylaws. The Secretary will have such other powers and duties not inconsistent with these Bylaws as may be assigned by the Board of Directors or the Chair.

4.05 TREASURER: The Treasurer will be responsible for all funds and securities of the Corporation and will have the general powers and duties usually vested in such office of a Corporation, including receiving and documenting all monies due and payable to the Corporation; depositing all monies received in the name of the Corporation in a depository designed by the Board, disbursing monies of the Corporation under the direction or orders of the Board; entering regularly in the books kept by the Treasurer a complete and accurate account of all monies received and disbursed by the Corporation; rendering a statement of the financial accounts of the Corporation to the Board as requested; exhibiting the books of the financial accounts of the Corporation to the Board as requested; exhibiting the books of account in his custody to any Director upon request; and submitting a full financial report to the Board of Directors at the annual meetings. The Treasurer will have such other powers and duties not inconsistent with the Bylaws as may be assigned by the Board of Directors or the Chair.

4.07 OTHER OFFICERS: The Board of Directors may create by resolution other offices as it deems necessary to serve the Corporation, who need not be directors, to serve as officers or agents of the Corporation.

## ARTICLE FIVE COMMITTEES

5.01 COMMITTEES: Designated committees may be established by the Chair of the Board or the Board to perform the duties and functions assigned in furtherance of Board objectives. Any committee may include one or more Directors from the Board. The Chair of the Board or its designee will appoint the members, officers, or others to committee positions. The rules of procedure of any committee may be set by the Board. Any committee may be abolished or any committee member removed for any reason and at

any time by the Board of Directors. The Board shall not designate any non-delegable authority to a Committee.

These committees either may be delegated the authority to act on behalf of the Board ("action committee") or act as an advisory committee ("advisory committee"). Where there is an action committee, the committee's meetings will be conducted in full compliance with the Open Meetings Act. With respect to an advisory committee, it will comply with the Open Meetings Act where required by law as advised by legal counsel. The Board will not designate any non-delegable authority to a committee. Committees shall be deemed to be advisory committees in the absence of a specific delegation of authority by the Board.

5.02 NOTICE: Any committee meeting at which a quorum of the Board of Directors attends, or at which a deliberation as defined by the Open Meetings Act takes place, shall give written notice of the meeting and shall keep and deliver a copy of minutes of its proceedings to the Secretary of the Board, in accordance with the Texas Open Meetings Act. Committees that are advisory only without delegated authority or power may not fall under the Open Meetings Act. If, however, a committee has delegated authority or it has power to make final decisions, to adopt rules regarding school business, or if the Board of Directors usually approves its recommendations in full, then it must meet in accordance with the Open Meetings Act.

## ARTICLE SIX DEPOSITS, CHECKS, LOANS AND CONTRACTS

6.01 DEPOSITORIES: All funds of the Corporation not otherwise employed will be deposited in banks or other depositories designated by the Board of Directors and in accordance with state law.

6.02 TRANSACTIONS: All checks, drafts, endorsements, notes and evidences of indebtedness of the Corporation will be signed by such officers or agents and all endorsements for deposits to the credit of the Corporation will be made as authorized by the Board of Directors.

6.03 LOAN OR GRANT AUTHORITY: No loans or advances will be contracted on behalf of the Corporation, and no note or other evidence of indebtedness will be issued in its name, except as authorized by the Board.

## ARTICLE SEVEN CONTRACTS WITH DIRECTORS AND OFFICERS

7.01 INSIDER DEALING: Subject to any law, regulation, or contractual agreement of the Texas Business Organizations Code, no Director, officer or committee member will be interested directly or indirectly in any contract or program involving Corporation assets, relating to the operation conducted by it or in any contract for furnishing services or supplies to it, unless (a) the contract is authorized by a majority of Directors present at a meeting in which there is a quorum and vote without the interested Director's presence, (b) the facts and nature of the Director's interest is fully disclosed to the whole Board of Directors before the meeting in which the contract will be considered and (c) the Corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances. Furthermore, in accordance with Texas law and commissioner rule, a transaction with a current or former board member or officer of the charter school, who served within 5 years of the transaction, may require an independent appraisal, audit and prior notice to the TEA for TEA's review and approval prior to entering into such transaction.

7.02 INSIDER LOANS: No loans or grants will be made by the Corporation to its Directors, officers or committee members during their term of office. The Directors who vote for or assent to, and any officer who participates in, the making of a loan to a Director or officer will jointly and severally be liable to the Corporation for the amount of the loan until it is repaid.

## ARTICLE EIGHT INDEMNIFICATION OF DIRECTORS AND OFFICERS

8.01 LIABILITY: A Director or committee member will not be required to furnish any bond or surety for his services as a Director or committee member and will not be liable for the act or omission of any other Director.

8.02 INDEMNIFICATION: Any person made or threatened to be made a party to any action in court or other proceeding because he is or was a Director or committee member will be indemnified by the Corporation against any and all liability and the reasonable expenses, including attorney's fees, incurred in connection with the defense or settlement of the action, except where it is adjudged that the Director or committee member is liable for gross negligence, bad faith or willful misconduct in performing his duties. The right of indemnification will not exclude any other right of the Director or committee member. INDEMNIFICATION UNDER THIS SECTION IS SUBJECT TO ANY AND ALL PROHIBITIONS, RESTRICTIONS AND LIMITATIONS IMPOSED BY LAW.

8.03 INSURANCE: The Board of Directors will have the power to purchase and maintain at the Corporation's expense insurance on behalf of the Corporation, the Board of Directors, and others.

## ARTICLE NINE AMENDMENT OF BYLAWS

9.01 AMENDMENT. The Board of Directors shall have the sole power to alter and amend the Certificate of Formation or Bylaws and to repeal the Bylaws or to adopt new Bylaws.

9.02 PRIOR APPROVAL. The Board of Directors may not alter or amend the Certificate of Formation or Bylaws, or repeal the Bylaws, or adopt new Bylaws without prior approval of the Texas Commissioner of Education.

## ARTICLE TEN MISCELLANEOUS

10.01 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.

10.02 ANNUAL REPORT: The Treasurer shall obtain and will provide to the Board no later than 90 days after the close of the fiscal year a report containing the following information in appropriate detail.

- (a) The assets and liabilities of the Corporation as of the end of the fiscal year.
- (b) The principal changes in assets and liabilities during the fiscal year;
- (c) The revenues and receipts, both restricted and unrestricted to particular purposes, for the fiscal year.
- (d) The expenses or disbursements, for both general and restricted purposes, during the fiscal year;

(e) The substantial activities and projects begun, in progress, and completed during the Fiscal year.

(f) Such other information as may be requested by the Board.

The report will be accompanied by a report of an independent accountant, or in lieu of such report, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the books and records of the Corporation.

10.03 FEDERAL TAX FILING: The officers of the Corporation will be responsible for ensuring timely annual filing of IRS Form 990 within the timeframes of IRS rules.

10.04 CONSTRUCTION: Whenever the context requires, the masculine will include the feminine and neuter, and the singular will include the plural, and vice versa. If any portion of these Bylaws is declared invalid or inoperative, then so far as is reasonable the remainder of these Bylaws will be considered valid and operative and effect will be given to the intent manifested by the portion held invalid or inoperative.

10.05 STATUTORY AND OTHER AUTHORITY: These Bylaws are subject to and governed by any applicable federal or state laws and regulations, including pertinent local ordinances and the Certificate of Formation.

10.9 Nondiscrimination. The Corporation shall maintain a nondiscriminatory policy as to participation in its programs and in employment practices as required by Federal and State law.

## **Attachment 11: Code of Ethics and Conflict of Interest Policy**

Provide the following:

- Governing board's proposed Code of Ethics
- Governing board's proposed Conflict of Interest policy
- Identify any existing relationships that could pose actual or perceived conflicts if the application is approved.
- Outline specific steps the board will take to avoid any actual conflicts and to mitigate perceived conflicts.



## **Code of Ethics and Conflicts of Interest Policy**

### **Proposed**

### **Thrive With Autism / Thrive Center for Success<sup>3</sup>**

#### **PART I: PREAMBLE**

The Board of Directors (collectively, the "Board" or the "Directors," and individually a "Director") of Thrive With Autism is committed to maintaining the highest legal and ethical standards in the conduct of the business of Thrive With Autism and to protecting the integrity and reputation of Thrive With Autism, the Thrive Center for Success, the Board, and all Thrive Center for Success employees, volunteers, and programs.

The Directors and Officers (as defined below) shall exercise their duties honestly, in good faith, and with a high standard of diligence and care. Accordingly, the Directors and Officers shall 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 Thrive With Autism. As such, this Policy will assist Directors and Officers as they identify actual or potential conflicts of interest, and with a procedure to address conflicts which may arise.

#### **PART II: ETHICAL PRINCIPLES**

##### **Sec. 1. Personal and Professional Integrity**

Directors and Officers shall conduct themselves in an honest and ethical manner, including the ethical handling of actual or apparent conflicts of interest, as set forth below.

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<sup>3</sup> Used by permission of SLHA, LLP. SLHA, LLP has authorized its content and materials to be used in conjunction with this application that no redactions of otherwise copyrighted material are necessary.

## Sec. 2. Financial Stewardship

As a tax-exempt public charity, Thrive With Autism shall expend funds and record those expenditures in a manner that advances the charitable and educational mission and objectives of Thrive With Autism, and not the private interests of Directors or Officers.

## Sec. 3. Public Accountability

Thrive With Autism shall provide comprehensive and timely information in accordance with applicable state and federal law, and shall be responsive to reasonable requests for information about its activities. Additionally, informational data about Thrive With Autism, such as 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.

## Sec. 4. Accuracy and Retention of Records

Thrive With Autism will create and maintain records that satisfy operational and legal requirements, including federal, state and local laws.

## Sec. 5. Political Activities

As a 501(c)(3) tax-exempt public charity, Thrive With Autism shall not engage in political activities. Directors and Officers shall not use their relationship with Thrive With Autism to promote or oppose political candidates or parties, or to create the appearance Thrive With Autism endorses or opposes a political candidate or party for elected office.

## Sec. 6. Endorsements and Use of the Thrive With Autism Name and Affiliation

The Thrive With Autism and Thrive Center for Success 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 Directors.

## Sec. 7. Questions, Concerns or Reports of Violations

Should a Director or Officer believe a colleague is violating the obligations or expectations of this Policy, or is otherwise acting in an illegal or unethical manner, it is his or her duty to report the matter to the President of the Board, or the Chief Executive Officer/Superintendent, as appropriate.

### **PART III: CONFLICTS OF INTEREST**

#### Sec. 1. Statement on State Law

Thrive With Autism 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 TAC §§ 100.1131–100.1135, including, but not limited to the following:

##### *a) Employees Serving on the Board*

(1) Directors and Officers of Thrive With Autism shall comply with Local Government Code, Chapter 171 in the manner provided by the conflict of interest provisions described in 19 TAC §§ 100.1131–100.1135.

(2) Officers of Thrive Center for Success are defined by the Commissioner of Education to be persons charged with the duties of, or acting as a Chief Executive Officer, a Central Administration Officer, a Campus Administration Officer, or a Business Manager, regardless of whether the person is an employee or contractor of the charter holder, the school, a management company, or any other person; or a volunteer working under the direction of the charter holder, the school, or a management company. A charter holder employee or independent contractor engaged solely in non-charter activities for the charter holder is not an "officer" of Thrive Center for Success.

(3) The Thrive Center for Success Chief Executive Officer is a person (or persons) directly responsible to the governing body of the charter holder for supervising one or more Central Administration Officers, Campus Administration Officers, and/or Business Managers.

(4) A Central Administration Officer for Thrive Center for Success is a person charged with the duties of, or acting as, a Chief Operating Officer, director, or assistant director of the charter holder for Thrive Center for Success, including one or more of the following functions:

(A) assuming administrative responsibility and leadership for the planning, operation, supervision, or evaluation of the education programs, services, or facilities of the Board, for appraising the performance of the Board's or Thrive Center for Success staff;

(B) assuming administrative authority or responsibility for the assignment or evaluation of any of the personnel of the Board, including those employed by a management company;

(C) making recommendations to the Board or Thrive Center for Success regarding the selection of personnel of the Board, including those employed by a management company;

(D) recommending the termination, non-renewal, or suspension of an employee or officer of the Board, including those employed by a management company; or recommending the termination, non-renewal, suspension, or other action affecting a management contract;

(E) managing the day-to-day operations of the Board, as its administrative manager;

(F) preparing or submitting a proposed budget to the charter holder Board or Thrive Center for Success (except for developing budgets for a Thrive Center for Success campus, if this is a function performed by a Campus Administration Officer under the terms of the open-enrollment charter);

(G) preparing recommendations for policies to be adopted by the Board, or overseeing the implementation of adopted policies, except for legal services provided by an attorney licensed to practice law in this state, or public

accountancy services provided by a certified public accountant licensed to practice public accountancy in this state;

(H) developing, or causing to be developed, appropriate administrative regulations to implement policies established by the Board, except for legal services provided by an attorney licensed to practice law in this state, or public accountancy services provided by a certified public accountant licensed to practice public accountancy in this state;

(I) providing leadership for the attainment of student performance in Thrive Center for Success based on the indicators adopted under TEC §§ 39.053–39.054, or other indicators in the Thrive With Autism charter; or

(J) organizing the central administration of the Board.

(5) A Campus Administration Officer for Thrive Center for Success is a person charged with the duties of, or acting as, a principal or assistant principal of a Thrive Center for Success campus, including one or more of the following functions:

(A) approving teacher or staff appointments for a Thrive Center for Success campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter;

(B) setting specific education objectives for a Thrive Center for Success campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter;

(C) developing budgets for a Thrive Center for Success campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter;

(D) assuming the administrative responsibility or instructional leadership, under the supervision of a Central Administration Officer, for discipline at a Thrive Center for Success campus;

(E) assigning, evaluating, or promoting personnel assigned to a Thrive Center for Success campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter; or

(F) recommending to a Central Administration Officer the termination or suspension of an employee assigned to a Thrive Center for Success campus, or recommending the non-renewal of the term contract of such an employee.

(6) A Business Manager is a person charged with managing the finances of Thrive With Autism or Thrive Center for Success.

(7) **Also Excluded from the Board.** Except as otherwise provided by law, a person who receives "compensation or remuneration" (as defined by law and herein) from the nonprofit corporation holding Thrive With Autism's open-enrollment charter may not serve on the Board, with the following exceptions:

(A) If each charter school operated by the Board as charter holder has received a satisfactory accountability rating, as defined by applicable law, for at least two of the preceding three school years, Thrive With Autism employees may serve on the Board, as described below, and as provided by law.

(B) If the charter holder has operated at least one charter school which reported attendance that occurred prior to September 2, 2001, but no charter school operated by the charter holder has received a sufficient number of substantive ratings to determine whether it has received a satisfactory rating for at least two of the preceding three school years, then Thrive With Autism employees may serve on the governing body of the charter holder, as provided by law.

(C) An employee of Thrive With Autism may serve as a Director if: (i) only employees of Thrive With Autism, and not employees of the Board, serve on the Board; (ii) the compensation or remuneration received by that Director is limited to salary, bonuses, benefits, or other compensation received pursuant to the employment relationship with Thrive With Autism; (iii) Thrive With Autism employees do not constitute a quorum of the Board or any committee of the Board; and (iv) all Thrive With Autism employees serving on the Board comply with all applicable conflict of interest provisions required by law.

b) *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 Part III, Section 3 (Conflict of Interest Procedures), take the following action:

(1) If a Director or Officer has a substantial interest in a business entity or in real property, the Director or Officer 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, 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 is filed with the Secretary of the Board.

(3) The Director or Officer filing the affidavit shall abstain from further participation in the matter requiring the affidavit. A Director or Officer filing the affidavit shall abstain from further participation in the matter requiring the affidavit unless a majority of the Board is composed of persons who are likewise required to file, and who do file affidavits of similar interests on the same official action.

c) *Separate Vote on Budget Item*

The Directors shall take a separate vote on any budget item specifically dedicated to a contract with a business entity in which a Director has a substantial interest. Abstention is required, except as provided above and in 19 TAC § 100.1133(c), otherwise the affected Director may not participate in that separate vote. The affected Director may vote on a final budget if: (1) the

affected Director has complied with the above-stated requirements; and (2) the matter in which the affected Director is concerned has been resolved.

## Sec. 2. Statement on Federal Law

Thrive With Autism 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 may 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 corporation. A "disqualified person" includes Family (as defined below) of the disqualified person.

### a) *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 Thrive With Autism has a transaction or arrangement;

(B) a compensation arrangement with Thrive With Autism or with any entity or individual with which Thrive With Autism has a transaction or arrangement; or

(C) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which Thrive With Autism 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 Part III, Section 2-a-1 above.

b) *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.

Sec. 3. Conflict of Interest Procedures

a) *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 President of the Board or Superintendent, any such Interest. 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.

b) *Determining Whether a Conflict of Interest Exists*

After disclosure of the Interest and all material facts related thereto, the Interested Person *shall leave the meeting of the Board or designated committee while a determination is made by disinterested Directors as to whether a conflict of interest ("Conflict of Interest") exists.* No Director shall vote on any matter in which he or she has a Conflict of Interest.

c) *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 Part III, Section 1-b-3 (Conflicts Requiring an Affidavit and Abstention from Voting), 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 at page 6(B)) 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 Thrive With Autism 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: (i) compensation levels paid by similarly-situated schools; (ii) the availability of similar services within the same geographic area; (iii) current compensation surveys compiled by independent firms; and (iv) 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: (i) current independent appraisals of the property, and (ii) 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 Thrive With Autism. In conformity with the above determination, the Board or committee 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 Part III, Section 3-d (Documentation) below.

d) *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.

(C) A completed Affidavit of Abstention complying with Local Government Code Chapter 171 and 19 TAC §§ 100.1131-1134 (see Affidavit Exhibit A).

(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.

#### Sec. 4. Compensation

(1) A Director who receives compensation, directly or indirectly, from Thrive With Autism for services is precluded from voting on matters pertaining to that Director's compensation.

(2) A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Thrive With Autism for services is precluded from voting on matters pertaining to that member's compensation.

(3) No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Thrive With Autism, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

(4) Except with respect to Board decisions regarding a *bona fide* class or category of employees pursuant to 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 Government Code § 573.002).

#### Sec. 5. Definitions

The following terms shall have the following meaning:

(1) **Director or Officer.** A member of the governing body of a charter holder, a member of the governing body of a charter school, or an officer of a charter school. An officer or director means a person charged with the duties of, or acting as, a Chief Executive Officer, a Central Administration Officer, a Campus Administration Officer, or a Business Manager, regardless of whether the person is an employee or contractor of a charter holder, charter school, management company, or any other person; or a volunteer working under the direction of a charter holder, charter school, or management company. A charter holder employee or independent contractor engaged solely in non-charter activities for the charter holder is not an "officer of a charter school." 19 TAC §100.1001(16).

(2) **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.

(3) **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.

(4) **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.

(5) **Substantial interest through a relative or family member.** A Director or Officer is considered to have a substantial interest if a person related to the Director or Officer within the third degree by consanguinity or the third degree by affinity (as defined below) has a substantial interest under **Sec. 1.6.2.5(iii)** above. 19 TAC § 100.1132(d).

(6) **Family.** Family means a disqualified person's spouse, siblings, spouses of siblings, ancestors, children, grandchildren, great grandchildren, and spouses of children, grandchildren, and great grandchildren.

## **PART IV: NEPOTISM**

### **Sec. 1. Nepotism Generally 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 who is to be directly or indirectly compensated from public funds or fees of office, if:

(1) The person is related to the Director or Officer by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree (as defined below); or

(2) The Director or Officer holds the appointment or confirmation authority as a member of a local board and the person is related to another member of the Board by blood or marriage within a prohibited degree. Government Code §§ 573.002, 573.041.

(3) Refer to attached diagram, Exhibit B.

### **Sec. 2. Independent Contractors**

The nepotism law governs the hiring of an individual, whether the individual is hired as an employee or as an independent contractor.

### **Sec. 3. Payment to Prohibited Person**

A Director or Officer may not approve an account or draw or authorize the drawing of a warrant or order to pay the compensation of an ineligible person if the Director or Officer knows the person is ineligible. Government Code § 573.083; 19 TAC § 100.1116.

#### Sec. 4. Relation by Consanguinity

Two persons are related to each other by consanguinity (blood) if one is a descendant of the other or if they share a common ancestor. An adopted child is considered to be a child of the adoptive parents for this purpose. Government Code § 573.022.

##### a) *Third Degree of Consanguinity*

An individual's relatives within the third degree by consanguinity are the individual's:

(1) Parent or child (first degree);

(2) Brother, sister, grandparent, or grandchild (second degree); and

(3) Great-grandparent, great-grandchild, aunt or uncle (who is a sibling of a parent of the person), nephew or niece (who is a child of a brother or sister of the person) (third degree). Government Code 573.023.

**Note:** There is no distinction under the nepotism statute between half-blood and full-blood relations. Thus, half-blood relationships fall within the same degree as those of the full blood. See Exhibit B.

#### Sec. 5. 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. Government Code § 573.024.

a) *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.

b) *Second Degree of Affinity*

If two individuals are related to each other in the second degree by consanguinity, the spouse of one of the individuals is related to the other individual in the second degree by affinity.

c) *Third Degree of Affinity*

An individual's relatives within the third degree of affinity are:

(1) Anyone related by consanguinity to the person's spouse within the first or second degree; and

(2) The spouse of anyone related to the person by consanguinity within the first or second degree. Government Code § 573.025.

Sec. 6. Existing Employees/Continuous Employment

The nepotism prohibitions do not apply to the appointment of a person to a position if the person is employed in the position immediately before the election or appointment of the Director or Officer to whom the person is related in a prohibited degree, and that prior employment is continuous for at least:

(1) Thirty days, if the Director or Officer is appointed;

(2) Six months, if the Director or Officer is elected. Government Code § 573.062(a); or

(3) A person who was not restricted or prohibited under Education Code 12.1055 as it existed before September 1, 2013, from being employed by Thrive With Autism and who was employed by Thrive With Autism before September 1, 2013, is considered to have been in continuous employment as provided by Government Code § 573.062(a), and is not prohibited from continuing employment with Thrive With Autism. Education Code § 12.1055(d).

a) *Continuous Employment Exception*

For purposes of calculating the appropriate date for the applicability of the continuous-employment exception, a superintendent with final authority to select personnel is an appointed Director or Officer. *Atty. Gen. Op. GA-177 (2004)*. If an employee continues in a position under this exception, the Director or Officer to whom the employee is related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, employment, reemployment, change in status, compensation, or dismissal of the employee, if the action applies only to the employee and is not taken regarding a *bona fide* class or category of employees. Government 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. Government Code § 573.061.

b) *Retired Teachers*

A teacher who has retired from a full-time, certified teacher position has broken his or her employment with Thrive Center for Success and does not qualify for the continuous employment exception to the nepotism laws. *Atty. Gen. Op. JC-442 (2001)*.

#### Sec. 7. 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:

- (1) The person is related to another Director or Officer within the prohibited degree; and
- (2) 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. Government Code § 573.044.

#### Sec. 8. 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)*.

#### Sec. 9. Nepotism Exceptions

The nepotism exceptions described in 19 TAC § 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.

#### Sec. 10. Enforcement of Nepotism Prohibitions

In accordance with state law, a Director or Officer who violates the nepotism regulations shall be removed from office by the Board. A failure to thus remove is a material charter violation.

(1) Removal must be in accordance with the Articles and Bylaws of Thrive With Autism and in accordance with the terms of the charter and other state and federal law.

(2) 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.

#### Sec. 11. Delegation of Hiring Authority

The Board may delegate final authority to select Thrive Center for Success personnel to the Chief Executive Officer/Superintendent, Human Resources Director, or other designated Officer.

If such authority is designated to the Chief Executive Officer/Superintendent, the Chief Executive Officer/Superintendent is a "public official" for purposes of Chapter 573, Government Code, with respect to a decision made under that delegation of authority. Education Code § 11.1513(f). As such, if the Chief Executive Officer/Superintendent has been delegated final authority to select Thrive Center for Success personnel, the Chief Executive Officer/Superintendent may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual who is to be directly or indirectly compensated from public funds or fees of office, if:

(1) The person is related to the Chief Executive Officer/Superintendent by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree; or

(2) The person is related to a Board member by blood or marriage within a prohibited degree. Government Code §§ 573.002, 573.041.

An individual who is related to the Chief Executive Officer/Superintendent within the relevant level or consanguinity (blood) or by affinity (marriage) and was employed by Thrive Center for Success before September 1, 2013 is considered to have been in continuous employment as provided by Government Code § 573.062(a), and is not prohibited from continuing employment with Thrive Center for Success.

Notwithstanding the above, each Director remains subject to Chapter 573, Government Code with respect to all Thrive Center for Success employees. Education Code §§ 11.1513(f), 12.1055.

## PART V: RELATED PARTY TRANSACTIONS

### Sec. 1. Compliance with Commissioner Rule

Thrive With Autism shall comply with all rules issued by the Commissioner of Education concerning related party transactions under Education Code §§ 12.1166–1167. This includes any rule concerning notification to the Commissioner if Thrive With Autism intends to enter into a transaction with a related party and provide an appraisal from a certified appraiser to the Texas Education Agency.

### Sec. 2. Definitions

For purposes of this policy, the term “related party” includes:

1. A party seeking to enter into a financial transaction with Thrive Center for Success; and such party has a current or former Board member, administrator, or officer who is:
  - a. A Board member, administrator, or officer of Thrive Center for Success; or
  - b. Related within the third degree of consanguinity or affinity, as determined under Chapter 573, Government Code, to a Board member, administrator, or officer of Thrive Center for Success;

2. Thrive With Autism's related organizations, joint ventures, and jointly governed organizations;
3. Thrive Center for Success's Board members, administrators, or officers or a person related to a Board member, administrator, or officer within the third degree of consanguinity or affinity, as determined under Chapter 573, Government Code; and
4. Any other disqualified person, as that term is defined by 26 U.S.C. § 4958(f).

For purposes of subsection 1 above, a person is a former Board member, administrator, or officer if the person served in that capacity within one year of the date on which a financial transaction between Thrive With Autism and a related party occurred.

### Sec. 3. Audit by Commissioner

If the aggregate amount of all transactions between Thrive With Autism and a related party exceeds \$5,000.00, the Commissioner may conduct an audit of such transaction. If the Commissioner determines a transaction with a related party using funds received under Education Code § 12.106 was structured in a manner that did not benefit Thrive With Autism or that the transaction was in excess of fair market value, the Commissioner may order that the transaction be reclassified or that other action be taken as necessary to protect Thrive With Autism's interests. Failure to comply with the Commissioner's order is a material charter violation,.

### Sec. 4. Annual Audit Disclosure

Thrive With Autism must include in its annual audit a list of all transactions with a related party. Additionally, the annual audit must separately disclose:

1. All financial transactions between Thrive With Autism and any related party, separately stating the principal, interest, and lease payments; and
2. The total compensation and benefits provided by Thrive With Autism and any related party for each member of the Board and each officer and administrator of Thrive With Autism and the related party.

## **PART VI: CONFIDENTIALITY**

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 Thrive Center for Success maintains as confidential, proprietary, restricted, or otherwise as not to be disclosed generally, and any information that the Board or Thrive Center for Success otherwise determines or deems as Confidential Information.

A Director shall not use Thrive With Autism 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.

## **PART VII: DISCLOSURE AND ANNUAL REVIEW**

### **Sec. 1. 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 as Exhibit C. The Board shall treat completed Annual Statements of Disclosure and Compliance as Confidential Information.

### **Sec. 2. Periodic Review**

To ensure that Thrive With Autism 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: (i) whether compensation arrangements and benefits are reasonable based on competent survey information, and are the result of arm's length bargaining; (ii) whether partnerships, joint ventures, and arrangements with management organizations conform to Thrive With Autism'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.

Sec. 3. Annual Review

Each current Director and Officer shall complete the Annual Statement of Disclosure and Compliance attached hereto as Exhibit C. The Board shall treat completed Annual Statements of Disclosure and Compliance as Confidential Information.

Sec. 4. Applicable Law

This Policy is supplemental to and does not replace federal, state or local laws governing conflicts of interest applicable to charter schools and charitable organizations. When in conflict, the applicable law shall control.

Adopted the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_

\_\_\_\_\_  
President

\_\_\_\_\_  
Member

\_\_\_\_\_  
Secretary

\_\_\_\_\_  
Member

\_\_\_\_\_  
Treasurer



**EXHIBIT A**  
**AFFIDAVIT OF ABSTENTION**

**STATE OF TEXAS** §

§

**COUNTY OF** \_\_\_\_\_ §

I, \_\_\_\_\_, a local public official, make this affidavit and hereby under oath state the following:

I have a substantial interest in a business entity or real property that may receive a special economic effect that is distinguishable from the effect on the public by an action contemplated by Thrive With Autism.

The business entity or real property in which I have a substantial interest is: [*name and address of business and/or description of property*]:

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I or a person that is related to me within the first degree of consanguinity (blood) or affinity (marriage) as defined by state law has a substantial interest in this business entity or real property for the following reasons [*check all that apply*]:

\_\_\_\_\_ an ownership interest of 10 percent or more of the voting stock or shares of the business entity;

\_\_\_\_\_ an ownership interest of 10 percent or more or \$15,000 or more of the fair market value of the business entity;

\_\_\_\_\_ funds received from the business entity exceed 10 percent of \_\_\_\_\_ (my, his, her) gross income for the previous year;

\_\_\_\_\_ real property is involved and \_\_\_\_\_ (I, he, she) have/has an equitable or legal ownership with a fair market value of at least \$2,500;

Upon filing of this affidavit with the official record keeper of Thrive With Autism, I affirm that I shall abstain from voting or further participating in any matter involving the business entity or real property, unless allowed by law.

SIGNED this the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_  
Signature of Affiant

\_\_\_\_\_  
Title

Before me, the undersigned authority, this day personally appeared \_\_\_\_\_  
\_\_\_\_\_ (Affiant Name) and by oath swore that the facts herein above stated are true and correct to the best of his/her knowledge or belief.

SWORN TO and SUBSCRIBED before me on the \_\_\_\_\_ day of \_\_\_\_\_,  
20\_\_.

\_\_\_\_\_  
Notary Public, State of Texas

(seal)

My commission expires: \_\_\_\_\_

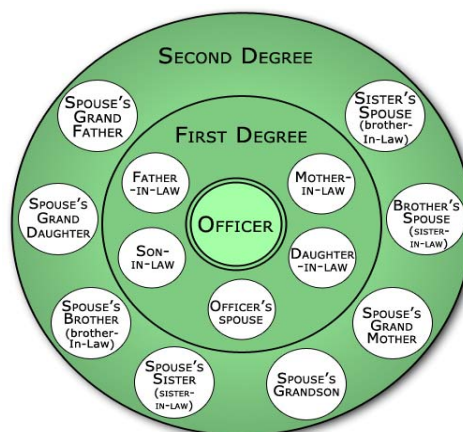
## EXHIBIT B

### NEPOTISM CHART\*

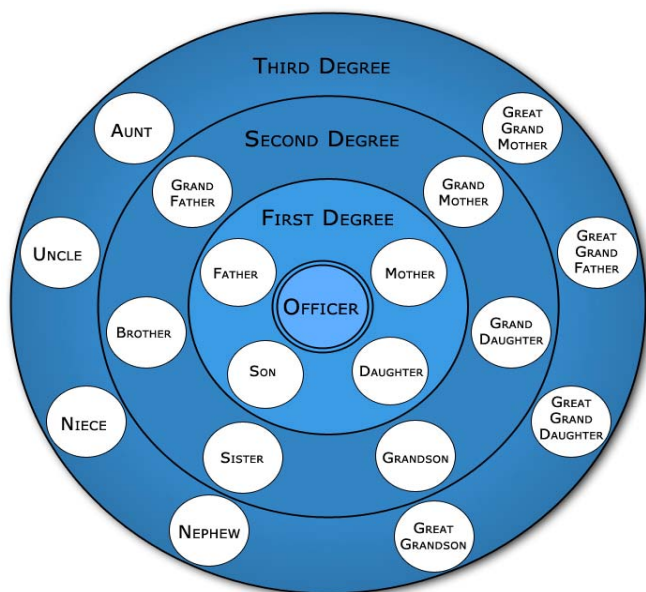
#### NEPOTISM CHART

The chart below shows

- **Affinity Kinship** (relationship by marriage)
- **Consanguinity Kinship** (relationship by blood) for purposes of interpreting nepotism as defined in VTCA Government Code, Chapter 573, §§573.021 - .025



**AFFINITY KINSHIP**  
Relationship by Marriage



**CONSANGUINITY KINSHIP**  
Relationship by Blood

\*Nepotism Wheel Chart available from TML/TASB and Secretary of State presentations

## EXHIBIT C

### ANNUAL STATEMENT OF DISCLOSURE AND COMPLIANCE

Name: \_\_\_\_\_

Position: \_\_\_\_\_

- ☐ Please describe below any relationships, positions, or circumstances in which you are involved that you believe could be considered an Interest or that might be perceived as an actual or possible Conflict of Interest, as defined in the Thrive With Autism Ethics, Conflict of Interest and Nepotism Policy. Please also describe any familial relationships that would qualify as relationships within the prohibited degree as defined in the Thrive With Autism Ethics, Conflict of Interest and Nepotism Policy.

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- ☐ I am involved in no activity, relationship, position or circumstance that could be considered an Interest or might be perceived as an actual or possible Conflict of Interest, as defined in the Thrive With Autism Ethics, Conflict of Interest and Nepotism Policy. I do not have any familial relationships that would qualify as relationships within the prohibited degree as defined in the Thrive With Autism Ethics, Conflict of Interest and Nepotism Policy.

I hereby certify that the information as set forth above is true and complete to the best of my knowledge. I have reviewed and agree to abide by the Thrive With Autism Ethics, Conflict of Interest and Nepotism Policy that is currently in effect.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Sec. 1. Guiding Principles

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

### a) *Informal Process*

Thrive Center for Success encourages students and parents to discuss their complaints or grievances with the appropriate teacher, principal, or other campus administrator who has the authority to address the concerns. Concerns and complaints should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

### b) *Grievance Procedures*

The Superintendent or designee shall develop a detailed grievance process; this process shall recognize the Board’s final authority to hear or decide parent and student grievances. The grievance process shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

The Superintendent or designee shall ensure that the detailed grievance process is made available to students and parents through the Student Handbook.

### c) *Board Consideration of Student and Parent Grievances*

The Board shall retain final authority to hear or decide parent and student grievances. *19 TAC 100.1033(b)(14)(C)(i)*.

The Board may conduct a closed meeting when hearing or deciding a parent or student grievance as allowed by applicable law. *Gov’t Code Ch. 551, Subch. D*.

### d) *Freedom from Retaliation*

Neither the Board nor any Thrive Center for Success employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

“used by permission of SLHA, LLP. SLHA, LLP has authorized its content and materials to be used in conjunction with this application that no redactions of otherwise copyrighted material are necessary”

## 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. The required affidavit template is available in the *Additional Attachments PDF Forms* document on the [New Operator 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 26 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:	Thrive Center for Success
Name of Sponsoring Entity:	Thrive With Autism

## BACKGROUND

Full Legal Name:	Brenda K. Moore
Home Mailing Address:	32526 Autumn Forest Ct, Magnolia, TX
Phone Number:	281-468-2765
E-mail Address:	
Business Name:	Thrive With Autism
Business Mailing Address:	525 Woodland Square Blvd., Suite 250 Conroe, TX
Business Phone Number:	346-225-3160

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☒ Yes  
☐ No, does not apply to me

If Yes, state the name of the entity: Wildwood Christian Academy Wildwood UMC

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?

As a school teacher earlier in my life, and as an ordained minister after, I worked with children, adults, and families who were often involved or had autism. For the parents of those children, I worked with them as they poured out their frustration regarding the fear that their children may not reach their God-given potential. They worried that their children would be treated differently by their community, their chosen house of faith. They worried about their marriage or if they would have the finances or support that they would need. I believe I am well suited to offer support in empathy, counsel, practical and spiritual support. I believe because of my work in the church I can offer help in building volunteers, support groups, work with architects and builders and committees. I love children and want to see all children to be loved, cared for, and thrive in all settings of their lives. I see Thrive With Autism as an exciting new model and vision for children with autism and am honored to be asked to serve on this board.



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

We will have many responsibilities. Our role will include approving a budget, undergirding the school's needs to be vibrant and successful. It will include hiring a superb superintendent for the school. They will promise, in a variety of ways, that they are capable of bringing this first-of-its-kind school in Texas to a bright promising conclusion-always keeping our eyes on the school's vision and mission. This board should build bridges to the community and community leaders, state and state leaders. The board should be capable of having outstanding relationships to public schools and to meet with families with children who have autism offering support, encouragement, and hope. The Board should also raise funds and speak on behalf of the school's needs.

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.

Not only did I begin my professional career in the field of education, but I also had several more hours in the work of educational administration. After I entered and graduated from Seminary I served in several churches both on staff and as a senior pastor. Those clergy responsibilities are not unlike any CEO of a corporate organization. I hired and led staff and was responsible for their continuing education. I built committees and met with teams to give them vision and see that vision through to completion. I motivated large numbers of people in the work of their faith, the church, the community, the fulfillment of the needs of the preschool academy of the church, the Board of that school, the Trustees of the church, the insurance, and the development of a balanced budget.

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

Because of my previous careers I have the education and experience to do many of the things discussed previously. I have the education and experience to build teams and committees, raise funds, build budgets, balance budgets and approve them. I feel confident to work with families and children; to offer support and encouragement and hope. I believe I know how to lead as well as follow, to bring things together or compromise. I can help with small teams or groups or speak before hundreds of people. I can be comfortable in any setting and with any socio-economic group. I can help others form a joint vision and see it to its fulfillment. I believe I have the ease and belief in Thrive With Autism to ask for any amount of money needed to help reach their goals.

## SCHOOL MISSION AND PROGRAM

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

I believe the mission of the school is to cultivate a high quality innovative environment for individuals with autism. The school would provide access to services needed to empower each individual to thrive.



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

The school will offer a general education curriculum based on CABAS, a low student to teacher ratio, and highly trained teachers. The school will meet both the academic and functional goals of all students whether they are identified for special services or not.

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

A successful school, I believe, is one that allows their children to meet their life and academic goals. A successful school is one that is able to have a balanced budget and meets academic standards. I also believe that even though it may not be in the requirements of a successful school, that a school that thrives, should have a good and positive spirit in the school's context; i.e. teachers, parents, children, staff, and personnel.

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

It must strive daily to reach our goals and the goals of each child. The school will be succeeding if we are continually striving to stretch the horizon or possibilities of each child in meeting their full potential. The school will be succeeding if we allow CABAS to help us with the tools to document the growth of children on a daily basis.

## GOVERNANCE

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

The school will need to monitor the academic progress of the students. The school will need to approve policies and adopt budgets. I also believe that the board members will need to look for and attend training opportunities and seminars to help us be a more effective board. It means supporting the school superintendent and be a positive and reassuring spirit and resource.

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

We will need to see if we have met the academic and financial goals of the school. We will look to see how our next year's re-enrollment looks and if there is a wait list for the next school year. We will look for increased applicants.

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

We will need to answer several questions. Some of those questions would be the following: Are we financially sound? Did we meet the academic and functional goals of each student? Do we have a wait list? What is our student re-enrollment? What kind of performance goals were we able to achieve? Some informal questions for me would be: How is the climate of the school in regards to the teachers, the children and the parents? What is the relationship between the school and the community? What do I see, hear, and feel when I observe the student body? The teachers? The staff?

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

I believe that we will play a very active role in accountability. We will need to select and support an outstanding superintendent and then hold them accountable for hiring and preparing excellent teachers and staff. We will need to be active and approachable.

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?

Any accusation demands a very private review with those accused to gather accurate information and facts. If possible the situation should be met with a cordial and cooperative spirit with concerns addressed in a diplomatic way.

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 have all been working together for a year. Some of the members at church.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

- ☐ Yes
- ☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

- ☒ Yes
- ☐ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

We know a BCBA and a BCaBA have been members of our Applicant Team and may work at the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider.

☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.

- ☐ Yes
- ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

- ☐ Yes
- ☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.



6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Yes

☐ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

Thrive With Autism Foundation will offer services such as recreational activities, insurance based therapies, support groups, vocational training. The Foundation will also be in support of the school.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

N/A

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

N/A

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

☐ Yes

☒ Does not apply to me.

If yes, state the compensation you expect to receive.

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 the sponsoring entity or of the governing body of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☒ Yes

☒ Does not apply to me.

If yes, provide information relating to the matter(s).

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☒ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

## CERTIFICATION

I, Brenda K Moore

certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

Brenda K Moore

Date

1-18-2021

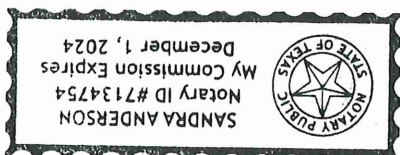
State of Texas; County of Montgomery

On this day Brenda K. Moore, appeared before me the undersigned notary public and executed the TEA's Generation 26 Board Member Biographical Affidavit and stated that the statements answered therein are true and correct to the best of her knowledge and belief.

Subscribed and sworn to me on the 18<sup>th</sup> day of January, 2021.

Sandra Anderson  
Notary Public

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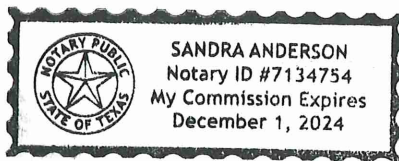


Verification

STATE OF TEXAS  
COUNTY OF MONTGOMERY

On this day Brenda K. Moore, appeared before me the undersigned notary public and executed the TEA's Generation 26 Board Member Biographical Affidavit and stated that the statements answered therein are true and correct to the best of affiant's knowledge and belief.

Subscribed and sworn to me on the 18<sup>th</sup> day of January, 2021.



Sandra Anderson  
Notary Public

My commission expires: 12-01-2024

Curriculum Vitae  
Reverend Brenda "Rusti" Moore  
Email: [REDACTED]  
Cell: 281.468.276

January 14, 2021

## BACKGROUND

Name: Brenda "Rusti" Lynch Moore

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

## FAMILY

[REDACTED]

## EDUCATION

Baylor University	8/70-12/71	
University of Houston	6/72-5/76	B.S.
San Diego State University	1/81-5/81	Ed Admin hrs
Houston Baptist University	82-83	Ed Admin hrs
Southwestern Baptist Theological Seminary	1/84-5/89	M.Div.

## EMPLOYMENT

Teacher	Houston ISD , Texas	1/1976-10/1977
Teacher	Copiah County, Mississippi	8/1978-05/1979
Teacher	San Diego, California	1982
Clergy	Willow Meadows Baptist Church, Texas	1985-1989
Clergy	River Oaks Baptist, Texas	1990
Counselor	Weinberger and Assoc, Texas	1992-1994
Clergy	West University UMC, Texas	1994-1988
Clergy	Strawbridge UMC	1999-2000
Clergy	Founding and Senior Pastor Wildwood UMC, Texas	2000-2014
Clergy	Pastor Emeritus, Wildwood UMC	2016-2018
Volunteer	Thrive With Autism	2018-present

## PROFESSIONAL CERTIFICATIONS AND APPOINTMENTS

### The United Methodist Church, Texas Annual Conference, Texas

Certificate of Recognition of Orders	May 27, 1997
Ordination of Deacon	May 27, 1997
Elder in Full Connection	June 2, 1999
Appointed Founding Pastor	June 2000
Guest Preacher and Presenter	June 2005-2010

## INTERESTS

Photography, Reading, Volunteerism, Guest Preaching and Teaching,  
Walking, Skiing, Sailing, Writing, Traveling



# GENERATION 26 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:	Thrive Center for Success
Name of Sponsoring Entity:	Thrive With Autism

## BACKGROUND

Full Legal Name:	Jeffrey Alan Springer
Home Mailing Address:	138 Sagestone Court, Montgomery, TX 77316
Phone Number:	832-689-9634
E-mail Address:	
Business Name:	Suit Up Ministries
Business Mailing Address:	Same
Business Phone Number:	Same

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: Suit Up Ministries & Thrive With Autism Foundation

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?

I feel like this is an amazing opportunity to meet an under-served group of students. As a principal, I know the limitations due to time and numbers, we had the expertise but we couldn't give it the attention needed always. Thrive Center for Success's vision is the way all schools should be for all students. We need to infuse this into the culture of our community.

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

The appropriate role of a public school board member includes hiring a qualified superintendent, approval of budgets and maintaining the focus of our school's vision and mission.

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

34 years in public education. 14 years as a high school principal. Oversee a nonprofit. Also founder of an educational consulting LLC.

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

23 years in public school administration. 11 years classroom teacher.

## SCHOOL MISSION AND PROGRAM

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

Thrive Center for Success will provide a strong innovative environment with a high quality education helping children with autism to reach their full potential.

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

The primary goal will be to provide a high academic setting incorporating Applied Behavior Analysis treatment for Autism, utilizing Comprehensive Application of Behavior Analysis to Schooling, ensuring student success.

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

Thrive Center for Success will maintain academic accountability and have a balanced budget, creating a stable plan for growth. The families of our students will feel supported and our students will excel meeting their educational, behavioral, and social emotional goals.

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

We will need to be sure that children are meeting their goals, by examining the data. We want to ensure our students are reaching their full potential. This will be evidenced by data from the Comprehensive Application of Behavior Analysis to School.

## GOVERNANCE

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

Above all to support the superintendent, but also will need to create and approve both the budget and policies. The board will be aware of student academic progress.

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

Based on teacher survey, we will determine the climate. We will have a balanced budget and our students will meet academic standards for Texas.

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

We will note at the end of four years of operation the financial stability of the school. At this time, we will qualify for renewal of our charter and we will be seeing continued interest and growth in our enrollment numbers. We will meet all academic standards.

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

Ensure the recruitment and hiring of a highly qualified superintendent, meet all academic standards, create and approve successful budget, keep a pulse on the needs of the school staff, and carry out efforts to educate the community about our 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?

I would definitely address the matter with the individual involved, and have a crucial conversation. Once the matter has been discussed and more clarity is apparent, next steps will commence, if it is determined that the matter is unsuccessfully resolved. At this point, I would share my concerns with the Board President.



DISCLOSURES

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

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

If yes, describe the precise nature of your relationship.

Yes, we have been working on this vision for over a calendar year now.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

- ☐ Yes
- ☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

- ☒ Yes
- ☐ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

A BCBA and a BCaBA have been member of our Application Team.

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, owners, directors, or agents of that provider.

☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.

- ☐ Yes
- ☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

- ☐ Yes
- ☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Yes

☒ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

Wildwood UMC- Men's Minister  
Suit Up Ministries- (nonprofit) Founder  
Spring Strategies, LLC (consulting) Founder

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

34 years - Public Secondary Schools

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

☐ Yes

☒ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, provide information relating to the matter(s).

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

## CERTIFICATION

I, Jeff Springer

certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

Jeff Springer

Date

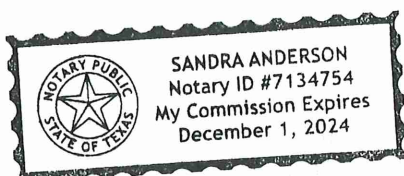
1-18-2021

State of Texas

County of Montgomery

On this day Jeff Springer, appeared before me the undersigned notary public and executed the TEA's Generation 26 Board Member Biographical Affidavit and stated that the statements answered therein are true and correct to the best of his ability, knowledge and belief.

Subscribed and sworn to me on the 18<sup>th</sup> day of January 2021.



Sandra Anderson  
Notary Public

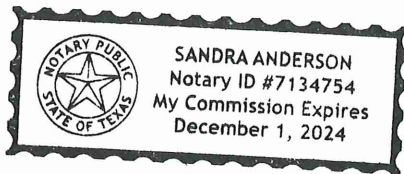
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Verification

STATE OF TEXAS  
COUNTY OF MONTGOMERY

On this day Jeff Springer, appeared before me the undersigned notary public and executed the TEA's Generation 26 Board Member Biographical Affidavit and stated that the statements answered therein are true and correct to the best of affiant's knowledge and belief.

Subscribed and sworn to me on the 18<sup>th</sup> day of January, 2021.



Sandra Anderson  
Notary Public

My commission expires: 12-01-2024



Jeff A. Springer – Ed.D  
 138 Sagestone Court  
 Montgomery, Texas 77316  
 Cell (832) 689-9634  
 [REDACTED]

<b><u>Professional Experience</u></b>	
<b>High School Principal</b>	<b>June 2002-June 2016</b>
<b><i>Magnolia High School</i></b>	
TEA “Recognized” Campus	2010
Named by Newsweek as one of America’s Best Schools	2013-2015
Named by the Washington Post as one of America’s Best Schools	2011, 2013-2016

Associate Principal	June '97-June '02
<b><i>Jersey Village High School, CFISD</i></b>	
Assistant High School Principal	June '94-June '97
<b><i>Cypress Falls High School, CFISD</i></b>	
Assistant Principal/Head Football Coach	June '93-June- '94
<b><i>Hempstead High School, HISD</i></b>	
Teacher/Coach	June '85-June '93
<b><i>Langham Creek High School, CFISD</i></b>	
Teacher/Coach	June '82-June '85
<b><i>Watkins Junior High, CFISD</i></b>	

<b><u>Other Professional Experience</u></b>	
<b><i>President/Founder</i></b>	<b>June '08-present</b>
<b><i>Suit Up Ministries</i></b>	
<b><i>Minister of Men</i></b>	<b>August '18-present</b>
<b><i>Wildwood United Methodist Church</i></b>	
<b><i>Executive Coaching/Consulting</i></b>	<b>March '17-present</b>
<b><i>Spring Strategies, LLC</i></b>	
<b><i>Minister of Families</i></b>	<b>August '17-August '18</b>
<b><i>Wildwood United Methodist Church</i></b>	
<b><i>Minister of Discipleship</i></b>	<b>Sept. '16-August '17</b>
<b><i>Wildwood United Methodist Church</i></b>	
<b><i>Local Pastor</i></b>	
<b><i>Richards United Methodist Church</i></b>	
<b><i>Bays Chapel United Methodist Church</i></b>	<b>June '01-July '05</b>



**Awards/Honors**

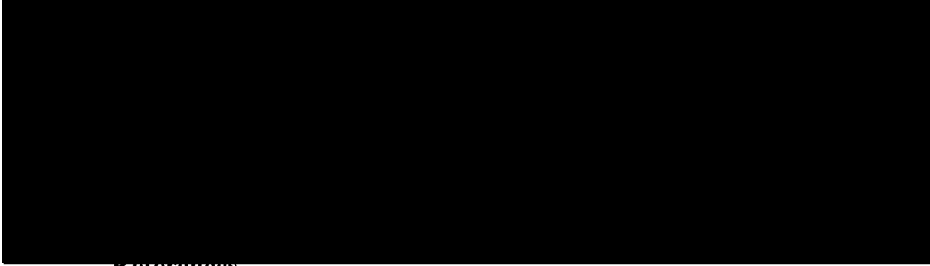
<b>Nominated SHSU Distinguished Educator of the Year</b>	<b>2005-2016</b>
Nominated Montgomery County Educator of the Year	2004
TASSP Region VI Principal of the Year	2005, 2012
TASSP State Top Three Principal Finalist	2005
<b>TASSP Texas State Principal of the Year</b>	<b>2013</b>

**Education**

Doctorate of Education, Transformational Leadership <b>Concordia University – Portland, Oregon</b>	April '20
Masters of Science, Sports Administration <b>United States Sports Academy</b>	June '93
Bachelors of Art, Teaching <b>Sam Houston State University</b>	May '82
Mid-Management Certification <b>Prairie View A&amp;M</b>	June '96

**Leadership Qualifications**

- Board Member - Thrive for Autism
- Twenty Years as FCA Sponsor (three different High Schools)
- Served on FCA Houston Area Board
- FCA Chapel Speaker, SHSU; NDSU; Northwestern State; N.Y. Giants
- Guest Speaker at Various Church Functions
- Conference Presenter, TASSP
- "Seven Habits of Highly Effective People", Trainer, Cy-Fair ISD
- Twenty-one years as a High School Administrator
- Thirteen years as a High School Teacher and Coach
- Head High School Football Coach, Hempstead High School
- Head Soccer Coach, Langham Creek High School
- Head Junior High Football Coach, Watkins Junior High
- Junior High Campus Athletic Coordinator, Watkins Junior High
- President and Founder of Suit Up Ministries [www.suitupministries.org](http://www.suitupministries.org)
- President and Founder of Spring Strategies, LLC [www.cultivatingplay.org](http://www.cultivatingplay.org)



**References**

**Dr. Todd Stephens**

Magnolia I.S.D. Superintendent  
(281) 356-3571

**Dr. Dan Troxel**

Kerrville I.S.D. Superintendent  
(830) 257-2200

**Reverend Rhett Ansley**

Senior Pastor, Wildwood United Methodist  
8911 FM 1488  
Magnolia, Texas 77345  
(903) 714-5641

**Phyllis S. Riney**

Associate Pastor, Pearland First United Methodist  
11667 Sabo Road  
Houston, TX. 77089  
(713) 299- 0293

# GENERATION 26 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

Name of Sponsoring Entity:

## BACKGROUND

Full Legal Name:

Home Mailing Address:

Phone Number:

E-mail Address:

Business Name:

Business Mailing Address:

Business Phone Number:

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

- ☒ Yes
- ☐ No, does not apply to me

If Yes, state the name of the entity:

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?

I am a Licensed Specialist in School Psychology with over 10 years of experience working in the public education system. In this role, I worked with many children diagnosed with emotional disturbances and autism. I saw firsthand the gap between what children who have autism need and the services that are available to them through traditional ISDs.

met families who had a child with autism in that educational setting. Most parents had to resort to homeschooling their child, which was not effective, resulted in additional stress, and a lack of progress for the child. I believe in the school's vision that every child should be able to develop to their fullest potential, especially children with special needs. I am grateful to be part of such a unique opportunity to help these children be successful.

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

1. Hiring a highly qualified superintendent
2. Adopt a budget/ensuring budget is balanced
3. Establishing policy
4. Actively monitor academic goals and plans presented by the administration
5. Work to support 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.

For two years I served on the School Board of Wildwood Christian Academy. During my second year on the board, I served in the role as President.

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

I have over 10 years of experience working in public education as a Licensed Specialist in School Psychology and a Master's Degree in Clinical Psychology. I have valuable skill sets related to these areas which are critical when planning a charter school for children with special needs.

## SCHOOL MISSION AND PROGRAM

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

Thrive Center For Success will provide a high-quality innovative environment for individuals with autism that provides access to services needed to empower each individual to thrive. Our focus is high-quality education and we are very passionate about that.

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

Thrive Center For Success will apply Applied Behavior Analysis (ABA) into the academic setting using the CABAS method. ABA is considered the gold standard treatment for children with autism. In addition to being equipped with highly trained teachers and staff, the specialized school will have low student to teacher ratios and incorporate various therapies that are needed for these children in one location.

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

A successful school is one that educates the child in a way that they can learn best to help them reach their fullest potential. It will be financially viable with a balanced budget, has low student

and staff turnover rates, meets academic standards, works to address the social and emotional needs of the children and the children meet the goals as determined by their individualized education plan.

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

1. Students are making progress academically
2. We have a number of students on our waitlist
3. Students are thriving in our unique school model
4. Low student and staff turnover rates
5. Data indicates that we are successfully meeting the needs of our student population

## GOVERNANCE

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

1. Hire the superintendent
2. Adopt budget
3. Establish policy for the school
4. Actively monitor the academic goals & plans presented by the administration
5. Support the school's vision and mission

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

1. Meets academic standards set forth by the state.
2. Meets financial standards set forth by Charter First.
3. Maintains sufficient enrollment
4. Has a positive image in the community.

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

The school will be considered successful at the end of four years if it meets all the criteria as stated above in question #2 and it is eligible for a charter renewal.

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

1. Hiring a highly qualified superintendent
2. Adopt a budget and make sure it is balanced
3. Continue outreach efforts in the community
4. Provide support for teachers and administration
5. Make sure that academic standards set forth by the state are met

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, I would discuss my concerns with the Board member. If the matter remained unresolved, I would report my concerns to the Board President and Superintendent. If necessary, I may consider reporting the matter to TEA.



## DISCLOSURES

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

☒ Yes

☐ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

I know the Board members, as we have all been working on this project for over a year and I know some members from church.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes

☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

N/A

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

N/A

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider.

Not applicable because the school does not intend to contract with an education service provider or school management organization.

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

N/A

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes

☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

N/A

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Yes

☐ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

I am on the Board of Thrive With Autism Foundation, which will work to provide financial support for Thrive Center For Success. The Foundation will offer support for families in the form of vocational training, recreational activities, social skills training, and other needed programs.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

None

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

None

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

☐ Yes

☒ Does not apply to me.

If yes, state the compensation you expect to receive.

N/A

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 the sponsoring entity or of the governing body of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

N/A



11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, provide information relating to the matter(s).

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes

☒ Does not apply to me.

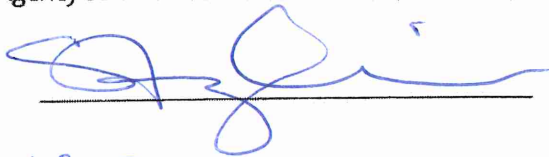
If yes, describe the precise nature of your relationship.

## CERTIFICATION

I, Stacy Grimes

certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature



Date

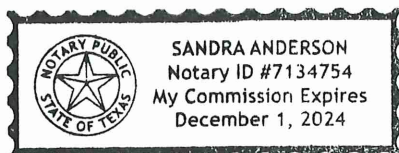
1-18-2021

State of Texas

County of Montgomery

On this day Stacy Grimes, appeared before me the undersigned notary public and executed the TEA's Generation 26 Board Member Biographical Affidavit and stated that the statements answered therein are true and correct to the best of her knowledge and belief.

Subscribed and sworn to me on the 18th day of January, 2021.



Sandra Anderson

Notary Public

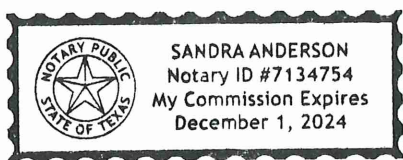
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Verification

STATE OF TEXAS  
COUNTY OF MONTGOMERY

On this day Stacy Grimes, appeared before me the undersigned notary public and executed the TEA's Generation 26 Board Member Biographical Affidavit and stated that the statements answered therein are true and correct to the best of affiant's knowledge and belief.

Subscribed and sworn to me on the 18th day of January, 2021.



Sandra Anderson  
Notary Public

My commission expires: 12-01-2024

# STACY GRIMES

## Summary

Experienced Licensed Specialist in School Psychology (LSSP) committed to delivering all-encompassing support to students and families through diligent professional networking, community interaction and resource identification and referral.

## Skills

- Formal evaluations
- Behavior management
- Classroom observations
- Crisis intervention
- Individual and family support
- Individualized education programs
- Mental health assessments
- Suicide prevention
- School counseling
- Individual support
- Behavior modification
- Group counseling

## Experience

- 12/2019 - Current  
Thrive With Autism  
Magnolia, TX  
**Board Member**
  - Secretary for Board Meetings
  - Director of Community Relations
  - Spreads autism awareness
  - Engages community for support in helping children with autism
  - Fundraising
- 08/1994 - 06/2005  
Spring Independent  
School District  
Spring, TX  
**LICENSED SPECIALIST IN SCHOOL PSYCHOLOGY**
  - Met with students to conduct individual assessments and determine academic and mental health needs.
  - Provided referrals for community resources and mental health professionals for families and students.
  - Collaborated with educators, school administrators and external professionals in development of Individualized Education Plans (IEPs).
  - Consulted with teachers and parents to gain in-depth understanding of students.
  - Utilized formal and established testing protocols to evaluate educational, emotional and behavioral needs of students.
  - Facilitated group sessions and provided one-on-one support.
- 08/1994 - 08/1995  
Spring Independent  
School District  
Magnolia, TX  
**SCHOOL PSYCHOLOGY INTERN**
- 01/1994 - 08/1994  
Sam Houston State  
University  
**TEACHING ASSISTANT**
  - Led and prepared lectures for Introduction to Psychology courses.
  - Conducted engaging in-class discussions to facilitate learning and encourage participation.

Huntsville, TX

## Education and Training

- 1994  
Huntsville, TX      **Master of Arts** in Clinical Psychology  
Sam Houston State University
- 1991  
Huntsville, TX      **Bachelor of Science** in Psychology  
Sam Houston State University

# GENERATION 26 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

Name of Sponsoring Entity:

## BACKGROUND

Full Legal Name:

Home Mailing Address:

E-mail Address:

Business Name:

Business Mailing Address:

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☒ Yes

☐ No, does not apply to me

If Yes, state the name of the entity:

## 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 understand the struggle of finding a school setting that incorporates all of the necessary therapies and supports needed for these children to thrive and reach their full potential. My journey to find a better fit for my child led me to a model in Jupiter, Florida, which serves as an inspiration for this model in Texas. These children can benefit from intensive Applied Behavior Analysis implemented into an academic setting, along with low teacher to student ratios, and staff highly trained in working with children with autism. This combination will empower each child to truly thrive. I plan to serve on the Board in order to keep our mission and vision in line with what we are seeking to create for these children, and to dedicate my efforts into making Thrive Center for Success a game-changing school for these children and their families.



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

The appropriate role of a public school board member includes hiring a qualified superintendent for our school, approve budgets and ensuring they are balanced, establishing policy, and keeping the focus on our school's mission and vision. The Board also monitors students academic progress.

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

I am currently the President of Thrive With Autism and Thrive With Autism Foundation. Thrive With Autism was formed to create our proposed charter school, Thrive Center for Success. Thrive With Autism Foundation was formed to give these children and their families access to other services needed such as recreational activities, insurance-based therapies, support groups, social skills groups, vocational training, and more. My previous experience with being a leader includes working in a medical office as a physician assistant in charge of managing personnel and operations.

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

I would bring to the Board my knowledge and experience with Autism Spectrum Disorder and it's impact on individuals and families, including specific struggles that families encounter. I would also bring my knowledge of proven, research-based therapies such as Applied Behavior Analysis and Comprehensive Application of Behavior Analysis in Schooling (CABAS), having participated in some CABAS training and learning from their leadership this past year. I have experience working in medical research as well that has been published in peer-reviewed journals, so I understand the importance of research-based modalities and how to determine which methods are effective.

## SCHOOL MISSION AND PROGRAM

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

Thrive Center For Success will provide a high-quality, innovative environment that helps children with autism gain access to all of the education, therapies, and supports they need to empower them to truly thrive and reach their full potential. We want to fill a need in the community that is not met and make it accessible to all children with autism, regardless of financial standing.

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

Our goal is to provide an academic setting that incorporates Applied Behavior Analysis, the gold standard treatment for autism, using the Comprehensive Application of Behavior Analysis to Schooling as the system to do so effectively. This system is data-driven and scientifically proven to be effective. Other aspects will include low teacher to student ratios, depending on the needs of

each child, and having staff highly trained in working with children with autism.

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

A successful school is one that will maintain academic accountability and have a balanced budget, with a stable financial plan for growth. Our families will feel supported and our students will feel satisfaction and flourish, meeting their educational, behavioral, and socio-emotional goals. Our teachers will be excited to be working in the innovative environment that positively impacts these professionals and have great opportunities for leadership and growth, with job satisfaction stemming from seeing the impact of their hard work on these children and their families.

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

Students will be progressing academically, reaching their goals, thriving in our setting, and expanding their horizons to discover their strengths to reach their full potential. Data will provide us tools to document the students' growth daily.

## GOVERNANCE

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

The Board will support the superintendent, approve policies, and adopt the budget. The Board will ensure the students are meeting state academic accountability goals, and upholds the school's mission and vision.

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

Teachers and students will be happy and thriving, the budget will meet financial standards, and the school will have met academic standards set forth by the state. Enrollment goals will also have been met.

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

At the end of the fourth year, the school will be financially stable, we will be eligible for renewal of our charter school, and will have met academic standards required by the state of Texas.

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

The Board will hire a highly qualified superintendent, make sure academic and financial standards are met, provide support for teachers and staff, and continue engaging with the community.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

I would handle this situation with the utmost professionalism by directly discussing the matter with the individual involved, in order to gain clarity of the situation. In addition, I would share this information with the Board President.



## DISCLOSURES

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

☒ Yes

☐ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

I know most of the members through working on this project with them for over a year. Our newest member I have known for several months now while working on this project.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes

☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

N/A

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

N/A

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider.

☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

N/A

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes

☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

N/A

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Yes

☐ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

I am on the Board of Thrive With Autism Foundation, which will work to provide financial support for Thrive Center For Success. The Foundation will offer support for families in the form of vocational training, recreational activities, social skills training, and other needed programs.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

None

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/chapter holders, addresses and positions held.

None

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

☐ Yes

☒ Does not apply to me.

If yes, state the compensation you expect to receive.

N/A

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 the sponsoring entity or of the governing body of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

N/A

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, provide information relating to the matter(s).

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

## CERTIFICATION

I, Elizabeth Goldsmith

certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

Elizabeth Goldsmith

Date

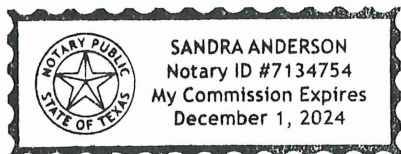
1-18-2021

State of Texas

County of Montgomery

On this day Elizabeth Goldsmith, appeared before me the undersigned notary public and executed the TEA's Generation 26 Board Member Biographical Affidavit and stated that the statements answered therein are true and correct to the best of her knowledge and belief.

Subscribed and sworn to me on the 18<sup>th</sup> day of January, 2021.



Sandra Anderson  
Notary Public

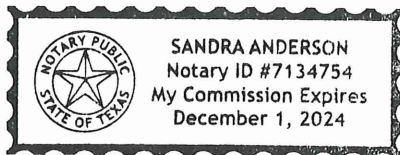
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Verification

STATE OF TEXAS  
COUNTY OF MONTGOMERY

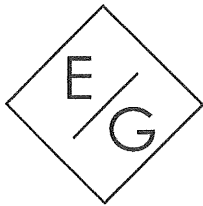
On this day Elizabeth Goldsmith, appeared before me the undersigned notary public and executed the TEA's Generation 26 Board Member Biographical Affidavit and stated that the statements answered therein are true and correct to the best of affiant's knowledge and belief.

Subscribed and sworn to me on the 18<sup>th</sup> day of January, 2021.



Sandra Anderson  
Notary Public

My commission expires: 12-01-2024



# ELIZABETH GOLDSMITH



## Summary

[REDACTED] to make a difference in the community for children with autism

## Skills

Leadership  
Research and Analysis

Documentation  
Collaboration with others

## Experience

### President

02/2020 - Current

Thrive With Autism Foundation | Magnolia, TX

- Founded Thrive With Autism Foundation
- Leads board meetings
- Spreads autism awareness
- Working to create recreational activities, support groups, social skills groups, vocational training and more for children with autism
- Engages community for support in helping children with autism
- Fundraising

### President

07/2019 - Current

Thrive With Autism | Magnolia, TX

- Founded Thrive With Autism
- Leads board meetings
- Leads charter application team
- Fundraising
- Spreads autism awareness
- Engages community for support and feedback
- Gives presentations

### Physician Assistant-Certified

01/2005 - 11/2006

Dr. Stephen B. Tucker | The Woodlands, TX

- Performed History and Physical exams on patients
- Prescribed therapies and medications to treat symptoms and underlying conditions
- Recorded complete medical histories, progress notes and assessment details
- Performed skin screenings and biopsies
- Performed skin cancer excisions
- Discussed prescribed procedures and test results with patients
- Performed research studies, analyzed data, and authored article

### Research Assistant

08/1999 - 07/2004

Baylor College Of Medicine | Houston, TX

- Performed research experiments and collected data
- Analyzed data collected
- Prepared and edited reports, presentations and articles
- Presented findings at Infectious Disease conferences

Education and Training	<b>Master of Physician Assistant Studies</b> The University of Texas Medical Branch   Galveston, TX	08/2004
	<b>Bachelor of Science: Biology</b> Stephen F Austin State University   Nacogdoches, TX	08/1998
Certifications	Certified by The National Commission on Certification of Physician Assistants until December 31, 2020.	
Publications	<p><b>Clostridium difficile lacks detectable superantigen activity.</b> Wanahita A, Davis B, Hamill RJ, Goldsmith EA, Rodgers JR, Cook RG, Lamphear JG, Musher DM FEMS Immunol Med Microbiol. 2006.</p> <p><b>Long-term follow-up of basal cell carcinomas treated with perilesional interferon alfa 2b as monotherapy.</b> Tucker S.B., Polasek JW, Perri AJ, Goldsmith EA. Journal of the American Academy of Dermatology. 2006</p> <p><b>Clostridium difficile infection in patients with unexplained leukocytosis.</b> Wanahita A, Goldsmith EA, Marino BJ, Musher DM. The American Journal of Medicine. 2003.</p> <p><b>Antibiotic susceptibilities of genetically characterized Streptococcus milleri group strains.</b> Tracy M, Wanahita A, Shuhatovich Y, Goldsmith EA, Clarridge JE, Musher DM. Antimicrobial Agents and Chemotherapy 2001.</p> <p><b>Conditions associated with leukocytosis in a tertiary care hospital, with particular attention to the role of infection caused by clostridium difficile.</b> Wanahita A, Goldsmith EA, Musher DM. Clinical Infectious Diseases 2002</p> <p><b>Interaction between human polymorphonuclear leukocytes and Streptococcus milleri group bacteria.</b> Wanahita A, Goldsmith EA, Musher DM, Clarridge JE, Rubio J, Krishnan B, Trial J. The Journal of Infectious Diseases 2001.</p>	



# GENERATION 26 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: Thrive Center for Success

Name of Sponsoring Entity: Thrive With Autism

## BACKGROUND

Full Legal Name: Ann Katherine Ziker

Home Mailing Address: [REDACTED]

[REDACTED]

E-mail Address: [REDACTED]

Business Name: The Brown Foundation, Inc.

Business Mailing Address: [REDACTED]

[REDACTED]

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

- ☒ Yes
- ☐ No, does not apply to me

If Yes, state the name of the entity: Thrive With Autism Foundation; Beta Academy (advisory only)

## 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 connect with the mission of the school professionally and personally.  
As a veteran teacher and education leader, I believe that our public schools must evolve to offer a wider array of program models, tailored to meet the needs of special populations of students. We have an opportunity to complement our well-established networks of high-performing college preparatory public charter schools with specialized programs to serve children with unique academic, cognitive, and socio-emotional needs.  
[REDACTED], I know firsthand that children on the autism spectrum can thrive when educated by highly trained professionals using proven, research-based approaches. Many autistic children have extraordinary talents and intelligence but need a specialized educational setting to unlock their potential. Children from affluent families may find these services through private schools or private therapy services, but many middle- and lower-income families lack access. I am highly motivated to demonstrate that charter schools can offer innovative approaches and demonstrate success with special populations of students - not only children with autism, but other unique circumstances as well.

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

The role of a public charter school board is to provide superior oversight and governance of the school. Board members have fiduciary responsibility to the state of Texas to ensure that the school delivers on the promises of its mission, makes decisions in the interests of students, operates ethically, adheres to the highest standards of financial integrity, and complies with all pertinent laws and codes established by TEA. The board is not responsible for day-to-day management; instead, the board selects and holds accountable a superintendent capable of delivering exceptional academic outcomes for students. The board collaborates with the superintendent to establish academic and financial goals, and it regularly reviews performance data to ensure that the school is on track to achieve those goals. Finally, the board creates open lines of communication, to enable parents, students, faculty, and staff to raise and seek resolution to any concerns.

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.

While I have not previously served on a governing board for a public charter school, I bring experience managing a large charter network and supporting a public charter school board. I led preparations for all YES Prep board meetings and thoroughly understand all aspects of the Texas Open Meetings Act and other requirements of public school boards. I worked closely with the superintendent and board to implement an organization-wide scorecard by which the YES Prep board evaluated performance. I have been engaged with virtually every aspect of running a charter school network. As an executive leader at YES Prep Public Schools, my direct responsibilities included: strategic planning; budgeting, financial modeling, and financial reporting; state and federal compliance; growth and expansion; fundraising; grant management; and community engagement. In my current role at The Brown Foundation, Inc., I work closely with more than 100 nonprofit organization and their boards, including a portfolio of around a dozen Texas public charter schools. I serve on the Advisory Council for YES Prep Public Schools and the Advisory Board of Beta Academy, an A-rated public charter school in Houston.

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

1. I bring broad knowledge of what it takes to operate a high-performing charter school. As a member of YES Prep's leadership team, I participated in discussions about all aspects of running the organization, including strategy, finance, talent recruitment, teacher and leader development, curriculum, student enrollment, facilities, operations, technology, community engagement, and performance management.
2. I bring specialized knowledge of the legal, regulatory, financial, and budgeting aspects of operating a public charter school.
3. I bring strong analytical and program evaluation skills. I know how to establish meaningful outcome metrics and monitor performance against those metrics.



# SCHOOL MISSION AND PROGRAM

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

Thrive Center for Success will focus on a mission to provide children with autism with access to individualized high-quality education, therapies, and other services. Although children with autism are the proposed community of focus, the school will be open to all students. The individualized approach and specialized staff will enable the school to meet the needs of all learners.

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

The school's educational program will be guided by a research-based, well-established model known as CABAS (Comprehensive Application of Behavior Analysis to Schooling). CABAS has been used at schools across the nation and is grounded in the principles of Applied Behavior Analysis (ABA). ABA is the only autism intervention that has met rigorous standards to be accepted as an evidence-based practice by professional organizations such as the U.S. Surgeon General's Office and the American Psychological Association.

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

1. All adults (Board members, leadership, teachers, and staff) share an abiding commitment to a clear mission statement.
2. All adults commit to put student success (academic, personal, and socio-emotional) at the center of decision-making.
3. The school sets high standards, uses data to measure progress, and creates a culture of transparent communication and honest feedback about how to achieve ambitious goals.
4. The school builds positive, caring, trust-based relationships that make all students and families feel safe, valued, heard, and supported.
5. School leaders, teachers, and staff are equipped with the training necessary to serve students and are encouraged to continue to develop as professionals.

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

As a board, we will develop goals and metrics aligned to the mission. These goals should encompass all aspects of a successful school and be evaluated using a variety of performance measures (such as academic outcomes, academic growth measures, student re-enrollment, teacher retention, parent surveys, and financial outcomes). The board will create a cadence to review data at regular intervals and determine areas where the superintendent should take action to improve. Another important measure of success will be parent demand: the board will monitor enrollment targets and wait list data.

## GOVERNANCE

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

The board's role is to provide oversight of the school's overall academic and financial performance, not to engage with day-to-day operations. The board will hold the superintendent accountable for success by establishing and monitoring metrics. The board will engage with the community, to understand needs and hear feedback from diverse voices.

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

Success at the end of the first year will be measured by:

1. Performance against board-established academic and financial goals
2. Student re-enrollment year over year
3. Applications to the school for the following year: are an increasing number of parents selecting the school for their students?

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

Success at the end of the fourth year will be measured by:

1. Performance on state examinations and performance on growth measures such as NWEA
2. Daily data from the CABAS system
3. Student re-enrollment
4. Applications and wait list data
5. Data from parent surveys

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

Most importantly, the board must select and support an outstanding superintendent, and hold the superintendent accountable for hiring and preparing outstanding teachers and staff. The board must commit to constant learning and growth, through visits, community engagements, observations at other similar schools, feedback from parents, etc.

#### 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?

Unethical behavior or misuse of public funds cannot be tolerated and must be addressed

promptly. My immediate action would be to bring the matter to the Board president. If this step did not bring satisfactory resolution, I would explore other recourse options including, if necessary, engaging outside resources to ensure that the board fulfills its fiduciary duties.

## 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 have met through the charter application process, based on our shared interest in the school's mission. We did not have a previous relationship.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes

☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider.

☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes

☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Yes

☐ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

Director, Thrive With Autism Foundation

7. List all business or organizations of which you are a partner or in which you have a majority interest.

None - not applicable.

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.

Employee, YES Prep Public Schools, 5515 South Loop East, Suite B, Houston, TX 77033 (March 2012 - March 2018) Positions held: Vice President, Advancement; Executive Vice President; Executive Director (interim).

Advisory board member (non-governing), Beta Academy, 9701 Almeda-Genoa Road, Houston 77075.

The Brown Foundation, Inc. (current employer) has made charitable contributions to multiple open-enrollment public charter schools in the state of Texas.

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

☐ Yes

☒ Does not apply to me.

If yes, state the compensation you expect to receive.

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 the sponsoring entity or of the governing body of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

--

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, provide information relating to the matter(s).

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

## CERTIFICATION

I, Ann K. Ziker

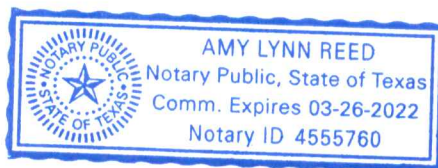
certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

Ann K Ziker

Date

1.19.2021



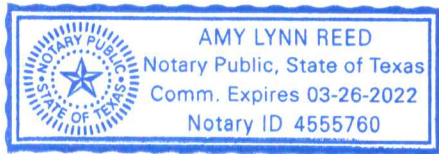
Notary Public: Amy J. Reed  
Commission Expires: 3-26-22  
Harris County, Texas

## Verification

STATE OF TEXAS  
COUNTY OF HARRIS

On this day, Ann K. Ziker appeared before me the undersigned notary public and executed the TEA's Generation 26 Board Member Biographical Affidavit and stated that the statements answered therein are true and correct to the best of affiant's knowledge and belief.

Subscribed and sworn to me on the 19<sup>th</sup> day of January 2021.



Amy L Reed  
Notary Public

My commission expires: 3-26-22



**ANN KATHERINE ZIKER, PH.D.**

**PROFESSIONAL EXPERIENCE**

**THE BROWN FOUNDATION, INC.**

**2018 – PRESENT**

**EXECUTIVE DIRECTOR**

- With Board of Trustees, distribute between \$70 and \$80 million annually in charitable grants
- Collaborate with Board of Trustees to establish and uphold philanthropic strategy; manage preparation for Board of Trustees and Board Committee meetings
- Analyze and select recipients of charitable grants; evaluate effectiveness of grants
- Oversee all aspects of Foundation operations, including grantmaking; financial management; accounting and audit; and legal and compliance
- Serve as *ex officio* member of Audit and Investment Committees
- Lead team of 8 staff members

**YES PREP PUBLIC SCHOOLS**

**2012 – 2018**

**CHIEF ADVANCEMENT OFFICER (JULY 2017 – MARCH 2018)**

- Served on executive leadership team for YES Prep, an organization with more than 12,500 students; 1400 employees and \$130 million annual operating budget. Contribute to organizational strategy; budget-setting; leadership development; talent management; and overall leadership of YES Prep
- Accountable for annual and capital fundraising goals totaling \$9.5M
- Built and sustained relationships with diverse portfolio of 800+ individual and institutional investors
- Managed preparation for YES Prep Board of Directors meetings: set agendas, in collaboration with Board chair; designed and prepared Board packages; prepared CEO and Board chair for effective facilitation of meetings; set and managed the Board calendar including Committee meetings; ensured compliance with all aspects of Texas Open Meetings Act and other relevant requirements for public school boards
- Provide staff leadership for Nominations & Governance Committee for Board of Directors
- Set vision and implemented new system for using technology; timely data reports; and standards processes to achieve fundraising goals while maintaining a lean staff
- Collaborate with Chief Financial Officer and Board Finance Committee to set and monitor fundraising goals and manage gifts with the highest standards of financial integrity

**EXECUTIVE VICE PRESIDENT, STRATEGY & ADVANCEMENT (2016-17)**

- Led strategy evaluation culminating in Board approval to expand YES Prep's model into elementary schools. Analyzed qualitative and quantitative data; planned and led workshops with Board members; engaged with diverse stakeholders within YES Prep including parents and teachers
- Managed preparation for YES Prep Board of Directors meetings
- Raised \$9.1 million for annual operating and capital projects
- Launched a YES Prep Board of Trustees to strengthen communications and relationships with significant individual and institutional investors
- Managed legal and compliance functions; coordinated with external legal counsel on various matters

**EXECUTIVE DIRECTOR – *INTERIM* (2015 – 2016)**

- Appointed by Board of Directors to serve as co-President of YES Prep during national search for Chief Executive Officer
- Led, with now-CEO Mark DiBella, a comprehensive strategic review of the organization, culminating in Board adoption of a new vision; 5-year goal; strategic priorities; and metrics to evaluate organizational performance
- Managed Finance team including oversight of annual audit; financing packages for capital projects; management of the Finance Committee; and budget process. Led successful search process for new Chief Financial Officer (2016)
- Directed design and implementation of a new strategic financial model, including supporting business processes
- Directed comprehensive risk assessment; implemented new approach to risk management and compliance; established a new compliance / risk function within organization
- Maintained positive; transparent; and trust-based relationships with YES Prep investors during a time of significant transition for the organization
- Achieved annual fundraising goal of \$6 million

**VICE PRESIDENT FOR ADVANCEMENT (2012 – 2015)**

- Designed and executed a \$55 million growth capital campaign to fuel YES Prep's growth to 20 schools with the capacity to serve 20,000 students in Houston
- Secured funding commitments totaling \$35 million in first year of campaign
- Led annual strategic planning process; supported critical revisions to strategic financial model; developed comprehensive business plan for external stakeholders

**EDUCATION PIONEERS**

**2010 – 2012**

**MANAGING DIRECTOR, HOUSTON REGION**

- Launched new region operations and built program reputation across Houston
- Achieved 100% of program performance targets; grew program by 50%
- Built and maintained trust-based relationships with 20+ senior leaders at Houston school districts; charter school systems, and nonprofit organizations.
- Led review of national organization's 3-year strategy and business model (appointed by CEO and accountable for outcomes to Board of Directors)
- Exceeded annual fundraising goals
- Developed and led eight-member Board of Advisors; hired and built a high-performing team

**MCKINSEY & COMPANY**

**2008 – 2010**

**ASSOCIATE**

- Served private and public sector clients on strategic and organizational issues
- Managed senior client teams of 3 – 8 individuals to solve complex, ambiguous problems
- Designed and performed quantitative and qualitative analytics in fast-paced engagements
- Completed 9-week accelerated MBA program in microeconomics, accounting, finance, operations, and strategy

**RICE UNIVERSITY****2002 – 2008****GRADUATE RESEARCHER & INSTRUCTOR**

- Designed and executed original research project. Analyzed and synthesized research; developed critical thesis and authored 400-page manuscript.
- Published articles, essays, and book reviews in peer-reviewed professional journals and books.
- Designed and taught introductory courses on U.S. history and history of U.S. foreign policy

**S.F. AUSTIN HIGH SCHOOL, FORT BEND ISD****1998 – 2001****TEACHER AND CURRICULUM SPECIALIST**

- Taught U.S. History and other subjects. Students achieved 94% pass rate on Advanced Placement exam (2001)
- Planned and executed professional development workshops for teachers across district
- Earned campus award for distinguished service (2001); authored and won \$10,000 Fulbright grant
- Coached Academic Decathlon team and sponsored multiple student organizations

**EDUCATION****RICE UNIVERSITY****2008****Doctorate, History**

- Received Gardner prize for best dissertation written in the field of humanities; received Barbara Field Kennedy Prize in American History
- Awarded numerous competitive research fellowships
- Served on University Council; Baker Institute Student Forum; and as admissions reader

**RICE UNIVERSITY****1998****Bachelor of Arts, Sociology and Political Science, *magna cum laude***

- Completed Rice University's Teacher Education program; hold current Texas teaching certificate
- Earned Weber-Durkheim Prize for top sociology undergraduate student
- Earned Donald I. Wood Award for Excellence in Teaching
- Served as a volunteer mentor in HISD's Austin High School

**SERVICE AND COMMUNITY LEADERSHIP**

- Board member, Thrive with Autism (2020 – present)
- Advisory Council member, YES Prep Public Schools (2018 – present)
- Advisory Board member, Beta Academy Charter School (2020 – present)
- Board member, Rice University Career Development Center (2016 – 2018)
- Board member, Prelude Music Foundation (2016 – 2018)
- Board member, Writers in the Schools (2010 – 2012)
- Evaluator, Walton Family Foundation, start-up charter funding
- [REDACTED]

# GENERATION 26 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

Thrive Center for Success

Name of Sponsoring Entity:

Thrive with Autism

## BACKGROUND

Full Legal Name:

STEPHANNE HOPE DAVENPORT

Home Mailing Address:

409 S RIVERSHIRE, CONROE, TX 77304

Phone Number:

936.537.2926

E-mail Address:

Business Name:

MHW REAL ESTATE

Business Mailing Address:

336 N MAIN STREET, SUITE 214, CONROE, TX 77301

Business Phone Number:

281.651.4898

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☒ Yes

☐ No, does not apply to me

If Yes, state the name of the entity:

THRIVE WITH AUTISM FOUNDATION

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?

As a former public servant in Montgomery County, TX, I have seen a need for a focused environment for children on the spectrum.

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

Our role, as board members, will be to hire well qualified Superintendent to direct and facilitate the daily operations of the charter school. The boards role will involve maintaining the school's vision and mission, provide leadership, ensuring the school complies with applicable laws.

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

I have served on multiple non profit boards over the span of 17 years, providing insight and guidance and understanding how to work with the CEO/Director without overstepping my role.

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

With close to 20 years in the private and public sector, I believe my financial background and leadership would be an asset to the charter school.

## SCHOOL MISSION AND PROGRAM

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

The school's mission it to provide a tuition-free program regardless of financial standing while giving access to high-quality education and therapies.

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

The school will offer a general education curriculum based on the TEKS and crafted to meet both the Academic and Functional goals for all students.

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

A successful school has a balanced budget while also being able to meet academic standards and academic goals.

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

The success of the students will reflect the success of the school and it's mission.

## GOVERNANCE

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

The board will establish effective and efficient structure, provide support to ensure accountability and provide the leadership necessary as advocates for children, the charter school and education.

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

The success of the school will be reflected in our ability to meet the academic standards set by the state and that the school was able to stay within the confines of the budget.

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

We anticipate the school to be self-sustaining that has exceeded the expectations of the students and parents and meeting the mission of Thrive with Autism.

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

The board must keep their fiduciary duties on the forefront, while supporting the staff and students. Engaging the community and being an advocate for the school was also help ensure the success of the charter 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?

I believe transparency is key. Speaking with the individual board member first and then voicing my concerns with the President of the Board. If the prior two meetings did not resolve the issue, I would engage the TEA.

## DISCLOSURES

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

☒ Yes

☐ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

I have been working with the members of the board on the Thrive Foundation.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes

☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

4. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors, or agents of that provider.

☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes

☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.

6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Yes

☐ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

Thrive with Autism Foundation will offer services such as recreational activities, support groups.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

N/A

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

N/A

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

☐ Yes

☒ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.



11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10.) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, provide information relating to the matter(s).

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

## CERTIFICATION

I, Stephano Davenport

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

Stephano Davenport

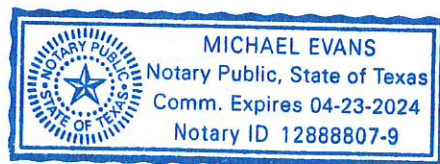
Date

1-10-21

Notary:

[Signature]

Michael Evans



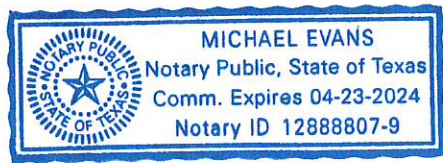
Verification

STATE OF TEXAS

COUNTY OF Montgomery

On this day, Stephane Davenport appeared before me the undersigned notary public and executed the TEA's Generation 26 Board Member Biographical Affidavit and stated that the statements answered therein are true and correct to the best of affiant's knowledge and belief.

Subscribed and sworn to me on the 19 day of January 2021



[Signature]  
Notary Public

My commission expires: 4/23/2024

# STEPHANNE DAVENPORT

409 S RIVERSHIRE, CONROE, TX 77304 · 936.537.2926

## PROFILE

RESULTS FOCUSED, QUALITY DRIVEN LEADER WITH PROFICIENCY IN HANDLING ACCOUNTING SYSTEMS AND FINANCE. ENJOYS PROJECT MANAGEMENT AND TAKES PRIDE IN TROUBLE SHOOTING AND RESOLUTIONS. DEMONSTRATES CONSISTENT ACHIEVEMENT OF OBJECTIVES, STRONG MULTI-TASKING AND SERVICE SKILLS AND DEDICATION TO STRUCTURAL GOALS. ANALYTICAL AND LOGICAL THINKER KNOWN FOR HANDLING HIGH-STRESS SITUATIONS WITH INTEGRITY. A TEAM PLAYER WITH INTERPERSONAL AND COMMUNICATION SKILLS, CAPABLE OF EFFECTIVELY COMMUNICATING DIRECTION AND COMMITTING PEOPLE TO THE ACTION.

## EXPERIENCE

### 2019 - PRESENT

#### CHIEF FINANCIAL OFFICER, MHW REAL ESTATE

- MANAGE AND DIRECT FINANCIAL ACTIONS OF THE COMPANY.
- IMPROVED THE COMPANIES' FINANCIAL STANDINGS BY ANALYZING AND IDENTIFYING STRENGTHS AND WEAKNESSES AND IMPREMENTING CORRECTIVE ACTION.
- PROVIDE LEADERSHIP THROUGH STRATEGIES, TACTICAL PLANS, COMMUNICATION PROTOCOLS AND REPORTING STRUCTURES, WHICH HAS LEAD TO INCREASED SALES, HIGHER MARGINS AND SUCCESSFUL COMPLETION OF PROJECTS.

### 2013 - 2018

#### COUNTY TREASURER, MONTGOMERY COUNTY, TEXAS

- REDUCED STAFF AND REDUCED THE DEPARTMENT BUDGET BY 7.2% THROUGH AN EXTENSIVE CROSS-TRAINING PROJECT WITH THE TEAM.
- IMPLANTED NEW COUNTYWIDE POLICIES FOR CASH HANDLING AND ACCOUNTS PAYMENT TO INCREASE INTERNAL CONTROLS AND PROTECT THE COUNTY.
- DEVELOPED COUNTYWIDE PERSONNEL WORKSHOPS TO IMPROVE COMMUNICATIONS AND TO EDUCATE DEPARTMENT HEADS AND ELECTED OFFICIALS REGARDING CURRENT PERSONNEL & PAYROLL RULES AND REGULATIONS.

### 2010 - 2013

#### PAYROLL MANAGER, MONTGOMERY COUNTY, TEXAS

- FACILITATED & PROCESSED PAYROLL FOR 2200 COUNTY EMPLOYEES, ENSURING ACCURACY AND TIMELY FILING FOR ALL GOVERNMENT AND STATE REPORTING
- WORKED WITH 63 DEPARTMENTS TO COORDINATE BI-WEEKLY PAYROLL
- REDUCED THE PROCESSING TIME FOR PAYROLL 20% BY IDENTIFYING OPPORTUNITIES TO STREAMLINE PROCESSES
- NAMED 2011 "EMPLOYEE OF THE YEAR."

2002 - 2009

**ACCOUNTING MANAGER, STEVE C DAVIS, CPA**

- MADE RECOMMENDATIONS FOR DEVELOPING AND MAINTAINING ACCOUNTING PRINCIPLES , PRACTICES AND PROCEDURES TO ENSURE ACCURATE AND TIMELY FINANCIAL REPORTING.
- DIRECTED ALL BOOKKEEPING FUNCTIONS FOR THE 4 PERSON COMPANY, INCLUDING: A/R & A/P, PAYROLL, JOURNAL ENTRIES, BILLING & COLLECTIONS.
- RECONCILED AND BALANCED ALL ACCOUNTS, PROCESSED PAYROLL FOR 30 CUSTOMERS AND PREPARED ALL REQUIRED STATE AND FEDERAL TAX PAYMENTS AND REPORTING.

## EDUCATION

DECEMBER 1997

**ASSOCIATES OF ARTS AND APPLIED SCIENCE, NORTH HARRIS MONTGOMERY COMMUNITY COLLEGE**

## ACTIVITIES

I VALUE THE COMMUNITY AND HAVE A PROVEN RECORD OF SUPPORTING AND INVESTING IN MONTGOMERY COUNTY.

2005 - 2019

VICE PRESIDENT & FOUNDING MEMBER, MCABW

2013 – 2017

TREASURER, TEXAS NEW COMMUNITY ALLIANCE

2017 – 2019

TREASURER, CONROE NOON LIONS CLUB

2017 – 2019

VICE PRESIDENT, MONTGOMERY COUNTY WOMEN OF DISTINCTION

2017 – PRESENT

SECRETARY, THE WOODLANDS CHARITIES

2020 – PRESENT

TREASURER, THRIVE WITH AUTISM FOUNDATION



## GENERATION 26 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

Thrive Center for Success

Name of Sponsoring Entity:

Thrive with Autism

### BACKGROUND

Full Legal Name:

Ronny Dean Knox

Home Mailing Address:

4202 Ridgebrook Drive Nacogdoches TX 75965

Phone Number:

936-615-3363

E-mail Address:

Business Name:

Sam Houston State University

Business Mailing Address:

1908 Bobby K. Marks Drive Huntsville TX 77341

Business Phone Number:

936-294-3347

Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.

☐ Yes

☒ No, does not apply to me

If Yes, state the name of the entity:

### RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

1. What was your motivation to serve on the board of the proposed charter school?

After 33 years in public education I see the need for a more scripted, research-based program for students with autism that the traditional public school has not been able to provide and that parents who do not have funds cannot access the private entities that provide those services.

I believe in the mission and vision of the Thrive Center for Success. It will be a place where the individual needs of the student can be met but also offer a socialization aspect that many of the students miss in a more traditional setting. For these reasons I serve as a board member of Thrive with Autism.



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

I believe my role is to hire a highly-qualified Superintendent/CEO to manage the day-to-day operations of the school. My duties will be to approve the budget and set policies for the school and serve as an advisor at the Superintendent's request. I also feel that I have a duty to promote the positive image of the school in the community.

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

I have been in public education for the past 33 years. I have served as a Central Office and Campus administrator for much of that time. I understand the line between governance and management. I feel I can give insight of the proper role of a board and help others "stay in their lane".

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

I have been a school superintendent for the past five years. I have several years of experience at the Principal and Associate Superintendent level in both curriculum and budget. I believe my work experience would be a great asset to the board.

## **SCHOOL MISSION AND PROGRAM**

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

I believe in the Thrive with Autism mission of the school to offer students a high quality, innovative environment supplemented by research-based behavior strategies and therapies to help each student reach his/her full potential.

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

The goal of the school will be to provide an educational program that incorporates Applied Behavior Analysis (ABA) combined with Comprehensive Application of Behavior Analysis to Schooling (CABAS) to create a unique way to present the Texas Essential Knowledge and Skills (TEKS) to each of the children in an individualized way utilizing highly-qualified staff in a low student to teacher ratio.

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

The successful school understands the importance of maintaining fiscal responsibility to ensure it can present its students with the best resources and quality staff. Having the quality staff and necessary resources, a successful school is one that is able to craft the learning experience for each child so that when that child leaves the campus they are able to function in the community. The successful school also engages the parents and the community in the learning process so that school, parents, and community become facilitators for the student's success.



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

First, all students will make progress in class both academically and functionally as well as function successfully when in a variety of social settings. Second, parents will feel welcome and become ambassadors for the school. Finally, there will be a "wait list" because of the great reputation the school has earned by serving students well.

## GOVERNANCE

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

The role of the board is to hire the superintendent, establish policy, and adopt a budget. Under HB 3 the board is also encouraged to play an active role in the learning process by actively monitoring the Academic Goals and Plans presented by the administration.

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

The school will be successful at the end of the first year of operation if they have done the following: 1) met the academic standards required by the state; 2) met the financial standards required by Charter First; and 3) maintained an enrollment that is both able to sustain the school and is recognized for progress in the community.

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

At the end of the fourth year the school should be able to financially provide for its needs, maintain a consistent high level of enrollment, and is eligible for a charter renewal.

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

The school must maintain a sound financial system that is able to sustain the academic and functional goals for each student. The board must support the administration and teachers. The administration and teachers must make parents and community part of the learning process.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interest of the school?

I would first share my concerns with the individual board member to ensure that I had the "picture" correct. If the discussion confirmed my concerns I would share with the board president and superintendent. If we were not able to correct the behavior locally I would reach out to our Service Center for possible more board training. If that did not rectify the situation I would contact the Governance division of TEA.



## DISCLOSURES

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

☒ Yes

☐ No, I/we do not know these individuals

If yes, describe the precise nature of your relationship.

We have been working on this idea of a Charter School with each other for the last year.

2. Indicate whether you (or your spouse) knows any person who is, or has been in the last two years, a school employee.

☐ Yes

☒ No, I/we do not know any such employees

If yes, describe the precise nature of your relationship.

3. Indicate whether you (or your spouse) knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity).

☒ Yes

☐ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship and the nature of the business that such person(s) or entity is transacting or will be transacting with the school.

I have worked on the application with a person who is a BCBA and a person who is a BCaBA. Both may be employed by the school when it opens.

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, owners, directors, or agents of that provider.

Not applicable because the school does not intend to contract with an education service provider or school management organization.

☐ Yes

☒ No, I/we do not know any such persons

If yes, describe the precise nature of your relationship.

5. If the school intends to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider.

☐ Yes

☒ No, I/we or my family do not anticipate conducting any such business.

If yes, describe the precise nature of your relationship.



6. Indicate whether you, your spouse, or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Yes

☐ Does not apply to me, my spouse, or family.

If yes, describe the precise nature of your relationship.

Thrive with Autism Foundation will offer support services in the areas of recreational activities, insurance-based therapy, support groups and vocational training.

7. List all business or organizations of which you are a partner or in which you have a majority interest.

N/A

8. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters including dates, charter schools/charter holders, addresses and positions held.

Sam Houston State University Charter School - Superintendent - July 2015 to Present

9. Will you be employed by or contract with the sponsoring entity, the charter school, or the management company of the school?

☐ Yes

☒ Does not apply to me.

If yes, state the compensation you expect to receive.

10. Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or with the third degree of affinity (i.e., your spouse or your spouse's parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) a member of the governing body of the sponsoring entity or of the governing body of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

11. Will any relative(s) within the third degree of consanguinity or affinity (See definition in question 10) be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

☐ Yes

☒ Does not apply to me.

If yes, provide information relating to the matter(s).

12. Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offence listed in TEC § 37.007(a); or an offence listed in Article 62.01(5) Code of Criminal Procedure?

☐ Yes

☒ Does not apply to me.

If yes, describe the precise nature of your relationship.

## CERTIFICATION

I, Ronny D. Knox

certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature

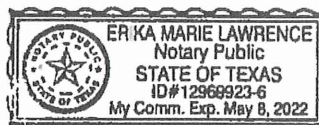
R. D. Knox

Date

1/14/2021

Erika Lawrence

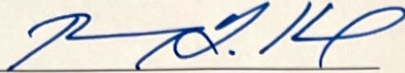
Erika Lawrence





**CERTIFICATION**

I, Ronny D. Knox certify to the best of my knowledge and ability that the information I am providing to the Texas Education Agency as a board member is true and correct in every respect.

Signature 

Date 1/19/2021


Verification

**STATE OF TEXAS**

**COUNTY OF** Walker

On this day, Ronny Knox appeared before me the undersigned notary public and executed the TEA's Generation 26 Board Member Biographical Affidavit and stated that the statements answered therein are true and correct to the best of affiant's knowledge and belief.

Subscribed and sworn to me on the 19 day of January 2021.

  
Notary Public



My commission expires: 05/08/2022

# Dr. Ronny Dean Knox

## PROFESSIONAL ADDRESS

Sam Houston State University  
Eleanor & Charles Garrett Teacher Education Center  
1908 Bobby K Marks Drive  
Huntsville, Texas 77341  
Office Telephone: (936) 294-3338  
Email: [rdk012@shsu.edu](mailto:rdk012@shsu.edu)

## EXECUTIVE PROFILE

As a leader in Educational Administration I have built my practice on three core principles: 1) teaching for all; 2) learning for all; and 3) respect for all. These guiding principles have served me well in establishing and implementing successful 21<sup>st</sup> century systems in the academic and fiscal domains of the public and private schools I have served. My success as a leader in education has always been and will continue to be based on the premise of establishing a collaborative educational environment that will sustain itself regardless of who is leading.

## AREAS OF EXPERTISE

Strategic Planning Process and Implementation	Differentiated Curriculum Implementation
Fiscal Funding of New Campuses	Rigor and Relevance Training for Teachers
Construction and Design of 21 <sup>st</sup> Century Schools	Principal Development
Capacity Building for Emerging Communities	Classroom Management Techniques
Instructional Technology	Pedagogy Development

## CORE ACCOMPLISHMENTS

- Educational Leadership
  - Trained several aspiring administrators at the University level
  - Helped establish a "grow your own" Leadership Academy for the district
  - Mentored several "sitting" Principals through Improvement Plans
  - Chaired several Strategic Teams of educators and community members
- Academic Performance Management
  - Led restructuring of Core Curriculum and Assessments
  - Conducted Professional Development Conferences on Rigor and Relevance
  - Coordinated District and Campus teams in Capacity Building Instructional Plans
  - Directed the Pedagogy Development for Standards-based Instructional Model
- Administrative and Fiscal Management
  - Guided District to highest fiscal accountability standard given by state
  - Oversaw the recruiting and retention of district personnel
  - Supervised the structuring of financial solvency for all district and campus budgets
  - Facilitated the Construction and Design teams for new Private School

## **EDUCATION**

### **EDD, 2013**

Stephen F Austin State University  
Specialization/Major: Educational Leadership  
Dissertation: The School to Prison Pipeline: Are Discipline Alternative Education Programs the Pump Stations?

### **Superintendent Certification, 2010**

Stephen F Austin State University

### **MED, 1999**

University of Houston - Victoria  
Specialization/Major: Mid-Management Administration

### **BA, 1990**

University of Houston - Victoria  
Specialization/Major: Education – Secondary English and Secondary History

## **HONORS & AWARDS**

Paul Harris Fellow – 2015  
T.P. & Jennie Lou White School Administrator Award – 2013  
Glennadene McKibben Outstanding Education Award – 2012/2013 Academic Year  
Who's Who Among American Teachers - 1997

## **PROFESSIONAL EMPLOYMENT**

### **Superintendent**

Sam Houston State University Charter School, July 2016 – Present

My role is to oversee operations for multiple sites and partnerships with our various private entities. I give formal supervision and evaluative feedback to administration, faculty, and support staff. I am also responsible for the fiscal operation of the SHSU Charter School District. I serve as the liaison between the SHSU Charter School and the SHSU College of Education.

### **Associate Superintendent of Business and Operations**

Nacogdoches ISD, May 2013 – July 2016

My role was to oversee the fiscal operations of the district, which included budget and purchasing. I also supervised the Department of Student Nutrition, Department of Technology, and Department of Communications. The PEIMS for the district was also under my supervision. The district currently had 946 employees with an operating budget of \$50 million.

### **Assistant Superintendent for Secondary Schools**

Nacogdoches ISD, July 2010 – May 2013

My role was to ensure academic success for all Secondary Schools in NISD. I supervised 10 district directors and coordinators, 4 principals, and I was responsible for effective curriculum/instruction and district professional development. I managed a Curriculum and Instruction operating budget of \$23 million. I also supervised all special programs including Title and Special Education.

**Executive Director of Student Support Services**

Nacogdoches ISD, June 2006 – July 2010

My role was to supervise all support programs for the district. I had 138 employees and oversaw a budget of \$4.5 million. In this role I supervised the Department of Special Education, Department of Social Workers, Department of Guidance and Counseling, Department of School Health Services including all nurses, and Department of Library Sciences.

**District Special Education Coordinator**

Victoria ISD, June 2002 – May 2006

I supervised 75 special education personnel and the program implementation for a high school, alternative school, and two middle schools. Total student population was 4,500 with an operation budget for special programs of \$3.4 million.

**School Chancellor**

Faith Academy, July 2000 – May 2002

I was the Head of School for a private K-12 school in Victoria. The school had 300 students and an operating budget of \$500,000. I was responsible for 50 personnel as well as overseeing all extra-curricular activities. I also worked with curriculum teams and supervised the professional development programming.

**Principal**

Gonzales ISD, July 1998 – June 2000

I assumed duties as principal of the junior high school. The school had 700 students and an operating budget of \$2.4 million. I supervised 50 employees as well as the overall implementation of the curriculum and professional development. The school met state standards each year I was the principal.

**Vice - Principal**

Gonzales ISD, July 1996 – July 1998

I assumed vice - principal responsibilities at the high school that had 80 personnel and 850 students.

**Teacher/Coach**

Victoria ISD, August 1992 – June 1996

I taught the following courses while employed at Victoria High School: English I, Resource English, Resource Math, U. S. History, and AP Psychology. I also coached football, basketball, and baseball.

**Unit Supervisor**

ALCOA, June 1991 – July 1992

I supervised 40 employees in the Alumina processing division of the plant.

**Special Education Teacher**

Devereaux Foundation, July 1989 – May 1991

I taught elementary and high school students in a Residential Treatment Center.

## HIGHER ED TEACHING EXPERIENCE

### Sam Houston State University, Adjunct (2016 – Present)

CIED 5333 – *Roles and Responsibilities of Professional Educator*  
CIED 5383 – *Integrating Current Technology in Teaching*  
CIED 5390 – *Advanced Methods in Classroom Management and Discipline*  
CIED 5398 – *Internship in Secondary Teaching I*  
CIED 5399 – *Internship in Secondary Teaching II*  
EDAD 6378 – *Building Capacity for Teaching and Learning for Principals*  
EDAD 6381 – *School District Business and Financial Management*  
EDAD 6382 – *Human Resource Management*

### Stephen F. Austin State University, Adjunct (2014 - 2016)

AED 554 – *Principal Internship*  
AED 591 – *Action Research in Education*

## LICENSURES & CERTIFICATIONS

Superintendent (Standard)  
Mid-Management (Standard)  
Psychology (Standard)  
English 6-12 (Lifetime)  
History 6-12 (Lifetime)  
Generic Special Education (Lifetime)

## CONFERENCE PRESENTATIONS

Knox, R. (Presenter & Author), TASA/TCPEA Conference, *The School to Prison Pipeline: Are Discipline Alternative Programs the Pump Stations?* TASA, Austin, Texas. (January 27, 2015).

## PUBLICATIONS

Knox, R. & Martin, M. *Online Educator Preparation Programs: Perceptions of the Gatekeepers*. Preparing Educators for Online Learning. Eds. Hendricks, S. & Bailey, S. (2016).

## PROFESSIONAL MEMBERSHIPS

Association for Supervision and Curriculum Development, (July 2010 - Present).

Texas Association of School Administrators, (January 2010 - Present).

Phi Delta Kappa International, (2013 - Present).

Texas Association of School Business Officials, (2013 – Present)

## PROFESSIONAL SERVICE OR VOLUNTEER WORK

- Member of Texas Council of Administrators of Special Education (TCASE)
- Former Board Member of East Texas Autism Coalition
- Former Board Member of Nacogdoches County for Sexual Abuse Prevention

- Former President of Region 7 Special Education Director Cohort
- Former Executive Board Member of Healthy Nacogdoches Coalition
- Member of PDK
- Member Rotary Club of Nacogdoches
- Former Rotary Club of Nacogdoches Board of Directors
- Member ESC 6 Advisory Council
- Member ESC Board of Directors
- Member THRIVE with Autism Board of Directors

## **REFERENCES:**

Dr. Stacey Edmonson

Dean – College of Education

Sam Houston State University

1908 Bobby K Marks Drive

Huntsville TX 77341

(936) 294-1101

Dr. Fred S. Hayes

Deputy Superintendent

Southside ISD

1460 Martinez Losoya Road

San Antonio TX 78221

(210) 882-1600

Malinda Lindsey

Superintendent

Kennard ISD

304 State Highway 7E

Kennard TX 75847

(936) 665-2161



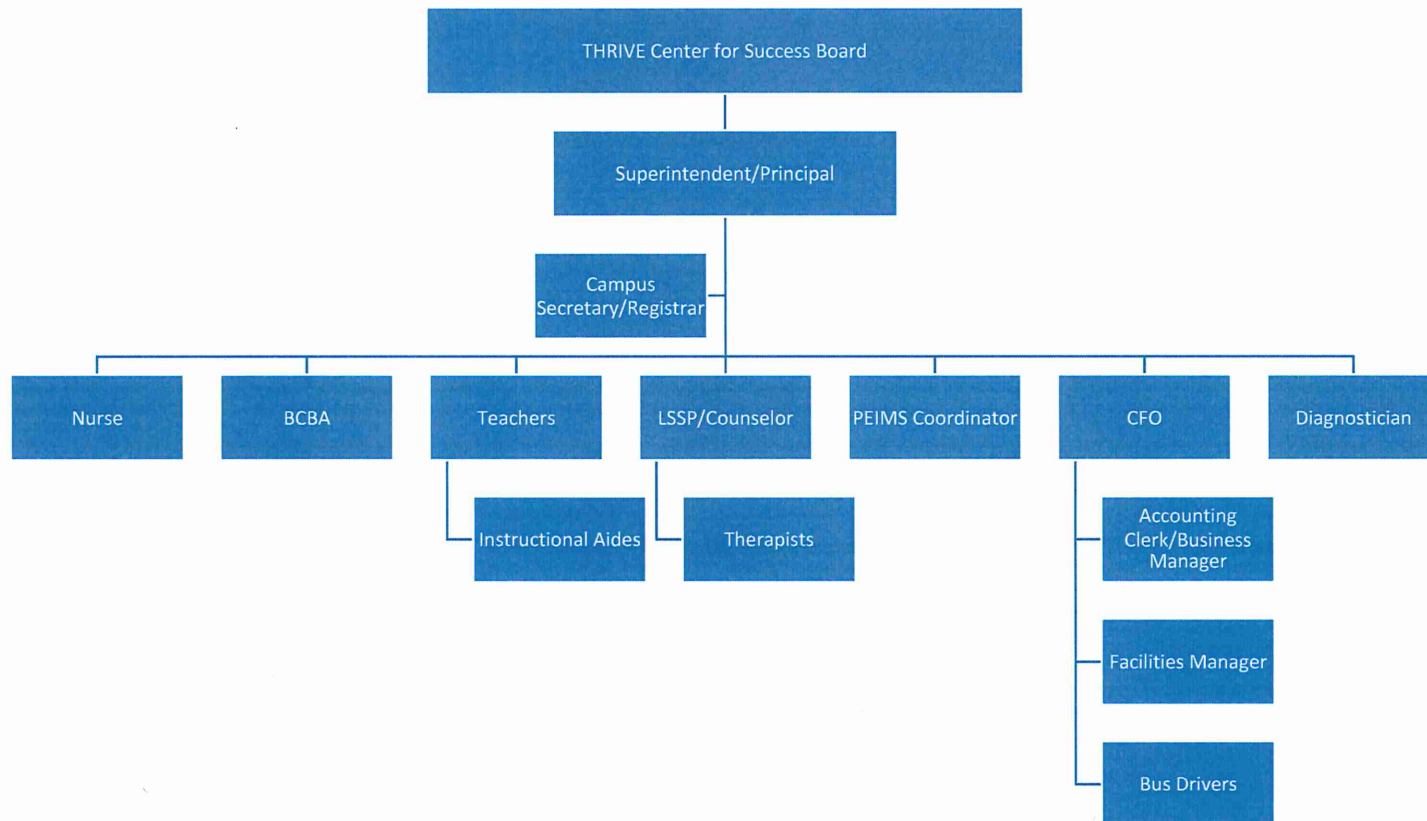
## **Attachment 13: Organizational Charts for Year 1, Year 3, and Full Capacity**

Submit three organizational charts that show the school's governance, management, and staffing structures: (1) the first organizational chart will represent the school's structure during Year 1; (2) the second chart will represent the school's structure during Year 3; and (3) the third 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, Year 3, and at full capacity.

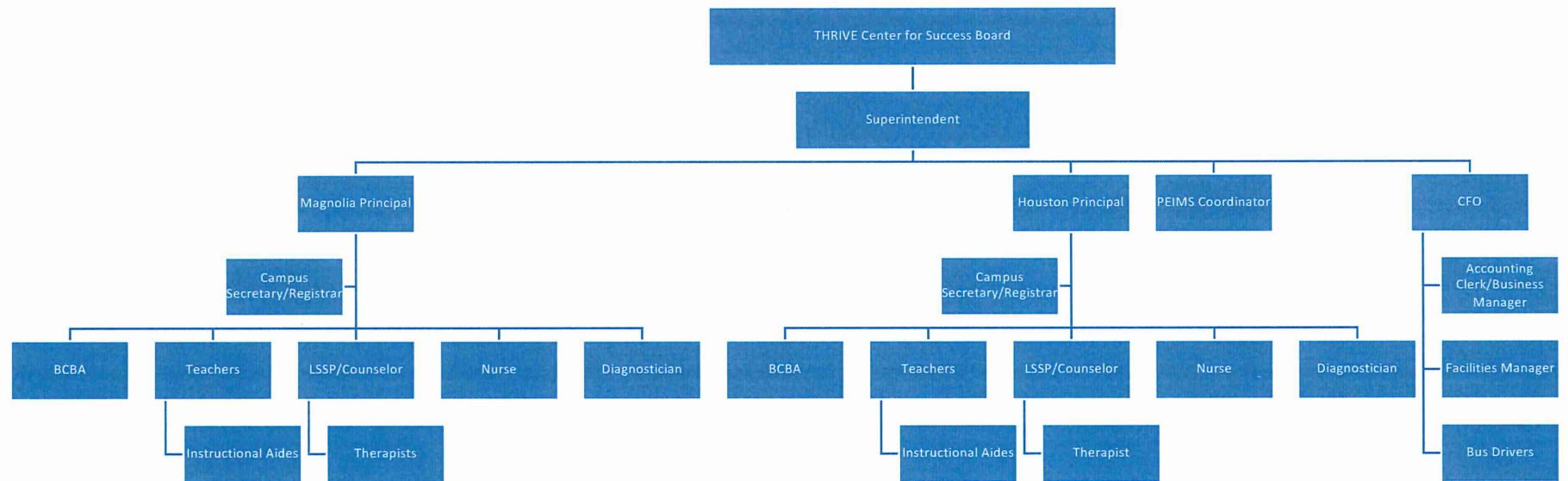
Each organizational chart must clearly delineate the roles and responsibilities of—and lines of authority and reporting among—the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. 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.

## YEAR 1 – 3 Organizational Chart



## YEAR 4 - 5 Organizational Chart



## **Attachment 14: Superintendent Evaluation Tool(s)**

Provide any superintendent evaluation tool(s) that have been locally developed. If using a TEA-recommended tool such as the Texas Association of School Boards' Superintendent Evaluation system, please state so and link in the narrative response. DO NOT attach.

Thrive Center for Success will use the TASBs' Superintendent Evaluation system.

<https://www.tasb.org/Services/board-development-services/Resources/Superintendent-Evaluation/documents/Superintendent-Evaluation-Instrument.docx>

## **Attachment 15: Résumé and Qualifications for Proposed Superintendent**

Complete **either** Attachment 15 or Attachment 16 depending on whether or not the superintendent has been selected.

Write "N/A" on the cover page of the attachment that is not completed.

**N/A**

## **Attachment 16: Job Description or Qualifications for Superintendent**

Complete **either** Attachment 15 or Attachment 16 depending on whether or not the superintendent has been selected.

Write "N/A" on the cover page of the attachment that is not completed.

**SOURCE:** these qualifications and job description come from multiple sources, including Thrive's Gen. 25 Application, TASB template and multiple public school job descriptions and job postings.

## **1. Superintendent\***

**Qualifications:** Ability to communicate the mission and vision of the school

**Education:** Hold a Master's Degree or greater from an accredited College/University

### **Special Skills:**

- Knowledge of how a school functions and understanding of the roles of the Board, superintendent and campus administration
- Ability to evaluate all programs based on effectiveness
- Ability to manage budget and personnel
- Ability to manage school-wide initiatives
- Ability to ensure policies are implemented
- Strong organizational, communication, public relations and interpersonal skills
- Ability to fundraise on behalf of the school
- Ability to handle conflict resolution both internally and externally
- Ability to manage operations of a school
- Understands or willing to learn and apply Texas Education Code
- Ability to plan and supervise staff and manage the school consistent with the rules of the TEA for a Charter School

### **Physical Abilities:**

- Be able to lift and carry 50 lbs
- Be able to stand for at least 30 minutes at a time
- Be able to type, read, and sit for extended time
- Be able to drive off site to meetings and events

### **Performance Expectations:**

- Provide the overall vision and operational guidance
- Provide supervision and direction to staff involved in instructional services to all students, and programs for special education, food service, transportation, Human Resources, and other operational needs.
- Provide a safe environment for all staff, students, and visitors.
- Work to accomplish all tasks assigned by the Board of Directors and assure all actions of the school comply with all state and federal regulations.
- TASB Superintendent Evaluation System <https://www.tasb.org/Services/board-development-services/Resources/Superintendent-Evaluation/documents/Superintendent-Evaluation-Instrument.docx>

### **Duties and Responsibilities:**

- Comply with all elements in the Charter Application for the position of Superintendent.
- Comply with all board policies and appropriate employee handbooks.
- Keep the Board informed of the condition of the charter's educational system; assure effective communication between the Board and the staff of the school system.
- Assist in the preparation of the agenda for the Board meetings, in consultation with the President of the Board.
- Prepare and submit recommendations to the Board on all matters requiring Board action, placing before the Board such necessary and helpful facts, information, and reports as needed to ensure the making of informed Board decisions

- Submit to the Board a clear and detailed explanation of any proposed procedure that would involve either departure from established policy or the expenditure of substantial sums.
- Develop and recommend to the Board objectives of the educational system; oversee the development of internal objectives, which support those of the Board.
- Develop and recommend to the Board a strategic plan consistent with population trends, cultural needs, and the appropriate use of charter facilities, and see to the development of long-range plans, which are consistent with Board objectives.
- Ensure that the campus is properly maintained and that adequate provision is made for the safety of students, employees, and other users of school facilities.
- Ensure the appropriate monitoring of campus property and infrastructure, employees' safety, and working conditions to ensure that appropriate risk management and asset control management strategies are employed.
- Ensure the development of specific administrative procedures and programs to implement the intent established by Board policies, directives and formal actions.
- Maintain current and actionable knowledge of any developments in state, federal, and local laws and public policy affecting education.
- Ensure the execution of all decisions of the Board.
- Ensure that sound plans of organization, educational programs and services are developed and maintained for the Board.
- Maintain adequate records for the school, including a system of financial accounts, business property records, personnel records, school population and scholastic records.
- Act as custodian of such records and all contracts, securities, documents, title papers, books of records, and other papers belonging to the and to serve as custodian of all minutes and records of the Board.
- Directly responsible for news releases and/or items of public interest emanating from all campus employees that pertain to education matters, policies, procedures, school-related incidents or events.
- Provide for the optimum use of the staff.
- Ensure that the campus is staffed with competent employees, who are delegated authority commensurate with their responsibilities.
- Define the duties of all.
- Support staff development and other professional development programs.
- Perform duties established by the Board regarding the recommendation, employment, suspension, and dismissal of employees.
- Assign and reassign all personnel; exercise final authority for educators because of enrollment shifts or program changes.
- Direct and supervise the staff evaluation program.
- Develop and recommend pay systems; recommend pay increases or adjustments for personnel.
- Oversee the development throughout the campus of high standards of performance in educational achievement, use and development of personnel, public responsibilities, and operating efficiency.
- Ensure a favorable educational environment through the implementation of an equitable and efficient system of student behavioral management.
- Collaborate with staff, Board, and community support in planning and implementing support services for students.
- Promote and exhibit a positive work environment that fosters high staff morale and excellence within the campus.



- Provide leadership in facilitating effective relations with employee organizations; assume ultimate responsibility for collective negotiations with employees of the campus.
- Direct and supervise all financial accounting and ensure that funds are expended legally, in accordance with the approved budget, and controlled effectively.
- Ensure that all funds, physical assets, and other property of the campus are appropriately safeguarded and administered.
- Ensure campus compliance with all applicable state and federal requirements.
- Accurately prepare and submit in a timely manner any and all reports required by the Board, Texas Education Agency (TEA), other federal and state agencies, and any records subpoenaed by a court of law.
- Develop and implement effective communication between the schools and community; promote community support and involvement with the schools.
- Serve as liaison to establish and maintain relationships with other school Districts, Colleges, Universities, Texas Education Agency (TEA), and the State Board of Education (SBOE).
- Act on discretion in cases where action is necessary on any matter not covered by Board policy or directive.
- Report such action to the Board as soon as practicable and recommend policy in order to provide guidance in the future.
- Serve as the public face of the school in the community.
- Establish and implement, with the assistance of the Board, an ongoing fundraising plan.
- Pursue personal professional development through academic reading, attending conferences, and being an active member of professional learning organizations in the education field.
- Perform related duties assigned by action of the Board.

#### **TIMELINE:**

**Timeline:** Will begin hiring process of Superintendent about 9 months prior to opening of second campus in Fall 2025, actively seeking out qualified candidates, via networking, charter events, and by seeking out retired principals, and current principals for recommendations. In addition, seeking out experienced APs that are ready for the role of principal will be considered. The candidates will be interviewed by the Thrive With Autism Board, soon to be the Thrive Center for Success charter school board. Board members will vote on the candidates and select the candidate with the most votes. The timeline end date will be in January 2025.

## **2. SUPERINTENDENT/PRINCIPAL:\***

#### **ROLES:**

The Superintendent/Principal will report directly to the Board. The Superintendent/Principal at Thrive Center for Success will be the school leader. The Superintendent/Principal will be leading the teachers, students, and staff members, handling student discipline, developing and implementing school programs, and hiring and evaluating teachers. In addition, our Superintendent/Principal will have a strong affinity for teaching children and helping them succeed and be passionate about the educational system.

#### **RESPONSIBILITIES:**

- Oversee the entire operations of the school
- Maintain an updated school curriculum reflective of the adopted education system
- Make decisions on departments and funding options

- Explore ways to improve the efficiency of education and quality in the school
- Make necessary decisions to hire and fire teachers and support staff
- Ensure school policies and regulations are followed at all times
- Maintain a supportive and healthy learning environment
- Set a good example for children for positive development
- Ensure compliance with school district policies and procedures.
- Hire, orient, train, supervise and evaluate teaching staff.
- Ensure that the classroom curriculum is appropriate and meet the needs of each student.
- Supervise behavior management program.
- Transition of new students into school programs.
- Develop extracurricular programs.
- Serve as coordinator of an interdisciplinary team.
- Attend student Individual Education Program (IEP's) or send an administrative designee.
- Serve as liaison to parents and the school district.
- Coordinate with transportation carrier.
- Oversee outcome evaluation study to ensure the program is achieving its goals.
- Drive change by working alongside staff and students to improve academic and behavioral achievement and support the overall learning environment.
- Support the school-wide initiatives that focus on teacher development, implementation of PBIS, and the TEKS
- Work in collaboration with the Head BCBA to support the daily responsibilities of the school and assist with the supervision and outcomes of all aspects of programming
- Build high performing teams that work within the program model, provide professional development and effectively supervise staff in order to improve student learning and academic achievement.
- Maintain excellent communication to build and maintain positive relationships with parents, districts, and community on a regular basis.
- Take the lead in crisis situations.

#### **QUALIFICATIONS/CRITERIA:**

- Master's degree in education administration or special education preferred
- BCBA preferred
- Bilingual preferred
- Minimum 3 years experience as a classroom teacher or 3 years of a combination of teaching and school administrative experience required
- Experience working with students with ASD, learning differences, ADHD and/or behavioral challenges
- Valid Texas Teaching Certification EC-8; Special Education EC-12 preferred
- Valid Texas Principal as Instructional Leader Certification preferred
- Strong understanding of laws and regulations affecting educational institutions
- Working knowledge of financial budgeting and facilities management
- Pass state background check
- Exceptional communication and presentation skills
- This position requires a strong knowledge of students with disabilities
- Excellent organization, time management, and follow-up skills
- IEP expertise is preferred
- Acute attention to detail
- Knowledge of TEKS

- Excellent interpersonal and communication skills, with demonstrated ability to speak and write clearly and persuasively
- Exceptional problem-solving, critical-thinking, and strategic planning skills
- Ability to successfully handle multiple projects concurrently
- Demonstrated ability to be self-directed and take initiative
- Ability to learn quickly and to be effective in a fast-paced, dynamic, and team focused environment

**PERFORMANCE EXPECTATIONS:**

<https://tpess.org/principal/standards/>

**TIMELINE:**

The timeline for hiring the superintendent/principal of Thrive Center for Success would begin as early as February 2021, actively seeking out qualified candidates, via networking, charter events, and by seeking out retired principals, and current principals for recommendations. In addition, seeking out experienced APs that are ready for the role of principal will be considered. The candidates will be interviewed by the Thrive With Autism Board, soon to be the Thrive Center for Success charter school board. Board members will vote on the candidates and select the candidate with the most votes. The timeline end will be in September 2021.

\*SOURCE: these qualifications and job description come from multiple sources, including Thrive's Gen. 25 Application, TASB template and multiple public school job descriptions and job postings.

## **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.

**N/A**

## **Attachment 18: Job Descriptions or Qualifications for Instructional Leadership Team**

Provide all job descriptions or qualifications of the instructional leadership team members who have not yet been selected. If some of the instructional leadership team members have been selected, but some have not, complete Attachment 18 for those who have been selected and complete this Attachment for positions without identified candidates.

Supplemental human resources information forms (Attachment 23) are required for each position on the staffing chart. If all applicable information related to a specific position's job description is included on those forms, include a note on this attachment that lists the relevant instructional leadership team position together with a reference to the appropriate page number in Attachment 23.

**SOURCE: these qualifications and job description come from multiple sources, including Thrive's Gen. 25 Application, TASB template and multiple public school job descriptions and job postings.**

## **1. SUPERINTENDENT/PRINCIPAL: \***

### **ROLES:**

The Superintendent/Principal will report directly to the Board. The Superintendent/Principal at Thrive Center for Success will be the school leader. The Superintendent/Principal will be leading the teachers, students, and staff members, handling student discipline, developing and implementing school programs, and hiring and evaluating teachers. In addition, our Superintendent/Principal will have a strong affinity for teaching children and helping them succeed and be passionate about the educational system.

### **RESPONSIBILITIES:**

- Oversee the entire operations of the school
- Maintain an updated school curriculum reflective of the adopted education system
- Make decisions on departments and funding options
- Explore ways to improve the efficiency of education and quality in the school
- Make necessary decisions to hire and fire teachers and support staff
- Ensure school policies and regulations are followed at all times
- Maintain a supportive and healthy learning environment
- Set a good example for children for positive development
- Ensure compliance with school district policies and procedures.
- Hire, orient, train, supervise and evaluate teaching staff.
- Ensure that the classroom curriculum is appropriate and meet the needs of each student.
- Supervise behavior management program.
- Transition of new students into school programs.
- Develop extracurricular programs.
- Serve as coordinator of interdisciplinary team.
- Attend student Individual Education Program (IEP's) or send an administrative designee.
- Serve as liaison to parents and school district.
- Coordinate with transportation carrier.
- Oversee outcome evaluation study to ensure program is achieving its goals.
- Drive change by working alongside staff and students to improve academic and behavioral achievement and support the overall learning environment.
- Support the school-wide initiatives that focus on teacher development, implementation of PBIS, and the TEKS
- Work in collaboration with the BCBA/Student Management to support the daily responsibilities of the school and assist with the supervision and outcomes of all aspects of programming
- Build high performing teams that work within the program model, provide professional development and effectively supervise staff in order to improve student learning and academic achievement.
- Maintain excellent communication to build and maintain positive relationships with parents, districts, and community on a regular basis.
- Take the lead in crisis situations.

### **QUALIFICATIONS/CRITERIA:**

- Master's degree in education administration or special education preferred
- BCBA preferred
- Bilingual preferred
- Minimum 3 years experience as a classroom teacher or 3 years of a combination of teaching and school administrative experience required

- Experience working with students with ASD, learning differences, ADHD and/or behavioral challenges
- Valid Texas Teaching Certification EC-8; Special Education EC-12 preferred
- Valid Texas Principal as Instructional Leader Certification preferred
- Strong understanding of laws and regulations affecting educational institutions
- Working knowledge of financial budgeting and facilities management
- Pass state background check
- Exceptional communication and presentation skills
- This position requires a strong knowledge of students with disabilities
- Excellent organization, time management, and follow-up skills
- IEP expertise is preferred
- Acute attention to detail
- Knowledge of TEKS
- Excellent interpersonal and communication skills, with demonstrated ability to speak and write clearly and persuasively
- Exceptional problem-solving, critical-thinking, and strategic planning skills
- Ability to successfully handle multiple projects concurrently
- Demonstrated ability to be self-directed and take initiative
- Ability to learn quickly and to be effective in a fast-paced, dynamic, and team focused environment

#### **PERFORMANCE EXPECTATIONS:**

<https://tpess.org/principal/standards/>

The Superintendent/Principal at Thrive Center for Success will ensure rigorous and aligned curriculum and assessment. This will be accomplished by implementing rigorous curricula and assessments aligned with state standards, including college and career readiness standards. The Superintendent/Principal will ensure effective instructional practices by helping develop high-quality instructional practices among your teachers that improve student performance. The Superintendent/Principal will ensure data-driven instruction and interventions by monitoring multiple forms of student data to inform instructional and intervention decisions, you contribute to maximizing student achievement. The Superintendent/Principal will maximize learning for all students by ensuring that effective instruction maximizes the growth of individual students, supports equity, and eliminates the achievement gap. The superintendent/principal will ensure targeted selection, placement, and retention of effective teachers and staff. The superintendent/principal will provide tailored staff development, feedback, and coaching by giving individualized feedback and appropriately aligned professional development opportunities. The superintendent/principal will implement collaborative structures and provide leadership opportunities for effective teachers and staff. The superintendent/principal will provide systematic evaluation and supervision by conducting rigorous evaluations of all staff using multiple data sources. The superintendent/principal will ensure resiliency and change management by remaining solution-oriented, treat challenges as opportunities, and support staff through changes. The superintendent/principal will make a commitment to ongoing learning by proactively seeking and acting on feedback, reflecting on personal growth areas while seeking development opportunities, and accepting responsibility for mistakes. The superintendent/principal will have strong communication and interpersonal skills. This will be accomplished by tailoring communication strategies to the audience and developing meaningful and positive relationships. The superintendent/principal will ensure ethical behavior by demonstrating the moral imperative to educate all children and follow the procedures of



your district by adhering to the Code of Ethics and Standard Practices for Texas Educators. The superintendent/principal will develop and implement a shared vision of high expectations for students and staff. The superintendent/principal will ensure a culture of high expectations by establishing and monitoring clear expectations for adult and student conduct and implementing social and emotional supports for students. The superintendent/principal will ensure intentional family and community engagement by engaging families and community members in student learning. The superintendent/principal will create an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students. The superintendent/principal will use a variety of student discipline techniques to meet the behavioral and academic needs of individual students. The superintendent/principal will engage in strategic planning by outlining and tracking clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes. The superintendent/principal will maximize learning time by implementing daily schedules and a school year calendar that plan for regular data-driven instruction cycles, giving students access to diverse and rigorous course offerings, and building in time for staff professional development. The superintendent/principal will employ tactical resource management by aligning resources with the needs of the school and effectively monitoring the impact on school goals. The superintendent/principal will ensure policy implementation and advocacy by collaborating with district staff to implement and advocate for district policies that meet the needs of students and staff.

#### **TIMELINE:**

The timeline for hiring the superintendent/principal of Thrive Center for Success would begin as early as February 2021, actively seeking out qualified candidates, via networking, charter events, and by seeking out retired principals, and current principals for recommendations. In addition, seeking out experienced APs that are ready for the role of principal will be considered. The candidates will be interviewed by the Thrive With Autism Board, soon to be the Thrive Center for Success charter school board. Board members will vote on the candidates and select the candidate with the most votes. The timeline end will be in September 2021.

## **2. Principal \***

JOB TITLE: Elementary School Principal

REPORTS TO: Superintendent

#### **Job Description:**

- The Elementary School Principal will direct, lead and manage instructional program and supervise operations and personnel at campus level.
- Provide leadership to ensure high standards of academic achievement.
- Oversee compliance with school policies and procedures, success of instructional programs, and operation of all campus activities.
- The Elementary School Principal must act with integrity, support organizational goals, demonstrate the ability to inspire, grow and motivate others, utilize feedback, drive for results and commit to championing the needs of the students, employees and overall school.

#### **QUALIFICATIONS:**

##### **Required:**

- Master's degree from an accredited College of University
- Valid Texas Principal Certification or other Administrative certification preferred

- Five years experience as a classroom teacher
- Three years successful experience in instructional leadership roles

Preferred:

- Five years experience as a campus administrator

#### SPECIAL KNOWLEDGE/SKILLS:

- Thorough understanding of school operations
- Ability to coordinate campus support operations
- Working knowledge of curriculum and instruction
- Ability to evaluate instructional program and teaching effectiveness
- Ability to manage budget and personnel
- Ability to coordinate campus functions
- Ability to interpret and apply policy, procedures, and data
- Strong leadership, organizational, communication, public relations, and interpersonal skills MAJOR

#### RESPONSIBILITIES AND DUTIES: Instructional Management

- Monitor instructional and managerial processes to ensure that program activities are related to student needs and program outcomes and use findings to take corrective actions.
- Regularly consult campus-level committees about planning, operation, supervision, and evaluation of campus education program. Include students and community representatives when appropriate.
- Provide instructional resources and materials to support teaching staff in accomplishing instructional goals.

#### School or Organization Morale

- Foster collegiality and team building among staff members. Encourage their active involvement in decision-making process.
- Provide for two-way communication with superintendent, staff, students, parents, and community. Communicate and promote expectations for high-level performance to staff and students. Recognize excellence and achievement.
- Ensure that effective and quick resolution of conflicts.

#### School or Organizational Improvement

- Build common vision for school improvement with staff. Direct planning activities and put programs in place with staff to ensure attainment of school's mission.
- Identify, analyze, and apply research findings (e.g., effective school correlates) to promote school improvement.
- Develop and set annual campus performance objectives for each of the Academic Excellence Indicators using the campus planning process and site-based decision making committee.
- Develop, maintain, and use information systems and records necessary to show campus progress on performance objectives addressing each Academic Excellence Indicator.

#### Personnel Management

- Interview, select, and orient new staff. Approve all personnel assigned to campus.
- Define expectations for staff performance with regard to instructional strategies, classroom management, and communication with the public.
- Observe employee performance, record observations, and conduct evaluation conferences with staff.
- Make recommendations to superintendent on termination, suspension, or non-renewal of employees assigned to campus.

#### Management of Fiscal, Administrative and Facilities Functions

- Comply with school policies and state and federal laws and regulations affecting the schools.
- Develop campus budgets based on documented program needs, estimated enrollments, personnel, and other fiscal needs. Keep programs within budget limits. Maintain fiscal control. Accurately report fiscal information.
- Compile, maintain, and file all physical and computerized reports, records, and other documents required including accurate and timely reports of maximum attendance to requisition textbooks.
- Manage use of school facilities. Supervise maintenance of facilities to ensure a clean, orderly, and safe campus.

#### Student Management

- Work with faculty and students to develop a student discipline management system that results in positive student behavior and enhances the school climate.
- Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable in accordance with Student Code of Conduct and student handbook.
- Conduct timely, effective conferences about student and school issues with parents, students, and teachers.

#### Professional Growth and Development

- Develop professional skills appropriate to job assignment and demonstrate professional, ethical and responsible behavior. Serve as a role model for all campus staff
- Promote increased capacity in staff by providing for aligned professional development.

#### School or Community Relations

- Articulate the school's mission to the community and solicit its support in realizing the mission and utilize effective techniques to encourage community and parent involvement.
- Demonstrate awareness of school and community needs and initiate activities to meet those needs.

#### Supervisory Responsibilities

- Supervise and evaluate the performance of staff assigned to campus including assistant principal(s), teacher(s), counselor(s), librarian(s), instructional aides, clerical support staff, and custodians.
- Perform all other duties as assigned.

**WORKING CONDITIONS:** The usual and customary methods of performing the job's functions require the following physical demands: physical mobility, standing, prolonged sitting, some lifting, carrying, pushing, and/or pulling. This position may require some travel.

**Mental demands:** Ability to solve problems and deal with a variety of situations; ability to interpret a variety of data; ability to interpret TEC and policy; ability to apply knowledge of current research and theory, ability to be effective in both oral and written communication; ability to maintain emotional control under stress.

The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

**Timeline:** Will begin hiring process of Principal about 6-9 months prior to opening of second campus in Fall 2025, actively seeking out qualified candidates, via networking, charter events, and by seeking out retired principals, and current principals for recommendations. In addition, seeking out experienced APs that are ready for the role of principal will be considered. The candidates will be interviewed by the Thrive With Autism Board, soon to be the Thrive Center for Success charter school board. Board members will vote on the candidates and select the candidate with the most votes. The timeline end will be in January 2025.

### **3. BCBA STUDENT MANAGEMENT \***

**ROLES:** To provide behavior analysis services and behavior management plans for special education students enrolled in educational programs; provide support and professional learning to school site staff, instructional aides, and parents/guardians in appropriate behavior intervention techniques; conducts assessments and develops plans that conform to IDEA, other applicable statutes and regulations.

#### **RESPONSIBILITIES:**

- Provides leadership in the best practices regarding Positive Behavior Interventions and Supports.
- Creates and provides staff development related to best practices regarding Positive Behavior Interventions and Supports.
- Provides training and assists the campus staff in conducting, writing, and /or implementing functional behavioral assessments, behavior intervention plans, and /or behavior protocols.
- Demonstrates steps taken for professional growth.
- Collaborates with staff to problem solve in crisis situations.
- Facilitates communication and collaboration with building personnel and parents.
- All other duties as assigned.
- Regular Attendance.
- Maintain confidentiality.
- SUPERVISORY RESPONSIBILITIES: Instructional Aides

#### **QUALIFICATIONS/CRITERIA:**

- Board Certified Behavior Analyst (BCBA)
- TX Licensed Behavior Analyst (BCBA)
- Maintain a clear criminal record
- Exhibit superior organizational skills
- Preferred teaching experience
- Preferred CABAS training and/or experience

#### **PERFORMANCE EXPECTATIONS:**

Train, support and collaborate with staff in the use and analysis of valid data collection in the development of Functional Behavior Assessment and/or Analysis, Behavior Intervention Plan (BIP), identification of appropriate behavior goals and effective Positive Behavior Interventions and Supports.

**Timeline:** The timeline for hiring the BCBA/Student Management of Thrive Center for Success would begin as early as February 2021, seeking candidates with CABAS training and/or experience. Recruiting

process will include seeking candidates from universities with CABAS programs, and advertising through universities, and BACB.com job listing site. Timeline will end January 2022.

**Job Title:** LSSP/School Counselor\*\*

**Exemption Status/Test:** Exempt/Administrator  
or possible Contractor Status for LSSP

**Reports to:** Principal

SOURCE: this Job Description content was sourced in  
part from available description posted by Highland Park  
ISD, RTISD, Waco ISD and others.

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\*\* Title will depend on qualifications

**Primary Purpose:**

Plan, implement, and evaluate a comprehensive developmental guidance and counseling program at assigned campus. Counsel students to fully develop each student's academic, career, personal, and social abilities and address the needs of special population students.

For Licensed LSSP, in addition to above, provide LSSP services to eligible students in accordance with professional standard of care and services in an IEP.

**Qualifications:**

**Education/Certification:**

Master's degree in counseling from an accredited college or university Valid Texas school counselor certificate

Or

Master's degree in psychology from accredited college or university Texas Licensed Specialist in School Psychology (LSSP) granted by the Texas State Board of Examiners of Psychologists (Preferred)

**Special Knowledge/Skills:**

Knowledge of counseling procedures, student appraisal, and career development Excellent organizational, communication, and interpersonal skills

Ability to instruct students and manage their behavior

Ability to present information in one-on-one, small group, and large group situations to students, parents, and school staff

Knowledge of procedures for assessing achievement and intellectual, emotional, and behavioral functioning for educational purposes

Knowledge of prevention and intervention strategies, including behavior management interventions Knowledge of psycho-social development

**Experience:**

Prefer at least two years experience or more as counselor or LSSP

**Model Classroom Teacher \***

**ROLES:**

Must be a highly skilled educator with a passion and drive to improve the instructional quality of our school. To promote CABAS instructional practices to the benefit of all our students. To create a

welcoming environment within their model classroom for teachers to reflect, grow, and continuously explore innovative instructional strategies.

#### RESPONSIBILITIES

- Ensure new staff are aware of daily routines and where resources are kept, model good work practice.
- Model and advise new staff on playground and lunch duties.
- Give written TPRA feedback until staff have 90% accuracy.
- Complete staff graphing data sheet for new staff.
- Prepare lesson plans that conform to the adopted curriculum and that factor each student's unique learning circumstances, as appropriate and necessary.
- Conduct assessments of student progress.
- Complete necessary ARD paperwork to best assist the student.
- Continue to develop knowledge and skills by attending professional development opportunities and applying training to classroom teaching.
- Communicate learning needs to parents and report behavioral concerns or issues to parents, principal and other staff, as appropriate.
- Address student behavior as appropriate and necessary and maintain a proper classroom management style conducive to student learning.
- Collaborate with other staff to implement each student's individualized education program.
- Learn to and apply the use of information technology to implement the adopted curriculum, lesson plans, and individualized education program requirements to daily classroom teaching.
- Have timely communication with parents, diagnosticians, therapists and administration about student needs.
- Observe student behavior and learning and leverage student interests and learning abilities to work towards mastery of adopted curriculum and classroom lessons.
- Supervise instructional aides, if assigned.
- Coordinate and manage parent volunteers, if any.
- Implements instructional activities that contribute to student engagement and academic growth.
- Once ESL certified, responsible for teaching strategies, training and participation in LEP meetings.
- Selects and modifies instructional resources to meet the needs of students with varying backgrounds and learning needs.
- Insures student growth and achievement is continuous and appropriate for age group, subject area, and/or program.
- Offers training and resources.
- Meets professional obligations through efficient work habits such as meeting schedules and honoring deadlines.
- Other duties as assigned.

#### QUALIFICATIONS/CRITERIA:

- Bachelor's degree. Prefer Bachelor's degree in education.
- None. Prefer one (1) year of classroom teaching experience in primary grade levels.
- Texas Special Education Certification

#### PERFORMANCE EXPECTATIONS:

## **T-TESS**

**Timeline:** The timeline for hiring the Classroom Model Teacher of Thrive Center for Success would begin as early as November 2021, seeking candidates with CABAS training and/or experience. Recruiting process will include seeking candidates from universities with CABAS programs, and advertising through universities, and BACB.com job listing site. Timeline will end in June 2022.

\*, \*\*SOURCE: these qualifications and job description come from multiple sources, including Thrive's Gen. 25 Application, TASB template and multiple public school job descriptions and job postings.



## **Attachment 19: Leadership Evaluation Tool(s)**

Provide any leadership evaluation tool(s) that have been locally developed. If using a TEA-recommended tool such as the Texas Principal Evaluation and Support System (T-PESS), please state so and link in the narrative response. DO NOT attach.

**At Thrive Center for Success, our Principal will be appraised using the T-PESS Appraiser Rubric and Evaluation forms.**

**The link to the appraiser materials is below.**

**<https://tpess.org/downloads/>**

## **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 (Attachment 23) are required for each position on the staffing chart. 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.

**SOURCE: these qualifications and job description come from multiple sources, including Thrive's Gen. 25 Application, TASB template and multiple public school job descriptions and job postings.**

## **1. SUPERINTENDENT/PRINCIPAL:\***

### **ROLES:**

The Superintendent/Principal will report directly to the Board. The Superintendent/Principal at Thrive Center for Success will be the school leader. The Superintendent/Principal will be leading the teachers, students, and staff members, handling student discipline, developing and implementing school programs, and hiring and evaluating teachers. In addition, our Superintendent/Principal will have a strong affinity for teaching children and helping them succeed and be passionate about the educational system.

### **RESPONSIBILITIES:**

- Oversee the entire operations of the school
- Maintain an updated school curriculum reflective of the adopted education system
- Make decisions on departments and funding options
- Explore ways to improve the efficiency of education and quality in the school
- Make necessary decisions to hire and fire teachers and support staff
- Ensure school policies and regulations are followed at all times
- Maintain a supportive and healthy learning environment
- Set a good example for children for positive development
- Ensure compliance with school district policies and procedures.
- Hire, orient, train, supervise and evaluate teaching staff.
- Ensure that the classroom curriculum is appropriate and meet the needs of each student.
- Supervise behavior management program.
- Transition of new students into school programs.
- Develop extracurricular programs.
- Serve as coordinator of interdisciplinary team.
- Attend student Individual Education Program (IEP's) or send an administrative designee.
- Serve as liaison to parents and school district.
- Coordinate with transportation carrier.
- Oversee outcome evaluation study to ensure program is achieving its goals.
- Drive change by working alongside staff and students to improve academic and behavioral achievement and support the overall learning environment.
- Support the school-wide initiatives that focus on teacher development, implementation of PBIS, and the TEKS
- Work in collaboration with the BCBA/Student Management to support the daily responsibilities of the school and assist with the supervision and outcomes of all aspects of programming
- Build high performing teams that work within the program model, provide professional development and effectively supervise staff in order to improve student learning and academic achievement.
- Maintain excellent communication to build and maintain positive relationships with parents, districts, and community on a regular basis.
- Take the lead in crisis situations.

### **QUALIFICATIONS/CRITERIA:**

- Master's degree in education administration or special education preferred
- BCBA preferred
- Bilingual preferred
- Minimum 3 years experience as a classroom teacher or 3 years of a combination of teaching and school administrative experience required

- Experience working with students with ASD, learning differences, ADHD and/or behavioral challenges
- Valid Texas Teaching Certification EC-8; Special Education EC-12 preferred
- Valid Texas Principal as Instructional Leader Certification preferred
- Strong understanding of laws and regulations affecting educational institutions
- Working knowledge of financial budgeting and facilities management
- Pass state background check
- Exceptional communication and presentation skills
- This position requires a strong knowledge of students with disabilities
- Excellent organization, time management, and follow-up skills
- IEP expertise is preferred
- Acute attention to detail
- Knowledge of TEKS
- Excellent interpersonal and communication skills, with demonstrated ability to speak and write clearly and persuasively
- Exceptional problem-solving, critical-thinking, and strategic planning skills
- Ability to successfully handle multiple projects concurrently
- Demonstrated ability to be self-directed and take initiative
- Ability to learn quickly and to be effective in a fast-paced, dynamic, and team focused environment

#### **PERFORMANCE EXPECTATIONS:**

<https://tpess.org/principal/standards/>

The Superintendent/Principal at Thrive Center for Success will ensure rigorous and aligned curriculum and assessment. This will be accomplished by implementing rigorous curricula and assessments aligned with state standards, including college and career readiness standards. The Superintendent/Principal will ensure effective instructional practices by helping develop high-quality instructional practices among your teachers that improve student performance. The Superintendent/Principal will ensure data-driven instruction and interventions by monitoring multiple forms of student data to inform instructional and intervention decisions, you contribute to maximizing student achievement. The Superintendent/Principal will maximize learning for all students by ensuring that effective instruction maximizes the growth of individual students, supports equity, and eliminates the achievement gap. The superintendent/principal will ensure targeted selection, placement, and retention of effective teachers and staff. The superintendent/principal will provide tailored staff development, feedback, and coaching by giving individualized feedback and appropriately aligned professional development opportunities. The superintendent/principal will implement collaborative structures and provide leadership opportunities for effective teachers and staff. The superintendent/principal will provide systematic evaluation and supervision by conducting rigorous evaluations of all staff using multiple data sources. The superintendent/principal will ensure resiliency and change management by remaining solution-oriented, treat challenges as opportunities, and support staff through changes. The superintendent/principal will make a commitment to ongoing learning by proactively seeking and acting on feedback, reflecting on personal growth areas while seeking development opportunities, and accepting responsibility for mistakes. The superintendent/principal will have strong communication and interpersonal skills. This will be accomplished by tailoring communication strategies to the audience and developing meaningful and positive relationships. The superintendent/principal will ensure ethical behavior by demonstrating the moral imperative to educate all children and follow the procedures of

your district by adhering to the Code of Ethics and Standard Practices for Texas Educators. The superintendent/principal will develop and implement a shared vision of high expectations for students and staff. The superintendent/principal will ensure a culture of high expectations by establishing and monitoring clear expectations for adult and student conduct and implementing social and emotional supports for students. The superintendent/principal will ensure intentional family and community engagement by engaging families and community members in student learning. The superintendent/principal will create an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students. The superintendent/principal will use a variety of student discipline techniques to meet the behavioral and academic needs of individual students. The superintendent/principal will engage in strategic planning by outlining and tracking clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes. The superintendent/principal will maximize learning time by implementing daily schedules and a school year calendar that plan for regular data-driven instruction cycles, giving students access to diverse and rigorous course offerings, and building in time for staff professional development. The superintendent/principal will employ tactical resource management by aligning resources with the needs of the school and effectively monitoring the impact on school goals. The superintendent/principal will ensure policy implementation and advocacy by collaborating with district staff to implement and advocate for district policies that meet the needs of students and staff.

**TIMELINE:**

The timeline for hiring the superintendent/principal of Thrive Center for Success would begin as early as February 2021, actively seeking out qualified candidates, via networking, charter events, and by seeking out retired principals, and current principals for recommendations. In addition, seeking out experienced APs that are ready for the role of principal will be considered. The candidates will be interviewed by the Thrive With Autism Board, soon to be the Thrive Center for Success charter school board. Board members will vote on the candidates and select the candidate with the most votes. The timeline end will be in September 2021.

**2. Chief Financial Officer \***

**Job Title:** Chief Financial Officer-contracted  
**Reports to:** Superintendent

**Primary Purpose:**

Responsible for oversight of all financial and business affairs of the school. Provide leadership for the school's financial services activity to ensure legally sound and effective management practices. Direct and monitor the management and investment of all school funds and ensure they are adequately protected. Serve as chief financial advisor and budget advisor to the superintendent and board of directors.

**Qualifications:**

**Education/Certification:**

Bachelor's degree in business, accounting, or other related field  
Skyward knowledge preferred

**Special Knowledge/Skills:**

Advanced knowledge of school finance, budgeting, accounting systems, and economics  
Knowledge of information/data processing systems and financial applications  
Ability to resolve conflict, listen, and appropriately respond to concerns  
Demonstrated leadership skills  
Ability to manage budget and personnel  
Ability to implement policy and procedures  
Ability to interpret data  
Excellent communication, public relations, and interpersonal skills

**Experience:**

3 years administrative or management experience preferred  
3 years experience with supervisory responsibility in the fields of finance or accounting preferred

**Major Responsibilities and Duties:**

**Financial Management**

Ensure preparation and integrity of all school general accounting records and related financial reports using accepted standards for school accounting as prescribed by the Texas Education Agency.

Develop long-range and short-term objectives for school's business operations and prepare school budget. Monitor budget variances and oversee budget adjustments.

Act as financial advisor to the superintendent and board of directors and keep them informed of the financial condition of the school.

Maintain the school's investment portfolio. Supervise and coordinate the investment of all available funds to the best interest of the school and ensure that these funds are adequately protected against loss at all times.

Ensure that all financial obligations of the school (accounts payable, notes payable, bonded indebtedness, and payroll) are met on a timely basis.

Implement and maintain internal control procedures to ensure the safeguarding of assets and reliability of accounting data and to promote operational efficiency and ensure adherence to prescribed procedures.

Oversee the auditing program for all school funds and work cooperatively with the school's independent and internal auditors in conducting periodic audits.

Administer the business office budget and ensure that programs are cost effective and funds are managed prudently.

**Policies, Reports, and Law**

Review and recommend appropriate policies, administrative regulations, and administrative practices for the areas supervised.

Implement the policies established by federal and state laws, State Board of Education rule, and local Board policy in the areas assigned.

Compile, maintain, and file all physical and computerized reports, records, and other documents required including preparing and evaluating monthly financial statements and related budget reports,

preparing quarterly and final reports for all federal funds and grants, developing semi-annual financial information for submission of data to TEA, and preparing and publishing comprehensive annual financial report in compliance with Association of School Business Officer (ASBO) standards.  
Follow school safety protocols and emergency procedures.

### **Personnel Management**

Select, train, evaluate, and supervise department staff and make recommendations relative to assignment, retention, discipline, and dismissal.  
Develop training options and improvement plans for department staff to enhance the effectiveness of department operations.

### **Other**

Attend board meetings and make presentations when appropriate and/or requested.

### **Supervisory Responsibilities:**

Supervise, evaluate, and recommend the hiring and firing of the payroll services.

### **Mental Demands/Physical Demands/Environmental Factors:**

**Tools/Equipment Used:** Standard office equipment including personal computer and peripherals

**Posture:** Prolonged sitting; occasional bending/stooping, pushing/pulling, and twisting

**Motion:** Repetitive hand motions, frequent keyboarding and use of mouse; occasional reaching

**Lifting:** Occasional light lifting and carrying (less than 15 pounds)

**Environment:** May work prolonged or irregular hours; occasional travel

**Mental Demands:** Work with frequent interruptions; maintain emotional control under stress

\*To meet the executive exemption test, the primary duty must be management and the employee must supervise at least two full-time employees.

\*SOURCE: these qualifications and job description come from multiple sources, including Thrive's Gen. 25 Application, TASB template and multiple public school job descriptions and job postings.



## **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 (Attachment 23) are required for each position on the staffing chart. 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.

**SOURCE:** these qualifications and job description come from multiple sources, including Thrive's Gen. 25 Application, TASB template and multiple public school job descriptions and job postings.

## **1. SUPERINTENDENT/PRINCIPAL: \***

### **ROLES:**

The Superintendent/Principal will report directly to the Board. The Superintendent/Principal at Thrive Center for Success will be the school leader. The Superintendent/Principal will be leading the teachers, students, and staff members, handling student discipline, developing and implementing school programs, and hiring and evaluating teachers. In addition, our Superintendent/Principal will have a strong affinity for teaching children and helping them succeed and be passionate about the educational system.

### **RESPONSIBILITIES:**

- Oversee the entire operations of the school
- Maintain an updated school curriculum reflective of the adopted education system
- Make decisions on departments and funding options
- Explore ways to improve the efficiency of education and quality in the school
- Make necessary decisions to hire and fire teachers and support staff
- Ensure school policies and regulations are followed at all times
- Maintain a supportive and healthy learning environment
- Set a good example for children for positive development
- Ensure compliance with school district policies and procedures.
- Hire, orient, train, supervise and evaluate teaching staff.
- Ensure that the classroom curriculum is appropriate and meet the needs of each student.
- Supervise behavior management program.
- Transition of new students into school programs.
- Develop extracurricular programs.
- Serve as coordinator of interdisciplinary team.
- Attend student Individual Education Program (IEP's) or send an administrative designee.
- Serve as liaison to parents and school district.
- Coordinate with transportation carrier.
- Oversee outcome evaluation study to ensure program is achieving its goals.
- Drive change by working alongside staff and students to improve academic and behavioral achievement and support the overall learning environment.
- Support the school-wide initiatives that focus on teacher development, implementation of PBIS, and the TEKS
- Work in collaboration with the BCBA/Student Management to support the daily responsibilities of the school and assist with the supervision and outcomes of all aspects of programming
- Build high performing teams that work within the program model, provide professional development and effectively supervise staff in order to improve student learning and academic achievement.
- Maintain excellent communication to build and maintain positive relationships with parents, districts, and community on a regular basis.
- Take the lead in crisis situations.

### **QUALIFICATIONS/CRITERIA:**

- Master's degree in education administration or special education preferred
- BCBA preferred
- Bilingual preferred
- Minimum 3 years experience as a classroom teacher or 3 years of a combination of teaching and school administrative experience required

- Experience working with students with ASD, learning differences, ADHD and/or behavioral challenges
- Valid Texas Teaching Certification EC-8; Special Education EC-12 preferred
- Valid Texas Principal as Instructional Leader Certification preferred
- Strong understanding of laws and regulations affecting educational institutions
- Working knowledge of financial budgeting and facilities management
- Pass state background check
- Exceptional communication and presentation skills
- This position requires a strong knowledge of students with disabilities
- Excellent organization, time management, and follow-up skills
- IEP expertise is preferred
- Acute attention to detail
- Knowledge of TEKS
- Excellent interpersonal and communication skills, with demonstrated ability to speak and write clearly and persuasively
- Exceptional problem-solving, critical-thinking, and strategic planning skills
- Ability to successfully handle multiple projects concurrently
- Demonstrated ability to be self-directed and take initiative
- Ability to learn quickly and to be effective in a fast-paced, dynamic, and team focused environment

#### **PERFORMANCE EXPECTATIONS:**

<https://tpess.org/principal/standards/>

The Superintendent/Principal at Thrive Center for Success will ensure rigorous and aligned curriculum and assessment. This will be accomplished by implementing rigorous curricula and assessments aligned with state standards, including college and career readiness standards. The Superintendent/Principal will ensure effective instructional practices by helping develop high-quality instructional practices among your teachers that improve student performance. The Superintendent/Principal will ensure data-driven instruction and interventions by monitoring multiple forms of student data to inform instructional and intervention decisions, you contribute to maximizing student achievement. The Superintendent/Principal will maximize learning for all students by ensuring that effective instruction maximizes the growth of individual students, supports equity, and eliminates the achievement gap. The superintendent/principal will ensure targeted selection, placement, and retention of effective teachers and staff. The superintendent/principal will provide tailored staff development, feedback, and coaching by giving individualized feedback and appropriately aligned professional development opportunities. The superintendent/principal will implement collaborative structures and provide leadership opportunities for effective teachers and staff. The superintendent/principal will provide systematic evaluation and supervision by conducting rigorous evaluations of all staff using multiple data sources. The superintendent/principal will ensure resiliency and change management by remaining solution-oriented, treat challenges as opportunities, and support staff through changes. The superintendent/principal will make a commitment to ongoing learning by proactively seeking and acting on feedback, reflecting on personal growth areas while seeking development opportunities, and accepting responsibility for mistakes. The superintendent/principal will have strong communication and interpersonal skills. This will be accomplished by tailoring communication strategies to the audience and developing meaningful and positive relationships. The superintendent/principal will ensure ethical behavior by demonstrating the moral imperative to educate all children and follow the procedures of

your district by adhering to the Code of Ethics and Standard Practices for Texas Educators. The superintendent/principal will develop and implement a shared vision of high expectations for students and staff. The superintendent/principal will ensure a culture of high expectations by establishing and monitoring clear expectations for adult and student conduct and implementing social and emotional supports for students. The superintendent/principal will ensure intentional family and community engagement by engaging families and community members in student learning. The superintendent/principal will create an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students. The superintendent/principal will use a variety of student discipline techniques to meet the behavioral and academic needs of individual students. The superintendent/principal will engage in strategic planning by outlining and tracking clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes. The superintendent/principal will maximize learning time by implementing daily schedules and a school year calendar that plan for regular data-driven instruction cycles, giving students access to diverse and rigorous course offerings, and building in time for staff professional development. The superintendent/principal will employ tactical resource management by aligning resources with the needs of the school and effectively monitoring the impact on school goals. The superintendent/principal will ensure policy implementation and advocacy by collaborating with district staff to implement and advocate for district policies that meet the needs of students and staff.

#### **TIMELINE:**

The timeline for hiring the superintendent/principal of Thrive Center for Success would begin as early as February 2021, actively seeking out qualified candidates, via networking, charter events, and by seeking out retired principals, and current principals for recommendations. In addition, seeking out experienced APs that are ready for the role of principal will be considered. The candidates will be interviewed by the Thrive With Autism Board, soon to be the Thrive Center for Success charter school board. Board members will vote on the candidates and select the candidate with the most votes. The timeline end will be in September 2021.

#### **1. PEIMS Coordinator \***

The PEIMS Coordinator/Registrar plays a vital role in the founding of Thrive Center for Success to ensure that we set in place the organizational structures and systems necessary for the successful launch of our school in 2022. In the first year of operation (2022-2023), the PEIMS Coordinator will be a critical member of the Operations team, with responsibility for several aspects of the day-to-day administration of non-instructional student services and for ensuring data integrity. The starting salary range of our PEIMS Coordinator is \$50,000-\$70,000.

Education requirements: Bachelor's degree, preferably in accounting or data analytics or processing. May substitute high school diploma with an additional 3 years of the required experience below. Two years working with TSDS PEIMS and TEDS

Training plans include working with Region 6 Service Center and CFO for learning SIS, etc.

#### **1. Student Data Management –**

- a. Oversee the ongoing accuracy of all student records including but not limited to; cumulative folders, record requests, transcripts, report cards/progress reports, student health, medication and allergy records, and student attendance data
  - b. Work with the Director of Operations to manage the student data that is reported to the National School Lunch Program and TEA.
- 2. Registration and Enrollment –
  - a. Ensure a successful student enrollment process and maintain a robust student waitlist in coordination with the Front Office Coordinator.
  - b. Oversee the student registration process to ensure that all required data and documents are collected and accurately entered into the school Student Information System
  - c. Manage the student withdrawal process which may include coordinating with school leaders to meet with parents and students.
- 3. PEIMS –
  - a. Collect all data required for PEIMS submissions in compliance with state guidelines
  - b. Organize data required for PEIMS submissions in accordance with PEIMS data standards
  - c. Submit regular PEIMS reports to the State
  - d. Provide any training and support to campus staff and human resources staff responsible for processing PEIMS data.
  - e. Attend all regional PEIMS workshops and disseminate information to appropriate staff as assigned by PEIMS Coordinator per TEA.
- 4. Staff Support –
  - a. Support the Administrative Assistant, which may include, but not be limited to, answering phone calls, welcoming visitors, and assisting any additional front office staff support needs.
  - b. Support the Operational and Instructional team in providing logistical and filing support for all major student assessments.
- 5. Accountability and Reporting –
  - a. Gather and create data reports as needed for school administrators and federal/state/city agencies
  - b. Ensure school data in the student information system is accurate and up-to-date
  - c. Lead the preparation of student records for internal and external audits (i.e., student medical records)
  - d. Ensure the school is adhering to all local compliance and reporting requirements
  - e. Attend meetings of the Board of Directors upon invitation from the Superintendent
  - f. Ensure all PEIMS-required training is complete
  - g. Develop and upkeep calendar of all required reporting for Thrive Center for Success
- 6. Other - Other duties as assigned

\*SOURCE: these qualifications and job description come from multiple sources, including Thrive’s Gen. 25 Application, TASB template and multiple public school job descriptions and job postings.

## 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, describe how the teacher-student ratio was calculated in the final row of the table.

Positions	Staffing Chart					
	Year 1	Year 2	Year 3	Year 4	Year 5	At capacity
<b>Central Office</b>						
Superintendent	.5	.5	.5	1	1	1
Accounting Clerk	1	1	1	1	1	1
PEIMS Coordinator	1	1	1	1	1	1
<b>Total central office FTEs</b>	<b>2.5</b>	<b>2.5</b>	<b>2.5</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>K - 12 Campus Staff</b>						
Principal	.5	.5	.5	2	2	2
BCBA-Student Management	1	1	1	2	2	2
Kinder Teachers, SPED	1	1	1	2	2	2
1st Teachers, SPED	2	2	2	4	4	4
2nd Teachers, SPED	2	2	2	4	4	4
3rd Teachers, SPED	2	2	2	4	4	4
4th Teachers, SPED	1	2	2	4	4	4
5th Teachers, SPED	1	1	2	2	4	4
6th Teachers, SPED	0	1	1	2	2	2
7th Teachers, SPED	0	0	1	1	2	2
8th Teachers, SPED	0	0	0	1	1	1
9th Teachers, SPED	0	0	0	0	1	1
SPED Life Skills	1	1	1	2	2	2
LOTE Teachers (ASL)	0.5	0.5	0.5	1	1	1
Fine Arts Teachers	0.5	0.5	0.5	1	1	1
Instructional Aides	9	11	13	24	28	28
LSSP/Counselor	1	1	1	2	2	2
Speech Therapist	1	1	1	1	2	2
Occupational Therapist	1	1	1	1.5	2	2
Nurse	1	1	1	2	2	2
Diagnostician	1	1	1	2	2	2
Campus Secretary/Registrar	1	1	1	2	2	2
Facility Manager	1	1	1	2	2	2
Bus Drivers	2	2	2	4	4	4
<b>Total campus FTEs</b>	<b>30.5</b>	<b>34.5</b>	<b>38.5</b>	<b>72.5</b>	<b>82</b>	<b>82</b>
<b>Middle School Campus Staff</b>						
N/A - One K-12 campus reflected above						
<b>High School Campus Staff</b>						
N/A - One K-12 campus reflected above						
<b>Total charter school staff</b>	<b>33.0</b>	<b>37.0</b>	<b>41.0</b>	<b>75.5</b>	<b>85</b>	<b>85</b>

<b>Teacher-student ratio</b>	<b>1:12</b>	<b>1:12</b>	<b>1:12</b>	<b>1:12</b>	<b>1:12</b>	<b>1:12</b>
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## **Attachment 23: Supplemental Human Resources Information Forms**

Using the template provided in the *Additional Attachments PDF Forms* document on the [New Operator 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 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:  ~~CURED DURING REMEDY PERIOD~~

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County):

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

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Conroe ISD	170902	Conroe, TX	64,799	\$72,099-\$237,065
Magnolia ISD	170906	Magnolia, TX	13,290	\$46,285 - \$86,137
Tomball ISD	101921	Tomball, TX	18,294	\$40,061-\$111,487

Name of Proposed Charter School: Thrive Center for Success CURED DURING REMEDY PERIOD

Name of Sponsoring Entity: Thrive With Autism

Position Title: Accounting Clerk/Business Manager

Reports to: CFO

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Assist with the preparation of fiscal policies and procedures.
2. Prepare or assist with the preparation of purchase requisitions and purchase orders, including the preparation of requests for bids or proposals and the solicitation of quotes.
3. Accept receiving reports and invoices and reconcile same to purchase orders noting confirmation of the receipt of goods and/or services and that the vendor receives payment for only those goods and/or services received at the agreed-upon price.
4. Prepare and issue timely payments to vendors.
5. Reconcile financial accounting records to bank statements and source documentation and address discrepancies and errors with school personnel and vendors.
6. Create and maintain accounting and other records to support the obligation and expenditure of funds.
7. Create, receive and maintain property management records, including property disposal records.
8. Prepare and provide financial and other reports to the Board, Superintendent/Principal, and Chief Financial Officer to inform budgeting process and financial management and oversight of organization.
9. Collaborate with independent auditor and regulatory auditors to facilitate annual audit and routine monitoring activities.
10. Attend training to remain abreast of financial accounting, payroll tax reporting and withholding, regulatory reporting and other legal requirements and standards.

\*SOURCE: these qualifications and job description come from multiple sources, including Thrive's Gen. 25 Application, TASB template and multiple public school job descriptions and job postings.

# GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County):

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

## Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Conroe ISD	170902	Conroe, TX	64,799	\$72,099-\$237,065
Magnolia ISD	170906	Magnolia, TX	13,290	\$46,285-\$86,137
Tomball ISD	101921	Tomball, TX	18,294	\$40,061-\$111,487

Name of Proposed Charter School: Thrive Center for Success

Name of Sponsoring Entity: Thrive With Autism

Position Title: Accounting Clerk/Business Manager

Reports to: CFO

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Assist with the preparation of fiscal policies and procedures.

2. Prepare or assist with the preparation of purchase requisitions and purchase orders, including the preparation of requests for bids or proposals and the solicitation of quotes.

3. Accept receiving reports and invoices and reconcile same to purchase orders noting confirmation of the receipt of goods and/or services and that the vendor receives payment for only those goods and/or services received at the agreed-upon price.

4. Prepare and issue timely payments to vendors.

5. Reconcile financial accounting records to bank statements and source documentation and address discrepancies and errors with school personnel and vendors.

6. Create and maintain accounting and other records to support the obligation and expenditure of funds.

7. Create, receive and maintain property management records, including property disposal records.

8. Prepare and provide financial and other reports to the Board, Superintendent/Principal, and Chief Financial Officer to inform budgeting process and financial management and oversight of organization.

9. Collaborate with independent auditor and regulatory auditors to facilitate annual audit and routine monitoring activities.

10. Attend training to remain abreast of financial accounting, payroll tax reporting and withholding, regulatory reporting and other legal requirements and standards.

\*SOURCE: these qualifications and job description come from multiple sources, including Thrive's Gen. 25 Application, TASB template and multiple public school job descriptions and job postings.

# GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Thrive Center for Success

Name of Sponsoring Entity: Thrive With Autism

Position Title: BCBA Student Management \*

Reports to: Principal/Superintendent

Salary Range: \$65,000-\$85,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Magnolia, Montgomery County

Number of Students anticipated in year one: 108 In year five: 336

## Minimum Qualifications Required:

Education Required: Master's degree from an accredited college or university

Experience Required: Two years in a special needs area. CABAS training preferred.

Certification Required: Valid Board Certified Behavior Analyst certification; Licenced Behavior Analyst for Texas.

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Conroe ISD	170902	Conroe, TX	64,799	\$65,256 - \$93,904
Magnolia ISD	170906	Magnolia, TX	13,290	\$89,748 436
Tomball ISD	101921	Tomball TX	18,294	\$86,508

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

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\*SOURCE: these qualifications and job description come from multiple sources, including Thrive’s Gen. 25 Application, TASB template and multiple public school job descriptions and job postings.



# GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Thrive Center for Success

Name of Sponsoring Entity: Thrive With Autism

Position Title: Bus Driver \*

Reports to: CFO

Salary Range: \$9,000 to \$19,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Magnolia, Montgomery County

Number of Students anticipated in year one: 108 In year five: 336

Minimum Qualifications Required:

Education Required: High school diploma or equivalent.

Experience Required: None.

Certification Required: Texas School Bus Driver Certificate and CDL.

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Conroe ISD	170902	Conroe, TX	64,799	\$25,116 - \$35,133
Magnolia ISD	170906	Magnolia, TX	13,290	\$25,000 - \$36,604
Tomball ISD	101921	Tomball, TX	18,294	\$25,771



Name of Proposed Charter School: Thrive Center for Success

Name of Sponsoring Entity: Thrive With Autism

Position Title: Bus Driver

Reports to: CFO

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Transport students to and from campus on approved bus routes and for extracurricular and other activities.
2. Conduct daily inspection of bus and any emergency equipment and supplies to ensure that the bus, equipment and supplies are in proper functioning order.
3. Maintain bus clean and ready to transport students.
4. Monitor student conduct while on bus and after leaving bus as they cross the street.
5. Inform PEIMS Coordinator of any student behavior issues.
6. Maintain proper student behavior management style conducive to the safe transportation of students.
7. Create, maintain and file records for miles driven, fuel consumption, maintenance, mechanical issues, accidents and student injuries or misconduct.
8. Attend and complete CPR and first aid training, including any required assessments, to attain and maintain safety certification.
9. Use communication equipment, including radio and cell phone, to inform PEIMS Coordinator and Superintendent/Principal of any incidents or issues.
10. Adhere with all traffic laws and rules, bus safety requirements and remain abreast of same.

\*SOURCE: these qualifications and job description come from multiple sources, including Thrive’s Gen. 25 Application, TASB template and multiple public school job descriptions and job postings.

# GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: 

Thrive Center for Success

Name of Sponsoring Entity: 

Thrive With Autism

Position Title: 

Campus Secretary/Registrar \*

Reports to: 

Superintendent/Principal

Salary Range: 

\$20,000 to \$30,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): 

Magnolia, Montgomery County

Number of Students anticipated in year one: 

108

 In year five: 

336

Minimum Qualifications Required:

Education Required: 

High school diploma or equivalent.

Experience Required: 

One (1) year of administrative experience, preferably as a registrar or campus secretary.

Certification Required: 

None.

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Conroe ISD	170902	Conroe, TX	64,799	\$25,725 - \$44,070
Magnolia ISD	170906	Magnolia, TX	13,290	\$18,665 - \$30,467
Tomball ISD	101921	Tomball, TX	18,294	\$29,920 - \$33,900

Name of Proposed Charter School: Thrive Center for Success

Name of Sponsoring Entity: Thrive With Autism

Position Title: Campus Secretary/Registrar

Reports to: Superintendent/Principal

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Maintain staff and student records.
2. Record data in financial accounting, staff and student data systems.
3. Submit and address requests for student records through the Texas Records Exchange System.
4. Assist parents enroll, withdraw and transfer their students to and from the school.
5. Assist Superintendent/Principal and other staff prepare regulatory and other reports.
6. Maintain confidentiality and integrity of personally identifiable and other data in conformance with Family Education Rights and Privacy Act, Health Insurance Portability and Accountability Act and other privacy laws.
7. Welcome staff, students, parents and other visitors and provide visitor passes after receiving and recording their credentials.
8. Answer incoming calls from teachers and other staff, parents, students and other parties and make outgoing calls to same, including vendors.
9. Create and maintain a record of students arriving late, leaving early and calling in absent.
10. Maintain and provide standard forms and other records for use by teachers and parents.

\*SOURCE: these qualifications and job description come from multiple sources, including Thrive’s Gen. 25 Application, TASB template and multiple public school job descriptions and job postings.

# GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County):

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

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Conroe ISD	170902	Conroe, TX	64,799	\$63,641 - \$91,579
Magnolia ISD	170906	Magnolia, TX	13,290	\$75,970 <sup>442</sup>
Tomball ISD	101921	Tomball, TX	18,294	\$67,761 - \$68,618

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

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# GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Thrive Center for Success

Name of Sponsoring Entity: Thrive With Autism

Position Title: Facility Manager\*

Reports to: CFO

Salary Range: \$20,000 to \$30,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Magnolia, Montgomery County

Number of Students anticipated in year one:

108

In year five:

336

Minimum Qualifications Required:

Education Required: High school diploma or equivalent.

Experience Required: One (1) year maintaining facility and grounds.

Certification Required: None.

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Conroe ISD	170902	Conroe, TX	64,799	\$82,945-\$107,734
Magnolia ISD	170906	Magnolia, TX	13,290	\$78,982 <sup>444</sup>
Tomball ISD	101921	Tomball, TX	18,294	\$85,155

Name of Proposed Charter School: Thrive Center for Success

Name of Sponsoring Entity: Thrive With Autism

Position Title: Facility Manager

Reports to: CFO

RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Ensure that school facility and grounds are clean, safe and ready for daily use.
2. Ensure that all campus activities and events are conducted pursuant to local policy and applicable local ordinances.
3. Create, maintain and submit any required reports and records.
4. Inventory all equipment, materials and supplies and maintain and file record of same.
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\*SOURCE: these qualifications and job description come from multiple sources, including Thrive’s Gen. 25 Application, TASB template and multiple public school job descriptions and job postings.

# GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Thrive Center for Success

Name of Sponsoring Entity: Thrive With Autism

Position Title: Fine Arts Teacher \*

Reports to: Superintendent/Principal

Salary Range: \$50,000 to \$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.

N/A

Proposed Location (City and County): Magnolia, Montgomery County

Number of Students anticipated in year one: 108 In year five: 336

## Minimum Qualifications Required:

Education Required: Bachelor's degree. Prefer Bachelor's degree in education.

Experience Required: None. Prefer one (1) year of classroom teaching experience in primary grade levels.

Certification Required: None. Prefer State Board of Educator Certification.

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Conroe ISD	170902	Conroe, TX	64,799	\$57,000 - \$67,370
Magnolia ISD	170906	Magnolia, TX	13,290	\$54,000 - \$65,278
Tomball ISD	101921	Tomball, TX	18,294	\$56,000 - \$67,835



Name of Proposed Charter School:	Thrive Center for Success
Name of Sponsoring Entity:	Thrive With Autism
Position Title:	Fine Arts Teacher
Reports to:	Superintendent/Principal

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Prepare lesson plans that conform to the Texas Essential Knowledge and Skills for Fine Arts, the Board adopted curriculum and that factor each student's unique learning circumstances, as appropriate and necessary.
2. Conduct assessments of student progress.
3. Continue to develop knowledge and skills by attending professional development opportunities and applying training to classroom teaching.
4. Communicate learning needs to parents and report behavioral concerns or issues to parents, principal and other staff, as appropriate.
5. Address student behavior as appropriate and necessary and maintain a proper classroom management style conducive to student learning.
6. Collaborate with special education teacher and other special education staff to implement each student's individualized education program.
7. Learn to and apply the use of information technology to implement the adopted curriculum, lesson plans, and individualized education program requirements to daily classroom teaching.
8. Observe student behavior and learning and leverage student interests and learning abilities to work towards mastery of adopted curriculum and classroom lessons.
9. Supervise instructional aides, if assigned.
10. Coordinate and manage parent volunteers, if any.

\*SOURCE: these qualifications and job description come from multiple sources, including Thrive's Gen 4475 Application, TASB template and multiple public school job descriptions and job postings.

# GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Thrive Center for Success

Name of Sponsoring Entity: Thrive With Autism

Position Title: Instructional Aide\*

Reports to: Classroom Teacher

Salary Range: \$15,000 to \$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.

N/A

Proposed Location (City and County): Magnolia, Montgomery County

Number of Students anticipated in year one: 108 In year five: 336

Minimum Qualifications Required:

Education Required: High school diploma or equivalent. Prefer Associate's degree in education.

Experience Required: At least one (1) year working with children, preferably in a school setting.

Certification Required: Prefer State Board of Educator Certification as Education Aide. Paraprofessional SPED cert.

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Conroe ISD	170902	Conroe, TX	64,799	\$16,607 - \$23,882
Magnolia ISD	170906	Magnolia, TX	13,290	\$13,739 - \$20,162
Tomball ISD	101921	Tomball, TX	18,294	\$17,054 - \$20,392

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

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\*SOURCE: these qualifications and job description come from multiple sources, including Thrive's Gen. 25 Application, TASB template and multiple public school job descriptions and job postings.

# GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Thrive Center for Success

Name of Sponsoring Entity: Thrive With Autism

Position Title: Life Skills Teacher\*

Reports to: Superintendent/Principal

Salary Range: \$50,000 to \$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.

N/A

Proposed Location (City and County): Magnolia, Montgomery County

Number of Students anticipated in year one:

108

In year five:

336

Minimum Qualifications Required:

Education  
Required:

Bachelor's degree. Prefer Bachelor's degree in education.

Experience  
Required:

One (1) year of teaching experience in Life Skills in primary grade levels.

Certification  
Required:

State Board of Educator Certification in Special Education.

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Conroe ISD	170902	Conroe, TX	64,799	\$57,000 - \$67,370
Magnolia ISD	170906	Magnolia, TX	13,290	\$54,000 - \$65,278
Tomball ISD	101921	Tomball, TX	18,294	\$56,000 - \$67,835

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

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\*SOURCE: these qualifications and job description come from multiple sources, including Thrive's General Application, TASB template and multiple public school job descriptions and job postings.



# GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

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

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Conroe ISD	170902	Conroe, TX	64,799	\$57,000 - \$67,370
Magnolia ISD	170906	Magnolia, TX	13,290	\$54,000 - \$65,278
Tomball ISD	101921	Tomball, TX	18,294	\$56,000 - \$67,835

Name of Proposed Charter School: Thrive Center for Success

Name of Sponsoring Entity: Thrive With Autism

Position Title: LOTE Teacher - ASL

Reports to: Superintendent/Principal

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Facilitate communications between special education staff, classroom teachers, parents and students during Admission, Review and Dismissal Committee process and other interactions.

2. Assist classroom teachers provide instruction that factor each student's unique learning circumstances.

3. Assist classroom teachers with student behavior to maintain proper classroom management conducive to student learning.

4. Teach American Sign Language to students, classroom teachers and others to facilitate communication.

5. Communicate learning needs to parents and report behavioral concerns or issues to parents, principal and other staff, as appropriate.

6. Conduct or assist with assessments of student progress.

7. Learn to and apply the use of information technology to assist with the implementation of each student's Individualized Education Program.

8. Continue to develop knowledge and skills by attending professional development opportunities.

9. Remain abreast of changes in special education legal requirements, non-regulatory guidance and other pertinent knowledge.

10. Assist classroom teachers with the supervision of instructional aides.

\*SOURCE: these qualifications and job description come from multiple sources, including Thrive's Gen. 25 Application, TASB template and multiple public school job descriptions and job postings.

# GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Thrive Center for Success

Name of Sponsoring Entity: Thrive With Autism

Position Title: Licensed Specialist in School Psychology\*

Reports to: Superintendent/Principal

Salary Range: 59,000-68,000

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.

N/A

Proposed Location (City and County): Magnolia, Montgomery County

Number of Students anticipated in year one:

108

In year five:

336

Minimum Qualifications Required:

Education  
Required:

Master's degree in school psychology.

Experience  
Required:

Experience in teaching or clinical psychology in public school environment preferred.

Certification  
Required:

Valid license issued by the Texas State Board of Examiners of Psychologists (TSBEP) required. For Interns - eligibility as LSSP Intern under TSBEP regulations. Dual certification as School Counselor 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 online through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Conroe ISD	170902	Conroe, TX	64,799	\$63,641 - \$91,579
Magnolia ISD	170906	Magnolia, TX	13,290	\$80,225 <sup>454</sup>
Tomball ISD	101921	Tomball, TX	18,294	\$72,144



Name of Proposed Charter School: Thrive Center for Success

Name of Sponsoring Entity: Thrive With Autism

Position Title: Licensed Specialist in School Psychology

Reports to: Superintendent/Principal

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Lead Admission, Review and Dismissal (ARD) Committee members in understanding results of student assessments, determine an appropriate placement for the student, and prepare the student's individualized education program (IEP).
2. Conduct Full Individual Evaluations as part of the multi-disciplinary evaluation team to identify students who may be eligible for special education services.
3. Utilize the District Special Education Software IEP program to keep accurate ARD information on all special education students
4. Provide consultations regarding results of evaluation or other questions of a psychological nature to school personnel and parents.
5. Provide counseling to students as recommended by an ARD.
6. Collaborate with students, parents, and other members of staff to develop the IEP through the ARD committee process for each student assigned.
7. Monitor implementation of the IEP/ARD and support service recommendations.
8. Assist special education teachers in developing appropriate IEPs for their students
9. Consult district and outside resource people regarding education, psychological, social, medical, and personal needs of students.
10. Provide short-term services for students such as crisis counseling, suicide prevention, and behavior consultation.

\*SOURCE: these qualifications and job description come from multiple sources, including Thrive's Gen. 25 Application, TASB template and multiple public school job descriptions and job postings.

# GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Thrive Center for Success

Name of Sponsoring Entity: Thrive With Autism

Position Title: Nurse/First Aid \*

Reports to: Superintendent/Principal

Salary Range: 42,000-52,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Magnolia, Montgomery County

Number of Students anticipated in year one: 108 In year five: 336

## Minimum Qualifications Required:

Education Required: Two year nursing certification or BSN.

Experience Required: Prefer five years school nursing experience.

Certification Required: LVN licensing required (with contract MD or RN oversight), RN 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 online through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Conroe ISD	170902	Conroe, TX	64,799	\$29,403 - \$40,887
Magnolia ISD	170906	Magnolia, TX	13,290	\$53,295 <b>456</b>
Tomball ISD	101921	Tomball, TX	18,294	\$59,752

Name of Proposed Charter School: Thrive Center for Success

Name of Sponsoring Entity: Thrive With Autism

Position Title: Nurse/First Aid

Reports to: Superintendent/Principal

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Adhere to requirements of confidentiality for students and employee records.

2. Complete and submit a wide variety of medical reports.

3. Communicate positivity with all constituents including parents, staff and community members.

4. Keep accurate records and receipts of services rendered to students and employees.

5. Operate a variety of office equipment.

6. Follow all state, local and federal guidelines in completing assigned duties.

7. Insure all student records are in compliance with state and federal immunizations.

8. Take independent action in completing duties.

9. Support charter school goals and programs.

10. Any other duties assigned by the supervisor.

\*SOURCE: these qualifications and job description come from multiple sources, including Thrive's Gen. 25 Application, TASB template and multiple public school job descriptions and job postings.

# GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Thrive Center for Success

Name of Sponsoring Entity: Thrive With Autism

Position Title: PEIMS Coordinator \*

Reports to: Superintendent/Principal

Salary Range: \$50,000 to \$70,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Magnolia, Montgomery County

Number of Students anticipated in year one: 108 In year five: 336

## Minimum Qualifications Required:

Education Required: Bachelor's degree, preferably in accounting or data analytics or processing. May substitute high school diploma with an additional three (3) years of the required experience below.

Experience Required: Two (2) years working with Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) and Texas Education Data Standards (TEDS).

Certification Required: None.

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Conroe ISD	170902	Conroe, TX	64,799	\$60,724 - \$82,158
Magnolia ISD	170906	Magnolia, TX	13,290	\$73,147 <b>458</b>
Tomball ISD	101921	Tomball, TX	18,294	\$83,023

Name of Proposed Charter School: Thrive Center for Success

Name of Sponsoring Entity: Thrive With Autism

Position Title: PEIMS Coordinator

Reports to: Superintendent/Principal

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Oversee the recording and reporting of accounting, organizational, staff, student and other data to TSDS PEIMS, the Foundation School Program (FSP) System and other regulatory agency systems.

2. Prepare and submit electronic requests for student records and receive same through the Texas Records Exchange (TREx) system.

3. Develop and maintain Attendance System Procedures Manual and other procedures to facilitate the recording and reporting of accurate and complete accounting, organizational, staff, student and other data on a timely basis and in compliance with TEDS, the Financial Accountability System Resource Guide and other data requirements and standards.

4. Identify and address data errors and discrepancies.

5. Prepare standard and ad hoc reports providing summary and detailed accounting, staff and/or student data in response to regulatory agency requests for same or for the preparation of required reports or the preparation of grant applications.

6. Develop training and technical materials for staff responsible for the entry of accounting, staff, student and other data, including the preparation and maintenance of source records.

7. To facilitate the collection, compilation, reconciliation and submission of data, prepare annual calendar of TSDS PEIMS, FSP System, TREx System and other data reporting timelines.

8. Maintain confidentiality and integrity of personally identifiable and other data in conformance with Family Education Rights and Privacy Act, Health Insurance Portability and Accountability Act and other privacy laws.

9. Identify and participate in professional development opportunities to increase knowledge and skills applicable to duties and responsibilities.

10. Relating to to TSDS PEIMS, FSP System, TREx System and other systems, remain abreast of changes in information technology and in requirements and standards for data submissions.

\*SOURCE: these qualifications and job description come from multiple sources, including Thrive's Gen. 25 Application, TASB template and multiple public school job descriptions and job postings.



# GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Thrive Center for Success

Name of Sponsoring Entity: Thrive With Autism

Position Title: Principal \*

Reports to: Superintendent

Salary Range: \$78,000-85,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Magnolia, Montgomery County

Number of Students anticipated in year one:

108

In year five:

336

Minimum Qualifications Required:

Education  
Required:

Bachelor's degree from an accredited college or university, Master's degree preferred.

Experience  
Required:

A combination of at least 5 years successful experience as a classroom teacher and/or supervisor. Excellent written and verbal communication skills with demonstrated leadership and management ability.

Certification  
Required:

Valid Texas mid-management administrator or principal certification 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 online through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Conroe ISD	170902	Conroe, TX	64,799	\$89,539-\$124,923
Magnolia ISD	170906	Magnolia, TX	13,290	\$108,388-160
Tomball ISD	101921	Tomball, TX	18,294	\$106,249

Name of Proposed Charter School:	Thrive Center for Success
Name of Sponsoring Entity:	Thrive With Autism
Position Title:	Principal
Reports to:	Superintendent

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

- Creates a culture of high expectations for the school.
- Provides instructional leadership to school officers and staff.
- Oversees educational personnel on evaluations, supervision and professional development plans.
- Focuses the school on student performance results driven by student data.
- Responsible for academic daily operations of the school.
- Responsible for purchasing academic related items with state designated funds.
- Works with CFO/PEIMS Coordinator to submit timely and accurate reports to TEA.
- Responsible for all STAAR testing compliance within the school.
- Coordinates with special education/ESL(LEP) meetings to have an administrative presence at all committee hearings.
- Any other duties assigned by the Superintendent.

\*SOURCE: these qualifications and job description come from multiple sources, including Thrive’s Gen. 25 Application, TASB template and multiple public school job descriptions and job postings.



# GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County):

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

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Conroe ISD	170902	Conroe, TX	64,799	\$57,000 - \$67,370
Magnolia ISD	170906	Magnolia, TX	13,290	\$54,000 - \$65,278
Tomball ISD	101921	Tomball ISD	18,294	\$56,000

Name of Proposed Charter School:	Thrive Center for Success
Name of Sponsoring Entity:	Thrive With Autism
Position Title:	Special Education Teacher
Reports to:	Principal/Superintendent

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Implements instructional activities that contribute to student engagement and academic growth. Once ESL certified, responsible for teaching strategies, training and participation in LEP meetings.
2. Selects and modifies instructional resources to meet the needs of students with varying backgrounds and learning needs.
3. Insures student growth and achievement is continuous and appropriate for age group, subject area, and/or program.
4. Collaborates with peers to enhance the instructional environment and offers plans for improvement.
5. Completes necessary ARD paperwork to best assist the student.
6. Have timely communication with parents, diagnosticians, therapists and administration about student needs.
7. Offers training and resources.
8. Meets professional obligations through efficient work habits such as meeting schedules and honoring deadlines.
9. Communicates effectively both orally and in writing with students, parents and other professionals on a regular basis.
10. Any other duties assigned.

\*SOURCE: these qualifications and job description come from multiple sources, including Thrive’s Gen. 25 Application, TASB template and multiple public school job descriptions and job postings.

# GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County):

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

## Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Conroe ISD	170902	Conroe, TX	64,799	\$65,256 - \$93,904
Magnolia ISD	170906	Magnolia, TX	13,290	\$66,140 - \$76,634
Tomball ISD	101921	Tomball ISD	18,294	\$71,675

Name of Proposed Charter School: Thrive Center for Success

Name of Sponsoring Entity: Thrive With Autism

Position Title: SPED Therapist - PT/OT

Reports to: Superintendent/Principal

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Plan and provide direct and consultative services consistent with occupational therapy goals contained in students' Individual Education Plans (IEP).

2. Evaluate student progress and determine readiness for termination of occupational therapy services.

3. Design, construct, alter, and provide students with adaptive equipment and devices to promote maximum independence.

4. Participate in the Admission, Review, and Dismissal (ARD) Committee to assist with the interpretation of assessment data, appropriate placement, and goal setting for students according to district procedures.

5. Consult with educational staff and parents regarding occupational therapy.

6. Provide staff development training in assigned school to assist school personnel with selection and use of adaptive equipment and understanding of occupational therapy program.

7. To teach a motor lab/physical education curriculum to classes during a specials rotation.

8. Create an environment conducive to learning and appropriate for the maturity level, interests, and needs of the student.

9. Consult with parents, teachers, administrators, and other relevant people to enhance their work with students.

10. Promote a positive caring climate for learning.

\*SOURCE: these qualifications and job description come from multiple sources, including Thrive's General Application, TASB template and multiple public school job descriptions and job postings.



# GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School: Thrive Center for Success

Name of Sponsoring Entity: Thrive With Autism

Position Title: Speech Pathologist \*

Reports to: Superintendent/Principal

Salary Range: \$62,000 - \$72,000

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County): Magnolia, Montgomery County

Number of Students anticipated in year one: 108 In year five: 336

## Minimum Qualifications Required:

Education Required: Bachelor's degree

Experience Required: One year supervised clinical speech-language pathology experience.

Certification Required: Valid Texas Education Agency speech therapy certificate, license if 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 online through the Texas Education Directory found at <http://mansfield.tea.state.tx.us/TEA.AskTED.Web/Forms/Home.aspx>. Additionally, traditional districts **will not** have an eight as the fourth digit in the county district number (CDN).

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Conroe ISD	170902	Conroe, TX	64,799	\$52,764 - \$75,929
Magnolia ISD	170906	Magnolia, TX	13,290	\$68,000 - \$78,000
Tomball ISD	101921	Tomball, TX	18,294	\$61,415

Name of Proposed Charter School: Thrive Center for Success

Name of Sponsoring Entity: Thrive With Autism

Position Title: Speech Pathologist

Reports to: Superintendent/Principal

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Plan and provide appropriate individual and group therapy to students consistent with speech and language goals contained in Individual Education Plans (IEP).
2. Evaluate student progress and determine readiness for termination of therapy services.
3. Conduct independent evaluations to assess students with speech or language disorders and conditions to determine eligibility for services by making decisions based on what is best for the student.
4. Develop clinical management strategies or procedures and diagnostic statements by interpreting observations or data.
5. Participate in the Admission, Review, and Dismissal (ARD) Committee process to assist in interpretation of assessment data, appropriate placement, and goal setting for students with communication disorders or conditions according to district procedures.
6. Counsel and involve parents in remedial process.
7. Collaborate with classroom teachers to plan and implement classroom activities to improve communication skills of students.
8. Provide professional development in assigned schools to help school personnel identify and understand communication deficits in students.
9. Communicate effectively with colleagues, students, and parents regarding the accomplishment of therapy goals and needs of the student.
10. Promote a positive caring climate for learning.

\*SOURCE: these qualifications and job description come from multiple sources, including Thrive's Gen. 25 Application, TASB template and multiple public school job descriptions and job postings.

# GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

Proposed Location (City and County):

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

## Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Conroe ISD	170902	Conroe, TX	64,799	\$28,781 - \$40,172
Magnolia ISD	170906	Magnolia, TX	13,290	\$80 - \$120/day
Tomball ISD	101921	Tomball, TX	18,294	Not published



Name of Proposed Charter School: Thrive Center for Success

Name of Sponsoring Entity: Thrive With Autism

Position Title: Substitute Teacher

Reports to: Superintendent/Principal

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. In the absence of the classroom teacher:

2. Provide instruction to students pursuant to the approved lesson plan and using the instructional materials prepared beforehand.

3. Maintain proper classroom management and addresses student behavior issues in accordance with school policy and the classroom teacher's discipline plan.

4. Report progress and outcome of instruction to students and any student behavior or other issues to classroom teacher, instructional aide and/or Superintendent/Principal.

5. Supervise instructional aides, if assigned.

6.

7.

8.

9.

10.

\*SOURCE: these qualifications and job description come from multiple sources, including Thrive's Gen. 25 Application, TASB template and multiple public school job descriptions and job postings.

# GENERATION 26 SUPPLEMENTAL HR FORM

Name of Proposed Charter School:

Name of Sponsoring Entity:

Position Title:

Reports to:

Salary Range:

List any other potential form of remuneration (i.e., car allowance, cell phone, memberships, travel or housing allowance, etc...) to be given to the individual in this position. If none, please state N/A.

N/A

Proposed Location (City and County):

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

## Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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

Name of District	CDN	Located in (City)	# of Students Served	Salary Range
Montgomery ISD	170903	Montgomery	9,025	260,000-260,000
Conroe ISD	170902	Conroe	64,799	310,500-310,500
Magnolia ISD	170906	Magnolia	13,290	266,768-266,768

Name of Proposed Charter School: Thrive Center for Success

Name of Sponsoring Entity: Thrive With Autism

Position Title: Superintendent

Reports to: Charter Holder Board of Directors

## RESPONSE BOXES WILL AUTO-EXPAND AFTER TEXT IS INSERTED

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

1. Insures the board, staff and faculty are aware of and comply wiht all state and federal guidelines.
2. Oversees all school operations. Directly supervise the CFO, principal and contracted services.
3. Ensures the school and board are in compliance with the charter contract.
4. Responsible for community relations and website development.
5. Leads the development, implementation and revision of the school's strategic plan.
6. Leads the development, implementation and revision of administrative procedures for operations and facilities.
7. Builds unity for and communicate school's vision, mission and goals.
8. Assists the board of directors in fundraising efforts.
9. Develops procedures for the school to report required information to students, parents and the public.
10. Approve all submissions to TEA.

\*SOURCE: these qualifications and job description come from multiple sources, including Thrive's Gen. 25 Application, TASB template and multiple public school job descriptions and job postings.

## **Attachment 24: Teacher Evaluation Tool(s)**

Provide any teacher evaluation tool(s) that have been locally developed. If using a TEA-recommended tool such as the Texas Teacher Evaluation and Support System (T-TESS) please state so and link in the narrative response. DO NOT attach.

We will be utilizing T-TESS at Thrive Center for Success. The resources we will be utilizing for this tool are located at:

<https://www.teachfortexas.org/>

### **CABAS Evaluation Tool**

The below document is a sample of the Comprehensive Applied Behavior Analysis for Schooling (CABAS) Evaluation Tool, the *Teacher Performance Rate Accuracy (TPRA)*. *The TPRA is both a tool to train teachers and monitor interactions that occur between the teacher and the student (Ross, Singer-Dudek, Greer, 2005). The CABAS® evaluation tool is to ensure that learn units (Albers & Greer, 1991) are presented accurately and with fidelity. This includes monitoring the teacher and student interactions that occur within a lesson objective as ensuring that teachers or teaching assistants are reliably collecting student data.*

## Teacher Performance Rate Accuracy



Date:	Observer:	Teacher/Student/Level of VB:	
Objective:	Start Time:	End Time:	Elapsed Time:
Restricted or Unrestricted	Individual or Group	Face to Face or Video	Task Items Addressed:

Curriculum Analysis	+/-
1. Is this an appropriate objective for your students? Evidence (I-Ready)?	
2. What are the prerequisites for this objective?	
3. Is the objective aligned to curricular standards? If not, what is the rationale?	
4. What materials will you use to teach this objective? Are they unambiguous and aligned to national/state standards?	
5. What type of learn unit you are utilizing for the student(s) you are instructing? (i.e., IDLU, LU, MLU, Probe, Pair Test Trials, Tact Presentations) . What evidence do you have for using that type of learn unit?	
6. What measurement system is being used (i.e., number of learn units)? Does the measurement system accurately and efficiently capture the objective being taught?	
<b>Curricular Analysis Correct/Total</b>	

### TPRA

	Student	Student	Student	Student	Student	Student
IDLU						
IDLU						
LU 1						
LU 2						
LU 3						
LU 4						
LU 5						
Teacher +: _____ Teacher -: _____ TRA: _____ Reliability: _____ Student +: _____ Student -: _____ Student % _____ Student Rate +: _____ Student Rate -: _____ Errorless TPRA: Yes No (please specify)						

<b>Summary &amp; Feedback</b>
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## 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.

### 2022/23 School Calendar



August 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			

September 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	

October 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					

November 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			

December 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

January 2023						
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 2023						
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 2023						
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 2023						
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 2023						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Professional Development						

First and Last Day of School						

Holidays						

Bad Weather/ Professional Dev Days						

Instructional Days-180 days						

Professional Development Days-12						

## Attachment 26: Proposed School Schedules

Provide a proposed school schedule for a sample day and a sample week.

<b>Thrive Center for Success: Proposed Daily-Weekly Schedule</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>8:30</b>	<b>Morning Meeting-</b> Explicit SEL Instruction Rules/Expectations Schedule Review Calender	<b>Morning Meeting-</b> Explicit SEL Instruction Rules/Expectations Schedule Review Calender	<b>Morning Meeting-</b> Explicit SEL Instruction Rules/Expectations Schedule Review Calender	<b>Morning Meeting-</b> Explicit SEL Instruction Rules/Expectations Schedule Review Calender	<b>Morning Meeting-</b> Explicit SEL Instruction Rules/Expectations Schedule Review Calender
<b>8:45</b>	<b>ELAR Block 1-</b> Read Aloud Guided Reading Independent Reading Shared reading Vocabulary Instruction Phonics Instruction Reader's Theater	<b>ELAR Block 1-</b> Read Aloud Guided Reading Independent Reading Shared reading Vocabulary Instruction Phonics Instruction Reader's Theater	<b>ELAR Block 1-</b> Read Aloud Guided Reading Independent Reading Shared reading Vocabulary Instruction Phonics Instruction Reader's Theater	<b>ELAR Block 1-</b> Read Aloud Guided Reading Independent Reading Shared reading Vocabulary Instruction Phonics Instruction Reader's Theater	<b>ELAR Block 1-</b> Read Aloud Guided Reading Independent Reading Shared reading Vocabulary Instruction Phonics Instruction Reader's Theater
<b>10:00</b>	<b>Math Block-</b> Guided Math Independent Math Facilitated Learning Centers Technology Applications	<b>Math Block-</b> Guided Math Independent Math Facilitated Learning Centers Technology Applications	<b>Math Block-</b> Guided Math Independent Math Facilitated Learning Centers Technology Applications	<b>Math Block-</b> Guided Math Independent Math Facilitated Learning Centers Technology Applications	<b>Math Block-</b> Guided Math Independent Math Facilitated Learning Centers Technology Applications
<b>11:30</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
<b>12:00</b>	<b>Recess/P.E.</b>	<b>Recess/P.E.</b>	<b>Recess/P.E.</b>	<b>Recess/P.E.</b>	<b>Recess/P.E.</b>
<b>12:30</b>	<b>Science/Health</b>	<b>Science/Health</b>	<b>Science/Health</b>	<b>Science/Health</b>	<b>Science/Health</b>
<b>1:00</b>	<b>Social Studies/Home Economics</b>	<b>Social Studies/Home Economics</b>	<b>Social Studies/Home Economics</b>	<b>Social Studies/Home Economics</b>	<b>Social Studies/Home Economics</b>
<b>1:30</b>	<b>Enrichment-</b> Fine Arts/ ASL	<b>Enrichment-</b> P.E. / Motor Lab	<b>Enrichment-</b> Fine Arts/ ASL	<b>Enrichment-</b> P.E. / Motor Lab	<b>Enrichment-</b> Fine Arts / ASL
<b>2:00</b>	<b>ELAR Block 2-</b> Modeled Writing Shared Writing Guided Writing Independent Writing Handwriting Without Tears	<b>ELAR Block 2-</b> Modeled Writing Shared Writing Guided Writing Independent Writing Handwriting Without Tears	<b>ELAR Block 2-</b> Modeled Writing Shared Writing Guided Writing Independent Writing Handwriting Without Tears	<b>ELAR Block 2-</b> Modeled Writing Shared Writing Guided Writing Independent Writing Handwriting Without Tears	<b>ELAR Block 2-</b> Modeled Writing Shared Writing Guided Writing Independent Writing Handwriting Without Tears
<b>3:15</b>	<b>Closing Meeting-</b> Explicit SEL Instruction Dismissal Procedures Daily Review Reflections Goal Setting	<b>Closing Meeting-</b> Explicit SEL Instruction Dismissal Procedures Daily Review Reflections Goal Setting	<b>Closing Meeting-</b> Explicit SEL Instruction Dismissal Procedures Daily Review Reflections Goal Setting	<b>Closing Meeting-</b> Explicit SEL Instruction Dismissal Procedures Daily Review Reflections Goal Setting	<b>Closing Meeting-</b> Explicit SEL Instruction Dismissal Procedures Daily Review Reflections Goal Setting
<b>3:30</b>	<b>Dismissal</b>	<b>Dismissal</b>	<b>Dismissal</b>	<b>Dismissal</b>	<b>Dismissal</b>



## **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.

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.

## **Thrive With Autism / Thrive Center for Success**

### **Proposed Admissions & Enrollment Policy<sup>4</sup>**

#### **Sec. 1. Non-discrimination in Admissions**

It is the policy of Thrive Center for Success to comply with all state and federal regulations regarding admission and not to discriminate during the admission and the lottery process on the basis of sex; national origin; ethnicity; religion; disability; academic, artistic, or athletic ability; or the district the child would otherwise attend. *Education Code 12.111(a)(5)*.

#### **Sec. 2. General Eligibility for Admission**

Thrive Center for Success shall generally admit all persons who reside within Thrive Center for Success's geographic boundaries and for whom Thrive Center for Success operates a grade level sought and who, as of September 1 of any school year, are at least five years of age and under 21 years of age, or are at least 21 years of age and under 26 years of age and admitted by Thrive Center for Success to complete the requirements for a high school diploma, if the person meets any of the following conditions:

1. The applicant and either parent reside in Thrive Center for Success's geographic boundaries.
2. The applicant does not reside in 's geographic boundaries, but one of the parents resides within Thrive Center for Success's geographic boundaries and that parent is a joint managing conservator or the sole managing conservator or possessory conservator of the applicant.
3. The applicant and his or her guardian or other person having lawful control under a court order reside within Thrive Center for Success's geographic boundaries.
4. The applicant is under the age of 18 and has established a separate residence in Thrive Center for Success's geographic boundaries separate and apart from his or her parent, guardian, or other person having lawful control under an order of a court and has established that the applicant's presence in Thrive Center for Success is not for the primary purpose of participation in extracurricular activities. However, Thrive Center for Success is not required to admit an applicant under this provision if the applicant:
  - a. Has engaged in conduct or misbehavior within the preceding year that has resulted in removal to a disciplinary alternative education program or expulsion;
  - b. Has engaged in delinquent conduct or conduct in need of supervision and is on probation or other conditional release for that conduct; or

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<sup>4</sup> Used by permission of SLHA, LLP. SLHA, LLP has authorized its content and materials to be used in conjunction with this application that no redactions of otherwise copyrighted material are necessary.

- c. Has been convicted of a criminal offense and is on probation or other conditional release.
- 5. The applicant is homeless, regardless of the residence of the applicant, of either parent of the applicant, or of the applicant's guardian or other person having lawful control of the applicant.
- 6. The applicant is a foreign exchange student placed with a host family that resides in Thrive Center for Success's geographic boundaries by a nationally recognized foreign exchange program, unless Thrive Center for Success has applied for and been granted a waiver by the Commissioner because:
  - a. Admission would impose a financial or staffing hardship on Thrive Center for Success;
  - b. Admission would diminish Thrive Center for Success's ability to provide high-quality education services for Thrive Center for Success's domestic students; or
  - c. Admission would require domestic students to compete with foreign exchange students for educational resources.
- 7. The applicant resides at a residential facility, as defined in Education Code 5.001, located within Thrive Center for Success's boundaries.
- 8. The applicant resides in Thrive Center for Success's boundaries and is 18 or older or the applicant's disabilities of minority have been removed.
- 9. The applicant does not reside in Thrive Center for Success's boundaries, but a grandparent resides in Thrive Center for Success's boundaries and provides a substantial amount of after-school care for the applicant as determined by the Board.
- 10. The applicant and either parent of the applicant reside in a residence homestead that is located on a parcel of property any part of which is located in Thrive Center for Success's geographic boundaries.

*Education Code 25.001.*

### Sec. 3. Application Requirement

Thrive Center for Success requires applicants to submit a complete TEA Charter Student Admission Application form in order to be considered for admission. The Superintendent or designee shall set a beginning and closing date for the application window for each school year.

In order to be eligible for admission, the applicant or qualifying occupant specified by Education Code 25.001(b) must generally reside in the geographic boundaries set by the Thrive With Autism charter, and satisfy any other admissions criteria specified in this policy. See Sec. 10 below.

#### Sec. 4. Lottery Provisions

A “lottery” for purposes of this policy is a non-weighted, random selection process that determines the order of enrollment of student applicants. A lottery is to be conducted if the number of applicants exceeds the maximum enrollment. The lottery shall take place within 30 days after the closing date of the application period. The lottery will be conducted via lottery selection software. The principal or designee of each campus will conduct the computerized lottery, with supervision by at least one member of the sponsoring entity or his or her designee and a representative from the Thrive Center for Success Central Office. This ensures that the admissions list and the waiting list are selected randomly. Results of the lottery shall be certified by a notary public.

#### Sec. 5. Development of Waiting List

The lottery will be paused momentarily after all available seats are filled. The drawing will then continue, and the randomly-selected numbers will be used to create a waiting list. As space becomes available, applicants will be called from the waiting list beginning with applicants with the lowest number assignment. Applicants selected by lottery will be “deemed admitted” and may proceed from provisional admission (Texas Education Code Section 25.002) to enrollment.

#### Sec. 6. Admission Process of Returning Students

Returning students (students who currently attend Thrive Center for Success and intend to return the next school year) are exempted from the lottery if they notify Thrive Center for Success of their intent to return for the next school year by the deadline designated by the Superintendent or designee for the then-current school year.

#### Sec. 7. Siblings Policy and Children of the School’s Founders and Employees

Siblings of returning students currently enrolled at a Thrive Center for Success campus and who timely notify Thrive Center for Success of their intent to return for the next school year are exempt from the lottery and, space permitting, are automatically enrolled. For this policy “sibling” shall mean a biological or legally adopted brother or sister residing in the same household as the applicant. Cousins, nieces, nephews and unrelated children sharing an address with the applicant are not siblings. Sibling enrollment is dependent on available space and does not guarantee enrollment of each listed sibling.

Children of Thrive Center for Success’s founders, teachers, and staff (so long as the total number of students allowed constitutes only a small percentage of the total enrollment) are exempt from lottery requirements, as permitted by federal guidance on the Charter Schools Program.

#### Sec. 8. Applications Submitted Outside the Designated Application Period

If a student applies to Thrive Center for Success outside of the designated application period, the student will be placed on a waiting list in the order of the date in which the application is received.

#### Sec. 9. Students with Documented Histories of a Criminal Offense and/or Misconduct

As authorized by Education Code § 12.111(a)(5)(A), Thrive Center for Success shall exclude from enrollment those students who have a documented history of a criminal offense, a juvenile court adjudication, or other discipline problems under Subchapter A, Chapter 37 of the Education Code.

#### Sec. 10. Documents and Information Applicants are Required to Provide

Applicants must complete and submit the common admission application form developed and made available by the Texas Education Agency ("TEA") under Education Code 12.1173.

Applicants are not required to provide transcripts or other academic records until after they are offered admission.

#### Sec. 11. Verification of Residency and Immunization Records for Enrollment

Verification of residency and current immunization records are required for all students enrolling. Every student enrolling for the first time must present a signed statement from a physician or documentation of immunizations as required by the Texas Department of Health, no later than 30 days after enrolling. Students who submit an affidavit from a physician stating immunizations should not be administered for medical reasons, and students who submit an affidavit signed by the student's parent or guardian declining immunizations for reasons of conscience, will be excepted from this requirement. The parent or guardian must furnish records that verify the identity of the student.

A person's "residence," for the purpose of this policy is the true, fixed and permanent place where the qualifying occupant ordinarily lives and sleeps, not less than four nights during the school week and to which, when temporarily absent from the residence, the occupant intends to return. The qualifying occupant specified by Education Code 25.001(b) must generally reside in the authorized geographic boundaries of Thrive Center for Success, as described in the Thrive Center for Success charter. A person who is homeless, as defined by 42 U.S.C. 11302, need not reside within the geographic boundaries of Thrive Center for Success. In order to verify residency for enrollment, acceptable evidence of residency includes:

- Current property tax bill with parent/guardian's name and property address;
- Current rental or lease agreement with parent/guardian's name, student name, and address, as well as manager or owner's name and telephone number;

- Documents related to the purchase of the residence with the parent/guardian's name and property address;
- Mail dated within 60 days before the application date from the following sources:
  - Social Security Administration;
  - A Texas State government agency;
  - Utility companies;
  - Credit card bill;
  - Financial institutions; including checking or savings;
  - Insurance companies;
  - State and Federal Revenue documents;
  - Paycheck information; and
  - Other sources or documents demonstrating residency.

If, at any time, a student's or qualifying occupant's residence is in question, Thrive Center for Success may ask for additional documents for verification. If the parent or legal guardian cannot provide evidence of residency because the parent or legal guardian is living with a relative or friend, a notarized statement by the relative or friend may be accepted by Thrive Center for Success with the following stipulation:

- Notarized statement must state that the parent or legal guardian and child are living with the relative/friend;
- Notarized statement must state the name of the relative or friend who is on the relative or friend's proof of residence;
- Notarized statement must state the same address of the relative or friend who is on the relative or friend's proof of residence;
- A copy of the relative or friend's proof of residence must be attached to the notarized statement (meeting the documentation criteria described above); and
- The notarized statement must be signed by the same name of relative or friend who is on the relative or friend's proof of residence.

A person whose parent or guardian is an active-duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, may establish residency by providing to Thrive Center for Success a copy of a military order requiring the parent's or guardian's transfer to a military installation in or adjacent to Thrive Center for Success's attendance zone. Such proof of residence shall be provided to Thrive Center for Success not later than the 10th day after the arrival date specified in the military order requiring the parent's or guardian's transfer. For purposes of this provision, the term "residence" includes residence in a military temporary lodging facility. *Education Code 25.001(c-1)-(c-2).*

Subsequently, within 60 days, at least two current documents, Thrive Center for Success must be provided confirmation of residency from one or more of the following sources:

- Credit card companies;
- U. S. Treasury;
- Social Security Administration, including benefits letter;
- Texas State government agencies (including city and county agencies);
- Utility companies;
- Financial institutions including checking, savings, or investment account statements;
- Insurance companies; or
- State and Federal Revenue departments.

Thrive Center for Success may conduct home-visits, at any time, to confirm residency of applicants and enrolled students. Falsification of residence on an enrollment form is a criminal offense.

#### Sec. 12. Adult Student Attendance Requirement for Continued Admission

A person who voluntarily attends school after his or her 19th birthday shall attend school each school day for the entire period the program of instruction is offered. Thrive Center for Success may revoke, for the remainder of the school year, the enrollment of a person who has more than five absences in a semester that are not excused under Education Code 25.087, except that Thrive Center for Success may not revoke the enrollment on a day on which the person is physically present at school. A person whose enrollment is revoked under this subsection may be considered an unauthorized person on school grounds and a criminal trespass warning may be issued. Prior to revoking the person's enrollment, Thrive Center for Success shall issue a warning letter to the person, after the third unexcused absence, stating that the person's enrollment may be revoked for the remainder of the school year if the person has more than five unexcused absences in a semester. As an alternative to revoking enrollment, Thrive Center for Success may impose a behavior improvement plan. *Education Code 25.085(e)*.

#### Sec. 13. Student Residency Separate from Parent/Guardian

In order to protect the best interests of students enrolled, for purposes of students under the age of 18 who have established a residence apart from the person's parent, guardian, or other person having lawful control, such persons must establish their separate residency and verify it with documentation acceptable to Thrive Center for Success in the same manner as other students. However, a student under 18 and not living with parents or guardian, who has engaged in conduct in the preceding year that has resulted in a disciplinary removal, alternative placement or expulsion, or who has engaged in delinquent conduct or conduct in need of supervision and is on



probation or other conditional release for that conduct, or has been convicted of a criminal offense and is on probation or other conditional release, shall not be admitted to Thrive Center for Success. The Superintendent or designee shall follow "Students with Documented Histories of a Criminal Offense and/or Misconduct," above, in making such determination.

#### Sec. 14. Admission of Homeless Students

##### a) *Definitions*

"Enroll" and "enrollment" include attending classes and participating fully in school activities.

"Homeless child" or "homeless children" means children or youths who lack a fixed, regular, and adequate nighttime residence and includes:

1. Children who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Children who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
3. Children who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children living in circumstances described above. "Migratory child" means a child who made a qualifying move in the preceding 36 months (a) as a migratory agricultural worker or a migratory fisher; or (b) with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher.

"School of origin" means the school that the child attended when permanently housed or the school in which the child was last enrolled, including a preschool. When a child completes the final grade level served by the school of origin, the term "school of origin" shall include the designated receiving school at the next grade level for all feeder schools, as applicable.

"Unaccompanied youth" includes a homeless child or youth not in the physical custody of a parent or guardian.

##### b) *General Requirements*

As a condition of receiving federal funds under the McKinney-Vento Homeless Assistance Act, Thrive Center for Success shall, according to a homeless child's best interest:

1. Continue the child's education in the school of origin for the duration of homelessness;
  - a. If the child's family becomes homeless between academic years or during an academic year; and
  - b. For the remainder of the academic year, if the child becomes permanently housed during an academic year; or
2. Enroll the child in any Thrive Center for Success school that non-homeless students who live in Thrive Center for Success's geographic boundaries are eligible to attend.

42 U.S.C. 11432(g)(3)(A).

In determining the best interest of a homeless child, Thrive Center for Success shall:

1. Presume that keeping the child in the school of origin is in the child's best interest, except when doing so is contrary to the request of the child's parent or guardian, or in the case of an unaccompanied youth the youth;
2. Consider student-centered factors related to the child's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children, giving priority to the request of the child's parent or guardian or the unaccompanied youth;
3. If, after conducting the best interest determination based on consideration of the presumption in item 1 above and the student-centered factors in item 2 above, Thrive Center for Success determines that it is not in the child's best interest to attend the school of origin or the school requested by the parent or guardian or the unaccompanied youth, provide the parent, guardian, or unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal as set forth in Sec. 13-f below; and
4. In the case of an unaccompanied youth, ensure that the homeless liaison assists in placement and enrollment decisions under these provisions, gives priority to the views of such unaccompanied youth, and provides the notice to such youth of the right to appeal as set forth in Sec. 13-f below.

42 U.S.C. 11432(g)(3)(B).

Thrive Center for Success shall not stigmatize or segregate a student who is homeless.

*c) Information from Parents*

Thrive Center for Success may require the parent or guardian of a homeless child to submit contact information. 42 U.S.C. 11432(g)(3)(H).

d) *Enrollment*

Thrive Center for Success shall immediately enroll a homeless child, depending on available seats, even if the child:

1. Is unable to produce records normally required for enrollment, such as previous academic record, records of immunization and other required health records, proof of residency, or other document; or
2. Has missed application or enrollment deadlines during any period of homelessness.

42 U.S.C. 11432(g)(3)(C).

e) *Enrollment in School of Origin*

In determining the best interest of the student for the purpose of continuing the student's education in the school of origin, Thrive Center for Success shall presume that keeping the student in his or her school of origin is in the student's best interest, except when doing so is contrary to the request of the parent, guardian, or unaccompanied youth. Thrive Center for Success shall also consider the best interests of the student with regard to the impact of moving schools on the student's achievement, education, health, and safety, including such relevant factors as:

1. Continuity of instruction;
2. Age and grade placement of the student;
3. Distance of the commute and its impact on the student's education or special needs;
4. Personal safety of the student;
5. The student's eligibility and need for any specialized services and supports, such as Section 504, special education and related services, or bilingual or English as a second language services;
6. Length of anticipated stay in a temporary shelter or other temporary location, if applicable;
7. Likely area of the family's or youth's future housing;
8. Time remaining in the school year; and
9. School placement of siblings.

Services, including transportation, that Thrive Center for Success is required to provide shall not be considered in determining the student's school of attendance.

f) *Disputes Concerning Enrollment*

If a dispute arises over eligibility, or school selection or enrollment in a school:

1. The child shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals;
2. The parent or guardian of the child or an unaccompanied youth shall be provided with a written explanation of any decisions related to school selection or enrollment made by Thrive Center for Success, including the rights of the parent, guardian, or unaccompanied youth to appeal such decisions.
3. The parent, guardian, or unaccompanied youth shall be referred to the homeless liaison, who shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute; and
4. In the case of an unaccompanied youth, the liaison shall ensure that the youth is immediately enrolled in the school in which the youth seeks enrollment pending resolution of such dispute.

*42 U.S.C. 11432(g)(3)(E).*

*g) Comparable Services*

Thrive Center for Success shall provide a homeless child with services comparable to those offered to other student in the school in which the child is enrolled. *42 U.S.C. 11432(g)(4).*

Sec. 15. Admission of Military Dependents

*a) Applicability*

The provisions of Sec. 14 of this policy shall apply to the children of:

1. Active duty members of the uniformed services, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Sections 1209 and 1211;
2. Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement; and
3. Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.

Sec. 14 of this policy shall not apply to the children of:

1. Inactive members of the national guard and military reserves;
2. Members of the uniformed services now retired, except as provided above;
3. Veterans of the uniformed services, except as provided in this policy; and
4. Other U.S. Department of Defense personnel and other federal agency civilian and contract employees not defined as active duty members of the uniformed services.

*Education Code 162.002 Article III.*

b) *Definitions*

"Active duty" means full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Sections 1209 and 1211.

"Children of military families" means a school-aged child, enrolled in kindergarten through twelfth grade, in the household of an active duty member.

"Deployment" means the period one month prior to the service members' departure from their home station on military orders through six months after return to their home station.

"Transition" means:

1. The formal and physical process of transferring from school to school; or
2. The period of time in which a student moves from one school in the sending state to another school in the receiving state.

"Uniformed services" means the Army, Navy, Air Force, Marine Corps, Coast Guard, as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration, and Public Health Services.

"Veteran" means a person who served in the uniformed services and who was discharged or released therefrom under conditions other than dishonorable.

*Education Code 162.002 Article II.*

c) *Eligibility for Enrollment*

Special power of attorney, relative to the guardianship of a child of a military family and executed under applicable law, shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent.

i. *Continued Acceptance*

A transitioning military child, placed in the care of a non-custodial parent or other person standing *in loco parentis* who lives in a jurisdiction other than that of the custodial parent, may continue to attend the school in which the child was enrolled while residing with the custodial parent.

*Education Code 162.002 art. VI, § A.*

d) *Education Records*

i. *Unofficial Records*

In the event that official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parents a complete set of unofficial education records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records, Thrive Center for Success shall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible.

ii. Official Records

Simultaneous with the enrollment and conditional placement of the student, Thrive Center for Success shall request the student's official education record from the sending district.

*Education Code 162.002 art. IV, §§ A–B.*

e) *Tuition*

Thrive Center for Success is prohibited from charging tuition to:

1. A transitioning military child placed in the care of a non-custodial parent or other person standing *in loco parentis* who lives in a jurisdiction other than that of the custodial parent; or
2. A student who is domiciled in another state and resides in military housing that is located within Thrive Center for Success's boundaries.

*Education Code 25.004, 162.002 art. VI, § A.*

f) *Grade-Level Placement*

Students shall be allowed to continue their enrollment at grade level in Thrive Center for Success commensurate with their grade level, including kindergarten, from the sending district at the time of transition, regardless of age. A student that has satisfactorily completed the prerequisite grade level shall be eligible for enrollment in the next highest grade level in Thrive Center for Success, regardless of age. A student transferring after the start of the school year shall enter Thrive Center for Success on his or her validated level from an accredited school in the sending state. *Education Code 162.002 art. IV, § D.*

g) *Course Placement*

When the student transfers before or during the school year, Thrive Center for Success shall initially honor placement of the student in educational courses based on the student's enrollment in the sending district and/or educational assessments conducted at the sending district if the courses are offered. Course placement includes but is not limited to honors, international baccalaureate, advanced placement, vocational, technical, and career pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering

placement. This does not preclude Thrive Center for Success from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s). *Education Code 162.002 art. V, § A.*

h) *Educational Program Placement*

Thrive Center for Success shall initially honor placement of the student in educational programs based on current educational assessments conducted at the sending district or participation/placement in like programs in the sending state. Such programs include, but are not limited to:

1. Gifted and talented programs; and
2. English as a second language (ESL).

This does not preclude Thrive Center for Success from performing subsequent evaluations to ensure appropriate placement of the student. *Education Code 162.002 art. V, § B.*

i) *Waivers*

Thrive Center for Success administrative officials shall have flexibility in waiving course/program prerequisites, or other preconditions for placement in courses/programs offered by Thrive Center for Success. *Education Code 162.002 art. IV, §§ A–B, D.*

Sec. 16. Discrepancies in Student Name

The Superintendent or designee shall notify the Missing Children and Missing Persons Information Clearinghouse if a child is enrolled under a name other than the name that appears on the identifying documents. If a student's records have not been received within 30 days of a request, the Superintendent or designee shall notify local law enforcement for a determination of whether the child has been reported as missing. *Education Code 25.002(b).*

Sec. 17. Food Allergy Information

The parent of each student enrolled with Thrive Center for Success must complete a form provided by Thrive Center for Success that discloses (1) whether the child has a food allergy or a severe food allergy that should be disclosed to Thrive Center for Success to enable Thrive Center for Success to take any necessary precautions regarding the child's safety and (2) specifies the food(s) to which the child is allergic and the nature of the allergic reaction.

For purposes of this requirement, the term "severe food allergy" means a dangerous or life-threatening reaction of the human body to a food-borne allergen introduced by inhalation, ingestion, or skin contact that requires immediate medical attention.

Thrive Center for Success may also require information from a child's physician if the child has food allergies.



Food allergy information forms will be maintained in the child's student records, and shall remain confidential. Information provided on food allergy information forms may be disclosed to teachers, school counselors, school nurses, and other appropriate school personnel only to the extent consistent with Board policy and as permissible under the Family Educational Rights and Privacy Act of 1974 ("FERPA").

*Education Code 25.0022(a)-(c).*

## **Attachment 28: Certificate of Occupancy for Facility**

If the applicant has a certificate of occupancy for the identified facility, provide a copy.

**N/A**

## **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.

**N/A**

### **Attachment 30: Detailed Start-up Plan**

Provide a detailed start-up plan for Year 0 (August 2021-August 2022).

For purposes of the following discussion, we define the start-up period as Year 0, which begins at the point in time at which we anticipate that the contract for charter will be executed and a county-district number is assigned to Thrive Center for Success, or roughly on or about October 15, 2021, and ends on the fiscal year end of June 30, 2022, and part of Year 1, beginning on July 1, 2022, through August 31, 2022, which approximately coincides with the start of the 2022-2023 academic year.

Leveraging the experience of Dr. Ronny Knox, Board member and proposed Board President, Thrive Center for Success proposes to implement the following start-up plan.

### **Oversight by the Board of Directors.**

During the start-up period, the Board will:

- During a properly convened meeting of the Board in October 2021,
  - hire Superintendent/Principal.
  - adopt a meeting schedule that conforms with the corporate Bylaws;
  - delegate authority to a Board member to identify training that conforms to state requirements;
  - adopt a timeline for the adoption of Board policies;
  - adopt interim directives to facilitate the fiscal oversight of the school pending the adoption of policies;
  - adopt an interim operating plan pending the adoption of a strategic plan and an annual operating plan;
  - adopt a start-up budget; and
  - approve (or disapprove) the contract for the services to be provided by the third-party CFO during Year 0;
- During properly convened meetings of the Board conducted between November 2021, and August 2022,
  - adopt a timeline for completing all state mandated training by August 31, 2022;
  - adopt policies and amend or rescind, in part or in whole, the previously adopted interim directives;
  - review the implementation of the interim operating plan (or annual operating plan) and, as appropriate and necessary, amend said plan;
  - receive and consider the Superintendent/Principal's recommendation for a school facility, including any contract negotiated pursuant to the Board's direction;

- review financial reports, including a comparison of estimated to realized revenues and budgeted to actual expenses;
  - receive, consider and approve (or disapprove) amendments to the start-up budget (or annual operating budget);
  - receive, consider and approve (or decline) the award of contracts to insurance companies, service providers and other vendors; and
  - provide Superintendent/Principal direction and guidance concerning start-up activities;
- Between December 2021, and August 2022, using electronic mail and other low cost or free communication mediums, the Board will engage the communities in the target and contiguous ISDs to promote the school to prospective parents and students, solicit donations, prepare and submit private grant proposals, and seek volunteers;
- During a properly convened meeting of the Board in June 2022,
    - review the Board's completion of state mandated training and address any outstanding training;
    - review the Board's adoption of policies and address any policies not yet adopted;
    - evaluate the Board's performance;
    - adopt an evaluation instrument for the Board;
    - receive and consider the Superintendent/Principal's proposed:
      - strategic plan for the 2022-2026 years;
      - annual operating plan for the 2022-2023 School Year;
      - annual operating budget for the 2023 Fiscal Year;
      - the 2022-2023 academic calendar;
      - pro forma Rating Year 2024 Financial Integrity Rating System of Texas (FIRST) rating;
    - evaluate the Superintendent/Principal's job performance;
    - adopt a job description and an evaluation instrument for the Superintendent/Principal; and
    - approve the Superintendent/Principal's compensation for the 2023 Fiscal Year; and
    - evaluate the contracted CFO and consider the renewal or renegotiation of the pertinent contract; and
- Prior to the start of the 2022-2023 School Year, during a properly convened meeting of the Board in July 2022, and/or August 2022,
    - adopt an employee handbook; and

- adopt a student handbook.

### **Administrative Team Implementation.**

During the start-up period, in collaboration with the contracted CFO and other staff, the Superintendent/Principal will:

- In October 2021, prepare and present to the Board for its consideration:
  - a timeline for the adoption of policies;
  - an interim operating plan;
  - the start-up budget; and
  - a contract for the services to be provided by the third-party CFO during Year 0;
- Between November 2021, and August 2022,
  - prepare and present to the Board for its consideration:
    - policies;
    - a recommendation for the school's facility, including any contract negotiated pursuant to the Board's direction;
    - financial reports, including a comparison of estimated to realized revenues and budgeted to actual expenses;
    - amendments to the start-up budget (or annual operating budget);
    - options for the school's facilities, including lease or other agreements; and
    - contracts to vendors;
  - adopt a detailed organizational chart for the school;
  - prepare job descriptions for all positions;
  - negotiate a contract(s) with an insurance provider(s) for health, life and other fringe benefits and submit the contract(s);
  - using staff recruitment budget of \$5,000, recruit individuals for school employment by attending job fairs and posting vacancies on the school and third-party (e.g., Indeed, regional education service centers, Texas Association of Public Charter Schools) websites;
  - establish partnerships with colleges and universities to facilitate the recruitment of qualified personnel;
  - acquire, develop and adopt a TEKS aligned curriculum;
  - solicit proposals, schedule product demonstrations, evaluate and recommend a contract for the acquisition of an accounting, staff and student information system(s) that conforms to the requirements



promulgated by the TEA in the Financial Accountability System Resource Guide and Texas Education Data Standards;

- as appropriate and necessary, publish requests for bids and proposals or solicit quotes from vendors for the procurement of classroom and office equipment and furniture, information technology, books, curriculum, classroom materials, and other goods and services; and
  - prepare and conduct professional development for all staff, either in-house or through third-party trainers;
- By January 31, 2022, recommend the following personnel to be hired during Year 0:
  - BCBA
  - LSSP/Counselor
  - PEIMS Coordinator
  - Administrative Assistant
  - Accounting Clerk
- By December 1, 2021, create student enrollment forms and make online application available as well as have common application available for pick-up at either our facility, if acquired by then, at our local office at Office Evolution, or a local organization, such as The Greater Magnolia Parkway Chamber of Commerce;
- Between December 1, 2021, and February 1, 2022, advertise the school's enrollment of students (student recruitment budget of \$20,000);
- Between January 1, 2022, and July 31, 2022, after the Board has approved a facility arrangement, oversee any facility improvements and inspections necessary to secure an occupancy certificate;
- On February 1, 2022, if necessary, conduct the admission lottery and notify parents and students of the results of the lottery;
- After February 1, 2022, continue to promote the school to prospective parents and students and maintain a waiting list or continue to admit and enroll students until the maximum allowed enrollment is reached;
- By and in June 2022, prepare and present to the Board for its consideration:
  - a proposed:
    - strategic plan for the 2022-2026 years;

- annual operating plan for the 2022-2023 School Year;
  - annual operating budget for the 2023 Fiscal Year;
  - the 2022-2023 academic calendar;
  - pro forma Rating Year 2024 FIRST rating;
  - an evaluation of the contracted CFO; and
  - the proposed renewal or renegotiation of the CFO's contract;
- In July 2022, and August 2022, oversee the final preparation of the school's facility for the start of the academic year, including the delivery and installation of classroom, common area and office furniture and equipment; and
- Prior to the start of the 2022-2023 School Year, prepare and present to the Board for its consideration:
  - an employee handbook; and
  - a student handbook.

Throughout the start-up period, the Superintendent will engage the community at large through meetings to disseminate information about the school, its mission and vision, the charter program to be implemented, the school's admission and enrollment policies, and other important facets.

### **Contingency Plan.**

In the event that anticipated funding is not received or is lower than estimated, the Board, in collaboration with the Superintendent/Principal and contracted CFO, will consider adopting one or more of the following measures to limit financial losses to the school and other unfavorable consequences.

- Seek short-term or long-term debt financing.
- Step up fundraising activities and identify and apply for private grant opportunities.
- Defer the hiring of non-essential personnel and assign the related duties and responsibilities to current employees.
- Postpone the purchase of non-essential personal property.
- Reduce expenses for goods and services that are not immediately needed or necessary.
- Amend the start-up budget;
- Renegotiate existing lease agreements or enter into a forbearance agreement to defer or reduce lease payments until the school's finances improve.

## Attachment 31: Financial Plan Workbook

Using the template provided on the [New OperatorNew](#) 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 \$6,424 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 award of a successful competitive charter application, and the continuation of funds from the United States Department of Education. **Pending applicant eligibility and availability of federal funds, the application provides for up to \$900,000 in federal CSP funding.** The applicant must include and budget with these funds when completing the Financial Workbook. In the notes section of each tab, please designate the allowable use of CSP funds in the appropriate row.

If awarded, funds 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 has been 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.



## Thrive Center for Success

### FINANCIAL PLAN WORKBOOK SUMMARY

**REVENUE**

Total State Revenues

Federal Revenues

Charter School Program (CSP) Start-Up Grant

Other Federal Revenues

Total Federal Revenues

Total Local and Other Revenue

**TOTAL REVENUE****EXPENSES****PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES**

Total Administrative Staff Personnel Costs

Total Instructional Personnel Costs

Total Non-Instructional Personnel Costs

Total Payroll Taxes and Benefits

**TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES****NON-PAYROLL RELATED EXPENSES**

Total Contracted Services

Total School Operations

Total Facilities Operations and Maintenance

Reserves / Contingencies

**TOTAL NON-PAYROLL RELATED EXPENSES****TOTAL EXPENSES****NET OPERATING INCOME (before depreciation)****STUDENT ENROLLMENT**

Projected Student Enrollment

Revenue Per Pupil

Expenses Per Pupil

Start-Up Year 0	Year 1	Year 2	Year 3	Year 4
2022	2023	2024	2025	2026
	\$ 1,458,726	\$ 1,782,887	\$ 2,107,048	\$ 3,889,935
\$ 600,000	\$ 200,000	\$ 100,000	\$ -	\$ -
\$ -	\$ 172,935	\$ 211,365	\$ 249,795	\$ 461,160
\$ 600,000	\$ 372,935	\$ 311,365	\$ 249,795	\$ 461,160
\$ 130,000	\$ 100,000	\$ 50,000	\$ 50,000	\$ 50,000
\$ 730,000	\$ 1,931,661	\$ 2,144,252	\$ 2,406,843	\$ 4,401,095
\$ 164,500	\$ 275,000	\$ 280,500	\$ 286,110	\$ 573,052
\$ 31,000	\$ 980,250	\$ 1,143,165	\$ 1,312,205	\$ 2,429,105
\$ -	\$ 89,360	\$ 91,147	\$ 92,970	\$ 189,659
\$ 28,739	\$ 197,658	\$ 222,677	\$ 248,619	\$ 469,197
\$ 224,239	\$ 1,542,268	\$ 1,737,490	\$ 1,939,903	\$ 3,661,014
\$ 32,742	\$ 137,498	\$ 146,256	\$ 155,124	\$ 201,391
\$ 373,300	\$ 50,920	\$ 57,206	\$ 63,498	\$ 149,397
\$ 37,000	\$ 114,500	\$ 129,894	\$ 145,308	\$ 265,874
\$ 7,300	\$ 19,317	\$ 23,609	\$ 27,902	\$ 51,511
\$ 450,342	\$ 322,234	\$ 356,965	\$ 391,831	\$ 668,174
\$ 674,581	\$ 1,864,502	\$ 2,094,455	\$ 2,331,735	\$ 4,329,187
\$ 55,419	\$ 67,159	\$ 49,797	\$ 75,108	\$ 71,908
	108	132	156	288
\$	\$ 17,886	\$ 16,244	\$ 15,428	\$ 15,282
\$	\$ 17,264	\$ 15,867	\$ 14,947	\$ 15,032



Year 5

2027

\$	4,538,258
----	-----------

\$	-
----	---

\$	538,020
----	---------

\$	538,020
----	---------

\$	50,000
----	--------

\$	5,126,278
----	-----------

\$	584,513
----	---------

\$	2,882,517
----	-----------

\$	193,452
----	---------

\$	538,091
----	---------

\$	4,198,573
----	-----------

\$	218,614
----	---------

\$	106,818
----	---------

\$	296,536
----	---------

\$	60,096
----	--------

\$	682,064
----	---------

\$	4,880,637
----	-----------

\$	245,641
----	---------

	336
--	-----

\$	15,257
----	--------

\$	14,526
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# New Charter School Application Financial Plan Workbook

## Instructions

### General Instructions and Notes

- **Colors for tabs and cells may be different on MAC computers and Apple products.**
- Complete all four tabs in GREEN. The BLUE tabs are informational only and do not require data entry.
- For MAC users, the BLUE tabs are **Budget, Financial Plan Workbook Summary, SOF, and Payment Formula Example**. All other tabs are GREEN data entry tabs.
- Formula driven cells are locked and should remain locked. Enter information into the WHITE cells ONLY.
- For MAC users, the GRAY cells may appear blue.
- Cells containing RED triangles in the upper right corner contain guidance on that particular line item.
- All **Notes** and **Notes and Descriptions of Assumptions** cells are editable. Adding as much detail as possible in these columns is encouraged. All Notes and Notes and Descriptions of Assumptions should be verifiable with support documents if requested by TEA.

### School Info Tab

- Enter the Lead Applicant's name, email address, and phone number.
- In the row **Start-Up (Year 0) Fiscal Year End**, enter the fiscal year the proposed charter school will be in for its startup year.
- In the row **Year One Fiscal Year End**, enter the fiscal year the school will be in for its first operational year.
- In the row **Fiscal Year End Date**, use the drop-down list box to select the proposed charter school fiscal year end date.
- In the row **Total School Year Minutes**, enter the number of minutes the proposed charter school will be open for operation.

### Enrollment Tab

- **Enter information into the WHITE cells ONLY. All other cells are locked and should remain locked.**

#### ENROLLMENT Section

- Enter the anticipated enrollment for the proposed school by grade and year in the WHITE cells only. The anticipated enrollment for all five years is mandatory because those enrollment assumptions will directly impact the five year budget/operational plan.
- Enter the anticipated average daily attendance (ADA) percentage by year.
- **WARNING** - Enter conservative and realistic enrollment numbers. The state funding for your proposed charter school will be adjusted to your actual ADA, not your budgeted ADA! If you enter ambitious enrollment numbers or your estimated enrollment numbers are not realistic compared to your waiting list of students within commuting distance, then your projections may be invalid. Additionally, your enrollment numbers may change frequently during the school year. Over budgeting revenue is the most frequent cause of financial distress for charter holders.

#### STUDENT POPULATION Section

- Enter the anticipated number of students for each population designation by year in the WHITE cells only. The numbers entered will automatically generate the percentage of students anticipated for that designation based on the total enrollment entered.

#### TRANSPORATION Section

- Enter the anticipated transportation allotments for the specified programs.

### Personnel Tab

- **Enter information into the WHITE cells ONLY. All other cells are locked and should remain locked.**
- Column C - Enter the position description.
- Column D - Select the category for the position entered in column C from the drop down list box. Categories listed in the drop down box align with the **Start-Up, Y1, & Assumptions** and **Budget** tabs.  
**\*\*PLEASE NOTE\*\* - Before selecting a category, be sure to review the Budget tab to see where each category falls in terms of the Personnel section.**
- Column E - Enter the starting salary for each position.
- Columns F - K - Enter the number of full-time equivalents (FTE) for each position for the given year.
- Column M - Enter any notes related to each position. **Notes must include the portion of the salary amount that will be paid from the CSP grant funds.**

- Cells P10 - S10 - Enter the anticipated percentage of salary increases for each year. Salaries for each position for each year will be automatically generated based on the yearly raise percentages entered in the worksheet.

#### Start-Up, Y1, & Assumptions Tab

- **Enter information into the WHITE cells ONLY. All other cells are locked and should remain locked.**
- Column C - All line descriptions are locked and are to remain locked except those WHITE and labeled **Custom**. **Custom** cells can be edited by the applicant.
- Columns E - F - Enter budgeted amounts for the proposed charter school in column E for the start-up year (Year 0) and in column F for Year 1.
- Columns H - M - Enter the percentage increase OR decrease that is anticipated for each line item from year to year.  
***\*\* PLEASE NOTE\*\* - The percentages entered in the PAYROLL TAXES AND BENEFITS section are for the percentage of total payroll for that particular year and NOT the percentage of increase from year to year.***
- Enter any notes and descriptions of assumptions that need further explanation. ***\*\*Notes must include the amounts that will be paid from CSP grant funds.***

#### Budget Tab

- ALL revenues and expenses are automatically calculated based on the **Enrollment, Personnel, and Start-Up, Y1, & Assumptions** tabs.
- No data should be entered on this tab.

#### Financial Plan Workbook Summary Tab

- ALL revenues and expenses are automatically calculated based on the **Enrollment, Personnel, and Start-Up, Y1, & Assumptions** tabs.
- No data should be entered on this tab.

#### SOF Tab

- Summary of Finances (**SOF**) tab displays the estimate for Total State Aid.
- No data should be entered on this tab.

#### Payment Formula with Example Tab

- Actual cash flows are based on average attendance for each 6 week period reported to TEA. If you experience a substantial change in enrollment during the year, your ADA will change and so will your payments.
- No data should be entered on this tab.









## Thrive Center for Success

### NEW CHARTER SCHOOL APPLICATION FINANCIAL PLAN WORKBOOK

Lead Applicant Name:

Elizabeth Goldsmith

Contact Email:

Contact Phone:

713-501-0052

Start-Up (Year 0) Fiscal Year End:

2022

*Enter the 4-digit year (XXXX)*

Year One Fiscal Year End:

2023

*Enter the 4-digit year (XXXX)*

Fiscal Year End Date:

June 30

*Select date*

Total School Year Minutes:

75,600

*Enter the number of minutes (e.g., 75,600)*

**ENTER PROPOSED SCHOOL NAME**



## Thrive Center for Success

### ESTIMATE OF STATE AID ENTITLEMENT INPUT

#### General Instructions and Notes

##### ENROLLMENT

Pre-Kindergarten (Enter 1/2 of actual enrollment because you will only be funded for 1/2 day per child)

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

6th Grade

7th Grade

8th Grade

9th Grade

10th Grade

11th Grade

12th Grade

Total Number of All Students Enrolled (Average Membership)

Average Daily Attendance (ADA) %

Average Daily Attendance (ADA)

Percent change YOY

Year 1	Year 2	Year 3	Year 4	Year 5
2023	2024	2025	2026	2027
-	-	-	-	-
12.00	12.00	12.00	24.00	24.00
24.00	24.00	24.00	48.00	48.00
24.00	24.00	24.00	48.00	48.00
24.00	24.00	24.00	48.00	48.00
12.00	24.00	24.00	48.00	48.00
12.00	12.00	24.00	24.00	48.00
	12.00	12.00	24.00	24.00
		12.00	12.00	24.00
			12.00	12.00
				12.00
108.00	132.00	156.00	288.00	336.00
90%	90%	90%	90%	90%
97.20	118.80	140.40	259.20	302.40
	22%	18%	85%	17%

##### STUDENT POPULATION

##### Special Education Data:

Number Enrolled in Homebound

Number Enrolled in Hospital Class

Number Enrolled in Speech Therapy

Number Enrolled in Resource Room

Number Enrolled in Self-Contained Mild/Mod/Sev

Number Enrolled in Full-Time Early Childhood

Number Enrolled in Off-Home Campus

Number Enrolled in VAC

Number Enrolled from State Schools

Number Enrolled in Residential Care & Treatment

Number Enrolled in Mainstream

Special Education Student Count (SPED)

Special Education Student Count %

Percent change YOY

Data for the following fiscal years must be based on reasonable estimates and projections.									
2023	EYS 2023	2024	EYS 2024	2025	EYS 2025	2026	EYS 2026	2027	EYS 2027
-		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
10.00		12.00	-	14.00	-	26.00	-	30.00	-
50.00		61.00	-	72.00	-	133.00	-	155.00	-
15.00		18.00	-	21.00	-	39.00	-	46.00	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
25.00		31.00	-	37.00	-	68.00	-	79.00	-
100.00	-	122.00	-	144.00	-	266.00	-	310.00	-
92.59%		92.42%		92.31%		92.36%		92.26%	
		22%	0%	18%	0%	85%	0%	17%	0%

Career and Technology (C&T) Data:	2023	Advanced C&T FTE, P-TECH, New Tech Network 2023	2024	Advanced C&T FTE, P-TECH, New Tech Network 2024	2025	Advanced C&T FTE, P-TECH, New Tech Network 2025	2026	Advanced C&T FTE, P-TECH, New Tech Network 2026	2027	Advanced C&T FTE, P-TECH, New Tech Network 2027
Number Enrolled in One-hour Class										
Number Enrolled in Two-hour Class										
Number Enrolled in Three-hour Class										
Number Enrolled in Four-hour Class										
Number Enrolled in Five-hour Class										
Number Enrolled in Six-hour Class										
Career & Technology Students Enrolled	-	-	-	-	-	-	-	-	-	-
% of Career & Technology Students										
Percent change YOY			0%	0%	0%	0%	0%	0%	0%	0%

Dyslexia, Pregnancy Related, & Bilingual/ESL Data:	Data for the following fiscal years must be based on reasonable estimates and projections.				
	2023	2024	2025	2026	2027
Number Dyslexia Students Enrolled	12.00	15.00	18.00	33.00	39.00
% of Dyslexia Students Enrolled	11.11%	11.36%	11.54%	11.46%	11.61%
Number of Pregnancy Related Students	-	-	-	-	-
% of Pregnancy Related Students Enrolled					
Number of Students Enrolled in Bilingual LEP	20.00	24.00	28.00	52.00	61.00
Number of Students Enrolled in Bilingual LEP Dual Language One-way/Two-way	-	-	-	-	-
Number of Students Enrolled in Bilingual Non LEP Dual Language One-way/Two-way	-	-	-	-	-
Total Number of Students Enrolled in Bilingual LEP/Non LEP	20.00	24.00	28.00	52.00	61.00
% of Students Enrolled in Bilingual LEP	19%	18.18%	17.95%	18.06%	18.15%

Special Education Error Check					
Career and Technology Error Check					

Compensatory Education Enrollment	40.00	48.00	57.00	105.00	123.00
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TRANSPORTATION	2023	2024	2025	2026	2027
Regular Program Transportation Allotment		-	-	-	-
Special Education Program Transportation Allotment	33,636	41,036	48,436	89,472	104,272
Career and Technology Program Transportation Allotment		-	-	-	-
Transportation Total	33,636	41,036	48,436	89,472	104,272
Percent change YOY		22%	18%	85%	17%

## Thrive Center for Success

### PERSONNEL

[illegible]



Thrive Center for Success  
REVENUE AND EXPENSE ASSUMPTIONS

BUDGET		
Start-Up Year 0	Year 1	Year 2023
2022		

ASSUMPTIONS						
Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 2027
2022	2023	2024	2025	2026		

Notes and Descriptions of Assumptions for  
Year1 through Year 5

*\*Include in the notes the amounts from the CSP grant*

Notes and Descriptions of Assumptions for  
Start-Up Year

*\*Include in the notes the amounts from the CSP grant*

REVENUE
TOTAL STATE REVENUES

FEDERAL REVENUES
Charter School Program (CSP) Start-Up Grant
Other Federal Revenues

TOTAL FEDERAL REVENUES
TOTAL LOCAL & OTHER REVENUES

TOTAL REVENUE
---------------

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

	22.22%	18.18%	84.62%	16.67%
	-50.00%	-100.00%	0.00%	0.00%
	22.22%	18.18%	84.62%	16.67%

State revenue is dependent on ADA. % increases are

\$200,000 for Year 1 and \$100,000 for Year 2. Based on FY July 1- June 30 and 18 month award for CSP. Federal revenue calculated based on Magnolia ISD per student federal allotment. Assumed increased based on ADA increases in Enrollment Tab row 27.

Budget includes expected revenue from donations, grants, Medicare reimbursement, ERATE, etc.

EXPENSES
----------

ADMINISTRATIVE STAFF PERSONNEL COSTS
--------------------------------------

Executive Management
Instructional Management
Deans, Directors & Coordinators
CFO / Director of Finance
Operation / Business Manager
Administrative Staff
Other - Administrative
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS


Superintendent/Principal - Year 1 - 3. Superintendent alone beginning in Year 4.

Superintendent/Principal - Year 1-3, 2 campus principals beginning in Year 4.

Superintendent/Principal hired immediately upon contract award. Est. 80% of year.

Includes 40% of Supt/Prin salary and 6 months for BCBA

6 mos for Finance Clerk

6 mos for PEIMS Coordinator and Secretary

INSTRUCTIONAL PERSONNEL COSTS
-------------------------------

Teachers - Regular
Teachers - SPED
Substitute Teachers
Teaching Assistants
Specialty Teachers
Aides
Therapists & Counselors
Other - Instructional
TOTAL INSTRUCTIONAL PERSONNEL COSTS



NON-INSTRUCTIONAL PERSONNEL COSTS
-----------------------------------

Nurse
Librarian
Custodian
Security
Other - Non-Instructional
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS



TOTAL PERSONNEL EXPENSES
--------------------------

\$ 195,500 \$ 1,344,610
-------------------------

PAYROLL TAXES AND BENEFITS
----------------------------

Social Security
Medicare
State Unemployment
Worker's Compensation Insurance
TRS Above State Minimum
TRS Insurance - School Contribution
Health Insurance
Dental Insurance
Vision Insurance
Life Insurance
Retirement Contribution
Custom Fringe #1
Custom Fringe #2

1.45%	1.45%	1.45%	1.45%	1.45%	1.45%
0.60%	0.60%	0.60%	0.60%	0.60%	0.60%
0.55%	0.55%	0.55%	0.55%	0.55%	0.55%
2.00%	2.00%	2.00%	2.00%	2.00%	2.00%
2.35%	2.35%	2.35%	2.35%	2.35%	2.35%
7.50%	7.50%	7.50%	7.50%	7.50%	7.50%
0.25%	0.25%	0.25%	0.25%	0.25%	0.25%

For each line item in the Payroll Taxes and Benefits section, enter the % of Total Personnel Expenses that line item should represent.

TOTAL PAYROLL TAXES AND BENEFITS
----------------------------------

\$ 28,739 \$ 197,658
----------------------

TOTAL PERSONNEL, TAX & BENEFIT EXPENSES
---

\$ 224,239 \$ 1,542,268
-------------------------

**Thrive Center for Success**  
**REVENUE AND EXPENSE ASSUMPTIONS**

BUDGET	
Start-Up Year 0	Year 1
2022	2023

ASSUMPTIONS					
Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
2022	2023	2024	2025	2026	2027

Notes and Descriptions of Assumptions for Start-Up Year
*include in the notes the amounts from the CSP grant

Notes and Descriptions of Assumptions for Year1 through Year 5
*include in the notes the amounts from the CSP grant



Thrive Center for Success  
REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS						Notes and Descriptions of Assumptions for Start-Up Year	Notes and Descriptions of Assumptions for Year1 through Year 5
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5		
	2022	2023	2022	2023	2024	2025	2026	2027		
TOTAL EXPENSES	\$ 674,581	\$ 1,864,502							*include in the notes the amounts from the CSP grant	*include in the notes the amounts from the CSP grant
NET OPERATING INCOME (before Depreciation)	\$ 55,419	\$ 67,159								
DEPRECIATION & AMORTIZATION		6,000			0.00%	0.00%	100.00%	0.00%		Depreciation of busses - 10 year life.
NET OPERATING INCOME (including Depreciation)	\$ 55,419	\$ 61,159								

## Thrive Center for Success

### PROJECTED BUDGET / OPERATING PLAN

SUMMARY
Total Revenue
Total Expenses
Net Operating Income (before Depreciation)
Revenue Per Pupil
Expenses Per Pupil

Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
2022	2023	2024	2025	2026	2027
730,000	1,931,661	2,144,252	2,406,843	4,401,095	5,126,278
674,581	1,864,502	2,094,455	2,331,735	4,329,187	4,880,637
55,419	67,159	49,797	75,108	71,908	245,641
	17,885.75	16,244.33	15,428.48	15,281.58	15,256.78
	17,263.91	15,867.08	14,947.02	15,031.90	14,525.71

#### REVENUE

##### TOTAL STATE REVENUES

##### FEDERAL REVENUES

Charter School Program (CSP) Start-Up Grant

Other Federal Revenues

##### TOTAL FEDERAL REVENUES

##### TOTAL LOCAL & OTHER REVENUES

##### TOTAL REVENUE

	1,458,726	1,782,887	2,107,048	3,889,935	4,538,258
600,000	200,000	100,000	-	-	-
-	172,935	211,365	249,795	461,160	538,020
600,000	372,935	311,365	249,795	461,160	538,020
\$ 130,000	100,000	50,000	50,000	50,000	50,000
\$ 730,000	\$ 1,931,661	\$ 2,144,252	\$ 2,406,843	\$ 4,401,095	\$ 5,126,278

#### EXPENSES

##### ADMINISTRATIVE STAFF PERSONNEL COSTS

Executive Management

Instructional Management

Deans, Directors & Coordinators

CFO / Director of Finance

Operation / Business Manager

Administrative Staff

Other - Administrative

##### TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS

40,000	50,000	51,000	52,020	106,121	108,243
67,000	110,000	112,200	114,444	318,362	324,730
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
57,500	115,000	117,300	119,646	148,569	151,541
-	-	-	-	-	-
\$ 164,500	\$ 275,000	\$ 280,500	\$ 286,110	\$ 573,052	\$ 584,513

##### INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular

Teachers - SPED

Substitute Teachers

Teaching Assistants

Specialty Teachers

Aides

Therapists & Counselors

Other - Instructional

##### TOTAL INSTRUCTIONAL PERSONNEL COSTS

-	-	-	-	-	-
-	500,000	612,000	728,280	1,379,570	1,623,648
-	2,250	2,805	3,381	6,367	7,577
-	180,000	224,400	270,504	509,380	606,162
-	50,000	51,000	52,020	106,121	108,243
-	-	-	-	-	-
31,000	248,000	252,960	258,019	427,667	536,886
-	-	-	-	-	-
\$ 31,000	\$ 980,250	\$ 1,143,165	\$ 1,312,205	\$ 2,429,105	\$ 2,882,517

##### NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse

Librarian

Custodian

Security

-	45,000	45,900	46,818	95,509	97,419
-	-	-	-	-	-
-	26,000	26,520	27,050	55,183	56,286
-	-	-	-	-	-



	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2022	2023	2024	2025	2026	2027
	2022	2023	2024	2025	2026	2027
Other - Non-Instructional	-	18,360	18,727	19,102	38,968	39,747
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ 89,360	\$ 91,147	\$ 92,970	\$ 189,659	\$ 193,452
TOTAL PERSONNEL EXPENSES	\$ 195,500	\$ 1,344,610	\$ 1,514,812	\$ 1,691,285	\$ 3,191,817	\$ 3,660,482

<b>PAYROLL TAXES AND BENEFITS</b>						
Social Security	-	-	-	-	-	-
Medicare	2,835	19,497	21,965	24,524	46,281	53,077
State Unemployment	1,173	8,068	9,089	10,148	19,151	21,963
Worker's Compensation Insurance	1,075	7,395	8,331	9,302	17,555	20,133
TRS Above State Minimum	3,910	26,892	30,296	33,826	63,836	73,210
TRS Insurance - School Contribution	4,594	31,598	35,598	39,745	75,008	86,021
Health Insurance	14,663	100,846	113,611	126,846	239,386	274,536
Dental Insurance	-	-	-	-	-	-
Vision Insurance	-	-	-	-	-	-
Life Insurance	489	3,362	3,787	4,228	7,980	9,151
Retirement Contribution	-	-	-	-	-	-
Custom Fringe #1	-	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>\$ 28,739</b>	<b>\$ 197,658</b>	<b>\$ 222,677</b>	<b>\$ 248,619</b>	<b>\$ 469,197</b>	<b>\$ 538,091</b>
<b>TOTAL PERSONNEL, TAX &amp; BENEFIT EXPENSES</b>	<b>\$ 224,239</b>	<b>\$ 1,542,268</b>	<b>\$ 1,737,490</b>	<b>\$ 1,939,903</b>	<b>\$ 3,661,014</b>	<b>\$ 4,198,573</b>
<b>CONTRACTED SERVICES</b>						
Accounting / Audit	12,000	63,000	64,260	65,545	66,856	68,193
Legal	6,500	13,000	13,260	13,525	13,796	14,072
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-
Payroll Services	2,242	15,423	17,375	19,399	36,611	41,985
Special Ed Services	-	20,000	24,444	28,889	53,333	62,222
Titlement Services (i.e. Title I)	-	2,175	2,658	3,142	5,800	6,767
TxEIS - SIS and Business	-	17,900	18,258	18,623	18,996	19,376
School Safety	6,000	-	-	-	-	-
CABAS Consulting	6,000	6,000	6,000	6,000	6,000	6,000
<b>TOTAL</b>	<b>\$ 32,742</b>	<b>\$ 137,498</b>	<b>\$ 146,256</b>	<b>\$ 155,124</b>	<b>\$ 201,391</b>	<b>\$ 218,614</b>

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2022	2023	2024	2025	2026	2027
<b>SCHOOL OPERATIONS</b>						
Board Expenses	4,500	1,500	1,530	1,561	1,592	1,624
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-
Special Ed Supplies & Materials	11,000	5,500	6,722	7,944	14,667	17,111
Textbooks / Workbooks	36,000	2,700	3,300	3,900	7,200	8,400
Supplies & Materials other	6,000	1,800	2,200	2,600	4,800	5,600
Equipment / Furniture	68,550	8,710	8,710	8,710	60,970	6,097
Telephone	300	6,000	6,120	6,242	6,555	6,686
Technology	128,500	6,000	7,333	8,667	16,000	18,667
Student Testing & Assessment	-	1,080	1,320	1,560	2,880	3,360
Field Trips	-	1,080	1,320	1,560	2,880	3,360
Transportation (student)	60,000	6,000	7,333	8,667	16,000	18,667
Student Services - other	-	1,250	1,528	1,806	3,333	3,889
Office Expense	1,500	1,800	1,836	1,873	1,966	2,006
Staff Development	30,950	2,500	2,550	2,601	2,731	2,786
Staff Recruitment	5,000	1,000	1,020	1,040	1,092	1,114
Student Recruitment / Marketing	20,000	1,500	1,530	1,561	1,639	1,671
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	1,000	1,500	1,833	2,167	4,000	4,667
Fundraising	-	1,000	1,020	1,040	1,092	1,114
After School Program	-	-	-	-	-	-
Custom Operations #1	-	-	-	-	-	-
Custom Operations #2	-	-	-	-	-	-
<b>TOTAL SCHOOL OPERATIONS</b>	<b>\$ 373,300</b>	<b>\$ 50,920</b>	<b>\$ 57,206</b>	<b>\$ 63,498</b>	<b>\$ 149,397</b>	<b>\$ 106,818</b>
<b>FACILITY OPERATION &amp; MAINTENANCE</b>						
Insurance	-	18,750	19,125	19,508	35,114	35,816
Janitorial Services	-	6,250	6,375	6,503	11,705	11,939
Building and Land Rent / Lease	12,000	64,800	79,200	93,600	172,800	201,600
Repairs & Maintenance	25,000	6,250	6,375	6,503	11,705	11,939
Security Services	-	5,000	5,100	5,202	9,364	9,551
Utilities	-	6,250	6,375	6,503	11,705	11,939
Internet	-	7,200	7,344	7,491	13,484	13,753
Custom Facilities Operations #1	-	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>\$ 37,000</b>	<b>\$ 114,500</b>	<b>\$ 129,894</b>	<b>\$ 145,308</b>	<b>\$ 265,874</b>	<b>\$ 296,536</b>
<b>RESERVES / CONTIGENCIES</b>	7,300	19,317	23,609	27,902	51,511	60,096
<b>TOTAL EXPENSES</b>	<b>\$ 674,581</b>	<b>\$ 1,864,502</b>	<b>\$ 2,094,455</b>	<b>\$ 2,331,735</b>	<b>\$ 4,329,187</b>	<b>\$ 4,880,637</b>
<b>NET OPERATING INCOME (before Depreciation)</b>	<b>\$ 55,419</b>	<b>\$ 67,159</b>	<b>\$ 49,797</b>	<b>\$ 75,108</b>	<b>\$ 71,908</b>	<b>\$ 245,641</b>
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	6,000	6,000	6,000	12,000	12,000
<b>NET OPERATING INCOME (including Depreciation)</b>	<b>\$ 55,419</b>	<b>\$ 61,159</b>	<b>\$ 43,797</b>	<b>\$ 69,108</b>	<b>\$ 59,908</b>	<b>\$ 233,641</b>



## Thrive Center for Success

### ESTIMATE OF STATE AID ENTITLEMENT

Summary of Finance Description	Weight or Rate	
General Instructions and Notes		97.200
Prior Year Refined ADA		0.000
<b>SPECIAL EDUCATION FTE</b>		
Homebound (Code 01)	5.0	0.000
Hospital Class (Code 02)	3.0	0.000
Speech Therapy (Code 00)	5.0	0.375
Resource Room (Code 41& 42)	3.0	21.443
Self-contained Mild/Mod/Severe (Code 43 & 44)	3.0	6.433
Full Time Early Childhood (Code 45)	3.0	0.000
Off-home Campus (Codes 91-98)	2.7	0.000
VAC (Code 08)	2.3	0.000
State School Students (Code 30)	2.8	0.000
Residential Care & Treatment (Code 81-89)	4.0	0.000
Total Special Education FTE		28.250
Total Special Education Weighted FTE		85.501
<b>EXTENDED YEAR SERVICES (EYS) SPECIAL EDUCATION FTE</b>		
Homebound (Code 01)	5.0	0.000
Hospital Class (Code 02)	3.0	0.000
Speech Therapy (Code 00)	5.0	0.000
Resource Room (Code 41& 42)	3.0	0.000
Self-contained Mild/Mod/Severe (Code 43 & 44)	3.0	0.000
Full Time Early Childhood (Code 45)	3.0	0.000
Off-home Campus (Codes 91-98)	2.7	0.000
VAC (Code 08)	2.3	0.000
State School Students (Code 30)	2.8	0.000
Residential Care & Treatment (Code 81-89)	4.0	0.000
Total ESY Special Education FTE		0.000
Total ESY Special Education Weighted FTE		0.000
Mainstream ADA	1.15	22.500
Regular Career & Technology FTEs	1.35	0.000
Advanced Career & Technology Education FTEs	\$ 50	0.000
P-TECH	\$ 50	0.000
New Tech Network	\$ 50	0.000
Regular Program ADA		68.950
Dyslexia	0.10	9.720
Public Education Grant	0.10	0.000
Early Education	0.10	0.000
State Compensatory Education Enrollment	0.25	40.000
Pregnancy Related FTEs	2.41	0.000
Non-Economically Disadvantaged students without disability living in a residential treatment facility whose parents do not reside in district	0.20	0.000
Bilingual LEP ADA	0.10	18.000
Bilingual LEP Dual Language One-Way, Two-Way	0.15	0.000
Bilingual Non LEP Dual Language One-Way, Two-Way	0.05	0.000
Adjusted GYA		1.4347
<b>Total Weighted Average Daily Attendance (WADA)</b>		<b>213.1576</b>
<b>State Average Funding Components</b>		

Per Capita Rate		\$	476.710
District Basic Allotment (DBA)		\$	6,159.00
ASF ADA		\$	3,294.69
District Tax Rate Level 1 (DTR1)		\$	0.057112
Level 1 Entitlement		\$	98.56
District Tax Rate Level 2 (DTR2)		\$	0.024659
Level 2 Entitlement		\$	49.28
Interest & Sinking Rate		\$	-
EDA Guaranteed Yield (GY)		\$	38.58
<b>Program Intent Codes -TIER I Allotments</b>			
11-Regular Program Allotment TEC 48.051		\$	424,662
Small and Mid-size Allotment TEC 48.101		\$	102,838
25-Bilingual Education Allotment TEC 48.105 (spend 55% of amount)		\$	2
99-New Instructional Facility Allotment		\$	-
11-Public Education Grant TEC 48.107		\$	-
36-Early Education Allotment TEC 48.108 (spend 100% of amount)		\$	-
37-Dyslexia Allotment TEC 48.103 (spend 100% of amount)		\$	3,202
School Safety Allotment TEC 42.168		\$	945
<b>Special Education Detail:</b>			
Regular Special Education		\$	526,599
Mainstream		\$	159,364
Residential Care and Treatment		\$	-
State Schools		\$	-
Non Public Contracts		\$	-
Extended Year Special Education		\$	-
23-Special Education Adjusted Allotment TEC 48.102 (spend 55% of amount)		\$	685,963
<b>Career &amp; Technology Detail:</b>			
Regular Career & Technology (CTE) Allotment		\$	-
Advanced CTE Allotment		\$	-
P-TECH		\$	-
New Tech Network		\$	-
22-Career and Technology Allotment TEC 48.106 (spend 55% of amount)		\$	-
<b>State Compensatory Education Detail:</b>			
State Compensatory Allotment		\$	61,590
Pregnancy Related		\$	-
Non-Economically Disadvantaged students without disability living in a residential treatment facility whose parents do not reside in district		\$	-
24-Compensatory Education Allotment TEC 48.104 (spend 55% of amount)		\$	61,590
<b>Transportation Detail:</b>			
Regular		\$	-
Private		\$	-
Special Education		\$	33,636
Career & Technology Education		\$	-
99-Transportation Allotment TEC 48.151		\$	33,636
<b>TOTAL COST OF TIER I / STATE SHARE OF TIER I</b>		<b>\$</b>	<b>1,312,837</b>
<b>TIER II</b>			
Tier II Level 1		\$	119,986

Tier II Level 2		\$ 25,903
TOTAL TIER II		\$ 145,888
OTHER PROGRAMS		
Charter has at least an acceptable academic performance rating?		yes
Charter Schools Facility Funding TEC 12.106(d)		0.000
TOTAL OTHER PROGRAMS		\$ -
TOTAL STATE AID		\$ 1,458,726
Available School Fund (ASF)		\$ -
Foundation School Fund (FSF)		\$ 1,458,726

## Thrive Center for Success

### PAYMENT FORMULA EXAMPLE

Total State Aid	\$ 1,458,726
Adjustments to Allotments	\$ -
Less Total Paid to Date	\$ -
FSP Remaining Balance	\$ 1,458,726

Payment Month	# of Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule
September	12	8.3%	\$ 121,074
October	11	9.1%	\$ 121,726
November	10	10.1%	\$ 122,808
December	9	11.1%	\$ 121,336
January	8	12.4%	\$ 120,501
February	7	14.4%	\$ 122,584
March	6	16.6%	\$ 120,963
April	5	19.9%	\$ 120,939
May	4	25.1%	\$ 122,185
June	3	33.2%	\$ 121,050
July	2	49.7%	\$ 121,048
August	1	100.0%	\$ 122,510
<b>Total Payments</b>			<b>\$ 1,458,726</b>

## Thrive Center for Success

### FINANCIAL PLAN WORKBOOK SUMMARY

**REVENUE**

Total State Revenues

Federal Revenues

Charter School Program (CSP) Start-Up Grant

Other Federal Revenues

Total Federal Revenues

Total Local and Other Revenue

**TOTAL REVENUE****EXPENSES****PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES**

Total Administrative Staff Personnel Costs

Total Instructional Personnel Costs

Total Non-Instructional Personnel Costs

Total Payroll Taxes and Benefits

**TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES****NON-PAYROLL RELATED EXPENSES**

Total Contracted Services

Total School Operations

Total Facilities Operations and Maintenance

Reserves / Contingencies

**TOTAL NON-PAYROLL RELATED EXPENSES****TOTAL EXPENSES****NET OPERATING INCOME (before depreciation)****STUDENT ENROLLMENT**

Projected Student Enrollment

Revenue Per Pupil

Expenses Per Pupil

Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
2022	2023	2024	2025	2026	2027

	\$ 1,458,726	\$ 1,782,887	\$ 2,107,048	\$ 3,889,935	\$ 4,538,258
--	--------------	--------------	--------------	--------------	--------------

\$ 600,000	\$ 200,000	\$ 100,000	\$ -	\$ -	\$ -
\$ -	\$ 172,935	\$ 211,365	\$ 249,795	\$ 461,160	\$ 538,020
\$ 600,000	\$ 372,935	\$ 311,365	\$ 249,795	\$ 461,160	\$ 538,020
\$ 130,000	\$ 100,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000
<b>\$ 730,000</b>	<b>\$ 1,931,661</b>	<b>\$ 2,144,252</b>	<b>\$ 2,406,843</b>	<b>\$ 4,401,095</b>	<b>\$ 5,126,278</b>

\$ 164,500	\$ 275,000	\$ 280,500	\$ 286,110	\$ 573,052	\$ 584,513
\$ 31,000	\$ 980,250	\$ 1,143,165	\$ 1,312,205	\$ 2,429,105	\$ 2,882,517
\$ -	\$ 89,360	\$ 91,147	\$ 92,970	\$ 189,659	\$ 193,452
\$ 28,739	\$ 197,658	\$ 222,677	\$ 248,619	\$ 469,197	\$ 538,091
<b>\$ 224,239</b>	<b>\$ 1,542,268</b>	<b>\$ 1,737,490</b>	<b>\$ 1,939,903</b>	<b>\$ 3,661,014</b>	<b>\$ 4,198,573</b>

\$ 32,742	\$ 137,498	\$ 146,256	\$ 155,124	\$ 201,391	\$ 218,614
\$ 373,300	\$ 50,920	\$ 57,206	\$ 63,498	\$ 149,397	\$ 106,818
\$ 37,000	\$ 114,500	\$ 129,894	\$ 145,308	\$ 265,874	\$ 296,536
\$ 7,300	\$ 19,317	\$ 23,609	\$ 27,902	\$ 51,511	\$ 60,096
<b>\$ 450,342</b>	<b>\$ 322,234</b>	<b>\$ 356,965</b>	<b>\$ 391,831</b>	<b>\$ 668,174</b>	<b>\$ 682,064</b>

<b>\$ 674,581</b>	<b>\$ 1,864,502</b>	<b>\$ 2,094,455</b>	<b>\$ 2,331,735</b>	<b>\$ 4,329,187</b>	<b>\$ 4,880,637</b>
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<b>\$ 55,419</b>	<b>\$ 67,159</b>	<b>\$ 49,797</b>	<b>\$ 75,108</b>	<b>\$ 71,908</b>	<b>\$ 245,641</b>
------------------	------------------	------------------	------------------	------------------	-------------------

	108	132	156	288	336
	\$ 17,886	\$ 16,244	\$ 15,428	\$ 15,282	\$ 15,257
	\$ 17,264	\$ 15,867	\$ 14,947	\$ 15,032	\$ 14,526

## 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.

**Pending applicant eligibility and availability of federal funds, the application provides for up to \$900,000 in federal CSP funding.** The applicant must include and budget with these funds when completing the budget narrative.

Applicants who would be unable to meet the definition of a charter school, as defined in ESSA, Section 4310(2) are ineligible to receive CSP funds through this application. Consequently, any applicant who would be ineligible should NOT budget the funds outlined above.

For purposes of this grant, the term charter school means a public school that:

- a. in accordance with TEC, Chapter 12, is exempt from significant State or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements of this section;
- b. is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
- c. operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
- d. provides a program of elementary or secondary education, or both;
- e. is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
- f. does not charge tuition
- g. complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), Section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the "Family Educational Rights and Privacy Act of 1974"), and Part B of the Individuals with Disabilities Education Act;
- h. is a school to which parents choose to send their children, and that admits

students on the basis of a lottery, if more students apply for admission than can be accommodated;

- i. agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purposes of this program;
- j. meets all applicable Federal, State, and local health and safety requirements;
- k. operates in accordance with State law; and
- l. has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.

## REVENUE PROJECTIONS

Thrive Center for Success projections are based on student ADA counts conservatively budgeted by using 90% as our average daily attendance projection. We will serve 108 students in Year 1, growing to 336 total students by Year 5, as listed in the Enrollment tab of the application. Our assumptions related to % of students considered economically disadvantaged, BESL, and dyslexic are based on percentages of our comparison schools listed on our demographic projections in the application. While we fully expect 100% of our students to qualify for special education services, our budget is based on 92.6% of our students in special education. This assumption is based on information from other Autism focused schools in Texas (The Foundation School of Autism<sup>1</sup>, San Antonio with 100% SPED enrollment) and the United States (Arizona Autism Charter School<sup>2</sup>, Phoenix, AZ – 95.3% SPED enrollment). We calculated the transportation allotment based on the per student SPED Transportation allotment for Magnolia ISD, multiplied by our anticipated SPED population.

### Federal Program Revenues

Thrive Center for Success plans to fully utilize the CSP Start Up grant during its first three years of operation: Year 0 - \$600,000, Year 1 - \$200,000, Year 2 - \$100,000.

In addition, Thrive Center for Success will qualify for federal Title and IDEA funds. We calculated our projections for Title I, II, and IV using the amount of per student funds these programs generate for Magnolia ISD based on their number of educationally disadvantaged students. We used that per student amount and calculated it by our projected educationally disadvantaged student count. Similarly, we used BESL enrollment at MISD and their Title III allotment to calculate a projected Title III allotment for Thrive based on our BESL student projections. Lastly, we used a similar method to calculate IDEA funding in MISD and used that per student amount to project the IDEA funding for Thrive based on our SPED population.

Our budget includes assumptions that the FSP and federal revenue will increase relative to our student enrollment each year. Therefore, we increased assumptions for revenue 22%, 18%, 85%, and 17% respectively (see row 28 on Enrollment Tab of the Financial Workbook).

### Local/Other Revenues

Our budget includes a \$200,000 commitment from the Brown Foundation (see Attachment 33), which is split between Year 0 and Year 1. The Board has received an additional \$30,000 in commitments from individual donations for Year 0 (see Attachment 33 for letters of commitment). For our Year 2 – 5 budgets, we conservatively



estimated \$50,000 in locally generated revenue per year, to include revenues generated by ERATE and Medicaid Reimbursement for SPED students as well as continued fund-raising efforts and accessing additional grant funds not reflected elsewhere in our budget projections.

## PERSONNEL EXPENDITURES

Because of our educational plan and projected student enrollment including a high percentage of students requiring special education services, the Board of Thrive Center for Success made several assumptions that heavily influence our staffing projections. First, the significant needs of our proposed student body require small class sizes and specially trained staff. Our staffing projections are based on 12 students and two adults (one teacher and one teacher's assistant) per classroom. All of our teachers will be SPED certified. Second, the Board anticipates hiring several additional specially trained professionals to support our anticipated student population, including a Board Certified Behavior Analyst (BCBA), Life Skills teacher, LSSP/Counselor, Nurse, and two therapists for Year 1. We plan to expand this staff when adding the second campus in Year 4. Third, during the first four years of operation the Board intends to combine the Superintendent and Principals roles. When the school adds its second campus, the Board plans to separate the combined position and hire two highly qualified campus principals.

The Board used TEA's Standard Reports for Staff Salaries (<https://rptsvr1.tea.texas.gov/adhocrpt/adpeb.html>) to established salary amounts for the various positions based on comparisons with area ISDs and charter schools. All proposed salary levels may be reviewed in the Personnel tab of the Financial Workbook. The Board assumes a 2% COLA each year. These salaries are competitive with our geographic area and size.

Total Year 0 personnel expenses, including benefits, are calculated at \$229,239. These anticipated costs rise to \$1,542,268 in Year 1 and eventually will be a little more than \$4 million by Year 5. Payroll costs are between 83 – 86% of the school budget during the first 5 years.

## CONTRACTED SERVICES

Thrive Center for Success will utilize several contracted services to support the education of our students. Many of these are estimated based on direct quotes from vendors and service providers, while a few are calculated based on information available from other ISD and charter schools. Among the services we plan to contract are CFO services. Dynamic Support Solutions will serve as the CFO for \$4000 per month. We anticipate using 3 months during Year 0 to set up our books and train our full time Accounting

Clerk. In addition to the CFO services, this line item in our Financial Workbook allocates \$15,000 for the Board's independent audit of our books. Our budget includes 20 hours of legal services during year 0 and 40 hours during Year 1 at \$325 per hour. We are budgeting 1% of our payroll expenses for Payroll services. Although we plan to employ several special education specialists, we still anticipate having SPED services that we will need to contract. Therefore, our budget includes 400 hours of additional SPED services at \$50 per hour (\$20,000). ESC 6 provided quotes for TxEIS (\$17,900) and for participating in the Region 6 SSA for Federal programs SSA (\$2175). We included a budgeted expenditure line item to pay a consultant from CABAS to assist with our implementation of the CABAS program and curriculum each year. Last, the Board included \$6000 for a school safety consultant to assist the school in creating safety plans and provide recommendations on updating our facility.

## SCHOOL OPERATIONS

Year 0 - Our budget includes several large expenditures in Year 0 intended to maximize the CSP Start Up Grant. Accordingly, the Year 0 budget includes \$68,550 to provide furniture and supplies for each of our classrooms. We budgeted \$4355 per classroom for 12 student desks and chairs, 1 teacher desk and chair, 1 bookcase, 1 worktable, 1 kidney shaped table with 4 additional student chairs, and an Essential Teacher Supply pack. In addition to the 13 classrooms is an additional \$25,000 for office and open area furniture. We budgeted \$128,500 for the initial purchase of technology. This amount includes \$36,400 for Apple iPads for our students and one charging cart per classroom. We've included \$21,000 for 30 staff computers, \$2200 for 11 projectors, \$10,000 for various software licenses, and \$1.50 per sq. ft. for technology wiring (\$37,500) of our facility. Thrive received non-binding quotes on 2 used Handicapped accessible School Buses from Longhorn Bus Company for \$30,000 each. Year 0 budgeted expenses include \$30,950 in staff development for our teachers and campus leadership provided by CABAS (Introduction to CABAS, ELCAR training, and Science of Teaching). Knowing that student and staff recruitment is vital during Year 0, Thrive budgeted \$20,000 and \$5000 respectively for these areas. Start up supplies for each classroom is budgeted at \$1000 per classroom. We budgeted additional monies in the remaining line items to cover anticipated expenses. Our total Year 0 budget for this area is \$373,300.

Year 1 – 5 – Knowing that once many of these one-time expenses were complete, the Thrive Board decided to budget conservatively for Year 1 – 5. Rather than providing \$1000 per classroom for supplies, as we did in Year 0, we budgeted \$500 per classroom for supplies in Year 1. Instead of needing to provide furniture for 13 classrooms as we did in Year 0, we budgeted for two additional classrooms in Year 1. The Year 1 budget is more reflective of our year-to-year expectations. If a line item is directly related to the number of students we project, then we used the same multiplier for Year 2 – 5 as we

did for our FSP revenue estimate. If, however, the year-to-year increase was not associated with our increased enrollment, we used the same COLA percentage as we had in our personnel expectations (2%). In some cases, we did anticipate a spike in expenses in Year 4, the year we anticipate expanding to our second campus and budgeted accordingly.

## FACILITY OPERATION AND MAINTENANCE

Thrive plans to open its first campus in a leased facility located in Magnolia, Texas. Many of our estimates in this section of the budget are based on information provided to us by real estate professionals or other charter schools. In many cases we were provided per square foot estimates. For budgeting purposes, we used 25,000 square feet facility to anticipate costs. Our Insurance (\$0.75), Janitorial Services (\$0.25), Repairs and Maintenance (\$0.25) and utilities (\$0.25) were all calculated by square foot and align with industry standards. We anticipate \$50 per student per month in lease expense based on negotiated lease agreements International Leadership of Texas has in the Houston area. Last, part time security is calculated at \$500 per month and Internet service at \$600 per month. We also realize that some of these costs may be built into a lease agreement with our landlord. In total, we budgeted \$114,500 for Year 1. Yearly increases take into account either our student growth or COLA. In Year 4, we include 80% increases to these line items to take into account the opening of a second campus.

## CONTINGENCY PLANNING

The Thrive Center for Success Board realizes a budget is merely a plan based on assumptions. If those assumptions are not met, it will necessitate the plan (in this case, the budget) will have to change. Therefore, the Board commits to monitoring all financial aspects of the school closely and is willing and able to make difficult decisions related to school programs, staffing, supplies and materials procurement and other planned expenditures if necessary, to meet new projections. Furthermore, the Board is aware a large percentage of the expenditure budget is comprised of personnel expenses (83% of Year 1 – 86% Year 5). Any significant reduction in the school's expenditure budget will necessarily include reductions in personnel.

Since state funding is based on the number of students, the Board will monitor student enrollment very closely during Year 0. The school plans to begin recruiting students and accepting applications as soon as it receives its contract. The Board will establish enrollment thresholds that must be met in order for staff to hire certain personnel. For example, the Board can authorize the Superintendent to hire the Occupational Therapist or Nurse or any other support position only after 100 students have completed applications. Obviously, if certain grade level enrollment targets aren't met, the Board

will not authorize opening additional sections and hiring the teacher and teacher's assistant that are planned for that section. Other, non-personnel expenses (classroom furniture, supplies, technology, etc.) will also be reduced if enrollment does not meet expectations.

In some cases, revenue may decrease based on reductions in state or federal funding. In these cases, the Board and Superintendent will monitor state and federal funding and reduce expenses in relation to the lower expected revenue. If the state funding cut is significant, like in 2011, then the cuts will be significant and likely include personnel reductions. In other cases, natural inflation or other circumstances out of the schools control dictate increases in expenditures. The Board built this budget with expected increases in our expenditures over time. The proposed budget contains increases to expected expenditures that are based on either (a) a natural inflationary increase of 2% per year, or (b) increases based on student enrollment increases. If expenses are greater than these expectations, the Board will reduce spending wherever needed.

The Thrive Center for Success board will also aggressively seek outside funding to provide additional revenue. We believe the unique nature of the educational program and the student population we seek to serve will open up opportunities for additional funding from foundations (similar to the Brown Foundation, Inc.'s generous Year 0 support). Additionally, we seek to apply for state and federal grants that may help us provide services to our highly needy student population (e.g., TEA High Cost Fund<sup>3</sup>) The bottom line is the Board of Thrive Center for Success understands their duty to be good stewards of Texas tax dollars and are committed to provide the proposed educational program to their students with the funds allocated to them.

<sup>1</sup><https://txschools.gov/schools/072801151/profile>

<sup>2</sup><https://www.azed.gov/accountability-research/data>

<sup>3</sup><https://tea.texas.gov/sites/default/files/HighCostFundStatePlanFinalandPosted.pdf>

### **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."



### Thrive With Autism Pledge Form

Thrive With Autism Foundation pledges to support Thrive With Autism campaign with a donation in the amount of \$10,000. This gift will support Thrive With Autism's mission to cultivate a high quality, innovative environment for individuals with autism that provides access to services needed to empower each individual to thrive and to support the launch of an open-enrollment public charter school.

This donation shall be paid according to the schedule outlined below:

- \$10,000 on or before December 31, 2021 if a charter is awarded.

It is the intention of Thrive With Autism Foundation that this donation be made without restriction so that the funds may be spent where they are most needed to advance the mission of the organization.

It is understood that gifts made to Thrive With Autism are deductible to the full amount allowable under the Internal Revenue Service regulations, and that no goods or services were received in exchange for this gift.

#### For Purposes of Donor Recognition:

- ☐ I (We) desire that our pledge be treated as an anonymous commitment; or  
☒ Please list my (our) name as specified below in all appropriate donor recognition:

Name[s]: Thrive With Autism Foundation

Thrive With Autism is deeply grateful to Thrive With Autism Foundation for their generosity and commitment to creating life-changing opportunities for students with autism.

Elizabeth Goldsmith of 1-19-2021  
Donor Name[s] Thrive With Autism Foundation Date

Elizabeth Goldsmith 1-19-2021  
Donor Signature[s] Date

Elizabeth Goldsmith 1-19-2021  
Elizabeth Goldsmith Date  
Founder & President, Thrive With Autism



### Thrive With Autism Pledge Form

John and Elizabeth Goldsmith pledge to support Thrive With Autism campaign with a donation in the amount of \$10,000. This gift will support Thrive With Autism's mission to cultivate a high quality, innovative environment for individuals with autism that provides access to services needed to empower each individual to thrive and to support the launch of an open-enrollment public charter school.

This donation shall be paid according to the schedule outlined below:

- \$10,000 on or before December 31, 2021 if a charter is awarded.

It is the intention of John and Elizabeth Goldsmith that this donation be made without restriction so that the funds may be spent where they are most needed to advance the mission of the organization.

It is understood that gifts made to Thrive With Autism are deductible to the full amount allowable under the Internal Revenue Service regulations, and that no goods or services were received in exchange for this gift.

#### For Purposes of Donor Recognition:

- ☐ I (We) desire that our pledge be treated as an anonymous commitment; or  
☒ Please list my (our) name as specified below in all appropriate donor recognition:

Name[s]: John & Elizabeth Goldsmith

Thrive With Autism is deeply grateful to John and Elizabeth Goldsmith for their generosity and commitment to creating life-changing opportunities for students with autism.

John Goldsmith 6-15-2021  
Donor Name[s] Elizabeth Goldsmith Date

[Signature] 1-15-2021  
Donor Signature[s] Elizabeth Goldsmith Date

Elizabeth Goldsmith 1-15-2021  
Elizabeth Goldsmith Date  
Founder & President, Thrive With Autism





### Thrive With Autism Pledge Form

Dr. Alan and Rev. Rusti Moore pledge to support Thrive With Autism campaign with a donation in the amount of \$10,000. This gift will support Thrive With Autism's mission to cultivate a high quality, innovative environment for individuals with autism that provides access to services needed to empower each individual to thrive and to support the launch of an open-enrollment public charter school.

This donation shall be paid according to the schedule outlined below:

- \$10,000 on or before December 31, 2021 if a charter is awarded.

It is the intention of Dr. Alan and Rev. Rusti Moore that this donation be made without restriction so that the funds may be spent where they are most needed to advance the mission of the organization.

It is understood that gifts made to Thrive With Autism are deductible to the full amount allowable under the Internal Revenue Service regulations, and that no goods or services were received in exchange for this gift.

#### For Purposes of Donor Recognition:

- ☐ I (We) desire that our pledge be treated as an anonymous commitment; or  
☒ Please list my (our) name as specified below in all appropriate donor recognition:

Name[s]: Dr. Alan and Rev. Rusti Moore

Thrive With Autism is deeply grateful to Dr. Alan and Rev. Rusti Moore for their generosity and commitment to creating life-changing opportunities for students with autism.

R. Alan Moore, Jr., II.D

Donor Name[s]

Rev. Rusti Moore

1-15-2021

Date

[Signature]

Donor Signature[s]

Rev. Rusti Moore

1-15-2021

Date

1-15-2021

Elizabeth Goldsmith

Elizabeth Goldsmith

Founder & President, Thrive With Autism

1-15-2021

Date



## **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/](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

If applicable, applicants must submit the statements above even if the statements indicate a zero balance.

**Thrive with Autism**  
**Unaudited Statement of Activities**  
**January through December 2020**

	<u>Without Donor Restrictions</u>	<u>With Donor Restrictions</u>	<u>Total</u>
<b>Revenues</b>			
Local Support			
Donations	\$ 1,046.60	\$ -	\$ 1,046.60
Fundraising Activities			
Interest and other Income			
Total Local Support	<u>\$ 1,046.60</u>	<u>\$ -</u>	<u>\$ 1,046.60</u>
Net Assets Released from Restrictions	\$ -	\$ -	\$ -
Total Revenue	<u>\$ 1,046.60</u>	<u>\$ -</u>	<u>\$ 1,046.60</u>
<b>Expense</b>			
Contract Services			
Website	\$ 2,602.00		\$ 2,602.00
Total Contract Services	<u>\$ 2,602.00</u>		<u>\$ 2,602.00</u>
Total Expense	<u>\$ 2,602.00</u>		<u>\$ 2,602.00</u>
Net Change in Net Assets	\$ (1,555.40)		\$ (1,555.40)
Net Assets, Beginning	<u>\$ 3,467.06</u>		<u>\$ 3,467.06</u>
Net Assets, Ending	<u><u>\$ 1,911.66</u></u>		<u><u>\$ 1,911.66</u></u>

**Thrive with Autism**  
**Unaudited Statement of Cash Flows**  
**January through December 2020**

<b>OPERATING ACTIVITIES</b>	
Net Income	-1,555.40
Net cash provided by Operating Activities	-1,555.40
Net cash increase for period	-1,555.40
Cash at beginning of period	3,467.06
Cash at end of period	<u><u>1,911.66</u></u>

### **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, 2019, 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, 2019, 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, 2019."

No documents are being provided because the sponsoring entity was incorporated after January 1, 2019.

### **Attachment 36: IRS Form 990, Form 990-N, or Form 990-EZ**

Provide the sponsoring entity's most recently filed (IRS) Form 990, Form 990-N, or Form 990-EZ. A screen shot of the form will not fulfill this attachment requirement.

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.

## Return of Organization Exempt From Income Tax

2019

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

Do not enter social security numbers on this form as it may be made public.

Go to [www.irs.gov/Form990EZ](http://www.irs.gov/Form990EZ) for instructions and the latest information.

Open to Public Inspection

Department of the Treasury  
Internal Revenue Service

A For the 2019 calendar year, or tax year beginning

, 2019, and ending

, 20

B Check if applicable:

☐ Address change☐ Name change☒ Initial return☐ Final return/terminated☐ Amended return☐ Application pending

C Name of organization

THRIVE WITH AUTISM

Number and street (or P.O. box, if mail is not delivered to street address)

Room/suite

8723 SENDERA DR

City or town, state or province, country, and ZIP or foreign postal code

MAGNOLIA, TX 77354

D Employer identification number

84-2473663

E Telephone number

(832) 585-0222

F Group Exemption

Number ▶

G Accounting Method: ☒ Cash ☐ Accrual Other (specify) ▶H Check ☒ if the organization is not required to attach Schedule B (Form 990, 990-EZ, or 990-PF).

I Website: ▶

J Tax-exempt status (check only one) - ☒ 501(c)(3) ☐ 501(c)( ) (insert no.) ☐ 4947(a)(1) or ☐ 527K Form of organization: ☒ Corporation ☐ Trust ☐ Association ☐ Other

L Add lines 5b, 6c, and 7b to line 9 to determine gross receipts. If gross receipts are \$200,000 or more, or if total assets

(Part II, column (B)) are \$500,000 or more, file Form 990 instead of Form 990-EZ

▶ \$ 5,500

## Part I Revenue, Expenses, and Changes in Net Assets or Fund Balances (see the instructions for Part I)

Check if the organization used Schedule O to respond to any question in this Part I

☒

Revenue	1	Contributions, gifts, grants, and similar amounts received	1	5,500
	2	Program service revenue including government fees and contracts	2	
	3	Membership dues and assessments	3	
	4	Investment income	4	
	5a	Gross amount from sale of assets other than inventory	5a	
	5b	Less: cost or other basis and sales expenses	5b	
	5c	Gain or (loss) from sale of assets other than inventory (Subtract line 5b from line 5a)	5c	
	6	Gaming and fundraising events:		
	6a	Gross income from gaming (attach Schedule G if greater than \$15,000)	6a	
	6b	Gross income from fundraising events (not including \$ of contributions from fundraising events reported on line 1) (attach Schedule G if the sum of such gross income and contributions exceeds \$15,000)	6b	
6c	Less: direct expenses from gaming and fundraising events	6c		
6d	Net income or (loss) from gaming and fundraising events (add lines 6a and 6b and subtract line 6c)	6d		
7a	Gross sales of inventory, less returns and allowances	7a		
7b	Less: cost of goods sold	7b		
7c	Gross profit or (loss) from sales of inventory (Subtract line 7b from line 7a)	7c		
8	Other revenue (describe in Schedule O)	8		
9	Total revenue. Add lines 1, 2, 3, 4, 5c, 6d, 7c, and 8	9	5,500	
Expenses	10	Grants and similar amounts paid (list in Schedule O)	10	
	11	Benefits paid to or for members	11	
	12	Salaries, other compensation, and employee benefits	12	
	13	Professional fees and other payments to independent contractors	13	1,001
	14	Occupancy, rent, utilities, and maintenance	14	
	15	Printing, publications, postage, and shipping	15	485
	16	Other expenses (describe in Schedule O)	16	547
	17	Total expenses. Add lines 10 through 16	17	2,033
Net Assets	18	Excess or (deficit) for the year (Subtract line 17 from line 9)	18	3,467
	19	Net assets or fund balances at beginning of year (from line 27, column (A)) (must agree with end-of-year figure reported on prior year's return)	19	
	20	Other changes in net assets or fund balances (explain in Schedule O)	20	
	21	Net assets or fund balances at end of year. Combine lines 18 through 20	21	3,467

For Paperwork Reduction Act Notice, see the separate instructions.

Form 990-EZ (2019)





**Part V**

**Other Information** (Note the Schedule A and personal benefit contract statement requirements in the instructions for Part V.) Check if the organization used Schedule O to respond to any question in this Part V ☐

	Yes	No
<b>33</b> Did the organization engage in any significant activity not previously reported to the IRS? If "Yes," provide a detailed description of each activity in Schedule O . . . . .	<b>33</b>	X
<b>34</b> Were any significant changes made to the organizing or governing documents? If "Yes," attach a conformed copy of the amended documents if they reflect a change to the organization's name. Otherwise, explain the change on Schedule O. See instructions . . . . .	<b>34</b>	X
<b>35 a</b> Did the organization have unrelated business gross income of \$1,000 or more during the year from business activities (such as those reported on lines 2, 6a, and 7a, among others)? . . . . .	<b>35a</b>	X
<b>b</b> If "Yes," to line 35a, has the organization filed a Form 990-T for the year? If "No," provide an explanation in Schedule O . . . . .	<b>35b</b>	
<b>c</b> Was the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization subject to section 6033(e) notice, reporting, and proxy tax requirements during the year? If "Yes," complete Schedule C, Part III . . . . .	<b>35c</b>	X
<b>36</b> Did the organization undergo a liquidation, dissolution, termination, or significant disposition of net assets during the year? If "Yes," complete applicable parts of Schedule N. . . . .	<b>36</b>	X
<b>37 a</b> Enter amount of political expenditures, direct or indirect, as described in the instructions . . . . . <b>37a</b>		
<b>b</b> Did the organization file <b>Form 1120-POL</b> for this year? . . . . .	<b>37b</b>	X
<b>38 a</b> Did the organization borrow from, or make any loans to, any officer, director, trustee, or key employee or were any such loans made in a prior year and still outstanding at the end of the tax year covered by this return? . . . . .	<b>38a</b>	X
<b>b</b> If "Yes," complete Schedule L, Part II and enter the total amount involved. . . . . <b>38b</b>		
<b>39</b> Section 501(c)(7) organizations. Enter:		
<b>a</b> Initiation fees and capital contributions included on line 9. . . . . <b>39a</b>		
<b>b</b> Gross receipts, included on line 9, for public use of club facilities. . . . . <b>39b</b>		
<b>40 a</b> Section 501(c)(3) organizations. Enter amount of tax imposed on the organization during the year under: section 4911 ▶ ; section 4912 ▶ ; section 4955 ▶		
<b>b</b> Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in any section 4958 excess benefit transaction during the year, or did it engage in an excess benefit transaction in a prior year that has not been reported on any of its prior Forms 990 or 990-EZ? If "Yes," complete Schedule L, Part I . . . . .	<b>40b</b>	X
<b>c</b> Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Enter amount of tax imposed on organization managers or disqualified persons during the year under sections 4912, 4955, and 4958 . . . . . ▶		
<b>d</b> Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Enter amount of tax on line 40c reimbursed by the organization . . . . . ▶		
<b>e</b> All organizations. At any time during the tax year, was the organization a party to a prohibited tax shelter transaction? If "Yes," complete Form 8886-T . . . . .	<b>40e</b>	X
<b>41</b> List the states with which a copy of this return is filed ▶		
<b>42 a</b> The organization's books are in care of ▶ <b>ELIZABETH GOLDSMITH</b> Telephone no. ▶ <b>832-585-0222</b> Located at ▶ <b>46 S BERRYLINE CIRCLE, SPRING, TX</b> ZIP + 4 ▶ <b>77381</b>		
<b>b</b> At any time during the calendar year, did the organization have an interest in or a signature or other authority over a financial account in a foreign country (such as a bank account, securities account, or other financial account)? . . . . .	<b>42b</b>	X
If "Yes," enter the name of the foreign country ▶ See the instructions for exceptions and filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).		
<b>c</b> At any time during the calendar year, did the organization maintain an office outside the United States? . . . . .	<b>42c</b>	X
If "Yes," enter the name of the foreign country ▶		
<b>43</b> Section 4947(a)(1) nonexempt charitable trusts filing Form 990-EZ in lieu of <b>Form 1041</b> -Check here. . . . . ▶ <input type="checkbox"/> and enter the amount of tax-exempt interest received or accrued during the tax year. . . . . <b>43</b>		
<b>44 a</b> Did the organization maintain any donor advised funds during the year? If "Yes," Form 990 must be completed instead of Form 990-EZ . . . . .	<b>44a</b>	X
<b>b</b> Did the organization operate one or more hospital facilities during the year? If "Yes," Form 990 must be completed instead of Form 990-EZ . . . . .	<b>44b</b>	X
<b>c</b> Did the organization receive any payments for indoor tanning services during the year? . . . . .	<b>44c</b>	X
<b>d</b> If "Yes," to line 44c, has the organization filed a Form 720 to report these payments? If "No," provide an explanation in Schedule O . . . . .	<b>44d</b>	
<b>45 a</b> Did the organization have a controlled entity within the meaning of section 512(b)(13)? . . . . .	<b>45a</b>	X
<b>b</b> Did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? If "Yes," Form 990 and Schedule R may need to be completed instead of Form 990-EZ. See instructions . . . . .	<b>519</b> <b>45b</b>	X



46 Did the organization engage, directly or indirectly, in political campaign activities on behalf of or in opposition to candidates for public office? If "Yes," complete Schedule C, Part I . . . . .

	Yes	No
46		X

**Part VI Section 501(c)(3) Organizations Only**

All section 501(c)(3) organizations must answer questions 47 - 49b and 52, and complete the tables for lines 50 and 51.

Check if the organization used Schedule O to respond to any question in this Part VI . . . . . ☐

47 Did the organization engage in lobbying activities or have a section 501(h) election in effect during the tax year? If "Yes," complete Schedule C, Part II . . . . .

	Yes	No
47		X
48		X
49a		X
49b		

48 Is the organization a school as described in section 170(b)(1)(A)(ii)? If "Yes," complete Schedule E . . . . .

49a Did the organization make any transfers to an exempt non-charitable related organization? . . . . .

b If "Yes," was the related organization a section 527 organization? . . . . .

50 Complete this table for the organization's five highest compensated employees (other than officers, directors, trustees and key employees) who each received more than \$100,000 of compensation from the organization. If there is none, enter "None."

(a) Name and title of each employee	(b) Average hours per week devoted to position	(c) Reportable compensation (Forms W-2/1099-MISC)	(d) Health benefits, contributions to employee benefit plans, and deferred compensation	(e) Estimated amount of other compensation
NONE				

f Total number of other employees paid over \$100,000 . . . . . ▶

51 Complete this table for the organization's five highest compensated independent contractors who each received more than \$100,000 of compensation from the organization. If there is none, enter "None."

(a) Name and business address of each independent contractor	(b) Type of service	(c) Compensation
NONE		

d Total number of other independent contractors each receiving over \$100,000. . . . . ▶

52 Did the organization complete Schedule A? **Note:** All section 501(c)(3) organizations must attach a completed Schedule A . . . . . ☒ Yes ☐ No

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

<b>Sign Here</b>	<b>ELIZABETH GOLDSMITH</b> Signature of officer	<b>07-08-2020</b> Date
	<b>ELIZABETH GOLDSMITH, DIRECTOR</b> Type or print name and title	

<b>Paid Preparer Use Only</b>	Print/Type preparer's name <b>Jeremy M Matranga RFC</b>	Preparer's signature <b>Jeremy M Matranga RFC</b>	Date <b>07-21-2020</b>	Check <input checked="" type="checkbox"/> if self-employed	PTIN <b>P00742759</b>
	Firm's name ▶ <b>Platinum Tax &amp; Wealth Management</b>			Firm's EIN ▶	
	Firm's address ▶ <b>2002 Timberloch Place Suite 525</b>			Phone no. <b>281-362-1444</b>	
	<b>Spring TX 77380</b>				

May the IRS discuss this return with the preparer shown above? See instructions . . . . . ☒ Yes ☐ No



THRIVE WITH AUTISM  
8723 SENDERA DR  
MAGNOLIA, TX 77354

Department of the Treasury  
Internal Revenue Service Center  
Ogden, UT 84201-0027

THRIVE WITH AUTISM  
8723 SENDERA DR  
MAGNOLIA, TX 77354

Texas Comptroller of Public Account  
PO Box 149348  
Austin, TX 78714-9348

**FOR TAX YEAR 2019**

**THRIVE WITH AUTISM**

Platinum Tax & Wealth Management

2002 Timberloch Place Suite 525

Spring, TX 77380

(281)362-1444

# Platinum Tax & Wealth Management

2002 Timberloch Place Suite 525  
Spring, TX 77380  
Info@PlatinumTWM.com  
Phone: (281)362-1444 | Fax: (281)296-5865

July 21, 2020

Thrive With Autism  
8723 Sendera Dr  
Magnolia, TX 77354

Subject: Preparation of 2019 Tax Returns

Thrive With Autism:

Thank you for choosing Platinum Tax & Wealth Management to assist with the 2019 taxes for Thrive With Autism. This letter confirms the terms of the engagement and outlines the nature and extent of the services we will provide.

We will prepare the 2019 federal and state income tax returns for Thrive With Autism. We will depend on management to provide the information we need to prepare complete and accurate returns. We may ask management to clarify some items but will not audit or otherwise verify the data submitted.

We will perform accounting services only as needed to prepare the tax returns. Our work will not include procedures to find defalcations or other irregularities. Accordingly, our engagement should not be relied upon to disclose errors, fraud, or other illegal acts, though it may be necessary for management to clarify some of the information submitted. We will inform management of any material errors, fraud, or other illegal acts we discover.

The law imposes penalties when taxpayers underestimate their tax liability. Call us if there are any concerns about such penalties.

Should we encounter instances of unclear tax law, or of potential conflicts in the interpretation of the law, we will outline the reasonable courses of action and the risks and consequences of each. We will ultimately adopt, on the behalf of Thrive With Autism, the alternative selected by management.

Our fee is based on the time required at standard billing rates plus out-of-pocket expenses. Invoices are due and payable upon presentation. All accounts not paid within thirty (30) days are subject to interest charges to the extent permitted by state law.

We will return the original records to management at the end of this engagement. Store these records, along with all supporting documents, in a secure location. We retain copies of your records and our work papers from your engagement for up to seven years, after which these documents will be destroyed.

If management has not selected to e-file the returns with our office, management will be solely responsible to file the returns with the appropriate taxing authorities. The tax matters representative should review all tax-return documents carefully before signing them. Our engagement to prepare the 2019 tax returns will conclude with the delivery of the completed returns to management, or with e-filed returns, with the tax matters representative's signature and our subsequent submittal of the tax return.

To affirm that this letter correctly summarizes the arrangements for this work, sign the enclosed copy of this letter in the space indicated and return it to us in the envelope provided.

Thank you for the opportunity to be of service. For further assistance with your tax return needs, contact our office at

(281)362-1444.

Sincerely,

Jeremy M Matranga RFC  
Platinum Tax & Wealth Management

Accepted By:

---

Officer

---

Date

Form **8879-EO****IRS e-file Signature Authorization  
for an Exempt Organization**

OMB No. 1545-1878

Department of the Treasury  
Internal Revenue Service  
Name of exempt organization

For calendar year 2019, or fiscal year beginning \_\_\_\_\_, and ending \_\_\_\_\_

▶ **Do not send to the IRS. Keep for your records.**▶ **Go to [www.irs.gov/Form8879EO](http://www.irs.gov/Form8879EO) for the latest information.****2019****THRIVE WITH AUTISM**

Name and title of officer

Employer identification number

**84-2473663****ELIZABETH GOLDSMITH, DIRECTOR****Part I Type of Return and Return Information (Whole Dollars Only)**

Check the box for the return for which you are using this Form 8879-EO and enter the applicable amount, if any, from the return. If you check the box on line **1a**, **2a**, **3a**, **4a**, or **5a**, below, and the amount on that line for the return being filed with this form was blank, then leave line **1b**, **2b**, **3b**, **4b**, or **5b**, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than one line in Part I.

<b>1a</b> Form 990 check here	▶ <input type="checkbox"/>	<b>b Total revenue</b> , if any (Form 990, Part VIII, column (A), line 12)	.....	<b>1b</b>	
<b>2a</b> Form 990-EZ check here	▶ <input checked="" type="checkbox"/>	<b>b Total revenue</b> , if any (Form 990-EZ, line 9)	.....	<b>2b</b>	<b>5,500</b>
<b>3a</b> Form 1120-POL check here	▶ <input type="checkbox"/>	<b>b Total tax</b> (Form 1120-POL, line 22)	.....	<b>3b</b>	
<b>4a</b> Form 990-PF check here	▶ <input type="checkbox"/>	<b>b Tax based on investment income</b> (Form 990-PF, Part VI, line 5)	.....	<b>4b</b>	
<b>5a</b> Form 8868 check here	▶ <input type="checkbox"/>	<b>b Balance Due</b> (Form 8868, line 3c)	.....	<b>5b</b>	

**Part II Declaration and Signature Authorization of Officer**

Under penalties of perjury, I declare that I am an officer of the above organization and that I have examined a copy of the organization's 2019 electronic return and accompanying schedules and statements and to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the organization's electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the organization's return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the organization's federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the organization's electronic return and, if applicable, the organization's consent to electronic funds withdrawal.

**Officer's PIN: check one box only**

☒ I authorize **Platinum Tax & Wealth Manag** to enter my PIN **77380** as my signature  
ERO firm name Enter five numbers, but do not enter all zeros

on the organization's tax year 2019 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

☐ As an officer of the organization, I will enter my PIN as my signature on the organization's tax year 2019 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Officer's signature ▶ Elizabeth Goldsmith Date ▶ **07-08-2020****Part III Certification and Authentication**

**ERO's EFIN/PIN.** Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN.

**791899 77380**  
Do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2019 electronically filed return for the organization indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163**, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature ▶ Jeremy M Matranga RFC Date ▶ **07-15-2020**

**ERO Must Retain This Form - See Instructions**  
**Do Not Submit This Form to the IRS Unless Requested To Do So**

**For Paperwork Reduction Act Notice, see instructions.**Form **8879-EO** (2019)

EEA



## LETTER OF SPECIAL ASSURANCES

Sponsoring Entity: Thrive With Autism

Proposed Charter School Name: Thrive Center for Success

*The Board Chair of the proposed sponsoring entity shall initial **all** assurances within this document to confirm awareness and understanding of responsibilities established herein.*

### **Initial by each blank line in blue ink**

#### **Open Meetings Requirements**

EG The proposed charter holder assures that all meetings in which charter school business is discussed will be posted to provide public notice, held in an open public forum, and any action items voted upon will be held in a public forum as required by the Open Meetings Act in Government Code, Chapter 551.

EG Furthermore, the proposed charter holder assures that all of the following will be discussed in open meetings and only acted upon with approval of the charter holder board:

- The annual budget and all amendments to the budget,
- Any changes to job descriptions from those submitted in the application for charter, and
- Any changes in compensation that were proposed and approved in the application for charter.

#### **Public Information Requirements**

EG The proposed charter holder assures that information, that is considered public, requested by anyone will be provided in accordance with Government Code, Chapter 552.

#### **Criminal History Check Requirements**

EG The proposed charter holder assures that criminal history checks will be completed in accordance with law and that no person will serve as a member of the governing body of a charter holder, as a member of the governing body of the charter school, or as an officer or employee of a 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.

#### **Annual Training Requirements**

EG The proposed charter holder assures that all annual training requirements for board members and school administrators will be completed in accordance with law and commissioner rules.



### **Residential Facilities Monitoring (RFM) System**

EG The proposed charter holder assures that it understands that, pursuant to 19 Texas Administrative Code (TAC) §97.1072, there is a specific system for monitoring school districts and charter schools that serve students with disabilities who reside in Residential Facilities (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.

### **Special RF Training**

EG The proposed charter holder assures that all personnel involved with serving students with disabilities residing in an RF and personnel involved with reporting data in *RF Tracker* will receive training on the RFM system.

### **Admission and Enrollment**

EG The proposed charter holder assures that parents or prospective students will not be required to attend an interview or meeting of any kind prior to admitting and/or enrolling a student, or during the time in which the student is enrolled.

EG The proposed charter holder assures that volunteer hours, or payment in lieu of volunteer hours, will not be required of the parent or guardian as a requirement for student admission or enrollment.

EG The proposed charter holder assures that there will be no specified days designated for enrollment and/or admission. If space is available, a student will be enrolled and admitted on any day at any time of day and must be counted as and considered a charter student immediately. State law does not allow for a trial enrollment period at a public school.

EG The proposed charter holder assures that no student auditions will be required prior to enrollment and admission at the charter school unless the charter is originally approved by the commissioner of education as a performing arts school with an audition component or the charter is amended by the commissioner of education to designate the school a performing arts school with an audition component.

EG The proposed charter holder understands that a student may be ineligible for enrollment at a charter school based on a history of a criminal offense, a juvenile court adjudication, or discipline problems under Texas Education Code (TEC), Chapter 37, Subchapter A, only if the enrollment prohibition is specifically approved by the commissioner of education when the charter is awarded, or if the charter is amended by the commissioner of education to allow this enrollment prohibition. It must be noted that the enrollment prohibition is not allowed for any prior discipline problems, but only those specified in TEC, Chapter 37, Subchapter A.

### **Public Meeting(s)**

EG The proposed charter holder assures that a public meeting will be held, in accordance with the requirements outlined in Attachment E5 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.

### **Withdrawal and Expulsion**

EG The proposed charter holder assures that it understands that only the parent or guardian may withdraw a student from the charter school, and the only time charter administrators may withdraw a student and use administrative withdrawal as the leaver code is in the rare instances when:

- a student is withdrawn by the charter school because the charter school discovers, when verifying enrollment information, that the student was not a resident of the district at the time of enrollment;
- the charter school discovers that the student has falsified enrollment information; proof of identification is not provided;
- or immunization records are not provided within 30 days of enrollment.

EG The proposed charter holder understands that a student who fails to comply with the charter school's student code of conduct may not be administratively withdrawn. If a student commits an expellable offense, as outlined in the student code of conduct, the charter holder further understands that charter administrators may expel the student only after due process has been afforded the student, and the charter holder board has determined that expulsion is the appropriate consequence.

EG The proposed charter holder understands that it has an obligation to notify the school district in which the student resides within three business days of any action expelling or withdrawing a student from the charter school. See 19 TAC §100.1211 (c).

EG The proposed charter holder assures that each campus granted through the initial charter contract and all subsequent renewal, expansion, and re-designations shall establish and maintain gun-free campus policies. The charter shall also expel a student who brings a firearm, as defined by 18 U.S.C. Section 921, to school. See TEC §37.007(e).

### **Ready to Open Check-List**

EG The proposed charter holder understands, upon approval and award of charter, that a ready-to-open check list may be required to be completed prior to final approval for the opening of any campus.

### **Postponement of Opening**

§6 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.

### **Federal and State Funding**

§6 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.

§6 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.

§6 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.

### **Federal Charter School Program Grant**

§6 The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, Commissioner and State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

§6 The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

§6 The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the Generation 26 Application for Charter, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the Charter School Program (CSP) grant.



§6 The applicant provides assurance that the chosen financial accounting system will adhere to the following requirements, upon award of a charter:

- accommodates the minimum 15-digit account code mandated by the FASRG;
- generates information needed for PEIMS reporting; and
- ensures adequate accountability of state and federal funds. If the applicant's financial accounting system is not approved by TEA, the applicant assures that it will budget and acquire an acceptable accounting system and training with CSP grant funds.

Additionally, the applicant will be required to submit proof of an acceptable accounting system prior to receiving continued and/or additional funding.

§6 The applicant provides assurance that it will maintain clear documentation and data for the school and students served by the CSP grant, will comply with any reporting and evaluation requirements that may be established by the TEA, and will submit the reports in the format and manner requested by TEA. Grantees will be required to cooperate with the team that has been contracted to evaluate the use of CSP grant funds.

§6 The applicant provides assurance that it has, or will have before serving students, on file a certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Division of Charter School Authorizing and Administration request a copy, the applicant will provide such copy immediately.

§6 According to Title IV, Part C of ESSA, to receive federal grant funds of any type, including U. S. Department of Education funds, the charter school must meet the definition of a charter school, as defined in ESSA, Section 4310(2). By signing and submitting the application, the authorized official of the proposed public charter school certifies that each of the statements in the definition is true and that the school is in compliance with this definition. A charter school is not eligible to receive any federal funds at any time, formula or discretionary, from TEA if it does not comply with this definition.

The term charter school means a public school that:

- a. in accordance with TEC, Chapter 12, is exempt from significant State or local rules that inhibit the flexible operation and management of the school, but not from any rules relating to the other requirements of this section;
- b. is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
- c. operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
- d. provides a program of elementary or secondary education, or both;
- e. is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
- f. does not charge tuition

- g. complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), Section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the "Family Educational Rights and Privacy Act of 1974"), and Part B of the Individuals with Disabilities Education Act;
- h. is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;
- i. agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purposes of this program;
- j. meets all applicable Federal, State, and local health and safety requirements;
- k. operates in accordance with State law; and
- l. has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public charter agency and the charter school.

**Required Disclosure**

CC The proposed charter holder assures that all information subject to a required disclosure of fact(s) has been expressly provided within the *Charter School Application* to the extent authorized by all controlling law.

*I, the undersigned, hereby certify that the governing body of the charter holder has authorized me to provide these assurances as noted by my initials on this and all previous pages.*

Elizabeth Goldsmith

Printed Name of Sponsoring Entity Board Chair

Elizabeth Goldsmith

Signature of Sponsoring Entity Board Chair

1-19-2021

Date

# ADDENDUM

## Charter School Program Start-Up Grant

### Priority Point

☐ The applicant proposes to open the charter school in a [Qualified Opportunity Zone](#).

The application scoring process will allow for the award of a priority point for applicants committed to serving students who will attend a school located in a Qualified Opportunity Zone. If awarded a charter, applicants committed to opening charter schools in a Qualified Opportunity Zone will be required to provide specific census tract numbers and other information on the plan to serve students in these high-need areas.

### Narratives

#### EDUCATIONAL PLAN

1. Describe the educational program of the proposed charter school.

Thrive Center for Success has a robust educational program that puts a focus on serving students that have autism and other disabilities. Perhaps the most important design element is the use of **Applied Behavior Analysis (ABA) therapy**, the gold standard treatment for autism.<sup>1</sup> ABA is based solely on the scientific application of research-based tactics, and includes strategies such as using positive reinforcement to create motivation for positive behaviors and learning.

Typically ABA therapy is utilized to focus on shaping behavior, but it is part of our program for ABA to be used for both behavior and academics. Thrive Center for Success is uniquely designed to incorporate intensive ABA into an academic setting<sup>1</sup> using the structure of the **CABAS<sup>2</sup> (Comprehensive Application of Behavior Analysis to Schooling)** model.

CABAS<sup>3</sup> has what is known as the Accelerated Independent Learner (AIL) classroom. Our students at Thrive Center for Success will be receiving TEKS instruction within the AIL classroom. Since it is entirely individualized, students move at their own pace and never have to feel as though they are struggling to keep up with the class, or conversely, being held back from moving forward at a more rapid pace. Students who rapidly master objectives move at an advanced pace. Students that are challenged by an objective will receive support with scientifically research-based tactics, and will not move forward until they achieve mastery.

This scientific approach includes university level supervision from the Foundation for the Advancement of a Strategic Science of Teaching (FASST)<sup>4</sup> for the school and administration as well. Dr. Grant Gautreaux from Nicholls University and Dr. Jennifer Weber from Columbia University, who are founding members of FASST, have been involved in monthly meetings with Elizabeth Goldsmith and Adrienne Sodemann to bring the CABAS model to Thrive.

Another key structure is that every student at Thrive Center for Success will have an **Individual Learning Plan (ILP) or an Individualized Educational Plan (IEP)**. This structure allows for students from all walks of life to be successful, whether they are a student with autism, an English Learner (EL), economically disadvantaged, gifted and talented or a typical student.

We will have **specialized therapists onsite** including an Occupational/Physical Therapist, a Speech Therapist, an LSSP and at least one Board Certified Behavior Analyst to provide additional therapies each child may need. All of the professionals working with our students will communicate regularly with our teachers in a **multifaceted team approach** so that we can keep a pulse on where our students are performing, facilitating the adjustment of their learning plans in a timely manner, allowing them to reach their fullest potential in the shortest amount of time.

At Thrive Center for Success, we recognize that students of all ages, including ELs, students with dyslexia, as well as students with autism and other disabilities, can benefit from a **low student to teacher ratio**, but some students need lower ratios and can thrive when they get a balance of just the right instructional support.

Thrive will use **multi-age, flexible grouping** of classrooms in order to group students based on developmental levels and academics. Our flexible grouping allows us to be targeted with our instruction and allows us to be responsive to student need. The multi-age structure allows some of our students with autism to be a mentor to the younger students, creating a culture of kindness and developing leadership.

Finally, since many of our students may be nonverbal, we chose to have **American Sign Language** as our Language other than English (LOTE). This gives students an additional way to express their needs and communicate with others.

All of these unique features make Thrive a well-equipped school for children with autism.

#### **Sources Cited:**

<sup>1</sup>Thrive Center for Success Generation 25 Charter Application

<sup>2</sup> <https://www.cabasschools.org/fred-s-keller-school>



<sup>3</sup> Greer, R. D., Keohane, D.-D., & Healy, O. (2002). Quality and comprehensive applications of behavior analysis to schooling. *The Behavior Analyst Today*, 3(2), 120-132. <http://dx.doi.org/10.1037/h0099977>

## ROLES AND RESPONSIBILITIES

2. Describe the roles and responsibilities of charter school personnel, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners.

The school leadership team at Thrive looks to support our diverse group of teachers.<sup>1</sup> Our administrators and school staff will be united in their commitment to student learning through our Professional Learning Communities (PLC). Team members will be continuous learners, collaborative, and collaborate on effective teaching and learning.<sup>1</sup> Our school leadership team will develop a common understanding of the attributes and actions of a highly effective instructional leadership team.<sup>1</sup> The leadership team will set team and personal goals and attend professional development.<sup>1</sup> Next, they will gather ongoing data, and continually assess the team's effectiveness in meeting its goals and solving the identified problems with teaching and learning at our school.<sup>1</sup>

We will have a partnership with the Foundation for the Strategic Science of Teaching (FASST) who will provide us with training and consultation. This partnership seeks to create a seamless implementation of the CABAS (Comprehensive Application of Behavior Analysis to Schooling) model, focusing on student performance. See application for detail on FASST and CABAS.

Because of our educational plan and projected student enrollment, including a high percentage of students requiring special education services, the Board of Thrive Center for Success made several assumptions that heavily influence our staffing projections.

First, the significant needs of our proposed student body require small class sizes and **specially trained staff**. Our staffing projections are based on 12 students and two adults (one teacher and one instructional aid) per classroom. All of our **teachers will be SPED certified**.

Second, the Board anticipates hiring several additional specially trained professionals to support our anticipated student population, including a **Board Certified Behavior Analyst (BCBA), Life Skills teacher, LSSP/Counselor, Nurse, and two therapists for Year 1**. We plan to **expand this staff** when adding the second campus in Year 4.

Third, during the first four years of operation the Board intends to combine the **Superintendent and Principals roles**. When the school adds its second campus, the

Board plans to separate the combined position and hire two highly qualified campus principals.

The board will oversee budget and audit processes. Our contract CFO will provide oversight of the CSP grant to ensure compliance with all requirements. We have not identified any other partners at this time, but any service providers that may be funded with grant funds will be procured as required by law for the grant.

The roles and responsibilities can be found in detail in the application. See attachments 16, 18, 20 and 21.

<sup>1</sup>Thrive Center for Success Generation 25 Application

## PARENT AND COMMUNITY ENGAGEMENT

3. Describe how the eligible applicant will solicit and consider input from parents and other members of the community on the implementation of the school design and operation of the proposed charter school.

We will continue to solicit and consider input from parents and other members of the community as we have done in the past. Parents and community members have played a huge role in the development of our school. Through the events we hosted, parents were able to share personal stories about their childrens' struggles in school. During our public meetings, we also gained a great deal of insight into what our families would like to see in a school geared towards the needs of children with autism.<sup>1</sup> They provided a wide range of suggestions that included videotaping strategies that work with their child, soundproofing the classrooms, having low student to teacher ratios, and highly trained staff.

We will continue to seek community and parent input by creating surveys to gain input on different aspects of our school. Thrive will also gain input by creating an advisory board and a parent council with diverse backgrounds, allowing us to understand the needs of our entire population to be served. The advisory board and parent council will also meet with our school leadership and reports will also be made to our Board of Directors.

Parents and community members have also provided compelling letters of support to us reinforcing what they value in our proposed plan. **In addition, The Brown Foundation, Inc.**<sup>1</sup> has shown their support by pledging \$200,000 to assist us with the start up costs of our school if a charter is awarded. **SHSU Charter Schools**<sup>2</sup> plans to partner with us by allowing their students to join our students for reverse inclusion events at our school.<sup>2</sup>

<sup>1</sup><https://www.brownfoundation.org/>

<sup>2</sup><https://www.shsu.edu/charter-school/>

4. Describe how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate the proposed charter school.

Parents will be offered routine parent conferences with their child's team of educators and therapists (in addition to ARD meetings) to review their child's progress and to allow for questions.<sup>1</sup> Parent trainings will also be offered for families needing to work on specific challenges or behaviors.<sup>1</sup> We will offer our parents of our lower functioning students the option of having a procedure that is working with their child, put on video, to create a video modeling support. Parents will be able to view at home to practice and replicate with greater accuracy. The parents in turn would receive an in-home follow-up training for the teacher to observe the parent with the procedure and give further coaching. Parent support groups will be created for parents to have social bonding with other parents at our school. Parents will be encouraged to share their contact information with one another to enable them to reach out to each other for play dates and other social outings outside of school. Parents will be encouraged to let their children play on our playground after school under their supervision, to increase social interaction for both the children and the parents. Events will be held to educate parents on different aspects associated with autism and to allow families to get to know the staff as well as other families.<sup>1</sup> Parents and families will be encouraged to come and eat lunch with their child when they are able. Teachers will be encouraged to have events in their classrooms that involve parents where appropriate and beneficial.

<sup>1</sup>Thrive Center for Success Generation 25 Application

## TRANSPORTATION

5. Describe the eligible applicant's plan for meeting the transportation needs of the students at the proposed charter school.

Thrive will comply with all transportation needs as set forth in each individual student's IEP. Thrive will not offer general education bus transportation for all students at this time, but anticipate some level of transportation needs for our special education populations based on individual need.<sup>1</sup>

These decisions were based on several factors. First, given we are planning to serve children with special needs, particularly autism, in many cases it may be beneficial to the child and less stressful for them to be transported to and from school in their mode of transportation they are accustomed to provided by their guardian. If an IEP calls for transportation but transportation by their guardian is the most appropriate mode, we will work to accommodate that and may reimburse parents for mileage or other appropriate methods to comply with legal requirements. Also, some of these students may have behavior issues such as aggressiveness and elopement, that bus drivers may not be equipped to handle.

Transportation options will be individualized for these reasons. Since we are a slow growing school, our budget priorities lie in providing an exceptional learning

environment geared towards aiding students with autism to be successful in reaching their academic, social, and behavioral goals at school. This includes having staff highly trained in working with children with autism and providing high-quality therapies needed to reach their full potential.

Thrive anticipates it will purchase two used Handicapped accessible School Buses from Longhorn Bus Company for \$30,000 each to provide transportation for students with IEPs requiring transportation.<sup>1</sup> The cost of this expense is listed in the start-up year narrative.<sup>1</sup> We have allotted \$6000/year for maintenance and gas expenses and \$18,360/ year (\$17/hour x 3 hours/ day x 180 days x 2 bus drivers) for two bus drivers.

Thrive will use our buses purchased and bus drivers for field trips and other such events as well.<sup>1</sup>

<sup>1</sup>Thrive Center for Success Generation 25 Charter Application

## STUDENT OUTCOME GOALS

6. Identify three to five specific Student Outcome SMART Goals that will be achieved by the beginning of Year 3 (August 2024). Smart goals are **Specific, Measurable, Attainable, Relevant, and Time-bound**.
  - 1) By August 30, 2024, the student body will see a 50% increase in the number of school self-sufficiency repertoires mastered causing a 15% decrease in behaviors as measured by the quarterly level two behavior reports received by the BCBA from teacher reported instructional data trend on self-sufficiency objectives.
  - 2) By August 30, 2024, all students on IEPs will master 70% of IEP goals as measured by our special education tracking program.
  - 3) By August 30, 2024, students that take the STAAR will show an increase in the number of TEKS mastered by 20% as measured by benchmarks and STAAR scores.
7. Describe how the board will use evaluation data to determine progress towards meeting the outcome goals and how it will use that data to modify the program(s). Include a preliminary timeline when updates on outcome goals will be reported to the board.
  - 1) The Superintendent will provide Behavioral Level System reports to the board quarterly to monitor progress towards decreasing behaviors. To monitor the percent of increase in self-sufficiency repertoires mastered, the Superintendent will provide the board with graphs showing the instructional data trends at the beginning, middle and end of the year.
  - 2) The Superintendent will provide data to the board with a report derived from the special education data tracking program showing quarterly progress.
  - 3) The Superintendent will provide the board with STAAR item analysis summary reports for all students taking the STAAR test derived from TEA reports and all benchmark data as reported by the Principal.

## GRANT-RELATED BUDGET

8. Describe the eligible applicant's planned activities and expenditures of grant funds to open and prepare for the operation of the proposed charter school.

Thrive Center for Success anticipates fully utilizing the CSP Start Up funds during the planning and implementation period of the grant. The funds are being used to pay for eight different categories of expenditures during the start up and implementation of our school: Personnel, Students and classrooms, Training, Recruitment, Technology, Facility, School Set Up, and Capital Expenditure. Each of these areas is critical to start up of our school and falls within the guidelines of the grant. Thrive commits to follow all state and federal guidelines in reporting expenditures and ensures all such expenditures will comply with CSP guidelines.

Personnel - We plan to pay our entire payroll during the planning year and one month of payroll for instructional staff and administration during implementation as allowed.

Total payroll expenditure, including benefits, is \$350,074.

Students and Classrooms - We will use CSP funds to purchase vital start up materials for our school including textbooks, instructional supplies, classroom furniture, and special education services utilizing \$158,460 of CSP funds. Classroom furniture is estimated to be \$4355 for each classroom. We will need 11 classrooms for the implementation year and 2 classrooms will be furnished to begin Year 2. We are budgeting \$1500 per classroom for supplies and materials and \$38,700 for textbooks and other instructional resources. This budget includes \$20,000 for special education services during the implementation year.

Training - A total of \$49,950 will be used to provide training to our staff and board, including vital CABAS training for all instructional staff before the beginning of Year 1. The initial introduction to CABAS and ELCAR training will include both teachers and teacher assistants, while the extended CABAS Science of Teaching will include only the teachers. \$5000 of that total is being reserved to pay stipends to teachers attending training in the summer.

Recruitment - \$28,500 will be directed toward student and staff recruitment efforts. CSP funds will be used to create promotional materials, buy advertising on social media platforms and traditional media, attend recruiting events, host community events for prospective students and other strategies as needed to spread the word about Thrive's mission and vision to any prospective families and staff members.

Technology - A total of \$147,642 will be spent on technology. Thrive plans to provide all of its students with Apple I pads and teachers with computers to facilitate instructional delivery. \$65,474 CSP funds will be used to provide the technology devices and provide network wiring in our facility. \$36,400 is being used for the student I pads and charging carts, while \$21,000 is being allocated to teacher computers. Additional money is being budgeted for the purchase of a campus copier.

Facility - Thrive intends to lease its first facility, likely from a local church. We have allocated \$65,475 from CSP funds to help us acquire, modify and pay for our first month of operating in the implementation phase. These funds include \$25,000 to provide facility enhancements for student and staff safety. Indeed, the budget also includes

\$6000 for a school safety consultant to inspect our facility and make recommendations for enhancements. We realize we will have to negotiate with our landlord any modifications that we install. Last, the budget includes money for renting a temporary space until we can get into our school building.

School Set Up - Setting up a school requires more than just students and desks. It required that we purchase software to track students and finances, hire consultants to help set our student and financial systems up, and develop school policies and procedures. We are budgeting \$39,900 from CSP funds to assist us doing just that. These proposed expenses are to pay for the software (TxEIS) and initial set up of our student and financial systems. We have allocated additional CSP funds to pay legal fees associated with the initial creation of School Board policy and administrative procedures for our students and school.

Capital Expenditures - Last, Thrive intends to purchase two Class A school busses for \$30,000 each. These busses will be used to provide transportation for students as dictated by their IEP. Since we anticipate a high percentage of our students will qualify for special education services, we believe there is a need for two busses to accommodate our anticipated need.

9. List all allowable grant-related activities for which the applicant is requesting grant funds in the table below. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, the applicant will be required to budget planned expenditures on a separate attachment provided by TEA.

Note: Applicants may delete directions within each row to input responses. Hover the cursor over the bottom left corner of each row and press the [+] button to insert additional rows.

COST AREA	PLANNING ACTIVITY BUDGET	IMPLEMENTATION ACTIVITY BUDGET
PAYROLL		
<ul style="list-style-type: none"> <li>● Insert personnel position and specific start-up activities</li> <li>● Superintendent/Principal - School design, community engagement activities, marketing to students, hiring staff, organizing school, recruiting students, acquiring facilities and other activities as needed.</li> <li>● BCBA and LSSP - Assist with hiring of school personnel, assist with development of school design, marketing and recruitment of students, preparing special education program and potential advise students and set up ARDs.</li> <li>● PEIMS/Registrar - Market and recruit students, set up Student</li> </ul>	\$ 225,792	

Information System software (TxEIS), enroll students, request student records from other schools. ● Accounting Clerk - Set up accounting software and processing transactions.		
● 1 month payroll expense for teachers (including benefits), teaching assistants, BCBA, LSSP, Speech Therapist, Occupational Therapist, Nurse, PEIMS clerk, Diagnostician, Principal, Superintendent.		\$124,282
PROFESSIONAL AND CONTRACTED SERVICES		
● Teacher Professional Development Training - CABAS consultant (\$6000), CABAS Training (\$2800 per teacher) ● \$5000 for stipends for teacher training. ● TxEIS Software (\$17,900) ● Payroll Service (\$2242) ● Accounting Set up and service (\$12,000) ● School safety consultant services (\$6000) ● Board and officer initial training (\$4500)	\$85,592	
● TxEIS (SIS and Accounting software - \$17,900) ● CABAS Consulting Services (\$6000) ● Staff Development (\$2500) ● Special Ed Services (\$20,000) ● Accounting services - 1 month (\$4000)		\$50,400
SUPPLIES AND MATERIALS		
● Classroom Furniture (\$4355 per classroom) ● Office and common area furniture (\$25,000) ● Student Apple Ipads and charging cart per classroom (\$36,400) ● Teacher computers (\$21,000) ● Copier, Projectors, Software licenses (\$23,200) ● Network wiring/supplies for facility (\$1.50 per sq. ft. - \$37,500) ● Student Textbooks, Instructional Software (\$36,000) ● Classroom Supplies and Materials (\$17,000)	\$239,650	
● Classroom Furniture (\$4355 per classroom) ● Student Computers and 2 charging carts (\$7600) ● Student Textbooks, Classroom Supplies (\$8200) ● Teacher Computers (\$1800) ● Transportation expense (\$6000)		\$32,310
OTHER OPERATING COSTS		
● Student Recruitment (\$20,000) and Staff Recruitment (\$5000)	\$63,000	



<ul style="list-style-type: none"> <li>● Facility Improvements (\$25,000)</li> <li>● Rent for office space and/or lease expense for school space (\$12,000)</li> <li>● Staff Travel for recruitment events (\$1000)</li> </ul>		
<ul style="list-style-type: none"> <li>● Student and Staff Recruitment (\$2500)</li> <li>● Lease expense for facility - 1st month (\$5400)</li> <li>● Month 1 expense for insurance, janitorial services, security, utilities, internet - (\$3621)</li> <li>● Misc Expenses (\$7453)</li> </ul>		\$18,974
CAPITAL OUTLAY		
<ul style="list-style-type: none"> <li>● 2 Class A School Busses</li> </ul>	\$60,000	
<b>Total Planning Costs</b>		\$674,034
<b>Total Implementation Costs</b>		\$225,966
<b>Total Planning + Implementation Costs</b>		\$900,000

10. Describe how the eligible applicant will maintain financial sustainability after the end of the grant period.

Thrive Center for Success has developed five year budget projections that show gradual student enrollment and controlled expenses. We show a “surplus” of 5% of our expenditure budget by year 5 (\$247,151). This kind of onservative financial planning is critical to continued success of Thrive. There is no doubt the large classroom and school furniture, technology, facility assistance, and capital purchases being made with CSP funds are critical to that effort. Because of these funds we are able to allocate resources in our early years to other vitally important areas. As a school with a projected 92% special education student population, we can hire additional teachers to keep our class sizes lower and employ student support personnel to provide our students with the extra support they will need.

Not only does the Board have a robust financial plan for its first five years, it also has a contingency plan in case certain assumptions are not realized. The following is stated in the Thrive Center for Success Generation 26 Charter School Application: “The Board commits to monitoring all financial aspects of the school closely and is willing and able to make difficult decisions related to school programs, staffing, supplies and materials procurement and other planned expenditures if necessary, to meet new projections. Furthermore, the Board is aware a large percentage of the expenditure budget is comprised of personnel expenses (83% of Year 1 – 86% Year 5). Any significant reduction in the school’s expenditure budget will necessarily include reductions in personnel.”

“The Thrive Center for Success board will also aggressively seek outside funding to provide additional revenue. We believe the unique nature of the educational program and the student population we seek to serve will open up opportunities for additional funding from foundations (similar to the Brown Foundation, Inc.’s generous Year 0 support). Additionally, we seek to apply for state and federal grants that may help us provide services to our highly needy student population (e.g., TEA High Cost Fund<sup>3</sup> ) The bottom line is the Board of Thrive Center for Success understands their duty to be good stewards of Texas tax dollars and are committed to provide the proposed educational program to their students with the funds allocated to them.”

### **Attachments**

- CSP1: Equitable Access and Participation
- CSP2: Charter Management Receipt of Funds

## Evaluation criteria

A strong response will:

- Present a clear and robust educational program for the proposed charter school.

- Describe specific roles and responsibilities of charter school personnel, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners.

- Present clear and strong plans to solicit and consider input from parents and other members of the community on the implementation and operation of the proposed charter school.

- Present clear and robust plans to support the use of effective parent, family, and community engagement strategies to operate the proposed charter school.

- Present clear and viable plans to meet the transportation needs of the students at the proposed charter school.

- Identify at least three specific, measurable, attainable, relevant, and time-bound student outcome goals that will be reached by the beginning of Year 3 of operations.

- Present realistic and viable plans to evaluate data to determine progress towards meeting the outcome goals and how it will use that data to modify the program(s) - Include a preliminary timeline when updates on outcome goals will be reported to the board.

- Present allowable activities that are appropriate for the results expected.

- Identify personnel, materials and other identified expenses that support the outlined activities.

- Present funds that are reasonable and necessary for achieving the objectives.

- Present a clear plan to maintain financial sustainability after the end of the grant.

# ATTACHMENT CSP1

## Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers are foreseeable to equitable access and participation for any groups that will receive services funded by this federal grant.

☒ The applicant assures that **no barriers** are likely to exist to equitable access and participation for any groups receiving services funded by this grant.

☐ The applicant **foresees barriers** to equitable access and participation for the following groups that would receive services funded by this grant, as described below.

	BARRIERS	EFFECTED GROUPS
<input type="checkbox"/>	Gender-Specific Bias	
<input type="checkbox"/>	Cultural, Linguistic, or Economic Diversity	
<input type="checkbox"/>	Gang-Related Activities	
<input type="checkbox"/>	Drug-Related Activities	
<input type="checkbox"/>	Visual Impairments	
<input type="checkbox"/>	Hearing Impairments	
<input type="checkbox"/>	Learning Disabilities	
<input type="checkbox"/>	Other Physical Disabilities or Constraints	
<input type="checkbox"/>	Inaccessible Physical Structures	
<input type="checkbox"/>	Absenteeism/Truancy	
<input type="checkbox"/>	High Mobility Rates	
<input type="checkbox"/>	Lack of Support from Parents	
<input type="checkbox"/>	Shortage of Qualified Personnel	
<input type="checkbox"/>	Lack of Knowledge Regarding Program Benefits	
<input type="checkbox"/>	Lack of Transportation to Program Activities	
<input type="checkbox"/>	Other Barriers	

## ATTACHMENT CSP2

### Charter Management Organization Receipt of Funds

A Charter Management Organization (CMO) is defined as a nonprofit organization that operates or manages a network of charter schools linked by centralized support, operations, and oversight.

Check the appropriate box.

☒ The applicant is NOT affiliated with nor proposing to contract with a CMO. Skip this attachment.

☐ The applicant IS affiliated with or proposing to contract with a CMO.

If yes, check all that apply below and provide the following documentation:

☐ The CMO does not currently receive or will not receive CSP funds directly from the United States Department of Education. **No further documentation is needed.**

☐ The CMO currently receives CSP funds directly from the United States Department of Education. **Provide the Grant Award Notification Number (GAN#) associated with this CSP grant.**

☐ The CMO will receive CSP funds directly from the United States Department of Education. **Provide a description of the anticipated timeline of award, charter school campuses (including the states in which they will operate) that will benefit from the grant if awarded, and the anticipated award amount.**

☐ Other. **Provide a thorough explanation.**

**Insert Material Behind this Page.**

Also Include this Cover Page with Submission