

Texas Education Agency
1701 North Congress Ave.
Austin TX 78701



GENERATION 28

OPEN ENROLLMENT CHARTER APPLICATION

NARRATIVE DOCUMENT



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CHECKLIST

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- ✓ **APPLICANT PROFILE**

- ✓ **EXECUTIVE SUMMARY**

LANDSCAPE

- ✓ Geographic Boundaries
- ✓ Demographic Projections

SCHOOL DESIGN

- ✓ Mission, Vision, Design Elements
- ✓ High-Quality Instructional Materials and Instruction
- ✓ Special Populations
- ✓ Assessment of Learning
- ✓ Data-Driven Instruction
- ✓ Promotion, Retention, and Graduation
- ✓ School Culture and Safety
- ✓ Discipline

GOVERNANCE

- ✓ Structure, Formation, and Community
- ✓ Goal Setting

LEADERSHIP

- ✓ Superintendent Position

TALENT MANAGEMENT

- ✓ Staffing, Leadership, and Professional Development
- ✓ Teacher Support and Evaluation

OPERATIONS & FINANCE

- ✓ School Calendar and Schedule
- ✓ Student Recruitment
- ✓ Facilities
- ✓ Transportation
- ✓ Start-Up Year Planning
- ✓ Request for Federal Start-Up Grant Funds
- ✓ Financial Plan

EXPERIENCED OPERATOR

If applicable

- Portfolio Overview
- Charter Management Organization

- ✓ **LETTER OF SPECIAL ASSURANCES**

CHECKLIST

Attachments

Click on each attachment title to access the corresponding attachment coversheet.

ELIGIBILITY

- ✓ [E1 Articles of Incorporation](#)
- ✓ [E2 501\(c\)\(3\) Letter of Determination](#)
- ✓ [E3 Public Meeting Notice](#)
- ✓ [E4 Statement of Impact Notifications](#)
- ✓ [E5 Evidence of Community Support](#)
- ✓ [E6 Legal History](#)

SCHOOL DESIGN

- ✓ [SD1 Course Scope and Sequence](#)
- ✓ [SD2 Proposed Discipline Policy](#)

GOVERNANCE

- ✓ [G1 Organizational Bylaws](#)
- ✓ [G2 Code of Ethics and Conflict of Interest Policy](#)
- ✓ [G3 Board Member Résumés and Affidavits](#)

LEADERSHIP

- ✓ [L1 Superintendent Résumé](#)
- ✓ [L2 Superintendent Evaluation Tool](#)
- ✓ [L3 Leadership Team Résumés](#)
- ✓ [L4 Leadership Team Evaluation Tool](#)

OPERATIONS

- ✓ [OP1 Organizational Charts](#)
- ✓ [OP2 Staffing Chart](#)

- ✓ [OP3 Staff Profile \(HR\) Forms](#)
- ✓ [OP4 Teacher Evaluation Tool](#)
- ✓ [OP5 Annual Calendar and School Schedule](#)
- ✓ [OP6 Admission and Enrollment Policy](#)

FINANCE

- ✓ [F1 Detailed Start-Up Plan](#)
- ✓ [F2 Budget Narrative](#)
- ✓ [F3 Financial Plan Workbook](#)
- ✓ [F4 Evidence of Financial Support](#)
- ✓ [F5 Audit Report](#)
- ✓ [F6 Credit Report](#)
- ✓ [F7 IRS Form 990 990-N 990-EZ](#)

START-UP GRANT

- ✓ [CSP1 CMO Receipt of Funds](#)
- ✓ [CSP2 Equitable Access and Participation](#)

EXPERIENCED OPERATOR

If applicable

- [P1 Portfolio Overview Workbook](#)
- [CMO1 Financial History](#)
- [CMO2 Management Agreement](#)
- [CMO3 Organizational Charts](#)
- [CMO4 Commercial Lease Agreement](#)

- New Operator**
- Experienced Operator**

Celebrate Dyslexia School
Name of Proposed Charter School

Celebrate Dyslexia Schools
Name of Sponsoring Entity

Information Session Attended:

Returning Applicant (yes/no):

Sponsoring Entity is a: 501(c)(3) Nonprofit Organization

Applicant is and/or has been entrusted with the care and supervision of lawful minors and/or wards of a governmental entity.

Contact Information

Contact Name:

CEO/Superintendent:

Email Address:

Board Chair:

Phone Number:

Board Chair Email:

Facility Location(s)

Number Campuses Requested (Y1-5): Anticipated Zip Code for Each Campus (Y1):

Addresses for all known campuses (Y1-5):

Application Support Services and Fellowships

Identify all Support Services and Fellowships associated with this application cycle. Input name of organization/program or individual(s) and services were paid or unpaid.

Board members attended various support seminars by the TEA. All were unpaid.

Enrollment Projections

Maximum Enrollment Requested: Specific Grades Served (Years 1-5):

Year	EE3	Prek4	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Year 1					112										
Year 2					112	112									
Year 3					112	112	112								
Year 4					112	112	112	112							
Year 5					112	112	112	112	112						
Yearly Total					112	112	112	112	112						

Charter Management Organizations (CMO)

Name of CMO:

Website:

EXECUTIVE SUMMARY

In no more than two pages, provide a descriptive summary of the key features of the proposed plan for the school that covers the following: (1) proposed community; (2) educational philosophy of the applicant team and an explanation of how that philosophy aligns with the school's mission, key design elements, and innovative design; (3) capacity of the proposed board and superintendent to successfully open and operate a high-quality charter school; and (4) an explanation of how the model will effectively serve students in the proposed community.

You are understood. You will be taught to your strengths. You will be educated. You will be heard. You are not alone. These are the core values of the proposed Generation 28 charter for Celebrate Dyslexia Schools (CDS). These are the commitments each and every adult that will work on our campus will make to every student that crosses the threshold to learn everyday. Members of the CDS board visited with over 1500 individuals through interviews and trainings over the past two years. The aforementioned core values are vitally important to the student with dyslexia, because they report they have traditionally been misunderstood, tested through their weaknesses, flown under the radar of academic achievement, unclear how to self-advocate, and felt alone throughout the process of their academic careers. CDS is an intentional, stakeholder-driven effort to create an education environment in which students with dyslexia thrive as learners and as leaders, both on its proposed charter campus and by serving as a model to the wider San Antonio educational community.

Literacy is a social determinant of physical and mental health, and explicitly meeting the needs of children with dyslexia will be the mission of Celebrate Dyslexia Schools (<https://bit.ly/SDOH21>). Nationally, the current statistics tell us that up to one in five people have dyslexia (<http://dyslexia.yale.edu>). However, dyslexia is woefully under-identified, especially so in Bexar and the surrounding counties making up the Region 20 service area. The under-identification is at an unacceptable and disproportionate rate. Using reporting data through the Public Education Information Management System (PEIMS) from the Texas Education Agency (TEA) from a cross section of the school districts, we have found that San Antonio school districts fall significantly below the national average in this area. According to PEIMS data for 2020-2021, the percentage of students receiving dyslexia services range from 0%-13% with the average being 4.55%, whereas the national average may be closer to 20% (the 1 in 5 statistic). House Bill 1525 also states that Texas local education agencies (LEA) are "experiencing a critical shortage in credentialed and highly trained dyslexia therapists and practitioners to provide services to students with dyslexia." www.celebratedyslexia.org Research also tells us that 90% of children with reading difficulties will achieve grade level in reading if they receive help in the 1st grade. However, low identification rates suggest students in our community did not receive support as early as grade one. Seventy-five percent of children whose help is delayed to age 9 or later continue to struggle throughout their school career. – 1996 by Vellutino, Scanton, Sipay, Small, Pratt, Chen and Denckla.

The proposed CDS model innovates by creating a learning structure in which every teacher, in every subject area, will be trained (or in training) as a certified academic language therapist. A key design element will be having a Qualified Instructor on the Leadership Team. A Qualified Instructor (QI) is an individual who is licensed to train Certified Academic Language Therapists (CALTs). A QI has completed 250 hours of instruction and 700 hours of practicum experience with students. Once they complete their CALT course, they continue to train under another Qualified Instructor and assist with teaching the course work, and completing another 700 hours of practicum hours while observing CALTs in training. Additional design elements include a set of curricula chosen specifically to support the dyslexic learner across all core content areas, and a daily block designated for each student's dyslexia therapy will provide a cohesive and comprehensive approach to the highest quality education based in language therapy. Every student will get the intervention prescriptive to their needs so that the effect of the intervention can be measured across the school day. Each student will develop the skill set necessary to know how to self-advocate for the accommodations that equalize the reading process. CDS' proposed initial home will be at the DoSeum, the nation's top-ranked children's museum, providing a unique and stimulating learning environment that resets the idea of a school for students who have struggled in traditional settings. Highly qualified teachers will be supported and retained through a school calendar that has built-in Refresh weeks for professional development and personal learning. CDS teachers will be trained in dyslexia through unique dyslexia-centered professional development on campus. By harnessing the power of collaboration in our community, students will have the ecosystem to learn about community needs, conduct demonstrative service and connect with concrete opportunities for future work. CDS will also offer adult English as a Second Language (ESL) and reading classes to caretakers of students enrolled at our campus, lifting the entire family unit through literacy.

As the Celebrate Dyslexia Schools team evaluated the process of applying for last year's Generation 27 Charter authorization, the community made it clear that this school model was a needed resource. Board members heard from school administrators, university faculty, general education teachers, parents, K-12 students, and community members alike each with their own story of how the lack of dyslexia interventions affected them and their loved ones. In addition to being contacted by local stakeholders, we heard from state leaders asking us to consider opening this model in their communities as well as encouragement from national thought leaders to apply again. As a board, we also appreciated the feedback received from the Texas Education Agency New Schools Team and considered the feedback from reviewers to our charter.

EXECUTIVE SUMMARY

With this feedback taken into consideration, we are submitting this application for a Generation 28 Charter authorization with the same sentiment as before, but with additional life breathed by so many others into this school model.

As a diverse group of leaders in the dyslexia community, literacy, technology, teacher preparation, economic development, real estate, financial spaces, the CDS board is confident that our team is presenting a strong, high quality and innovative model to the TEA. We received input on the attributes and characteristics of the leader we will select through feedback from the community at our public meetings. That individual will have a proven track record of success in school operations, academics, finance and student outcomes. This person will also understand the nuances of families supporting their students with dyslexia and remove all possible barriers to teacher and student success. We hope that this campus serves as a proof of concept for our entire community. As a board, our commitment is to a long-term goal of impacting the groundwater of the San Antonio education system. As Dr. Sally Shaywitz has taught us, the knowledge gap around dyslexia has closed (Shaywitz and Shaywitz, *Overcoming Dyslexia*, 2nd Edition <https://bit.ly/CDSShaywitz>). We commit to bringing solutions to our community in teacher training so that every campus can have highly qualified dyslexia therapists that can offer intervention in a prescriptive and diagnostic way. This is one of the reasons we have developed a formal partnership with a premier teacher prep program, the University of Texas at San Antonio (letter of support provided), which has committed to training teachers with best practices to teach children with dyslexia. This will lead to literate, fully confident learners able to participate with grade level content alongside their peers. CDS will provide and model an opportunity for every student to learn to read as close to grade level as possible, learn how to use the full breadth of accommodations possible to access grade level content, and be confident in their ability to advocate for themselves.

It is our mission to give students a safe place to learn and to make sure parents and teachers know all they can about best practices and the latest science available to support dyslexic learners through structured literacy and daily interventions to provide them with the opportunity to achieve academic success. Our partner organization, Celebrate Dyslexia (the non-profit organization), launched in 2019 and brought the community together through an exhibit as well as the development of a play to create awareness for dyslexia. The community has shown an overwhelming amount of support for the work that we do, which now has expanded to this proposed school model and extended mission. This has become an example of what is possible through the collective power of the community saying "Yes" to driving solutions. Voices from this community are represented in the Letters of Support found in attachment E5.

The State of Texas has pioneered this conversation with the development of the Dyslexia Handbook, evolving legal frameworks and expectations as well as best practices and mandates placed on public schools. It is a love letter of sorts to parents born out of the same pain and recognition that it is our responsibility to close the action gap for dyslexic students. As we have said above, the knowledge gap has closed through research and understanding. We now have moved from research-based practices to evidence-based practices. It is now pivotal with all the information we have about dyslexia, that we close the action gap that Shaywitz refers to. It has been revised with the new research, new accommodations, and guidelines to identify and support dyslexic students. It is in sharing the same sentiment, shoulder to shoulder, that we propose and will put this charter school model into service for the students in desperate need of what we will offer. This school model will not only be a solution to students with dyslexia, but a place of solutions for every stakeholder. This includes training, teaching, and removing barriers to education through explicit structured literacy education and approaches. Our approach harnesses the strengths of students while giving them the skill of literacy, confidence through academic success and support for their families.

The CDS board and applicant team knows that we are not alone as we come to you with this proposal. So many have shared their stories with us. Thus, the idea is not to provide this to the few that can enroll in our proposed charter school. The idea is that we offer this campus as a hub of dyslexia success and excellence to our entire San Antonio community and beyond, while meeting the immediate needs of solutions to families with 2nd-8th graders in San Antonio.

http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

NOTIFICATION

See [Attachment E4 Statement of Impact Notifications](#)

GEOGRAPHIC BOUNDARIES

South San Antonio ISD, Southwest ISD, Lackland ISD, Edgewood ISD, Northside ISD, Southside ISD, Alamo Heights ISD, East Central ISD, Judson ISD, Randolph Field ISD, Somerset ISD, Fort Sam Houston ISD

PRIMARY BOUNDARIES, if applicable

San Antonio ISD
North East ISD
Harlandale ISD

CAMPUS-LEVEL OPERATIONS

Number of campuses in the district of location that serve similar grade clusters (elementary, middle, secondary).

Charter:

Traditional ISD:

CAMPUS GROWTH SCHEDULE

Number of new campuses opening in year:

Y1 Y2 Y3 Y4 Y5

PRIORITY POINTS [OPTIONAL]

Proposed to locate (Year 1) in the attendance zone of a campus assigned an unacceptable performance rating for the last two years that performance ratings were issued.

District Name: San Antonio ISD
Campus Name: Hirsch Elementary

Proposed to locate (Year 1) 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.

Census Tract Number: 48029130600
County Name: Bexar

ELECTED STAKEHOLDERS

See the [Generation 28 Elected Stakeholder List](#)

State Senate:

State Representatives:

State Board of Education

LANDSCAPE Demographic Projections

Provide the anticipated demographic percentages for the main campus that will **open in Year 1**. Applicants must also provide demographic data for (1) the district of location, (2) three contiguous districts, and (3) all campuses that serve **any similar grade** within five miles of the target zip code and/or community. Data is available on the [TEA Texas Academic Performance Reports website](http://TEA.TexasAcademicPerformanceReports.website) and TXschools.gov.

DEMOGRAPHIC PROJECTIONS [YEAR 1]

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	English Learner	At-Risk	Special Ed.	Gifted/Talented
Main Campus	3%	89%	5%	0%	1%	0%	1%	87.6%	21.0%	65.7%	40%	7.4%
San Antonio ISD	6%	89.9%	2.8%	0.1%	0.5%	0%	0.6%	87.6%	21.0%	65.7%	13.1%	7.4%
North East ISD	7.3%	60.6%	23.9%	0.2%	3.9%	0.1%	3.9%	49.9%	15.2%	46.8%	11.9%	7.7%
Edgewood ISD	1.5%	96.7%	0.6%	0%	0.9%	0.1%	0.1%	93.4%	22.6%	75.9%	12.5%	4.8%
Harlandale ISD	0.4%	97.9%	1.5%	0%	0.1%	0.2%	0.1%	85.4%	16.3%	71.7%	12.0%	7.0%
Lamar Elem	4.8%	78.5%	14.3%	0.2%	0.3%	0.3%	1.8%	71.6%	21.2%	53.7%	16.4%	10.4%
Hawthorne PK-8 Academy	2.7%	89.2%	6.5%	0.8%	0.6%	0.2%	1%	75.1%	13.9%	62.2%	15.1%	9.6%
Advanced Learning Academy	3.1%	79.3%	15.6%	0.2%	0.4%	0.1%	1.5%	48.7%	5.9%	41.0%	9.0%	29.8%
Bowden Academy	7%	89.3%	2.8%	0.2%	0.3%	0.3%	0.9%	93.9%	26.7%	65.4%	13.0%	4.3%
Pershing Elem	20.2%	75.1%	1.3%	0.3%	1.5%	0.3%	1.8%	97.0%	36.0%	70.3%	14.1%	2.5%
Mark Twain Dual Language Academy	1.5%	91.1%	5.8%	0.2%	0.2%	0.2%	1.2%	59.9%	47.6%	66.3%	6.7%	11.2%
Washington Elem	14.9%	83.8%	0.9%	0.3%	1.4%	0.2%	0.3%	98.5%	18.9%	58.2%	8.2%	2.1%
Young Men's Leadership Academy	14.3%	77.9%	6%	0.8%	0.8%	0.2%	0.3%	59.0%	2.9%	43.1%	12.2%	26.5%
Beacon Hill Academy	5.3%	91.4%	1.8%	0.3%	1.2%	0.5%	1.3%	91.6%	24.6%	67.6%	10.9%	5.3%
Bonham Academy	1.1%	92.2%	5.5%	0.2%	0.6%	0.2%	0.3%	60.6%	30.0%	57.6%	8.2%	15.5%
Cameron Elem	56.9%	40%	0.7%	0.2%	0.3%	0.2%	2.1%	94.8%	2.4%	53.4%	14.1%	1.7%

LANDSCAPE Demographic Projections

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	English Learner	At-Risk	Special Ed.	Gifted/Talented
Agnes Cotton Academy	0.2%	95.2%	4.2%	0.2%	0.2%	0.2%	0.2%	93.0%	27.8%	60.6%	10.4%	5.7%
Douglass Elem	5.2%	91.1%	3.1%	0.3%	1%	0.2%	0.6%	94.8%	16.8%	70.9%	15.9%	7.3%
Herff Elem	5.1%	91.2%	3.7%	0.4%	0.6%	0.5%	0.5%	97.3%	42.1%	74.6%	9.5%	5.4%
Margil Elem	1.1%	95.3%	2.9%	0.2%	0.5%	0.3%	0.4%	97.5%	31.7%	73.4%	16.7%	1.1%
Rogers Academy	0.8%	96.8%	1.8%	0.2%	0.1%	0.3%	0.4%	92.9%	34.6%	70.1%	13.3%	6.4%
Smith Elem	6.3%	90.6%	1.4%	0.2%	1.7%	0.2%	0.2%	96.2%	28.9%	74.6%	12.5%	3.8%
Christus Santa Rosa	14%	100%	2.5%	0.8%	0.6%	0.2%	1%	100%	0%	100%	0%	0%
Young Women's Leadership Academy	2.7%	88.9%	5.1%	0.2%	1.5%	0.1%	1.5%	49.5%	2.0%	8.8%	0.5%	42.3%
Whittier MS	1.2%	97.5%	0.5%	0.1%	0.1%	0.5%	0.5%	91.0%	34.0%	70.4%	14.3%	10.0%
Edgar Allen Poe Stem Dual Language MS	%	%	%	%	%	%	%	%	%	%	%	%
Tafolla MS	1.1%	98.2%	.5%	.2%	.4%	.5%	.5%	97.8%	21.8%	79.7%	14.7%	5.6%
JT Brackenridge Elem	3.3%	93.1%	1.3%	0.2%	1.8%	0.2%	0.4%	98.2%	13.1%	57.0%	10.4%	2.6%
Briscoe Elem	0.7%	97.1%	1.9%	0.2%	1.8%	0.2%	0.4%	93.2%	32.1%	64.3%	9.4%	4.3%
David Crockett Academy	4.7%	92%	1.7%	0.3%	1%	0.2%	0.3%	98.0%	29.2%	75.9%	15.1%	3.5%
Young Women's Leadership Academy Pri at Page	11.4%	81.7%	4.4%	0.3%	0.4%	0.2%	2.2%	53.1%	3.7%	20.1%	2.6%	5.1%
De Zavala Elem	0.8%	98.8%	0.4%	0.3%	0.4%	0.2%	2.2%	96.7%	37.8%	69.5%	13.9%	4.6%
Franklin Elem	0.5%	98%	1.5%	0.4%	0.6%	0.2%	1.2%	94.2%	41.4%	68.9%	11.1%	7.1%
Gates Elem	26.1%	66.2%	5.1%	0.4%	0.6%	0.2%	2.5%	94.9%	3.8%	58.6%	19.7%	3.8%
Robert B Green Elem	1.6%	95.3%	2.1%	0.4%	0.6%	0.5%	0.5%	93.2%	4.7%	60.2%	23.0%	7.9%
Highland Park Elem	3.2%	93.7%	2.4%	0.2%	0.9%	0.5%	0.4%	89.2%	26.1%	58.3%	11.4%	5.4%

LANDSCAPE Demographic Projections

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	English Learner	At-Risk	Special Ed.	Gifted/Talented
Inving Dual Language Academy	2.1%	96.8%	0.9%	0.3%	0.2%	0.2%	2.6%	86.4%	60.4%	82.5%	5.5%	3.9%
Dorie Miller Elem	13.7%	84.2%	1.7%	0.4%	0.2%	0.3%	0.2%	93.6%	46.6%	77.4%	15.8%	1.7%
Neal Elem	1%	97.1%	1.7%	0.4%	0.2%	0.3%	0.2%	93.1%	36.2%	67.2%	16.2%	5.0%
Wilson Elem	14.9%	97.2%	1.5%	0.3%	0.3%	0.2%	0.8%	91.0%	38.4%	60.6%	11.1%	6.3%
Woodlawn Academy	1.8%	95.5%	2.7%	0.3%	0.3%	0.2%	0.8%	83.9%	21.0%	60.6%	10.1%	13.8%
JT Brackenridge DAEP	2.7%	89.2%	6.5%	0.8%	0.6%	0.2%	1%	75.1%	13.9%	%	15.1%	%
Estrada Achievement CTR	11.1%	88.9%	0.9%	0.4%	1%	0.1%	0.1%	100%	11.1%	100%	22.2%	0%
Davis MS	31.2%	63%	1.9%	0.2%	1.4%	0.5%	2.4%	97.7%	14.2%	72.8%	17.7%	3.9%
Harris MS	0.5%	98.5%	0.5%	0.3%	1.4%	0.5%	0.3%	90.4%	28.1%	69.7%	14.5%	13.8%
Rhodes MS	2.8%	93.5%	1.2%	0.4%	2.1%	0.5%	0.7%	95.8%	20.0%	73.5%	13.9%	10.4%
Arnold Elem	2.3%	93.1%	2.6%	0.2%	0.4%	0.5%	1.4%	89.2%	43.7%	69.5%	14.5%	2.1%
Collins Garden Elem	0.2%	97.9%	0.5%	0.2%	0.7%	0.2%	0.2%	94.2%	28.8%	65.2%	9.4%	5.8%
Fenwick Academy	1%	96.3%	2%	0.3%	0.2%	0.2%	0.4%	93.9%	25.1%	66.9%	13.5%	5.3%
Rodriguez Montessori Elem	2.6%	79.5%	12.8%	0.4%	0.9%	0.5%	4.3%	63.2%	14.5%	45.3%	4.3%	0.0%
Hillcrest Elem	1.4%	94.8%	2.7%	0.2%	0.9%	0.5%	1.1%	95.1%	34.7%	62.8%	13.7%	3.0%
Eloise Japhet Academy	1.5%	95.6%	2.6%	0.3%	0.1%	0.1%	2.6%	91.4%	18.0%	61.2%	13.7%	6.4%
M L King Academy	52.9%	43.9%	0.4%	0.3%	0.7%	0.4%	1.8%	95.4%	2.1%	67.9%	17.5%	5.0%
Madison Elem	1.1%	94.1%	3.4%	0.5%	0.5%	0.3%	0.5%	92.5%	15.1%	58.0%	18.5%	6.6%
Maverick Elem	4.8%	91.9%	2.5%	0.4%	0.2%	0.3%	0.2%	89.7%	25.8%	49.0%	19.0%	6.8%
Ogden Elem	0.5%	98.7%	0.2%	0.4%	0.2%	0.3%	0.6%	96.9%	29.5%	76.9%	9.7%	5.7%

LANDSCAPE Demographic Projections

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	English Learner	At-Risk	Special Ed.	Gifted/Talented
Riverside Park Elem	1%	95.3%	2.9%	0.2%	0.5%	0.3%	1.8%	91.4%	28.7%	64.9%	12.5%	6.4%
David Barkley/Francisco Ruiz Elem	1.5%	95.1%	1.5%	0.2%	1.5%	0.3%	0.2%	93.6%	7.8%	68.2%	16.4%	2.9%
Steele Montessori Elem	5.9%	82.4%	8.5%	0.2%	0.4%	0.2%	2.9%	56.3%	2.9%	45.6%	17.6%	8.8%
Democracy Prep at Stewart Academy	9.8%	86.6%	1.9%	0.2%	0.4%	0.2%	1.5%	97.0%	39.0%	71.6%	14.5%	3.4%
Storm Elem	5.7%	89.9%	2.7%	0.3%	1.4%	0.2%	1.5%	97.6%	9.1%	70.6%	11.5%	1.7%
Juvenile Detent Ctr	14.9%	78.5%	5.8%	0.8%	0.8%	0.2%	1%	20.7%	3.3%	97.5%	28.1%	0.0%
Carroll Early Childhood Campus	33.8%	63%	1.2%	0.8%	1%	0.2%	1.7%	98.8%	16.9%	65.9%	12.7%	0.2%
Carvajal Elem	0.5%	97%	1.5%	0.8%	1%	0.2%	1.7%	98.5%	18.6%	67.0%	12.9%	3.2%
Longfellow MS	2.8%	93.9%	2.2%	0.1%	0.3%	0.5%	0.7%	88.9%	20.5%	71.3%	20.9%	8.9%
Lowell MS	0.4%	97.4%	2.3%	0.1%	0.3%	0.5%	0.7%	97.4%	19.5%	78.2%	25.9%	4.5%
Charles C Ball Elem	4.8%	92%	2.8%	0.2%	0.2%	0.5%	1.4%	94.8%	25.0%	64.4%	13.5%	4.8%
Baskin Elem	9.9%	81.7%	6.6%	0.2%	1.2%	0.5%	0.6%	83.2%	4.2%	56.8%	14.1%	3.6%
Muriel Forbes Elem	2.3%	92.5%	4.7%	0.3%	0.2%	0.2%	0.5%	90.6%	2.8%	56.3%	16.9%	6.6%
Charles Graebner Elem	0.2%	96.2%	3.6%	0.4%	0.6%	0.2%	2.5%	94.2%	37.4%	66.7%	10.2%	5.6%
Highland Hills Elem	4.8%	91%	3.6%	0.4%	0.9%	0.5%	0.6%	93.1%	20.4%	58.3%	9.7%	8.1%
Hirsch Elem	41.7%	53.5%	1.6%	0.3%	0.2%	0.2%	2.6%	96.4%	4.0%	62.7%	13.2%	1.9%
George E Kelly Elem	52.9%	97%	2.5%	0.5%	0.7%	0.4%	1.8%	90.1%	2.5%	55.0%	14.4%	4.0%
Sarah S King Elem	2.7%	91.3%	2.4%	0.2%	3.4%	0.4%	1.8%	97.3%	22.8%	69.3%	13.2%	2.1%
Woodlawn Hills Elem	1.6%	96.9%	0.5%	0.5%	0.3%	0.2%	0.3%	91.4%	35.0%	70.5%	10.2%	2.3%
Great Hearts Monte Vista	1.3%	50.3%	42.7%	0.2%	2.4%	0.2%	3.3%	18.7%	4.8%	10%	9.3%	4.8%

LANDSCAPE Demographic Projections

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	English Learner	At-Risk	Special Ed.	Gifted/Talented
Great Hearts Monte Vista North	2.6%	52.4%	40.4%	0.2%	3%	0.2%	1.4%	21.1%	3.7%	20.9%	9.8%	0%
IDEA Carver College Preparatory	13.7%	80%	5%	0.1%	0.4%	0.3%	0.8%	83.6%	9.9%	39%	8.5%	0%
IDEA Carver Academy	10.9%	80.5%	6.9%	0.6%	0.3%	0.1%	0.6%	88.8%	9.9%	26.7%	7.5%	0%
KIPP Poder Academy	4.7%	92.1%	2.2%	0.2%	0.5%	0.2%	0.5%	86.8%	35.2%	41.7%	15.6%	0%
George Gervin Academy	44.2%	52.1%	1.7%	0.1%	0.1%	0.1%	1.6%	100%	21.4%	98.5%	12%	2%
Ruth Jones McClendon MS	53%	41%	5.1%	0.9%	0.1%	0.1%	1.6%	100%	11.1%	100%	19.7%	0%
Legacy Traditional School- Kelley Elem	4.8%	89.7%	4%	0.9%	0.8%	1.1%	0.8%	96.8%	43.7%	88.9%	8.7%	0%
Southwest Preparatory School	22.8%	48.1%	19%	0.1%	2.5%	0.2%	7.6%	88.6%	7.6%	86.1%	8.9%	2.5%
New Directions	16.3%	64.1%	8.7%	0.1%	3.3%	1.1%	6.5%	85.9%	12.0%	85.9%	22.8%	6.5%
Southwest Prep Northwest Elem	3.3%	86.7%	6.7%	3.3%	3.3%	1.1%	6.5%	86.7%	20%	86.7%	0%	0%
Jubilee Highland Park	7.5%	83.8%	6.9%	0.3%	0.4%	7.7%	1.6%	86.9%	5.3%	55.6%	10%	7.2%
Brooks Academy Lonestar	4.2%	76.8%	9.5%	0.3%	1.6%	0.1%	9.5%	62.1%	4.2%	5.3%	14.7%	11.6%
IDEA Eastside College Preparatory	18.7%	77.5%	3.2%	0.2%	0.2%	0.5%	0.3%	92.5%	17.3%	32.7%	12.9%	12.9%
IDEA Eastside Academy	23%	72.8%	3.4%	0.1%	2.3%	0.1%	0.4%	93.6%	21.1%	36.8%	10.5%	0%
KIPP Aspire Academy	1.4%	97.1%	1.4%	1%	0.2%	0.2%	0.2%	90.9%	42.9%	45.4%	12%	0%
KIPP Esperanza Pri	3.7%	93.9%	2%	0.2%	0.4%	2%	0.3%	90.8%	31.8%	33.9%	7.4%	0%
Southwest Preparatory Southeast Campus	22.7%	69.9%	4.5%	0.1%	2.5%	0.2%	2.8%	97.2%	9.1%	84.7%	0%	1.1%
Jubilee - Lake View University Prep	2.1%	93.4%	3.2%	0.5%	0.4%	7.7%	0.7%	91.4%	20.2%	57.3%	10.7%	2.5%
Promesa Academy Charter School	5.6%	84.7%	7.1%	1.5%	0.6%	0.2%	1%	87.2%	5.1%	11.2%	7.7%	0%
Idea Najim College Preparatory	35.9%	60.3%	3.8%	0.2%	0.5%	0.5%	0.5%	93.6%	24.4%	44.9%	9.6%	0%

LANDSCAPE

Demographic Projections

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	English Learner	At-Risk	Special Ed.	Gifted/Talented
IDEA Najim Academy	31%	62.9%	4.5%	0.1%	0.3%	0.1%	1%	92.2%	13%	24.3%	4.5%	0%
KIPP Camino Academy	2.4%	95.1%	1.6%	0.2%	0.4%	0.2%	0.2%	93.3%	42.5%	47.6%	10.5%	0%
KIPP Un Mundo Pri	2.3%	95.5%	1.6%	1.1%	0.4%	2%	0.2%	92.8%	36.9%	39.4%	10.6%	0%
Jubilee Highland Hills	4.5%	88%	6.8%	0.1%	0.4%	7.7%	0.2%	91.2%	11.5%	59.2%	9.6%	3.8%
BASIS San Antonio- Pri North Central Campus	5.5%	30.2%	28.1%	0.1%	29.9%	0.2%	6.1%	5.8%	12.0%	35%	4.6%	0%
Stepping Stones Academy	8.3%	58.3%	33.3%	0.3%	0.3%	0.7%	2.9%	100%	0.0%	100%	25%	0%

[Click to add a campus to the table above.](#)

[Click to remove a campus from the table above.](#)

MISSION STATEMENT

State the mission of the proposed school.

Celebrate Dyslexia Schools (CDS) is on a mission to educate and support children and their families by expanding use of evidence-based dyslexia interventions into historically marginalized communities and by creating an enriching, emotionally safe, culturally appropriate learning environment for all students, particularly those with dyslexia.

VISION STATEMENT

State the vision of the proposed school.

CDS will expand access to and become an incubator for best practices in education through the integration of structured literacy, social emotional support systems, technological innovations, and services designed to support the dyslexic learner and their entire family so they may overcome generational poverty. By including strategic local, state and national thought leaders, this work will add to the dyslexic community's body of knowledge and saturate the San Antonio community with well trained teachers and students who will go on to become leaders.

DESIGN AND INNOVATION

Describe the school design and explain how it will improve student learning, increase the choice of high-quality educational opportunities in the proposed area, create professional environments that will attract new teachers to the public school system, set a high standard for school accountability and student achievement, and encourage different and innovative learning methods.

The Celebrate Dyslexia School (CDS) model is innovative for administrators, teachers, families and students given that each key design element is curated to meet specific needs for every stakeholder. CDS will provide structured literacy dyslexia intervention curriculum in all subjects by teachers that have received explicit training on teaching students with dyslexia. A comprehensive model for students with dyslexia where every teacher is trained in academic language therapy DOES NOT EXIST in San Antonio.

Signs of dyslexia are unknown to many despite mandatory dyslexia modules for classroom teachers and extensive literature on the topic. Our partner organization, Celebrate Dyslexia (CD), has been conducting professional development and teacher training for 4.5 years. While 100% of participants said CD training was beneficial and 95% would recommend the training to their peers, few of the participants knew the basic definition of dyslexia. In 2018, both Houses of Congress passed the First Step Act defining dyslexia as an unexpected difficulty in reading for an individual who has the intelligence to be a much better reader, most commonly caused by a difficulty in the phonological processing (the appreciation of the individual sounds of spoken language), which affects the ability of an individual to speak, read and spell. Zero participants out of 500 believed they knew sufficient information to identify signs and symptoms in the classroom. According to the Texas Education Agency, only 4.55% of students in San Antonio and South Texas are identified and receiving services, suggesting students with dyslexia are under-identified and missing crucial services. The Yale Center of Dyslexia and Creativity reports 20% of students have dyslexia. Dyslexia is also the most common learning disability, comprising 80-90% of all those with learning disabilities (<https://bit.ly/YCDyslexiaC>).

The CDS campus will achieve our mission through focusing on the following design elements: (1) Structured literacy centered education, (2) High Quality Teacher Training, (3) Student Centered Emotional Support assumes every student wants to learn and can do so through implementing each students Individualized Education Plan (IEP) and accommodations with fidelity, (4) Self-Driven, Strength Based Education, (5) Community Enrichment.

(1) Structured literacy centered education: While a number of students will learn to read and write with general experiences provided by Balanced Literacy approaches, research supported by evidence from the field indicates students with specific reading disorders, such as dyslexia, do not learn to read, and in many instances to write, through a repeated exposure to text. They require a more explicit teaching of these basic structures of the written code (<https://bit.ly/31inAC1>). Structured literacy teaches the structure of language across the speech sound system (phonology), the writing system (orthography), the structure of sentences (syntax), the meaningful parts of words (morphology), the relationships among words (semantics), and the organization of spoken and written discourse (<https://www.idaontario.com/effective-reading-instruction/>). The Structured literacy approach prevents repeated failure and leaves no student behind. Students will have the opportunity to experience academic success and know they can accomplish their personal goals. By providing comprehensive training in structured literacy to all stakeholders, from school board member to to student, this design element will bring realizable solutions to the dyslexia community. CDS adheres to the policy that multiple opportunities for support intervention to strengthen language processing skills and written expression need to be offered in multiple subject areas and settings so that the ultimate responsibility for teaching a student with dyslexia is experienced throughout the entire instructional day (<https://tea.texas.gov/sites/default/files/texas-dyslexia-handbook-2021.pdf>).

The student experience is similarly innovative. Unlike other school models available, CDS students will receive daily individualized degrees of support in reading, which ensures that student centered educational needs serve as the central focus of the instructional program rather than being incidental or peripheral to it. Every student will receive reading intervention every day. Because every teacher will be a Certified Academic Language Therapist (or in training), teachers will have the expertise to navigate a learner with dyslexia through vocabulary acquisition and other oral language concepts throughout the entire day. Ultimately, reinforcing principles of dyslexia therapy across all areas of curricular learning. Reading goals will align with therapy goals, assuring proper monitoring and accountability not only to the CDS board, but the commitment to the student to teach them how to read.

(2) High Quality Teacher Training: The power of a teacher to support growth for a student with dyslexia can not be understated. Adults with dyslexic will often tell the tale of struggle “until that teacher changed my life.” Knowledgeable teachers will change the trajectory of students with dyslexia’s lives. CDS will train every teacher in science-based information regarding dyslexia as well as the evidence-based components of dyslexia instruction incorporating language acquisition methods across all curriculums. In addition, training in the delivery of the instruction will be paramount to emphasize the critical skill set of the dyslexia therapist to be diagnostic and prescriptive in lesson planning and monitoring progress for the student. Academic Language Therapy implemented with fidelity allows for a diagnostic and clear path to achieving academic mastery and will form a clear cut path in lesson development and guides for students and parents. This training will take place in the summer before students are in the classroom and extend throughout the school year during the professional development time allotted during Refresh Weeks (see attachment OP 5) so that teachers will have optimal teaching time with students and equip teachers with the best information to serve students well (<https://tea.texas.gov/sites/default/files/texas-dyslexia-handbook-2021.pdf>).

As an outward facing campus, CDS will build capacity in teacher training for the entire community through a partnership with the University of Texas at San Antonio (UTSA). CDS envisions being a hub for teachers, community leaders, and parents to visit and learn from the school’s practices in hopes of making a positive ripple of impact throughout our entire community, outside of the school’s walls. The CDS campus will serve as a one of a kind learning and training epicenter for teachers and administrators serving students with dyslexia across San Antonio. In the most recent Dyslexia Handbook update, the State Board of Education acknowledges that there is a crucial need for highly trained and qualified dyslexia teachers.

(3) Student Centered Emotional Support assumes every student wants to learn and can do so through

implementing each student's IEP and accommodations with fidelity: A key hallmark of CDS' innovation is removing barriers to educating and receiving education. Besides academic struggles, some students with dyslexia may exhibit other complex conditions and/or behaviors. The most common co-occurring disorders with dyslexia are attention deficit hyperactivity disorder (ADHD) and specific developmental language disorders. Some, though not all, students with dyslexia may also experience symptoms such as anxiety, anger, depression, lack of motivation, or low self-esteem (https://cdn.ymaws.com/www.tcace.org/resource/resmgr/gic17/GIC17_Handouts/Dyslexia_or_LD.pdf). The adult culture on our campus will reinforce that we are trauma informed, and truly believe that each student is there to learn and wants to overcome the obstacles they have already faced. In such instances, appropriate instructional/referral services will be provided to ensure each student's needs are met. These additional conditions can have a significant impact on the effectiveness of instruction provided to students with dyslexia. Motivation, in particular, has been shown to be critical to the success or failure of instructional practices. Torgesen states (as cited in Sedita, 2011), "even technically sound instructional techniques are unlikely to succeed unless we can ensure that, most of the time, students are engaged and motivated to understand what they read" (p. 532). Acknowledging that students with dyslexia must exert extra effort to meet grade-level expectations, all the factors that may affect learning must be considered when identifying and providing instruction for students with dyslexia. ADHD or symptoms of anxiety, anger, depression, or low self-esteem may lower a student's engagement in learning.

The climate of the student experience at CDS will be supportive of the student's educational needs so that students can progress academically while developing a positive self-image, allowing them to cross the threshold at the end of the everyday feeling good about themselves, with their dignity intact and a sense of competence. Each child's reading needs and his academic curriculum will be fully integrated: reading is related to writing while writing is related to what the child is learning in literature or social studies. "The science curriculum is not watered down; rather, difficult to pronounce words are reviewed before pages are assigned for reading. No child will fear that when they are called on, the class will laugh and when he stumbles over pronouncing words will be ridiculed by untrained teachers in the room." (Shaywitz and Shaywitz, *Overcoming Dyslexia*, 2nd Edition <https://bit.ly/CDSShaywitz>).

To be clear, one does not develop issues with anxiety, low self-esteem, depression, etc. because of dyslexia. Our brains develop based on the experiences/environment surrounding us during our formative years. Those experiences shape how we perceive the world and our place in it. If your brain and body develop in the context of a web of caring, supportive, and engaging adults and peers, your brain is primed for learning, relationships, and goal setting. If a child's initial interactions with reading are difficult but their environment includes supportive adults and peers who understand the complexities of dyslexia and align right-fit interventions, they will be more likely to overcome their neuro-processing challenges and succeed at whatever they choose (<https://bit.ly/CDSShaywitz>).

CDS is committed to implementing a Trauma-Informed approach to school operations. Many of the students who enroll at CDS will have already faced significant struggles with their learning journey, not to mention other life challenges that make it hard to be cognitively open to academic engagement. By incubating CDS at the DoSeum campus, a child's preconceived experiences of school will be radically disrupted, ensuring they do not associate the physical space with one that they can't be successful in. For the student that has experienced failure in a traditional classroom environment, the DoSeum space will provide an opportunity for the student to reset what the educational environment looks and feels like. Most importantly, having all adults on a campus trained to support dyslexic youth while also being surrounded by peers with similar experiences will ensure a school that is inclusive and emphasizes belonging and connection (<https://dyslexiaida.org/the-dyslexia-stress-anxiety-connection/>).

(4) Self-Driven, Strength Based Education: Affirmations will seep into the student daily culture on the CDS campus through daily reminders that each student is "brilliant, and can learn anything I want to, I have a voice, I am defined by me, I can learn." CDS will incorporate strength based self advocacy skills for students to understand the valuable

strength in knowing oneself and advocating for themselves. According to The Self-Driven Child, research states that with proper brain development, an individual learns through failure, but understands personal success. "It is frustrating and stressful to feel powerless, and many kids feel that way all the time. As grown-ups, we sometimes tell our kids that they're in charge of their own lives, but then we proceed to micromanage their homework, their afterschool activities, and their friendships;" "...we make them feel powerless, and by doing so, we undermine our relationship with them." CDS school culture will provide a risk free environment where each student can explore their academic strengths, moments of failure will have a purpose in teaching the student how to learn, and allow the student to find their flow so that they will find personal academic success and an understanding of what it means to learn from failure by teachers having autonomy and students having choices. This discipline will manifest through the implementation of the Second Step program (discussed in the culture section) as well as instructional strategies that allow for individual therapies discussed in pedagogy as well as curriculum sections. "What we are trying to do is help kids motivate themselves and to realize that they have something important to offer the world" (Stixrud and Johnson, Self-Driven Child) (<https://bit.ly/SelfDriven>).

(5) Community Enrichment: The dyslexic experience is mired in trauma for families. CDS' Partnership Coordinator will manage community relationships and address needs that arise from the CDS community. Through our partner organization, Celebrate Dyslexia, 400 parents have expressed their needs in supporting their students. Overwhelmed with understanding what dyslexia is, learning the academic acronyms associated with evaluation and identification, understanding the leagleze of the paperwork involved with evaluation, understanding the difference between therapies, and knowing what their role is in supporting their student with homework at home, have all been reported as challenges. In addition, many realize they too are dyslexic and want to learn where to be evaluated and receive reading intervention. CDS will have comprehensive offerings to meet parents wherever they are on the journey. For example, because dyslexia is genetic, we want to make sure that parents know about their child's dyslexia and also get the resources they need to close their own gaps in literacy if needed. By lifting the entire family into literacy, CDS will meet the needs of parents on a personal level so that they can find their own success in reading, and be able to support their students. In addition, we plan to host quarterly Parent 101 sessions. Topics will be selected once we survey parents upon registering and find out what they want to know or what they need help with from basic definitions to the vocabulary that they can anticipate in the IEP/\$504 meetings. This way, we explicitly meet the parent's specific needs so that they are empowered to support their students. http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

PRACTICE AND PEDAGOGY

Identify specific research-based practices and pedagogical approaches that clearly support the proposed model.

CDS will employ a range of pedagogical approaches that are research based and clearly support the CDS design elements: (1) structured literacy (2) multi-sensory, explicit instruction (3) small group, personalized instruction (4) multiple methods to demonstrate mastery (5) whole child based positive behavior interventions and supports to promote self advocacy, develop strong character and soft skills

(1) International Multisensory Structured Language Education Council Certified STRUCTURED LITERACY program: CDS will provide a structured literacy instructional program that abides by the standard protocol of dyslexia instruction that is evidence-based and effective for students with dyslexia; taught by an appropriate trained instructor; and implemented with fidelity. The structured literacy instruction program will incorporate the elements of intensive, evidence-based components of dyslexia instruction including phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension and reading fluency. Structured literacy will be integrated in all core curriculum areas and interventions. The expectations for students in grade 2 is that they will be emergent readers; however, dyslexia is often a significant barrier for students in

learning to read, write and spell. Therefore, the instructional staff will use structured literacy in an intensive intervention and reinforce these same skills in all academic areas (<https://tea.texas.gov/sites/default/files/texas-dyslexia-handbook-2021.pdf>). Examples of this include alphabet sequence and letter recognition and naming, phonemic awareness activities, reviewing sound-symbol associations learned in previous lessons, reviewing letter clusters, introducing new sounds and language concepts while reviewing previously introduced concepts, vocabulary study, reading connected texts, spelling and writing words from dictation, using words from therapy blocks, handwriting practice reinforced, and a comprehensive oral language and written composition practice across all curriculum (Birsh, p. 699).

The International Dyslexia Association first started using the term structured literacy to describe the educational approaches most effective in working with students with dyslexia. The use of explicit and systematic teaching of all literacy components include the following: phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency. These components include foundational and higher level literacy skills. An example of how a teacher might use structured literacy to support students with dyslexia can be demonstrated by the phonemes/sounds - /k/. This phoneme is present in the words picnic and backpack but has different representations. For students with dyslexia, it is particularly difficult to understand the different representations of phonemes. However, manipulating and isolating sounds in words is a strategy that can help students. As demonstrated with this example, teaching phonological awareness is necessary for students with dyslexia, but could truly help all readers (<https://bit.ly/DyslexiaSL>).

(2) MULTI-SENSORY, EXPLICIT INSTRUCTION: While structured literacy is the foundation for our dyslexia instruction, explicit instruction that is also multi-sensory will be a part of how all core content teachers deliver instruction. Multi-sensory instruction is teaching in a targeted way to engage all learning opportunities to make each aspect of learning experiential through the use of all four brain pathways - visual, auditory, kinesthetic and tactile. Students all learn differently and thus this approach will help all students however, without the option to learn content using different neural pathways, a learner with dyslexia would struggle with the memory and learning of new information. Once content is introduced through various sensory modalities, students with dyslexia often need explicit instruction to understand simple concepts that may seem “obvious” to some. According to the Council for Exceptional Children (<https://highleveragepractices.org/four-areas-practice-k-12/instruction>), explicit instruction is considered to be a high-leverage practice for students with learning disabilities. Utilizing multi-sensory instruction coupled with explicit instruction fosters critical thinking skills and the ability to apply learning in different settings for students with dyslexia.

An example of using multi-sensory and explicit teaching would start with students listening to 3 discovery words (clip, cast, cusp). They would use their auditory pathway to echo and identify the same sound found in each word. Students have not visually seen the three discovery words yet. Students would then be asked to listen for a targeted phoneme in this specific example phoneme - /k/. Once the students identify the targeted phoneme, the teacher will introduce the letter, keyword, and sound associated with the phoneme, in this case it would be - C, /k/ and cat. The teacher will then explicitly teach the rule associated with the phoneme /k/. The specific rule is - if you see C before a, o, u or any consonant, C is read /k/. After using auditory learning, the teacher would then transition the students into writing the newly learned grapheme - C. They will trace the letter 2X with their fingers, trace the letter 2X with their pencils and then name and write three copies in their student booklets. Students will then decode and read the discovery words (clip, cast, cusp) with the teacher. For independent practice students will be assigned their own group of words to read with the same phoneme /k/.

(3) SMALL GROUP, INDIVIDUALIZED INSTRUCTION: Removing barriers for students with dyslexia so they may participate in and benefit from whole class instruction is a priority for CDS; however, when focusing on students' individual reading needs it is important to utilize the high-leverage practice of flexible small grouping. Teachers will intentionally plan small group instruction to meet the individual and targeted needs of each student. Research

supports the use of small groups to increase reading outcomes for students with specific learning disabilities (<https://bit.ly/31oYQI8>).

Students with dyslexia need multiple exposure to the structure of words to read them accurately and fluently (Reitsma, 1983; Manis, 1985; Ehri, 2005). Small group instruction enables the teacher to target a specific group of skills based on the needs of the individual students (<https://bit.ly/3GcOKsB>). This type of instruction will provide students with multiple exposures to their targeted word structures and multiple opportunities to rehearse their new words or word patterns. Small groups provide minimum distractions and more opportunity for specific feedback from peers and the teacher, which quickly reinforces the new skill (<https://bit.ly/3DiEP2N>).

Because CDS will be therapeutic, healing the whole child, teachers will focus on developing relationships with students that will assist the individualization of instruction. This allows each students' academic needs to be met while also tailoring the instruction to students' personal interests. In addition to targeted skill instruction, teachers will maximize small group instruction by consistently monitoring each student's progress in their performance.

(4) MULTIPLE METHODS TO DEMONSTRATE MASTERY: One of the key challenges that we have heard from various stakeholders is that multiple choice tests that are associated with long reading passages do not allow them to demonstrate mastery of standards due to their inefficient reading system that has not received proper interventions. For this reason, all of our staff will be trained on how to measure mastery through various forms of assessments. Examples of alternative, authentic assessments include projects, incorporation of theater arts and storytelling.

Students with dyslexia may have difficulty learning when their primary source of information is text-based such as textbooks, journals, and internet resources. They also find it difficult to express themselves in writing and need other ways to interact with the information, teacher, and peers. Often, students with dyslexia have coexisting developmental challenges in the area of attention and self-regulation. Learning through well-designed and structured projects provides opportunities for engagement. Projects provide an opportunity for self regulation, multiple ways to interact with the materials and exchange ideas with others, and motivation. Projects can be cross-curricular, demonstrating to students that science or English do not happen only in Science or English class.

For example, a fourth grade Science/ELA project might include how to identify common natural disasters that occur in their community, identify how to prepare for and maintain safety during these times of disaster, and how to develop a safety campaign to support the community and prevent injuries when they do occur. Students may learn about weather, engineering, communication, etc. They can develop fliers, broadcast commercials, draw maps, propose laws and new standards for fire and rescue crews. Within the project-based framework, students may visit with city government officials, city engineers, disaster relief organizations, all while learning about how to keep their community safe and secure.

Theater arts can easily be used across all subject areas (<https://bit.ly/31vxslw>). Students' participation in performance arts improves overall academic performance, school attendance, motivation and self-esteem. Examples of theater arts projects include engaging students in the process of choreographing a dance or movement performance to illustrate the historical and current impact of a particular culture on their community, learning dance movement, and choosing or composing their own music to accompany the work (<https://bit.ly/3ojCXm1>).

Storytelling is a powerful tool for learning. Students who participate in storytelling improve their oral fluency, learn new vocabulary, increase their writing skills and retrieval of story details. Storytelling also improves students' self esteem, creativity and knowledge of culture and history. Often, students with dyslexia have difficulty retrieving specific names or dates in the traditional history classroom. However, hearing about history in a rich narrative

form; learning to tell the story themselves through rehearsal and with props; or providing speech to text for the student to develop their own narrative about a historical event are all ways to incorporate storytelling to engage students in learning about history or other subjects.

CDS teachers will be trained in the various adaptive learning tools (audiobooks, text to speech, speech to text, electronic spellers, electronic dictionaries, formulas charts) highlighted in the Texas Dyslexia Handbook to ensure each student knows how to effectively utilize digital tools.

(5) Whole child based positive behavior interventions and supports to promote self advocacy, develop strong character and soft skills: CDS will use intentional positive behavior interventions and supports (PBIS) for behavior concerns to focus on the specific nuances a child might have that has experienced trauma. Staff will be trained in these practices. If teachers or parents are concerned about a student's behavior, they can discuss these issues with the appointed campus contact who can assist in behavior strategies.

For students with dyslexia, crossing the threshold every day has exposed their greatest vulnerabilities in an unyielding environment to the necessary aspects of mastering phonics and decoding fluently. Over the past two decades, there has emerged a growing consensus among researchers who study child development, education, and health that social and emotional skills are essential to learning and life outcomes. Furthermore, research indicates that high-quality, evidence-based programs and policies that promote these skills among students can improve physical and mental wellbeing, academic outcomes, and college and career readiness and success. However, there are a great number of programs available for educators to choose from, and those programs vary widely in skill focus, teaching strategies, implementation supports, and general approach toward social and emotional skills (<https://bit.ly/2ZPLHac>).

Positive Behavior Interventions and Supports (PBIS) will guide social learning theory and cognitive behavioral approaches that include explicitly teaching the steps, scripts, and behaviors, model or demonstrate the steps, scripts, and behaviors for the skills; provide opportunity for role playing with explicit critical feedback, role play or physically practice the steps, scripts, and behaviors under simulated conditions, transfer the practice of the behaviors with continued supervision, and use teachable, real-life moments to infuse the behaviors into real-life settings and situations (<https://bit.ly/2ZPLHac>).

Given the design principle of student centered emotional support assumes every student wants to learn and can do so through implementing each student's IEP and accommodations with fidelity, CDS will support teachers in the practice of supporting students to be self advocates, develop soft skills and build character. PBIS is a framework of supports used to set sociocultural and behavioral expectations to support both social and academic learning. Some of the guiding principles for this framework include supporting students to learn behaviors correlated to situations, teaching behaviors through explicit instruction, tracking behavior progress, individualizing supports for students and gathering data to make decisions about interventions. This framework is further detailed in the culture section of the narrative (<https://bit.ly/32LkVRp>).

http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

HIGH-QUALITY INSTRUCTIONAL MATERIALS [YEAR 1]

Identify the curricular resources for the grade levels to be served in Year 1, including core content areas and any additional enrichment courses to be offered (specific to the school design) in the blank content boxes. If the applicant will create the instructional materials after a charter is awarded, cite guiding research behind the design in the description box. See [Attachment SD1 Course Scope and Sequence](#).

CONTENT AREA	GRADE(S)	INSTRUCTIONAL MATERIALS	COURSE(S) if applicable
Reading Language Arts	2	Core- myView	
Mathematics	2	Core- Go Math	
Science	2	STEMscopes	
Social Studies	2	My World Texas Social Studies	
Enrichment	2	The IMSLEC certified Dyslexia Resource Center course (See detailed materials below)	
Enrichment	2	ELAR- Newsela	
Enrichment	2	ELAR- iReady	
Enrichment	2	Math - Think Up	
Enrichment	2	Art, Chef Bites, Music, PE	
Enrichment	2	STEM	
Enrichment	2	Second Step	

Click to add a row to the table above.

Click to remove a row from the table above.

Explain why the above instructional materials were selected and discuss how they fit the definition of high-quality: (1) aligned with the Texas Essential Knowledge and Skills (TEKS), (2) have a comprehensive and cohesive scope and sequence, (3) include lesson-level materials with engaging texts (books, multimedia, etc.), problems, and assessments, and (4) are externally validated or research based.

Celebrate Dyslexia School (CDS) plans to adopt materials (listed in the table above) that are appropriate, rigorous, aligned to the TEKS and compliant with state law. CDS believes it to be important to use materials that are socially and culturally relevant to the student population it will serve and also align horizontally and vertically with the TEKS. The important aspect of choosing a curriculum for CDS is to remove academic barriers for students with dyslexia, allowing students to use their strengths in demonstrating accountability of material mastered, and aligning to the TEKS standards so that students are prepared and equipped to find their passions through strengths with robust preparation for college, career, or military. The curricula that have been chosen are all approved by the State Board of Education, and were chosen for their experiential learning emphasis in addition to removing barriers to text. The innovation will be in the delivery of the curricula to follow evidence based best practices for students with dyslexia

(<https://tea.texas.gov/sites/default/files/texas-dyslexia-handbook-2021.pdf>). Because every teacher will be a Certified Academic Language Therapist (or in training), teachers will have the expertise to navigate a learner with dyslexia through vocabulary acquisition and other oral language concepts throughout the entire day. Team planning and teaching across core content areas with dyslexia therapy in mind so that concepts are repeatedly reinforced across subjects throughout the day contributes to deep learning. Ultimately, reinforcing the therapy taking place across the curricula in a unified, cohesive and intensive way (Birsh, J., Carreker, S., (2018). Multisensory Teaching of Basic Language Skills).

DYSLEXIA THERAPY: Comprehensive and consistent dyslexia therapy is the hallmark difference in the CDS school model. Dyslexia therapy will be provided by a trained dyslexia therapist in the evidence and research-based practices of delivery which includes multisensory, systematic and cumulative, explicit instruction, diagnostic teaching to automaticity, synthetic instruction, and analytic instruction. Therapy will be built into the schedule, and not considered “pull out.” This will be a priority for our instructional model. These elements meet the standard protocol instructional approach and best practices outlined in the Texas Dyslexia Handbook (<https://tea.texas.gov/sites/default/files/texas-dyslexia-handbook-2021.pdf>).

The materials used for dyslexia therapy will include all necessary components for structured literacy including phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency. All of the materials utilized are approved by The International Multisensory Structured Language Education Council (IMSLEC) and follow the Orton Gillingham multisensory approach. Materials the Dyslexia Resource Center’s program uses as tools consist of Basic Language Skills, Reading Readiness, and the Scientific Spelling Manual and reading decks. Additional tools include Soundations!, MTA Alphabet, Dictionary Skills, Multisensory Teaching of Basic Language Skills by J.R. Birsh, Overcoming Dyslexia, 2nd Edition by S. Shaywitz and J. Shaywitz, Foundations for Literacy: Structures and Techniques for Multisensory Teaching of Basic Language Skills by A. Cox, and Bridging Words to Life: Robust Vocabulary Instruction by I.L. Beck, M.G. McKeown, and L. Kucan. The framework for therapy at CDS will center around scientific research and will be diagnostic and prescriptive in implementing therapy. Further explanation of this program can be found in the professional development section.

CDS adheres to the policy that multiple opportunities for support intervention and opportunities to strengthen language processing skills and written expression need to be offered throughout the day in multiple subject areas and settings so that the ultimate responsibility for teaching a student with dyslexia is experienced throughout the entire instructional day, not at home and after school (<https://tea.texas.gov/sites/default/files/texas-dyslexia-handbook-2021.pdf>). CDS chose reading intervention materials in accordance with the guidance and stipulations from the Texas Dyslexia Handbook incorporating critical, evidence-based components of dyslexia instruction (phonological awareness, sound-symbol association, syllabication, orthography, morphology, syntax, reading comprehension, and reading fluency): taught by an appropriately trained instructor and implemented with fidelity. For this reason, every teacher will be trained in academic language therapy. There will be daily opportunities to close learning gaps by incorporating expert knowledge in core content areas with an expert understanding of therapy so that each student can acquire as much of the “phonemic awareness, phonics, fluency, vocabulary and comprehension” required to accomplish reading as fluently and independently as possible for the student with dyslexia (Birsh, p. 703). “Although the content of instruction does not change across the tiers, the setting, number of students, and intensity of instruction do change” <https://dyslexiaida.org/knowledge-and-practices/>. It is important to note that while each teacher will be highly trained in dyslexia therapy, the teacher of record will not provide the therapy for their assigned students. During the protected dyslexia therapy time (see attachment OP5), each teacher will be designated in small groups students for dyslexia therapy.

The Dyslexia Resource Center teaches that “a dyslexia-friendly environment in the classroom encourages students with dyslexia to follow their strengths and interests” (<https://www.dyslexia1n5.com>). With multiple methods of mastery, students can use accommodations and alternative methods to demonstrate knowledge. Structured Literacy is a term first used by the International Dyslexia Association to describe an instructional approach to

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teaching children oral and written language found to be effective for all children, including students with specific learning disabilities. (Spear-Swerling, 2019) (<https://iowareadingresearch.org/blog/structured-and-balanced-literacy>). It is based on the science of how people learn to read. Using visual aids, adaptive learning tools, and multisensory approaches are important inclusions that are deployed when using dyslexia therapy curriculum.

For the students who are not identified dyslexic, there will be time to master orthography and morphology in a way that allows students to master language acquisition. Exposure to more advanced texts and vocabulary will be offered, in a similar diagnostic and prescriptive way, allowing every student to thrive through literacy. Upon enrollment, students will be screened for dyslexia so that staff can adequately differentiate instruction for each student's needs. If students were previously enrolled in kindergarten or 1st grade in Texas, admission personnel will ask for dyslexia screeners for data collection purposes. The proposed model assumes that the majority of students will arrive to CDS needing Tier 2 or 3 instruction. The intent for proactive screening and possible referrals for evaluation in the summer is so that all classroom teachers and staff are fully prepared with the intentional plans for the school year.

Texas Resource System: CDS has chosen a multi-tiered curriculum model for each of the core subjects (English-Language Arts and Reading, Math, Science, and Social Studies). CDS will adopt core curriculums that will also be supported through the TEKS Resource System (TRS) developed by the Curriculum Management Program Cooperative. This is a shared service among the 20 different Education Service Centers (ESC) throughout Texas to help schools increase student achievement and efficiency while keeping costs low. The TRS provides teachers curriculum components such as overarching unit understandings and questions, performance assessments with rubrics, and clearly identifying TEKS requiring explicit instruction aligned to specific units. Because the TRS maintenance is shared among a Cooperative from the 20 ESC, the curriculum supports and components are aligned to the most current TEKS adopted by the Texas State Board of Education. The collaborative also includes technical, curriculum, and assessment experts for daily support if needed, content specialists, and educational leaders across the state that maintain information as state priorities take on new directives. As research provides insight on educational guidance, the TEKS Resource System will reflect newly developed components and offer newly developed materials as well as best practices.

The purposeful design of the TRS allows schools and educators to customize the curriculum components to meet the individual and diverse needs of all learners. Each resource will provide robust support for teachers and students by offering digital materials that lead to the removal of academic barriers. Teachers will have access to high quality materials, leaving time for teachers to focus on lesson implementation to maximize instructional time spent in the classroom.

In a Region 10 Education Service Center White Paper on the TEKS Resource System comparing student achievement growth in Texas districts that use the TEKS Resource System and Texas districts that do not use the TEKS Resource System and, using data from Regions 1, 7, 10, 11, 16, 18 and 20, it was discovered that all TRS districts had higher rates of achievement growth than non-TRS districts. For school districts with more than 75% of students identified as economically disadvantaged, the mean growth of TRS districts outperformed non-TRS districts, and students identified as English Language Learners TRS districts outperformed non-TRS districts. <https://docs.google.com/document/d/1NppTOEz8STLCROqWa7BrJlvnzSpBDWj/edit?usp=sharing&oid=111801150966987213550&rtpof=true&sd=true>

Ways in which the TEKS Resource System supports the teacher's understanding of the relevancy of the curriculum is by including a TEKS Clarification Document, a description of the vertical alignment of standards across all grade levels to enhance understanding of major competencies, ideas and skills that a student is expected to learn over the years demonstrating growth in all areas resulting in a student's understanding and progression over time. The Year at a Glance also provides an explanation of organization of TEKS, and demonstrates a yearly sequence of units to allow learning over a manageable time. The TEKS Resource System also includes a verification document and an

Instructional Focus Document that adds additional layers of support for teachers in lesson planning.

In addition to the core curriculum, complementary resources will be used to inform curriculum decisions. An example is STAAR Analysis, a backward design document that gives the teacher a complete understanding of course structure and includes major curricular elements that demonstrate alignment of expected student learning as well as gap implementation tools to assist teachers with targeting TEKS that have yet to be learned by individual students.

ENGLISH LANGUAGE ARTS:

myView was chosen as the selected core curriculum for English Language Arts and Reading (ELAR) because it is grounded in the Science of Reading that provides explicit instruction following the gradual release model. There are unique components for whole-group and small-group reading instruction, writing, and reading-writing bridge lessons to foster the understanding of literacy and literacy development in contemporary ways. myView is on the Savvas Realize digital platform that can be integrated into learning management platforms such as Google Classroom, Canvas, and OneDrive to name a few. The greatest advantage to the digital platform is the access to the interactive digital student edition, leveled readers, and decodables that all provide read aloud and accessibility features aligned to meet the needs of students with dyslexia. According to Texas Resource Review, myView met every criterion for TEKS alignment and quality (Texts, Literacy Practices, and Text Interactions: Reading, Writing, Speaking, Listening, Thinking Inquiry and Research, Developing and Sustaining Foundational Literacy Skills, Supports for All Learners, Implementation, and Additional Information). In addition, differentiation and tiered interventions can easily be tailored for students through myFocus Intervention lessons. This includes data assessment and progress monitoring to allow teachers to target specific literacy skills students may need to close learning gaps.

In addition to myView as the core curriculum for ELAR, CDS will utilize iReady supplement to bridge back and spiral previous learning as well as Newsela. iReady allows individualized instruction based on each student's specific needs designed to meet the student at their academic level. The core curriculum addresses current grade level TEKS while iReady targets specific learning gaps from previous grade level TEKS and instruction. iReady is available in both digital and paper formats which offers opportunity to practice on a digital format as STAAR has transitioned to being administered all online. Newsela is an online tool for teachers to bring current, relevant events into the classroom that can be customized and adjusted to each student's reading level and lexile score making differentiation of materials more easily accessible.

MATHEMATICS: CDS will utilize EnVision Math published by Savvas Publishing as the core mathematics curriculum, EnVision provides a problem-based learning format, real world hands-on application of math concepts, and student collaboration. EnVision mathematics supports CDS's commitment to leverage students' strengths and remove barriers to learning mathematics while providing opportunities for hands-on practice, digital tools, activities for student to student interaction, and enrichment. EnVision Math deepens conceptual knowledge through connecting problem-based learning to "enhanced direct instruction" or visual learning. In addition, the core curriculum embeds evidence based practices such as: 1) visual representations or the use of diagrams, or illustrations when presenting new math concepts, usually along with or after viewing a concrete model, 2) Instruction and practice in recognizing word problem type and how to use the most effective strategies to solve each type of problem, 3) Metacognitive strategies to include the use of modeling and think aloud to explicitly teach students how to solve standard algorithms and word problems. For children with dyslexia, thinking and problem solving are often considered their strengths. EnVision Math builds upon thinking and problem solving skills and provides students a multitude of opportunities to experience new concepts, increase their knowledge base, and justify their decisions in the process. According to the Texas Resource Review, the EnVision Math for second grade scored the highest of the three programs reviewed.

In order to provide a robust math program, CDS will use ThinkUp to supplement the core curriculum and bridge the gap years. ThinkUp provides a plethora of instructional strategies for teachers to use for interventions,

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additional support, further differentiate instruction, or re-teaching lessons. Critical thinking development is the core of ThinkUp that aligns with 100% of the TEKS for concept mastery.

SCIENCE: CDS will use the TEKS aligned STEMscopes Texas as the core science curriculum. STEMscopes Texas promotes strategies supportive of CDS's design elements by providing digital resources, hands-on learning, and inquiry opportunities for students. The hands-on activities allow the students to explore the TEKS based lessons and make real world connections. STEMscopes Texas fosters a student-centric approach to a STEM learning environment to support blended and hybrid learning models for students to interact and experience the elements of science while removing the barriers of extra decoding of text. Based research conducted over a period of 5 years, districts that used STEMscopes Texas had higher 5th grade passing rates than districts that did not use STEMscopes Texas. Taking previous year achievement and several demographic variables into consideration, STEMscopes Texas districts increased their science achievement, resulting in an additional 10,000 students approaching grade-level performance, 10,000 students who met grade-level performance, and 8,000 students who mastered grade-level performance. In addition to overall passing rates, results showed that passing rates for economically disadvantaged, minority, and LEP students were higher in STEMscopes Texas districts than in non-STEMscopes Texas districts. These results show that STEMscopes Texas is associated with a high quality curriculum and student achievement (<https://bit.ly/3EoowTB>).

SOCIAL STUDIES: Social Studies and History have traditionally depended on a learner's literacy level as well as an understanding of temporal sequencing, all of which may be a challenge for a student with dyslexia. For this reason, CDS will use My World Texas Social Studies by SAVVAS Learning Company that is 100% aligned with the TEKS, designed to engage students with experiential learning, present materials in developmentally appropriate text length, and be compatible with a digital learning environment. My World Texas for 2nd grade emphasizes people and places by focusing on communities, traditions, and celebrating the nation both past and present. This student-centered curriculum allows students to explore civics, economics, geography, and history through problem-based learning to develop strong critical thinking skills necessary to problem solve and communicate effectively. My World Texas provides resources to differentiate and customize instruction to meet the unique, diverse needs of every learner.

STEM: As part of CDS robust enrichment program, students will take part in a STEM program utilizing the Engineering is Elementary (EIE) curriculum. The efficacy of EIE was studied through a grant from the National Science Foundation and found that student outcomes improved for all students regardless of their demographic makeup. EIE's curriculum supports CDS' goal to provide hands-on learning to promote critical thinking and problem solving skills and is aligned to the TEKS. The Engineering Design Process and scientific inquiry cycle authentically allow students to explore and connect real-world problems and solutions. The process EIE naturally encompasses the Council for Exceptional Children's 21st High Leverage Practice of teaching students to generalize and apply new learning across time and multiple settings (<https://www.eie.org/>).

SPECIALS: CDS students will be provided enrichment and "specials" experiences in visual arts, music, physical education, and Chef SA. The materials used in these areas are aligned to the TEKS and include evidence-based practices to increase knowledge, skills, and interests in the arts and physical health. These will be incorporated in the cross curricula efforts in addition to surveying the students as they enroll to offer what they want to learn in different units during the specials block. For ART, CDS will include the Visual Thinking Strategies (VTS) model. Visual Thinking Strategies is an experiential and inquiry based instructional strategy. It may be used by any instructor and fosters students' abilities to listen carefully, analyze and synthesize information, bring meaning to the arts and communicate about the arts. VTS encourages writing as a method for reflecting and communicating about the visual arts, providing CDS students another context for self expression through writing (<https://vtshome.org>). Ensuring MUSIC is accessible to all students is a priority for CDS. The barrier presented by printed music and lyrics will be bypassed by providing legible text, large print, highlighting verses and refrains, using color coding of notes and text; provide digital music programs that highlight the notes and verses as they occur within the music; using

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magnetic notes or physical props such as large blocks and milk crates to illustrate pitch relationships and contour of the melody, etc (<https://bit.ly/31upsHL>). PHYSICAL EDUCATION will be used to teach students national and state standards while learning habits that will contribute to their overall health for a lifetime. Research demonstrates how important physical activity and fitness activities are to a students overall physical, mental, and academic performance. CDS students will have access to a variety of developmentally appropriate structured and unstructured physical activities. Students will have many opportunities to be physically active in the outdoor spaces of the DoSeum. CHEF BITES is a community collaborative designed to teach basic nutrition and culinary skills to children in a school or after-school setting. Chef Bites is an evidence-based program aligned with TEKS, and has been independently evaluated. CDS students will experience positive, measurable, and statistically significant improvements in nutrition knowledge, self-efficacy and healthy eating behaviors. The curriculum is age and grade aligned, and is experiential in nature, where students can prepare, and eat recipes that are engaging and healthy serving the whole child's needs with long term health goal impact. In addition, pictorial elements remove barriers for students with dyslexia to the recipe cards and instruction. SECOND STEP is a TEA approved PBIS program (<https://tea.texas.gov/about-tea/other-services/mental-health/positive-behavior-interventions-and-supports>) that meets all of CDS' core values as well as provides a focus on important self advocacy. It is designed to provide campuswide and/or classroom lesson plans and scripted lessons for teachers to use with all students. Second Step offers digital formatting, a Spanish language version, and an out of school program for families (<https://www.secondstep.org/research>). CDS chose this program because of the deliberate content developed that can teach students to reflect on their feelings and emotions. It is also recommended by CASEL as a resource that uses evidence based practices.
http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

Describe the process for developing high-quality instructional materials locally, including the system for review, adoption, continuous improvement, and personnel responsible.

All high-quality instructional materials were chosen by a committee composed of board members, teachers in the community that teach grade levels served as well as university curriculum and instruction professors. All materials are adopted by the Texas State Board of Education as well as have evidence proving their efficacy with grade level content and ability to have resources available for students with disabilities. Upon authorization, materials will be adopted and the Superintendent/Principal will be accountable to the board for implementation. Through regular progress monitoring, classroom teachers will have a better understanding of meeting the needs of the students, and receive support from the Academic Dean/Qualified Instructor in how to redirect lesson plans to address gaps in learning. The Superintendent/Principal will be the ultimate personnel responsible for campus performance and give support to their leadership team to meet the professional development needs of the classroom teachers.
http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

ENGAGEMENT STRATEGIES

Explain how the curriculum includes or will include specific strategies for students to engage with content through connections to their prior knowledge, individual backgrounds, and provide knowledge of the world and other perspectives.

Activating prior knowledge allows students to make connections to what they already know. CDS teachers will engage students to access their prior knowledge and this provides foundational skills from which to construct new knowledge and understanding imbedded in the process of dyslexia therapy. This can also empower teachers as they investigate what their students know and where they might need additional enrichment. By knowing this about the students, the teacher can incorporate information and adjust the lesson to the students' needs. Enrichment will be offered throughout the day, with additional targeted opportunities during Refresh Weeks notated in the Annual Calendar (<https://tanyaanddanacomprehension.weebly.com/activating-prior-knowledge-making-connections.html>).
1. Daily, students will make textual, self and universal connections, allowing them to relate content to their

backgrounds. For example, after reading a culturally responsive text students will complete a text to text connection chart in which they connect what they read to a previous text, they will write a text to self connection in which they connect the reading to an aspect of their lives and they will complete a universal connection in which they link their reading to their world experiences.

2. ELA will include literature representative of different cultures, disabilities and/or individual interests. Examples of text will include but are not limited to, *Fish in a Tree* by Lynda Mullaly Hunt. CDS students will be able to relate to the main characters and her struggles in reading. They will be empowered by her self advocacy and perseverance. When reading *The Tequila Worm* by Viola Canales, students experiencing conflicts with cultural diversity in their life will be able to make connections to the conflict in this text. Another example of supporting students in believing our values will be *I Am Every Good Thing* by Derrick Barnes. Students at CDS will be able to connect with the main character as he is determined, smart, funny and empowering, which are the values we want them to experience at our campus.

3. One of our pedagogical values is allowing students to demonstrate their mastery of content through various forms of assessments. At CDS, assessment forms will include multimodal opportunities to include digital presentations, projects, and prepared presentations. If a student is demonstrating knowledge throughout a math unit, they can rate their knowledge of critical vocabulary terms before, during and after the lesson. Another way a student can demonstrate mastery is by proceduralizing. The student will internalize a procedure by observing their teacher demonstrating it, writing the steps in their own words, and using it to solve problems cooperatively and individually, allowing for multiple opportunities of engagement.

4. Teachers will use self directed learning units in which students direct their own studying outside the classroom with direct and indirect supervision. Students will be able to take control of what (and how) they are learning. Self-study is an opportunity for students to learn content based on interests and connections. Examples of self-study proposals may include a history unit in which the students research their family tree/history, a proposed study on friendship or building relationships with peers (<https://gradelearning.com/what-is-self-study/>).

5. In-class assignments will allow students to share their experiences and interests. Language Arts, assignments might include journal writing, dictated journal entry or essay writing. In Social Studies, assignments might include family story projects and local community exploration projects. In Mathematics or Science, students might work on student constructed problems or inquiry constructed projects where students can learn about the effects of the environment on health care, and/or other issues that affect their community.

6. Teachers will engage in conversations with students through interviews to gain insight into their foundational knowledge and understand how best to tailor lesson plans and dyslexia therapy to the student's strengths. Teachers will then incorporate this learning into the class curriculum, lesson planning and teaching.

7. Knowledge of other perspectives: CDS teachers understand the multitude of reasons to teach students the importance of integrating and examining multiple perspectives. Critical thinking, problem solving, tolerance, flexibility and empathy are a few of the benefits CDS students will encounter when understanding others' perspectives. Teachers will use classroom discussions, literature, point of view exercises, debate, etc. to teach students to listen and talk with one another to explore others' thoughts, emotions, knowledge, and experiences.

8. Plans to review instructional materials and modification: Instructional materials are the content or information conveyed within CDS. These include the lessons, readings, textbooks, multimedia components, and other resources teachers will use to make content accessible to students. Instructional materials will be modified, reviewed and/or redesigned to be effective for CDS teachers and students. The CDS instructional leadership team, led by the Superintendent/Principal and Academic Dean will lead the review of all instructional materials that are being used. On a monthly basis during Refresh Weeks, leaders will review data, disaggregated by sub-population and for the campus as a whole. Together, in grade level teams, a determination will be made on the effectiveness of the instructional materials being used.

On at least an annual basis, the instructional leadership team including the Superintendent/Principal, Associate Principal, Academic Dean, Special Education Coordinator, and the Counselor will complete a thorough review of the curriculum. The Leadership Team will take into account teacher feedback and student feedback as well as outcome data. They will examine which curricula and more specifically units/lessons were successful. They will also bring any

major changes in curriculum or textbook usage to the CDS board (and through its academic committee) for approval as appropriate. Since our population is so unique, we know any curriculum we choose will have to be modified and supplemented. However, after analyzing the data, we will make strategic decisions on parts of the curriculum we could combine or not reuse. The Leadership Team will also receive input from the board's academic committee on desired changes. Lastly, the leadership team will develop aligned plans to modify professional development on new or supplemental resources that are adopted. CDS understands that instructional materials hold the power to either engage or demotivate students, therefore such material must be carefully planned, selected, organized, and refined to ensure student learning is optimized. http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

DIFFERENTIATED RESEARCH-BASED INSTRUCTION

How will differentiation appear in daily lesson planning and activities? Identify school-wide, research-based instructional strategies that specifically benefit students with disabilities, English learners, and gifted and talented students.

While we have completed a significant amount of research and diligence in the development and selection of curricular models, as many educators have experienced, once students are in our building we will have to be ready to make adjustments as necessary. This will be the responsibility of not only the school leadership team, but also the academic committee of the board, and will be based on data collected from assessments as well as teacher's observations.

All students will have access to the same curriculum (with modification informed by each students' IEP or §504). We understand the advantages of differentiated instruction to meet students' unique needs. Students will have voice and choice incorporated in their instruction and assessment of learning. Teachers will differentiate to give pupils the best chance at learning based on their individual abilities, readiness, strengths and weaknesses. CDS teachers will tailor instruction to meet diverse needs by differentiating content, process, pace, products or the learning environment. Rosenshine lists 17 principles of effective instruction. Included, are review of previous learning, present new material in small steps with active student engagement, limit the amount in one setting, give clear and concise instructions, frequent checks for understanding, provide practice for students with teacher guiding the practice, provide worked out examples, ask students to tell you what they have learned, provide feedback and corrections, reteach when necessary, give students independent practice (Birsh, p. 692).

General Education: While not every student that comes to CDS will have dyslexia, we aim that every student will read as close to grade level as possible, and have access to as much enrichment as possible. For those that do not need intensive reading instruction, they will be given the opportunity to increase their language acquisition skills through advanced morphology and orthography. Advanced vocabulary will be taught with the same commitment to the student to provide instruction in just as much a diagnostic and prescriptive way for maximum opportunities of language acquisition.

Special Education: All IEP and §504 plans will be proactively followed with fidelity, but in the event that a child is struggling, modification of curriculum and instruction according to content, pacing and progress goals will be adjusted. The IEP or §504 plans may also be reviewed, additional evaluations conducted, data collected/reviewed, and goals, objectives, supports and services modified as necessary to ensure the student receives FAPE. This will follow state and federal timelines, but we will go beyond the base requirements to ensure we are responsive to students' needs and not idle. With the TEKS Resource System and specific curriculums already chosen with added support and modification capabilities to each student's language ability needs, the most effective learning experiences will be offered for each learner based on readiness and students will be placed in the least restrictive environment to experience academic success. In addition, enrichment activities are embedded in the curriculum choices so that gifted learners will be given the opportunities to have their specific learner profile needs met.

Regular coaching by Administration as well as special teacher leads will give valuable information and feedback to teachers to best guide lesson planning, content delivery, and guide specific activities used to allow students to master information. By giving students a safe and empathizing learning environment, additional social emotional barriers will be removed to access education. Cross Curricular structures will encompass the structured literacy framework in all subject areas that require independent reading. CDS will also use electronic chrome books as a tool, and teach our students how to use the accessibility features, making sure to remove barriers from instruction and empower all students to master accommodations such as speech to text and text to speech, typing, and word processing (<https://eric.ed.gov/?id=EJ1067547>).

Variability vs Disability: Providing variability in the environment and instructional strategies reduces the need for a focus on the students' disabilities. CDS teachers will provide an environment built to ensure students have multiple ways to engage in learning, multiple ways to represent the concepts, and multiple options for expressing what they have learned (<https://www.understood.org/en/articles/video-see-udl-in-action-in-the-classroom>).

CDS will employ a Qualified Instructor (with appropriate certification), found in the financial model in line item 15, for the campus to allow for the extra input if a child is still struggling with IEP implementations. This role is important to our campus model. A Qualified Instructor is an individual who has completed a Certified Academic Language Therapy program to include 250 hours of classroom instruction as well as 700 practicum hours with students, but has completed another 700 hours of practicum hours and has been trained to teach the 250 hours of classroom instruction to future CALTs in training. Teachers will have the opportunity to regularly ask questions to implement best strategies for removing educational barriers to students. The Qualified Instructor will also be available to meet with grade levels and individual subject teachers to offer guidance and continued professional development in best practices to teach dyslexic students through therapy, as well as integrate therapy opportunities into the student's curricular subjects.

CDS commits to educate students by removing barriers and empowering students by giving them opportunities to express their needs and have an active part of their educational experience (<https://bit.ly/SelfDriven>).

Emergent Bilingual / English Learners (EB/EL): Emergent bilingual/EL learners have the right to excellent schools that support English mastery and develop and honor students' home languages and cultures. EB/EL students are a significant and growing portion of the student population in school districts in San Antonio. These students have so much to offer their schools and communities as they have the capacity to be bilingual and biliterate and to share their languages and cultures with their fellow students. CDS will work to ensure emergent bilingual students are treated as the powerful individuals and community assets they are. We will support the leadership of emergent bilingual students and their families in schools. Our goal and commitment is to provide EB/EL students a strong program that is well-funded, has high-quality teachers, and accurately tracks students' progress and needs. CDS is committed to meeting the various needs of all our students.

We recognize each student comes to school, not only with unique academic needs, but also with unique background experiences, culture, language, attitudes toward learning, and language proficiencies. CDS teachers will recognize that all of these factors affect how students learn in the classroom, and they will adjust, or differentiate, their instruction to meet students' needs. CDS teachers will ensure content is comprehensible and accessible for EB/EL students. Some of the scaffolding tools and strategies that will be utilized include but are not limited to: anchor charts, bilingual books and books written in their first language, simplified texts written by the teacher, discussion, etc.) EB/EL students will be able to learn the same material/content as other students as they continue to develop their English language skills (<https://www.colorincolorado.org/article/differentiated-instruction-english-language-learners>).

Celebrate Dyslexia Schools will use the response to intervention (RTI), multi-tiered systems of support (MTSS) model for EB/EL students. These implementation models will increase the likelihood of identification and treatment of

students who are struggling with learning to read. The RTI/MTSS model will include reading interventions, such as Esperanza, specifically designed for EB/EL students, culturally responsive teaching strategies, and professional development for teachers with second language literacy considerations. This also includes appropriate assessments, screening tools and progress monitoring tools that consider EB/EL student's development (Language and Literacy Development, Cardenas-Hagan).

Gifted and Talented: CDS understands TEC 29.122 which was established to ensure that school districts adopt a process for identifying gifted and talented students in addition to establishing programs to support their academic needs. In addition, HB 1525 added additional funding to provide compliant programming for GT students. Measurements used will include qualitative and quantitative instruments, be multidimensional and multimodal, and include academic achievement, ability and holistic methods of screening. CDS will also be hyper vigilant that underrepresentation in gifted and talented programs will not take place. Our school body demographics will be representative of our community and support the celebrated diversity in culture, language, socioeconomic background, twice exceptionality, gifted and talented as well as the variety of learning disabilities. Final determination will be made by a committee of three campus educators who have received training in the nature of the needs of gifted and talented students when they have met and reviewed data. Policies for student identification will include provisions for ongoing screening, assessment measures collected from multiple sources, data and procedures for all students from all populations to have access, ensure selection of students is made by committee of three trained teachers, and policies for reassessment, exiting the program and appeals.

Gifted and talented students will experience a continuum of learning experiences, work in groups, have opportunities to pursue areas of interest, accelerate students in their strengths, offer flexibility in pacing, and develop and implement social and emotional skills needed to impact their learning.
http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

ACCELERATED LEARNING

Describe plans to accelerate student learning and mastery of grade-level TEKS, including staffing supports, extended time and learning, and high-quality materials.

CDS will be focused on high quality education as well as improving academic achievement and student outcomes. CDS is an inclusive model, and dedicated to providing an environment where students can thrive academically. A pull out classroom will be provided in the event that a student requires it for the least restrictive environment to be academically successful.

A significant aspect to the work CDS is committed to offering is the design element of a self-driven, strength-based education. The goal of this model shift is to close the gap in every subject by offering robust interventions and instruction, intentionally teaching students what accommodations they have the opportunity to use, and teaching them how to explain their educational needs to others. Students will learn how to access grade level content through accommodations and understand how to advocate for themselves.

Using data driven instruction and intervention through progress monitoring, CDS will use the following strategies to accelerate learning for all students: 1) ensure that each student is progressing, 2) students are able to access the curriculum by use of accommodations, 3) creation through project based learning, 4) collaboration, 5) multisensory, 6) visual, 7) emotions and 8) movement with whole kinesthetic activities. These tools will be used when considering goals which will be collaboratively written by the student success team and support goals written in a student's IEP. In the event that a student does not have an IEP, an Academic Learning Plan (ALP) will give the student an opportunity to engage with the teachers regarding academic goals and pathways to achieving those goals.

The delivery of all interventions will include multisensory, systematic and cumulative, explicit instruction, diagnostic

SCHOOL DESIGN

High-Quality Instructional Materials and Instruction

teaching to the automaticity, synthetic and analytic instruction by highly trained individuals to deliver best possible instruction to dyslexic students (<https://tea.texas.gov/sites/default/files/texas-dyslexia-handbook-2021.pdf>).

MATH INTERVENTIONS: CDS will utilize supplemental intervention math programs incorporating screening to determine specific skill deficits, evidence based interventions targeting individual skill deficits, using a variety of tools, including the Marilyn Zuckers's Math Program. Marilyn Zucker's Math program was developed to work with students who have language based disorders such as dyslexia. The program incorporates multisensory tools and aligns with the Oston Gillinghouse Multisensory Methods. This model of learning math focuses on hands-on learning, moving from manipulating 3D models to represent a concept to 2D to the numerical representation. CDS will utilize a variety of intervention tools depending on the individual student's needs (<https://bit.ly/31setyj>).

SCIENCE INTERVENTIONS: STEMscopes intervention resources will be used to support students struggling with the content. It is essential for CDS to offer various avenues for their students to explore science concepts. CDS will differentiate their instruction by providing picture vocabulary for visual learners, literacy connections, videos, interactive games, virtual science labs, or group discussion activities. By giving various modalities, students are more likely to find an avenue that works best to learn new content or reinforce previously known content (<https://www.stemscopes.com/resources/learning-equity/stemscopes-science-k5-tutoring-and-intervention-guide.pdf>).

READING/ELA INTERVENTIONS: CDS will use a model of intensive reading intervention to close basic skills gaps without sacrificing access to grade level content. In addition to structured literacy instruction and supportive materials, delivered through the above methods, accommodations will be explicitly taught, and built into every lesson plan. As described in the High Quality Instructional Materials (HQIM) section, during this time, students will work in small groups and one on one settings to practice reading fluency, phonemic awareness and specific components of the structured literacy model. Since each student is unique, and interventions will be delivered through small group instruction, students will get significant small group and one on one time during the intervention period.

As an accelerated learning model, it will be of equal importance to also explicitly teach students at CDS how to use the wide array of accommodations available to remove academic barriers. It will be a campus goal for students to learn which accommodations they need, how to use them, and how to advocate for them. As the Texas Dyslexia Handbook tells us (p. 54), "accommodations provide the student with dyslexia effective and equitable access to grade-level or course instruction in the general education classroom. Accommodations are not one size fits all; rather, the impact of dyslexia on each individual student determines the necessary accommodation." Examples of accommodations include copies of notes (e.g., teacher- or peer-provided), note-taking assistance, additional time on class assignments and tests, reduced/shortened assignments (e.g., chunking assignments into manageable units, fewer items given on a classroom test or homework assignment without eliminating concepts, or student planner to assist with assignments), alternative test location that provides a quiet environment and reduces distractions, priority seating assignment, oral reading of directions or written material, word banks, audiobooks, text to speech, speech to text, electronic spellers, electronic dictionaries, formula charts, and adaptive learning tools and features in software programs (<https://www.ddpc.org/accommodations>).

http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

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STAFFING PROJECTIONS: SPECIAL EDUCATION

Estimated Number of SPED Teachers for Year 1	7
Estimated Number of SPED Support Staff for Year 1	0

IDENTIFYING AND SERVING SPECIAL EDUCATION STUDENTS

Describe the methods for identifying, evaluating, and appropriately placing students with disabilities in the most appropriate educational setting. Discuss how the school will meet requirements of Child Find.

CDS is a dyslexia-focused open-enrollment charter school. While we fully expect to serve a diverse group of students, we anticipate that most families will be enrolling to find evidence-based learning solutions for differently abled students. The neighboring school districts serve a special education population of 11.9-13.1%, these districts also report 3.76-4.83% receiving dyslexia services compared to 4.55% on average in ESC Region 20's service area. With the national statistics showing 20% students being dyslexic, this particular population is almost certainly being underidentified and underserved. In addition, 47-72% of these families are reported as economically disadvantaged. As regulated by Section §504 and IDEA, every child is legally entitled to a free and appropriate public education. At CDS we believe this wholeheartedly and also add that every child's education MUST teach them how to read. For the student with dyslexia, proper interventions in reading and guidance on how to use accommodations is crucial. Many of our families will not be able to afford private tutoring or private instruction for their children with dyslexia. An opportunity within the community to have students receive the quality interventions needed in order to have access to proper education and experience academic success is needed.

CDS will proactively follow all state and federal guidelines in ensuring that every student receives the services they need. This will include following the protocols for transfer ARDs, as well as promptly reviewing and implementing IEPs and §504 plans. Upon admission with an existing IEP, CDS will request previous student records from the prior school system through TReX but also from the parents due to potential delays from the prior school system in meeting their statutory deadline to transfer records. We will meet with the parent, student and their school-based advocacy team to discuss specific needs to be met (<https://bit.ly/3rG3ADN>, <https://bit.ly/3okrpiA>). Changes to the IEP can only be made by the ARD committee. If needed, a full individual evaluation (FIE) will be administered at CDS' expense by the staff educational diagnostician, and parents will have the right to an independent educational evaluation (IEE) also at CDS' expense in accordance with federal and state law. The campus will also have an educational diagnostician and counselor, found on line items 26 and 19 in the financial workbook who can provide additional support for the student with emotional or behavioral concerns. CDS will use Frontline and Eduphoria software to maintain records and track student's progress.

For students that do not have an IEP or §504 plan, CDS will follow TEA's Child Find and Evaluation process in order to meet our obligation to state and federal laws and regulations in regard to identification, evaluation, and services for students which may qualify for special education and related services. This may include referral and evaluation for students with dyslexia through the special education process based on TEA guidelines. CDS will proactively hold professional development training, administrative staff training, and include training to parents on Child Find procedures and will post this information on the district website and parent handbook. All parents will be provided a copy of TEA's procedural safeguards and reminded of their rights at every ARD or §504 meeting. Information posted will be in English and Spanish, and will also be available for translation in other languages as needed. Screenings will be available at no cost to parents on a yearly basis including general health, vision, hearing, mental health and academic universal screenings to promptly identify and support students who may be at risk. Ongoing Child Find implementation will follow state and federal guidelines, in addition to committing to an educational environment for students that will offer them an emotionally safe educational environment that will allow them to

enjoy and discover their strengths while giving them opportunities for rigorous learning.

For students that are struggling in areas of reading and math, students will be screened 3 times per year using universal screeners (fall, winter and spring). Based on the data from these screeners, other data collected from formative and summative assessments as well as any data collected from an IEP or §504, the team advocating for that child may decide more intense interventions need to be offered by the classroom teacher in smaller groups entering a Tier 2 model. Classroom teachers will meet with the Academic Dean and discuss the student's progress. If satisfactory progress is not being made, Tier 3 will be recommended for more targeted intervention. Progress will be monitored by the intervention teacher in frequent intervals to analyze data and determine if intervention is effective, and the team will adjust grouping size and/or interventions used accordingly. The goal for the CDS campus will be to hire to 100% dual-Certified Teachers in ESL and Special Education to allow for maximum intervention opportunities and flexibility in grouping and scheduling throughout the school day.

Early identification for students with dyslexia is crucial for interventions to be most effective. Every student at CDS will be screened upon admission. The referral for special education evaluation does not take the place of Response to Intervention (RTI) and likewise, the RTI process does not take the place of a Child Find referral for special education. Every student at CDS will have access to high quality research and evidence based interventions as a part of their school day. If a teacher believes that a student may have a disability, or may need further specialized instruction, the teacher will contact the designated administrator on the campus to review concerns. The general education teacher will complete the Teacher Input Form and submit all other pertinent data and information regarding the student in their class. The teacher will also collect questionnaires and other necessary documentation from the parent. A meeting will be scheduled with the established student advocacy team to review the student's data and all pertinent information from the campus to include grades, results of universal screeners, history of intervention, teacher input, parent input, discipline logs (if any), as well as vision and hearing screening. The following individuals will be a part of the student's advocacy team: the student, the parent, general education teacher, special education coordinator, qualified instructor, and the education diagnostician. Based on the data, the committee will decide on next steps such as a continuation with current interventions, change interventions, consider a referral for Section §504 or consider a referral for a full individual evaluation through special education. If a consensus by the advocacy team leads to a special education evaluation, the campus educational diagnostician will complete the evaluation per state and federal guidelines. Again, RTI will not delay a special education referral, and CDS recognizes the special education Child Find obligations run independent from RTI or other multi-tiered systems of support (MTSS) that may be implemented.

At CDS we know that the parent is the best advocate for their child. Parent requests for evaluation will be given the time and attention they deserve to have all questions answered. If a parent requests a referral for special education evaluation, a written request should be made to the campus Superintendent/Principal, campus special education coordinator or the associate principal. If a parent requests an evaluation from the classroom teacher, it will be a commitment from each CDS teacher to forward the request to the aforementioned individuals. Upon receiving the request, the parent will be notified in writing (preferred language) of the process and timelines. During the 15 school day timeline, the school will gather all relevant information (such as behavior, grades, work samples, results of state testing and universal screeners), meet with the student advocacy committee and decide upon a course of action. A parent will also be informed of their procedural safeguards and the ability to request an independent educational evaluation at CDS's expense.

Once a referral has been initiated, the Special Education Coordinator will enter that information on the evaluation tracking spreadsheet. The educational diagnostician will contact the parent to provide an explanation of the written notice and obtain consent for evaluation. Training on this process will take place on a yearly basis with all parents, teachers, staff and administrators. All information about this process will be in the parent/student handbook as well as an information packet provided to the parents including the most recent version of the TEA's procedural

SCHOOL DESIGN

Special Populations: **Special Education**

safeguards. Special Education teachers will provide current academic achievement and performance, recommend accommodations, academic goals, STAAR assessments (for grades 3-8), history, ALPs, as well as a detailed proposed schedule of services to the student's advocacy committee.

The written report of the evaluation will be completed no later than the 45th school day following the date written consent was received. The student advocacy committee, or ARD, will meet to determine eligibility no later than 30 days from the date of the report by the educational diagnostician. If the 30th day lands during the summer, the committee will meet during the weeks blocked for IEP/§504 meetings in the summer or no later than the first day of school. (<https://childfindtx.tea.texas.gov/documents/Initial%20Eval/Network%201%20FIIE%20Timeline%20FINAL.pdf>).

http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

Describe the design of the free appropriate public education (FAPE) model that will meet students with disabilities' unique needs in the least restrictive environment (LRE). Outline a thorough continuum of services.

CDS will provide for the individual needs of each student and comply with all state and federal statutes and guidance implementing best practices to meet the needs of all students ensuring every student will have access to a free and appropriate education (FAPE). The least restrictive environment (LRE) will be provided so that students with disabilities can experience academic success. Based on PEIMS and TAPR data in surrounding schools reflected in the demographic data section, an average of 12.3% are classified special education students, 61.4% at risk, 7.4% gifted and talented, and 17.5% Emergent Bilingual/English Learners.

Additionally, the surrounding school districts (San Antonio ISD, Harlandale ISD and Northeast ISD) report an identification rate of 3.76-4.83 percent of students receiving dyslexia services. CDS expects to have a higher number of at-risk students because of the mission, vision and curriculum focused services to dyslexic students and others that have experienced a history of academic difficulties.

CDS will keep the intentionally small classroom sizes as well as low student to teacher ratio and train and/or hire dually certified teachers to allow for maximum flexibility of support and intervention services, including each IEP and §504 plan. For students enrolling in the campus with existing §504 and IEP plans, these student ARD committee meetings will to the greatest extent possible take place in the summer before instruction has occurred so that the whole team, including the student, can best prepare for the upcoming year. We recognize timelines do not necessarily run in the summertime, but we will do our best to exceed the base legal requirements and have adjusted teacher contracts and pay to reflect this commitment. CDS has planned to add grades and classes based on capacity of dyslexia COHORT training. A dyslexia COHORT is the group of teachers that are progressing through academic language therapy training together. If need arises and we are able to hire qualified dyslexia teachers, more classes will be added.

It is important to have an open and inclusive conversation with the student and the student's advocacy team (ARD committee) regarding the approach to instructional decision making. The CDS student advocacy team will include the student, parent, the teacher of record, the special education teacher, the Qualified Instructor (with requisite certifications), and any other individual or specialist who has knowledge or special input as an advocate for the student to include teachers certified in specialities to include visual impairments, deaf, etc. The instructional decision making process will begin and end with the student's academic success, and comply with state and federal guidelines. Every student will have their own unique needs and fit into the CDS model in ways that meet those needs. First, curriculum and instruction decisions will be made. Second, the support and service decisions will be made. Finally, location decisions will be made to determine the least restrictive environment for learning.

As part of its model, CDS will implement a continuum of services, which are discussed below, to ensure that the needs of all students with disabilities (mild, moderate or severe) are met. The Individuals with Disabilities Education Act ensures that any child with a disability who needs special education and related services is advancing from grade to grade. Eligibility determination for these services will be up to the Student's Advocacy Committee (ARD). The ARD committee will meet regularly to discuss placements and services for students and monitor progress to determine if placements or services need to be adjusted. And, before the beginning of every academic year, students and their advocacy teams will meet for the IEP and §504 meetings. This will be an opportunity for all stakeholders to best prepare for the upcoming school year and give students an opportunity to meet their teachers and have a voice to express their IEP and §504 plans as well as give input as to what works best for them in an academic setting. It will also give time for the student to let teachers know what their personal goals are for the upcoming school year.

CDS believes that by providing structured literacy, evidence based intense reading interventions and removing barriers to education, all students are capable of academic success and achieving their personal goals. By removing the barriers to learning, equitable outcomes for every student can be achieved through the Free Appropriate Public Education process and a commitment to high expectations. The continuum of services will include specialized instruction, counseling, transportation, common accommodations and modifications, etc., which will help make sure that each student has the least restrictive environment to learn. Students will be included in general education classes as much as possible, with the freedom to add support to the general education environment, provide partial inclusion, or a complete special education classroom. Push-in services will be implemented to the greatest extent possible, but depending on the level or type of support needed, students may also receive pull-out services to provide the least restrictive environment.

Because of the intentionally small classroom size as well as low student:teacher ratio, small group instruction will be available for every learner, but most available for those that need this provision. If the student can remain academically successful in the existing curriculum and instruction environment as offered, the student will remain in the current environment. If not, the student and their advocacy team will discuss if the student can be successful in the same environment if they receive accommodations. If so, they will remain in the same environment, with the accommodation added to the §504 or IEP. If not, the student and their advocacy team will decide if modifications are required to achieve curriculum goals and expectations regarding assessments, and additional support decisions will be made. If the student can participate in the curriculum without additional personal assistance, the curriculum will remain as designed. If not, adding a personal assistant in the form of a peer, adult para teacher or teacher will be offered. If the student is still struggling, the location decision will be made collectively to determine the best environment for achieving academic success. If the student is not able to participate in learning amongst their peers in the current general education classroom, another classroom will be considered. CDS will take students' IEPs and IEP goals, as well as collected data into consideration when determining which supports and services are needed in order to achieve the established IEP goals within the least restrictive environment. Additionally, if the ARD committee identifies transportation needs for any students with disabilities, CDS will ensure they work with families to fulfill these needs.

Transition planning for 6-8th grade will begin with the gathering of necessary information, including data, strengths, needs, preferences and interests. The ARD committee, including the student, will agree on a shared goal and create a road map for getting there. These plans will be delivered through implementation that supports the curriculum and goals and objectives agreed upon in the IEP for transition service (<https://texasprojectfirst.org/ard-iep-agenda/>). http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

SCHOOL DESIGN

Special Populations: **Special Education**

How will the school assess for over-identification and representation of particular student groups in special education programs?

CDS anticipates attracting students with specific learning disorders in reading in a disproportionate number. Many students who will attend our campus will already be identified or have signs and symptoms to be at risk for dyslexia. The goal of CDS is to support students with intensive intervention, allowing them to close basic reading skill gaps and ensure their ability to succeed within any campus. In order to best serve our students, it will be crucial not to misidentify any student for special education services. Through our comprehensive identification and evaluation processes based on best practices, and our fidelity to the Child Find process, we are confident that CDS will avoid over-identification and representation in its special education programs. Our identification processes require the submission and review of specific information around students and their performance, as well as identified concerns, and the ARD committee will be diligent and objective as they review each case so that they make evidence-based decisions on placements and support for students. Staff will receive professional development around the identification process and how to properly document and submit data and concerns around students, and the ARD committee will thoroughly vet all referrals in order to determine whether or not a student qualifies for special education services.

For the students that aren't already identified, the Leadership Team will review and assess data such as Tier 3, RTI, MTSS on students in order to determine if there are any trends that may indicate a pattern of over-identification or an over- or under-representation of student subgroups. If trends are noted, the Leadership Team will review meeting notes and process documentation to further investigate if there has been over-identification, or if all protocols were implemented with fidelity. In the event that it appears there is over-identification and representation of specific subgroups, CDS will evaluate and refine the processes, and also provide additional professional development to staff in order to address possible biases, as well as ensure everyone is aligned around how the identification process is executed.

As part of our mission, we are committed to guide each student to be self-driven and experience success in education. As such, we are committed to ensuring that by the end of eighth grade, all of our students are prepared to successfully meet all graduation requirements, regardless of disability. As discussed in our application, through our model, we will develop and support teachers to provide the instructional support necessary to ensure all of our students meet expectations and achieve established goals. Additionally, through the regular review and monitoring of IEPs, the ARD committee will define goals for students, and identify supports and services needed to achieve the goals.

http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

If serving middle and/or high school grades, discuss plans related to graduation and/or transition for students with disabilities. If not, put "NA" in the response box below.

CDS will serve grades 2-8 and we will conduct transition planning and transition ARDs for our students following legal requirements. CDS believes it is important to support students' knowledge of their strengths and unique abilities as early as possible so they will be ready to engage in planning for their future in high school. CDS will support this process through PBIS programming. Additionally, CDS will include individualized transition plans (ITP) as part of students' IEPs, so that students and families start thinking about the transition process early on and have this information as students move on to high school. ITPs will include information such as interests, strengths, and needs, and will be used as part of the full IEP to determine support and services for students, as well as ways in which they might further cultivate interests. By implementing transition plannings, students will gain a deeper understanding of themselves and will be better prepared when they enter high school. Our students will be involved in this process and importantly, transition planning will guide the creation and development of IEPs. Transition plans will include the mandated outcome areas under federal law and go beyond to develop a real

framework for life after high school.

In order to guide students in learning how to self-advocate, their voice and presence will be a major component to the Student Advocacy Committees. Instead of the adults who nurture them talking about their needs, students will be encouraged to participate in the process. There will be an understanding and support that there are times when students have to try many different avenues and combinations of accommodations to find what works best for them. There will be leniency and grace during this process, encouraging students to find what works best for them. Students will be guided in developing their own short and long term goals, understanding that their lives are a continuous road map and there are many points along the way for them to accomplish, discover and dream. This process will not just include them in the conversation during their time at CDS, but they will have the opportunity to learn how to engage in these conversations and advocate for themselves throughout the next steps of their academic journey. http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

MONITORING AND EVALUATING SPECIAL EDUCATION PROGRESS

Discuss plans for monitoring and evaluating progress of students with mild, moderate, and severe disabilities to ensure attainment of students' goals as set forth in their Individualized Education Program (IEP), including all staff responsible.

CDS will use progress monitoring as an essential tool in evaluating the effectiveness of interventions and curriculums used throughout the CDS campus. Progress monitoring will allow reporting on student progress and mastery throughout the year. While classroom teachers will be administering the tests/quizzes and benchmark activities, the SPED and EB/ELL lead teachers (found in line item 22 and 23 in the financial model) will be tracking the progress of the students for reporting and IEP conversations. Robust progress monitoring by all CDS teachers through mechanisms such as formative and summative assessments, will allow students and teachers alike to understand where the learning gaps are, and deliver a more prescriptive approach to learning and instruction delivery. Tools used in progress monitoring will assist teachers in collecting and analyzing data to guide instruction delivery that support students mastering content and grade level TEKS, as well as meeting IEP goals.

The ARD committee will conduct a formal annual IEP meeting during which they will review students' IEP goals and make revisions as needed. Progress reports will be provided at each grading period (every 9 weeks) to the family regarding their child's progress towards their IEP goals will also be documented in the IEP by CDS and included in the IEP. Examples of progress monitoring tools will include, oral reading fluency, single word reading lists, reading comprehension, math computation and calculation, spelling, speech/language, writing fluency, and behavior. http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

STAFFING PROJECTIONS: ENGLISH LEARNERS

Estimated Number of Bilingual/ESL Teachers for Year 1	2
Estimated Number of Bilingual/ESL Support Staff for Year 1	2

IDENTIFYING ENGLISH LEARNERS

Describe the methods for identifying and appropriately placing English learners in appropriate instructional settings.

At CDS, we will make sure that every student gets the necessary support they need to experience academic success. Identifying Emergent Bilingual students (EB) is a step of that process which is crucial to the CDS campus and its proposed location. The proposed location of our facility has an EB population projection of 21%.

IDENTIFYING EB/ELs: 19 TAC Chapter 89: Adaptations for Special Populations, Subchapter BB, last amended and effective on April 14, 2020, will be followed to identify, place, and reclassify Emergent Bilingual Students. The process will begin by administering a home language survey (HLS) to all parents upon enrollment at CDS. The HLS shall be administered in English and the primary language to every student enrolled. Based on the response to the 2 key questions that will identify if the student speaks a language other than English at home they will be assessed with an oral language proficiency test (OLPT) through the Data Recognition Corporation (DRC) LAS links Battery of Assessments. This HLS and the assessment will be administered upon enrollment to ensure there is no delay in high quality education. This process will take place no later than 20 days after enrollment as required by TEA. It measures proficiency in the four language domains which consists of listening, speaking, reading and writing to determine eligibility of services and placement. As required by the TEA, all of the language proficiency testing shall be administered by professionals or paraprofessionals who are proficient in the language of the test and trained in the language proficiency testing requirements of the test publisher and will receive professional development every two years.

Parents/guardians will receive the oral language assessment results and the necessary information needed to make an informed decision about the availability services. As per state regulations, parents can choose to accept or deny services. Information will be offered to the family in the home language. Upon identification, the student will receive linguistic and academic support services, along with any other support required if they are also identified as needing special education services. The programs will use instructional approaches designed to meet the specific language needs of EB/EL. The basic curriculum content of the programs will be based on the Texas Essential Knowledge and Skills (TEKS) and the English language proficiency standards (ELPS) required by the state. If a student is identified as both an EB/EL and special education, both the LPAC and ARD committees will decide on assessments, program services, and instruction. If a parent denies EB/EL program participation, the student will not receive services, participate in EB/EL summer school programming, or receive support from the LPAC on state assessments. Students with parent denials will receive English Language proficiency Standards (ELPS) in all content area instruction, take the TELPAS, be reviewed annually by the LPAC to measure linguistic and academic progress that will be shared with the parents, be reclassified as English proficient when reclassification criteria are met, and enter two years of monitoring by the LPAC and an additional two years of PEIMS monitoring for federal reporting purposes.

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SCHOOL DESIGN

Special Populations: English Learners

Describe the research-based instructional programs, practices, and strategies that will be implemented to allow English learners the opportunity to master grade-level academic content and develop their language proficiency in English through: (1) Outlining the specific bilingual education program/model to be implemented and teacher certification requirements or (2) Stating that English learners will be served through content-based ESL instruction and distinguish that if the EL population meets the “20 Student Rule,” then students with Spanish as the primary language will be served through a bilingual education model, if appropriate.

ACCESS TO GRADE LEVEL CONTENT: To ensure that all EB/EL students have access to grade level content, CDS will offer a One-way Dual Language Program Model (OWDL) for 2nd-5th grades, and ESL model for 6th-8th grades..Since we are projected to serve a 21% EB/EL population or about 24 students, we have budgeted for 2 bilingual education teachers to support those students at the same low teacher to student ratio as our overall school model in year one. A OWDL program was selected based on the demographic context and community where CDS will be located. OWDL classrooms are comprised of EBs/ELs and will be instructed in both languages (Spanish and English). This model will allow the varying language proficiencies in both languages to develop fluency. The 3 pillars of dual language education are foundational to this model's success. These pillars are: bilingualism and biliteracy, high academic achievement, and sociocultural competency. Bilingual education programming will be provided by CDS teachers that meet the required TEA certification to teach EBs/ELs which includes second language acquisition mastery methods. The goals will be for EBs/ELs to grow their biliteracy skills which includes attaining full proficiency in English in all 4 language domains (reading, writing, listening, and speaking, as well as metalinguistic competence). All this will encompass a focus on: the core academic curriculum rather than a watered-down version, high cognitive demand of grade-level lessons, and collaborative learning in engaging and challenging academic content across the curriculum.

A Content-Based ESL program will be implemented for middle school students who have a primary language other than English and are identified as EB/EL. An ESL/content-based program model is an English acquisition program that serves students identified as English learners through English instruction. The goal of content-based ESL is for Emergent Bilingual/English Language learners to attain full proficiency in English in order to participate equitably in school. This model targets English language development through academic content instruction that is linguistically and culturally responsive in English Language Arts and Reading, Mathematics, Science, and Social Studies (19 TAC Chapter 89: Adaptations for Special Populations, Subchapter BB, last amended and effective on April 14, 2020). Certified teachers who are prepared in both content and English language development (ELD) and English as a Second Language (ESL) will teach EBs/ELs. They will work with identified students in all content instruction including ELAR, mathematics, science, and social studies, enabling students to become proficient in listening, speaking, reading and writing in the English language. Language proficiency will be assessed annually as per TEA, with the Texas English Language Proficiency Assessment System (TELPAS). CDS will recruit and employ highly qualified teachers who are content and ESL certified (see line item 23 in financial workbook).

STAFFING: At the elementary level, we will be hiring two certified bilingual teachers to serve as the teacher of record for our identified EB/EL students while maintaining our low teacher-student ratios. At the middle school level, since we have allocated for all content area teachers to be ESL certified, we will have multiple ESL certified teachers, with at least 1 per grade level to serve our identified EB/EL students. In addition, the Associate Principal will be the administrator who oversees the Bilingual and ESL programs. Each student that is identified as an EB/EL will have a language proficiency assessment committee (LPAC). This will include a certified bilingual educator (elementary) or certified ESL educator (middle school), an official parent representative or the student's own parent, the associate principal, and the student. The LPAC committee will monitor the performance of the student and develop modifications and plan for support.

EB/EL STUDENTS WITH DISABILITIES: When a student with a disability has been identified or is in the process of

being identified as an EB/EL, the student's admission, review, and dismissal (ARD) committee must work in conjunction with the language proficiency assessment committee (LPAC) to ensure appropriate identification and reclassification of the student and recommended placement in a bilingual education or English as a second language (ESL) program [19 TAC §89.1226 (h), (l), and (m)]. If the student's ability in English is so limited or the student's disabilities are so severe that the English language proficiency assessment described in 19 TAC §89.1226(c) cannot be administered, CDS will implement assessment procedures that differentiate between language proficiency and disabling conditions in accordance with 19 TAC Subchapter AA (relating to Commissioner's Rules Concerning Special Education Services) and shall establish placement procedures that ensure that placement in a bilingual education or ESL program is not refused solely because the student has a disability. Access to special education and bilingual or ESL services may not be restricted or denied due to limited staffing, scheduling, or other reasons of administrative convenience. All reclassification criteria will be taken into consideration including TELPAS scores, TEA-approved NRT, STAAR data, and results from the English learner reclassification rubric.

http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

MONITORING AND EVALUATING ENGLISH LEARNER PROGRESS

Discuss plans for monitoring and evaluating the progress of English learners, including students who have exited the program. Include all staff responsible (such as the Language Proficiency Assessment Committee administrator or designee).

MONITORING PROGRESS: In order to commit to meeting the needs of all EB/EL, strong monitoring systems will need to be in place. First, within the initial 30 days of school, the LPAC Coordinator will provide parents with a progress update and indicate whether or not they would continue in the Bilingual or ESL program.

CDS will monitor and regularly assess participating and nonparticipating EB/EL students in English language proficiency standards (ELPS) and content knowledge. All bilingual and ESL teachers will ensure that classroom instruction embeds both the ELPS and TEKS in the planning and delivery of lessons. Throughout the year, as the leadership team monitors student academic achievement via formative and interim assessments, they will also monitor students' academic language proficiency development. Bilingual and ESL teachers will add questions that assess mastery on the ELPS to frequent checks. For the interim assessments, EB/EL students will be able to choose performance assessments that allow them to not only demonstrate content mastery in their primary language but also demonstrate mastery of their English language proficiency. Comprehension monitoring will occur to ensure EB/EL students are understanding what they are reading. This will be done through a variety of on-going formative assessments such as "think-alouds," "talk and turn" and "cooperative group work," independent work where students can demonstrate the attainment of the 5 pillars of literacy (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Students will also be provided with rubrics so that they can self-assess progress with their written language skills and check specific areas where they identify they can improve (Birsh, J., & Carreker, S., (2019). *Multisensory Teaching of Basic Language Skills: Language and Literacy Development*).

Lastly, to accommodate parent engagement and access, our campus will have a bilingual member of the CDS team available to communicate regularly with families about student's progress, and available to alleviate any questions or concerns.

RECLASSIFICATION PROCEDURES: In accordance with administrative procedures established by the TEA and in the Texas Administrative Code, Chapter 101, Subchapter AA, Commissioner's Rules, participation of EB/EL in state assessments requires language proficiency assessment committees (LPACs) to make assessment decisions on an individual student basis. For EB/EL participating in a bilingual or ESL program, the LPAC will monitor the progress of

SCHOOL DESIGN

Special Populations: **English Learners**

academic and language proficiency and ensure participation in TELPAS (listening, speaking, reading, and writing) until reclassification as an English proficient student.

Our goal is to grow our EB/EL students one proficiency level per year and to ensure that 100% of our students reach the Advanced High proficiency level in all 4 language domains by the end of their time with CDS. At the end of the school year, the LPAC reviews every Emergent/English learner identified in PEIMS being served in the EB/EL program; with a parental denial; and who has been reclassified as an English proficient student and is in his or her first (F) or second (S) year of monitoring. To exit from the EB/EL program, a student may be classified as English proficient only at the end of the school year in which a student would be able to participate equally in a general education, all-English instructional program. This determination shall be based upon meeting the requirements set by the TEA to routinely demonstrate the ability to participate in grade-level content instruction without second language acquisition support. For each English learner, the LPAC reviews the progress of academic and language proficiency, determines if reclassification criteria has been met, and notifies the parent or guardian of progress and reclassification/exit, as applicable. At CDS we will use the following summative assessment results to determine exit: attaining the "standard met" on the mCLASS Reading Inventory or a score at or above the 40th percentile on both English reading and ELAR sections of the NWEA MAP.

Once a student is exited and reclassified, the LPAC will continue to monitor the student's academic progress for two years. If a student is demonstrating signs of struggle or fails a core curriculum subject within this time frame, the committee will determine reentry into the program based on the student's language proficiency needs. In order to ensure that our EB/EL students are receiving robust and effective program services, we will conduct, as required, a bilingual education/English as a second language (ESL) program annual evaluation in accordance with Texas Education Code (TEC), §29.053, collecting a full range of data to determine program effectiveness to ensure student academic success. The annual evaluation report shall be presented to the board of trustees before November 1 of each year and the report shall be retained at the school district level in accordance with TEC, §29.062. CDS will determine program implementation success as per the Program Implementation Rubrics (One-way Dual Language and EB/EL) to determine further development or improvement of the program. These rubrics can be found at <https://tea.texas.gov/academics/special-student-populations/english-learner-support/english-learner-program-implementation-resources>.

Our commitment to our Emergent Bilingual/English Language Learners will ensure equitable access to all components of the school model. All students will be eligible for all enrichment, recess and field trips.
http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

ADDRESSING THE ACHIEVEMENT GAP

Describe how the school will meet the needs of identified at-risk and underperforming students; reference the (1) qualified staff (including ratio), and the (2) structure(s) or programs that will support students such as counseling, academic interventions, or other services.

As Hilliard states, at-risk students fail because of a lack of appropriate, high quality instruction on a consistent basis (<https://files.eric.ed.gov/fulltext/ED313464.pdf>). For that reason, we have selected, high rated curriculum that is aligned to the TEKS and has the ability to be scaffolded. Teachers will work collaboratively during professional development to add in differentiated supports within the core content curriculum lessons for the at-risk identified students. Intervention is important for filling in the gaps but this needs to be complemented by high quality core curriculum instruction.

Given our desire to serve underserved student populations, CDS projects serving a population of about 65.7% at-risk students. This means that at capacity, around 368 of the 560 students enrolled at CDS will fall into this category. For this reason, our overall school model has been designed with the at-risk student in mind. The teacher student ratio is 1:12.

First, we know that at risk students in Texas are defined as a student that could be at-risk of not graduating. We predict that most of the students that arrive to us are already-identified at-risk. Additionally, students that have a limited English proficiency are also defined as at-risk. While the most obvious cause of this is academic gaps, repeated instances for at risk students in academic failure lead to negative self identity. For these reasons, our support services will be two pronged; academic intervention and PBIS.

In order to fill learning gaps for students, we have incorporated two intervention blocks throughout the day. These blocks will allow targeted reading instruction and also assist with improving English proficiency skills. The second intervention block will be used for small group pull outs. Intervention Curriculum and strategies are discussed in the Accelerated Learning section.

As Donmoyer and Kos share, improving at-risk students' self-efficacy can support their motivation in learning (<https://bit.ly/3ppzQsb>). Knowing that many of our at-risk students may have faced stigma in the classroom due to repeated academic failure that can create barriers to learning, teachers will implement strategies to encourage self advocacy, character building and soft skills that will support in developing a safe environment for students to learn. Teachers will be trained in trauma informed practices by our partner organization - Communities in Schools. Additionally, through the Second Step curriculum program, teachers will support students in techniques to help their growth. For example, students will learn to examine problems, think of solutions and pick a solution that may work.

ALL staff will be responsible for the support of at-risk students. The Associate Principal will be responsible for analyzing and reviewing data to monitor and track at-risk student progress. In addition, the Counselor (found in line item 19 of the financial model) will work closely with teachers to ensure they have the necessary support to provide the PBIS support. The Counselor will also be available to provide additional services to the students with more severe needs, such as behavior challenges, documented anxiety and depression.

Since one of our key instructional practices is data driven instruction, teachers will already be trained on key practices in ensuring instructional gaps for at-risk students are being reduced. Within all trackers, sub-population data will always be analyzed which will include at-risk students. The use of Frontline and Eduphoria will give parents and students the opportunity to see their own gaps and strengths and advocate for themselves as well. The Associate Principal will hold parent conferences to ensure families are aware of the progress for their students. Given the high percentage of expected special education and EB/EL population, we expect most of the at-risk

students to fall in one of these categories. If that is the case, we will ensure that the student advocacy committee and/or the LPAC committee also track information on the student's at-risk status.

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MONITORING PROGRESS IN REDUCING THE ACHIEVEMENT GAP

Discuss the plans for monitoring the progress in reducing achievement gaps, including research-based programs.

Ensuring that at-risk students are receiving high quality core curriculum instruction along with intervention supports are necessary components to ensure their academic success. However, given the goal we are striving towards is student outcomes, we will track data that allows us to measure progress. First, since all teachers will be responsible for the academic success of students at CDS, particularly those in special education, teachers will frequently report progress on formative assessments in Eduphoria. This will allow staff to quickly monitor and identify students that are meeting content standards and those that may need additional support.

During the monthly Refresh professional development days, teachers with the support of the instructional leadership team, will monitor the progress of all students in special populations programs. Research shows that while monitoring progress is critical to address gaps, the response to intervention process is even more important (<https://www.tandfonline.com/doi/abs/10.1080/02796015.2007.12087920>). Thus, based on the data collected on a monthly basis, teachers and instructional leaders will assess effectiveness and make the necessary pivots.

Because CDS' focus is on providing critical intervention to students with dyslexia to learn how to read as close to grade level as possible and learn how to access grade level content, therapy effectiveness will be assessed on a frequent basis with regular progress monitoring in the areas of phonemic awareness and phonological awareness. Therapists will collect fluency data frequently allowing students to also track their progress through speed, accuracy and expression. This will be done by assessing the words correct per minute, accuracy (which will be the percentage of words correct per minute divided by the total words read), in addition to expression and intonation. Four additional areas to consider are: expression and volume, phrasing, smoothness and pace. Students will have the opportunity to choose which of these four additional areas they would like to work on. Reasonable goals for the student with dyslexia will be made once an opportunity is given to track fluency and compare expected fluency rates and growth. In *Overcoming Dyslexia*, Drs. Shaywitz lists normed oral reading fluency rates and correct words read per minute goals as the following: Spring, first grade: 40 to 60 correct words per minute; Spring, second grade: 80 to 100 words correct per minute; Spring, third grade: 100 to 120 correct words per minute; Spring, fourth grade and above 120 to 180 correct words per minute (<https://bit.ly/CDSShaywitz>).

The board of trustees is committed to supporting the Superintendent/Principal in all efforts to ensure progress towards closing the achievement gap. Given the target location along with the high level of special education and EB/EL students we are projecting, we know that we will need to play a more active role in monitoring progress. For that reason, the academic committee of the board will meet monthly to review data as well as conduct analysis of the campus in person. The academic committee and the Superintendent will then report to the board in quarterly meetings the progress that they are discovering and whether any statistically significant findings have been developed that have created a change in program or approach. If changes in curriculum need to be made or additional programs offered, the academic committee will bring those solutions to the full board of trustees at that time for consideration.

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SCHOOL DESIGN

Assessment of Learning & Data-Driven Instruction

LOCAL ASSESSMENTS [EE3–GRADE 2]

The proposed charter school will serve grades EE3–Grade 2.

The proposed charter school will not serve grades EE3–Grade 2.

Summative and formative assessments the school will use to assess student progress and achievement throughout the year.

GRADES	DESCRIPTION OF ASSESSMENT AND TIMEFRAME	ANNUAL PERFORMANCE GOALS
Grade 2	TELPAS, Listening, Speaking, Reading and Writing (ELLs in all grade levels) Feb 17 - Mar 28 2025	All students grow at least one proficiency level annually
Grade 2	NWEA MAP September, January, April	90% of students meet their growth goals
Grade 2	Interim assessments Every 6 weeks	All students show 70% standards mastery
Grade 2	mCLASS Reading Inventory September, January, April	80% of students will be meeting on level standards for reading
Grade 2	Exit tickets, quick verbal checks, graphic organizers Weekly	All students show 60% standards master on first assessment and 70% on second.
Grade 2	CoGAT, Cognitive Ability Test Spring 2025	Results will help educators be more successful in implementing interventions that will improve students' cognitive skills

Click to add a row to the table above.

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LOCAL ASSESSMENTS [GRADES 3–12]

Summative and formative assessments the school will use to assess student progress and achievement throughout the year.

TYPE	GRADES	DESCRIPTION OF ASSESSMENT AND TIMEFRAME	ANNUAL PERFORMANCE GOALS
Summative	Grade 3	STAAR Reading Language Arts April 15- April 25 2025 STAAR Math, April 29- May 9 2025	80% of students are approaching grade level on both subjects
Summative	Grade 4	STAAR Reading Language Arts, April 15- April 22 2025 STAAR Math, April 29- May 9 2025	80% of students are approaching grade level on both subjects
Summative	Grade 5	STAAR Reading, April 15- April 22 2025 STAAR Science, April 22- May 2 2025 STAAR Math, April 29- May 9 2025	80% of students are approaching grade level on all subjects
Summative	Grade 6	STAAR Reading Language Arts, April 15- April 22 2025 STAAR Math, April 29- May 9 2025	80% of students are approaching grade level on all subjects

SCHOOL DESIGN

Assessment of Learning & Data-Driven Instruction

TYPE	GRADES	DESCRIPTION OF ASSESSMENT AND TIMEFRAME	ANNUAL PERFORMANCE GOALS
Summative	Grade 7	STAAR Reading Language Arts, April 15- April 22 2025 STAAR Math, April 29- May 9 2025	80% of students are approaching grade level on all subjects
Summative	Grade 8	STAAR Reading Language Arts, April 15- April 22 2025 STAAR Science April 22- May 2 2025 STAAR Social Studies April 22- May 2, 2025 STAAR Math, April 29- May 9 2025	80% of students are approaching grade level on all subjects
Summative	Grades 3-8	TELPAS, Listening, Speaking, Reading and Writing (ELLs in all grade levels) Feb 17 - Mar 28 2025	All students grow at least one proficiency level annually
Formative	Grades 3-8	NWEA MAP September, January, April	90% of students meet their growth goals
Formative	Grades 3-8	Interim assessments Every 6 weeks	All students show 70% standards mastery
Formative	Grades 3-8	mCLASS Reading Inventory September, January, April	80% of students will be meeting on level standards for reading
Formative	Grades 3-8	Exit tickets, quick verbal checks, graphic organizers Weekly	All students show 60% standards master on first assessment and 70% on second.

Click to add a row to the table above.

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ACADEMIC DATA ANALYSES

Describe how data related to students' academic progress will be analyzed. Explain how school leaders and teachers will use this data to drive professional development and to inform and differentiate instruction to improve student learning. Identify other sources of data (local or otherwise) that will be collected and analyzed, if any.

COLLECTING STUDENT DATA: Adhering to core values of the CDS campus, collaboration from the school Leadership Team, including the QI, and teachers will be imperative to fully analyze the data and assess academic progress of students. The PEIMS Clerk/Partnership Coordinator (found in line item 17 and 18 in the financial workbook) will assist in the collection of historical data from major state mandated assessments. Frontline and Eduphoria will be used as a system for simplifying test construction, administering assessments, analyzing and tracking student progress. Teachers will report data from all formative assessments and data in this system. The instructional Leadership Team will pull various reports and analyze data/results from this system. During the Refresh weeks, time will be spent analyzing assessment data to understand the gaps that exist for each student. The Associate Principal/Academic Dean (found in line item 14 in the financial workbook) will lead this process. Students will have the opportunity to also give feedback regarding their experience with the assessments for campus knowledge and growth through collected feedback by the classroom teacher.

CDS will collect both qualitative and quantitative student data to monitor content mastery and drive instruction. Data will be collected from the classroom through formative assessments, observations, projects, essays and exams. CDS will also collect data from cumulative files, which provide specific student information that can be

SCHOOL DESIGN

Assessment of Learning & Data-Driven Instruction

beneficial to guide and design instruction. Data will also be collected from standardized test scores.

CDS will follow a summative and formative prescriptive assessment model to align with Texas statewide assessment standards and TEKS. First, with regard to summative assessments, we will follow the State Mandated calendar for such exams to be administered found at <https://tea.texas.gov/sites/default/files/student-assessment-testing-caledar-24-25.pdf>. Students in grade 2 will be administered the COGAT to assess their cognitive abilities. CDS will administer the STAAR assessments in Reading and Mathematics in grades 3-8, Science in grades 5 and 8, and Social Studies in grade 8. English Language Learners will be assessed using TELPAS until reclassification criteria has been met. Like many of our district counterparts, we will also use NWEA's Measures of Academic Progress (MAP). This is a measure to provide data comparing national norms to campus specific performance along with individualized student growth goals.

In accordance with the TEA's Effective Schools Framework, Lever 4, Essential Action 1, formative assessments aligned to TEKS standards and appropriate amount of rigor will be administered every six weeks to measure if the student has acquired the necessary knowledge to be academically successful and have barriers removed to be held accountable for what they know. These will be aligned to our practice of allowing students to show mastery through various types of assessments. Time for reteaching and corrective instruction will be built into the scope and sequence. Additionally, formative assessments in the form of exit tickets and frequent quick-checks will be used to ensure that students are mastering standards as instruction is progressing. Last, given our commitment to reading proficiency, we will use the mCLASS reading inventory along with the aligned intervention to support reading progress for our students.

Data will also be collected regarding Dyslexia Therapy goals and will indicate to the therapist as to which areas to spend more time on for mastery. Professional development will reinforce these goals as well as how to implement the high quality instructional material in the classroom.

DISAGGREGATING DATA: Disaggregating student data into subpopulations (gender, race, ethnicity, special needs) will help CDS staff to plan appropriate instruction and/or modifications, decide which evidence-based interventions should be implemented, use limited resources where they are needed most, and recognize and respond to important trends in behavior and achievement.

EVIDENCE BASED FEEDBACK FOR TEACHERS: At CDS the power of feedback for teachers is built into the model with every teacher being trained in Academic Language Therapy as a COHORT with a Qualified Instructor as a part of the leadership team. After data analysis occurs on a regular basis during Refresh weeks, CDS teachers, special education and ESL leads, as well as leadership will reflect and identify discrepancies between actual outcomes and intended outcomes. Evidence based feedback will be given in three areas, **CONTENT**- what should we teach, does every teacher have a deep knowledge of the curriculum; **PEDAGOGY** - how should we teach, does each teacher use evidence based instructional techniques; and **RELATIONSHIPS** - are we a community, do students and teachers care about, inspire and motivate each other? Effective feedback will be tangible, transparent, actionable, concrete, specific and accurate. CDS teachers will adjust their instruction based on ongoing feedback that measures performance against a concrete long term measurable goal.

In addition to feedback, the data analysis will be used so teachers can work with each other and their leadership teams to identify additional needs for professional development. Teacher-driven requests for additional support will be supported through additional resources and implemented during CDS' extensive professional development schedule.

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MULTI-TIERED SYSTEMS OF SUPPORT

Describe plans for implementing Tier I and Tier II supports in order to address learning gaps based on collected data, including personnel responsible for data collection, tutoring schedules, and monitoring the effectiveness of the interventions.

Celebrate Dyslexia Schools' proposed model offers students with a high level of Tier 1 instruction built within the curriculum to address the needs of all learners. With embedded diagnostic tools targeted at the reading development levels, we will be able to establish which students need further intervention. The dyslexia Tier 2 and 3 intensive interventions and supports are designed to daily address a neurobiological condition that makes reading, writing and spelling difficult. "Dyslexia" (or word-level reading difficulty) is predominantly characterized by a core deficit in phonological processing (the ability to recognize and manipulate speech sounds), which results in impairments in decoding ("sounding out" words), spelling, and word recognition. These impairments almost always lead to difficulties in reading fluency and comprehension, reduced vocabulary, lower content knowledge, and a decline in overall school performance. Dyslexia cannot be explained by poor hearing or vision, low language enrichment, or lack of motivation or opportunity. According to the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, dyslexia falls under the umbrella of a "specific learning disorder" that "impedes the ability to learn or use specific academic skills (eg, reading, writing, or arithmetic)." (Sanfilippo, J., Ness, M., Petscher, Y., Rappaport, L., Zuckerman, B., & Gaab, N. (2020) Reintroducing Dyslexia: Early Identification and Implications for Pediatric Practice, American Academy of Pediatrics, 146(1).

At CDS we will look for every opportunity to be prescriptive and diagnostic in our reading support and interventions as well as any additional academic and behavioral support that is identified. Upon enrollment, every student will be screened for dyslexia using Dibels before the first day of school by the educational diagnostician and Certified Academic Language Therapists in training. If additional support is needed, CDS will work with Celebrate Dyslexia's network of local educational diagnosticians, qualified instructors and certified academic language therapists to assist in administering Dibels. While existing as an open enrollment charter school, we will offer enrichment opportunities for Tier 1 students in language acquisition through deeper study of morphology and orthography during the intervention block.

In order to set our students up for success, dyslexia therapy level outcomes will be measured in order to ensure that the dyslexia intervention is diagnostic, prescriptive and effective in meeting reading goals (reflected in Board Goal #5). Fluency rates, oral reading fluency, vocabulary acquisition will be measured through mastery checks and assessments embedded in the dyslexia therapy curriculum and core content area progress monitoring. By a positive upward trajectory for students in goal 5, principles of effective instruction will be measured and confirmed to include multisensory teaching, sequential presentation, guided discovery teaching, brief instructional segments, and teaching to automaticity.

http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

LOCAL PROMOTION AND RETENTION POLICY

For all proposed grades, describe the policies and standards for promoting students from one grade to the next and exiting students who complete the educational program. Also, include the method(s) that will be used to inform families and stakeholders of the promotion and retention policy.

A student will be promoted on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by CDS. A student who meets the academic standards for promotion cannot be retained by the school.

End-Of-Year Promotion Standards:

First-grade students must be able to:

Demonstrate proficiency of most first-grade TEKS in reading, language arts, and mathematics, or be expected to do so early in second grade.

Second-grade students must be able to:

Receive an end-of-year average of 70% or higher in reading and mathematics

Demonstrate proficiency of most second-grade TEKS in reading, language arts, and mathematics, or be expected to do so early in third grade.

Third, Fourth, and Fifth-grade students must be able to:

Receive an end-of-year average of 70% or higher in reading, language arts, and mathematics.

Receive a 70% overall grade average when reading, language arts, mathematics, science, and social studies are combined.

Demonstrate proficiency of most grade level TEKS in reading, language arts, and mathematics, or be expected to do so early in the next grade.

Sixth Grade must be able to:

Receive an end-of-year overall average of 70% or above.

Receive a 70% or above in all but one of the core academic areas: language arts, mathematics, science, and social studies.

Students Not Meeting Standards:

A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level. (Texas Education Code 21.021)

CDS will implement early warning systems which will prevent student failure or drop out. It is important to track student academic performance, attendance and behavior. An attendance policy will be implemented; daily attendance will be tracked. If and when a student is absent the teacher will make contact with the family, offering a referral of support if needed. If attendance becomes an issue the at risk counselor will contact the student or make a homevisit, if contact was not successful. CDS students identified with any at-risk factors will have the opportunity to speak to the at-risk counselor.

CDS teachers will have systems in place to notice a sudden and extreme change in grades. This can be an indicator of a student facing obstacles. No matter the origin, CDS teachers will reach out when they notice a grade drop and use their tools to compare grades frequently, utilize an online system, at-risk reports from Frontline and/or Eduphoria, or schedule 1:1 conferences with students. CDS teachers will also offer office hours with any student who performs poorly on exams/tests or are struggling with content. They will refer to intervention when students are performing poorly in any core content. CDS understands early intervention can be the difference between a student passing or failing. (<https://www.mheducation.com/highered/ideas/articles/3-easy-ways-to-identify-at-risk->

students)

Grades and attendance are communicated with parents. If students are failing a content area, a parent-teacher conference will be set up. This is a time where CDS teachers and parents can come together and decide how to better support students through a student advocacy committee meeting.

http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

GRADUATION REQUIREMENTS [GRADE 9–12]

- The proposed charter school will serve grades 9–12.
- The proposed charter school will not serve grades 9–12.

Describe how the school will meet Texas high school graduation requirements, including endorsements and preparing students for college, career, and/or military service.

SUPPORTS FOR STUDENTS AT RISK OF RETENTION

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

CDS will utilize an Accelerated Instruction Plan for Special Education and an ALP for General Education students to promote a student to a higher grade level when the student has not demonstrated proficiency on the TEKS. This accelerated program will be offered outside the regular school day and can be used to bring the student to a higher grade level proficiency within a reasonable time. The achievement will be monitored, and if needed, the plan adjusted. More information will be provided by the CDS to parents of students at risk of retention during April and May of each school year. Parents of students at risk of retention will be encouraged to take advantage of this opportunity to help their student to be more successful.

As is mentioned in the previous section for students not meeting standards, CDS will implement early warning systems which will assist in the prevention of student failure or drop out. Student performance will be tracked. The student advocacy committee will meet regularly to provide the most comprehensive academic and PBIS possible for the student to experience academic success.

Achievement Standards For Students With Disabilities:

An Admission, Review, and Dismissal (ARD) committee has the authority to modify promotion standards for a student receiving special education services. The modified promotion standards will be documented in the student's individual education program (IEP). Placement of a student at a higher grade level when the student has not demonstrated proficiency of the Texas Essential Knowledge and Skills (TEKS) may be used only if it is part of a well-defined plan for acceleration, with interventions designed to bring the individual student to grade-level proficiency within a reasonable time, or upon a determination by the student's ARD committee that the student will not be able to meet grade-level standards within a reasonable time due to the student's disability

Promotional Support For Students With Dyslexia:

SCHOOL DESIGN

Promotion, Retention, and Graduation

CDS is on a mission to educate and support children with dyslexia and their families by expanding use of evidence-based interventions into historically marginalized communities and by creating an enriching, emotionally safe, culturally appropriate learning environment for all students. This mission will lay the foundation and prepare students for long term opportunities to fulfill their purpose and find personal fulfillment resulting in personal self-worth and personal success. The CDS promotion policy will apply to all grade levels and the team responsible for promotion decisions will be the same as the Student's Advocacy Team (ARD or LPAC) and will include the student and parent. Academic achievement will be assessed using the following criteria: student's teacher input, student's grade in each subject, STAAR test score, and attendance. Students that do not attend at least 90% of the days classes are offered will need to complete a plan approved by the Superintendent/Principal that outlines the instructional requirements for the class.

Student Advocacy Teams will also set the CDS model apart. All committee members will have trauma-informed training as well as dyslexia training, to understand how the failure of the STAAR test affects a student who has otherwise shown exemplary behavior and achievement. The well informed component to discussing this with parents and students will be crucial to continue the collaborative relationship with the student and parent.

All promotion and retention guidelines will be included in the student and parent handbook which will be posted in English and Spanish on the school's website. Family and community engagement will help parents fully understand the promotion and retention process, the letters that may come their way and the process involved on campus for decision making. Regular communication through parent/teacher conferences, progress reports, and grades on student portals will be available to families. Families will also be encouraged to engage and interact with teachers and administrators to report any concerns they may have. We will also comply with the 2021-2022 SB1697 and parental rights regarding grade retention for their student.

http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

COMMUNICATING SCHOOL CULTURE

Describe the vision for the school's culture, including any artifacts or specific practices.

All CDS students and their families are required to participate in Student Orientation which will take place during the IEP/§504 Summer Camp. During the orientation, CDS personnel will be able to establish our campus culture, core values, policies, procedures, as well as expectations regarding attendance, dress code and behavior. Meetings with students throughout the year in classrooms with all students will be led by administrators at the beginning of the year and at the beginning of the second semester. Along with these presentations and class meetings, we will also model our school culture in the delivery of instruction and daily interactions.

The school culture of CDS will be one of the hallmarks of uniqueness from other available campuses. As stated in our design principles, a critical component of our model is student centered emotional support assumes every student wants to learn and can do so through implementing each student's IEP and accommodations with fidelity. Through regular seminars and training, all staff on campus will be trained to understand the challenges that come with a dyslexic learner, as well as be empathetic towards the emotional needs of a child whose educational journey has been wrought with academic failure and struggle. PBIS will promote purposeful instruction for students in social, emotional, and behavioral self-management skills that are easily observed and calculable such as Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decision Making (<https://edut.to/32LmFKr>).

Because this school model is rooted in strength based teaching and building self advocacy in students, the students will have many opportunities to experience triumph and build self-confidence. "Consider the following four dead end kids. One was spanked by his teachers for bad grades and a poor attitude. He dropped out of school at 16. Another failed remedial English and came perilously close to flunking out of college. The third feared he'd never make it through school-and might not have without a tutor. The last finally learned to read in third grade, devouring Marvel comics, whose pictures provided clues to help him untangle the words. These four losers are, respectively, Richard Branson, Charles Schwab, John Chambers, and David Boies" (Overcoming Dyslexia - May 13, 2002 (fortune.com)). A few decades after these world changers and innovators experienced these tragedies in school, another young dyslexic individual, Ameer Baraka, was asking God to make him a drug dealer. He said, "When you can't read, you see no other way out" (<https://bit.ly/3dkzjbT>).

Affirmations and age appropriate empowerment will seep into the culture on the CDS campus through daily reminders that each student is "brilliant, and can learn anything I want to, I have a voice, I am defined by me, I can learn." Adults consulting these students (parents, administrators, support staff and teachers) will abide by this framework in delivering and supporting the student's education journey. CDS core values include: (1) you are understood, (2) you will be taught to your strengths, (3) you will be educated, (4) you will be heard and (5) you are not alone. All stakeholders from the school board, administration team, teachers, staff, parents and students themselves will support these core values. While many of these are grounded in the academic principles necessary to support students with dyslexia with instruction, the successful implementation is tied to the personal well being of our students.

You are understood: Because so many years are mired in failure and uninformed environments, when a teacher is informed, and can recognize the capabilities of a student with dyslexia, safety and trust is formed. Every student carrying this disability will be known to those that greet, educate, coach and guide them through the day. This creates the foundation for an adult-student relationship that can truly transform the life of a student. Teachers using appropriate techniques for students like allowing them to preview difficult words prior to a read aloud enables the students to feel that they are truly understood in the learning environment.

You will be defined by your strengths: As many at-risk students experience routine failures at school, this is what they are known in the education community for...their weaknesses. CDS school culture will provide a risk free environment where each student can explore their academic strengths. Since CDS will allow various forms of assessment, students can show their strengths of singing or acting in a lesson where they are also demonstrating

content mastery.

You will be educated: Because of this strength-based model and dyslexia training amongst teachers, CDS students will have opportunities to try different accommodations and opportunities to learn which ones truly remove barriers to education, allowing each student to become proficient in using accommodations that work best for them and have access to the appropriate technology to do so. This then creates positive culture through the enhancement of self-efficacy in a student.

You will be heard: In addition to promoting verbal discourse, and in keeping with student centered principles, students will be heard at CDS. According to Dr. William Stixrud and Ned Johnson (<https://bit.ly/SelfDriven>), research states that with proper brain development, an individual learns through failure, but understands personal success. For this reason, we want students to learn how to self-advocate for themselves in a variety of ways not only limited to their academic needs but social as well.

You will not be alone: At CDS, everyone will speak the word “dyslexia” and the student with dyslexia will know they are amongst peers who all choose from the list of accommodations to access education, all have intervention together, and all have goals and dreams to achieve. Dyslexia will not be treated as an unusual disability or one that is not handled properly. Students will find camaraderie with their peers and know they are a part of a lineage of world changers who have innovated daily life, thinking outside the box to solve problems for society.

In addition to the communication of these core values, each classroom will focus on building self advocacy, character development, and learning needs of the student profile that we serve. This will occur through the implementation of the TEA approved Second Step curriculum. Teachers will receive professional development on both during the professional development period in August as well as information on how to support students with trauma.

CDS will also use the Positive Behavior Intervention Supports Framework to establish sociocultural and behavioral expectations that support both social-emotional and academic learning. Research suggests that there is a positive relationship between students’ social emotional regulation skills and academic success. The first step in implementing PBIS for CDS is working with students on their self advocacy, character development and soft skills in establishing a road map for progress. Behavioral expectations will specifically be taught, personal intrinsic rewards, and social consequences will be explained, differentiated instruction will be implemented if needed to assist in behavioral goals, and collect any other pertinent data to this area. Once a pathway to improvement has been established with the students, it will be important to progress monitor the behavior desired for change, increasing structure and predictability for the student, develop a system for increasing contingent adult feedback, demonstrate the connection between academic and behavioral performance, collection and use of data for next steps decision-making. If more intensive behavioral support is needed through the IEP/§504, a complex Functional Behavioral Assessment (FBA) (as opposed to simple FBA) will take place and possibly include a team-based comprehensive assessment. Academic and behavior supports will be unified for most reinforcement, including individualized intervention based on assessment information focusing on (a) prevention of problem contexts, (b) instruction on functionally equivalent skills, and instruction on desired performance skills, (c) strategies for placing problem behavior on extinction, (d) strategies for enhancing contingency reward of desired behavior, and (e) use of negative or safety consequences if needed, and an additional collection and use of data for decision-making (<https://bit.ly/32LkVRp>). The Student Advocacy Team (ARD) or §504 team will meet to review the FBA and develop or amend the student’s behavior intervention plan (BIP). The BIP will also be reviewed as required by recent legislation HB 785 following disciplinary removals or other qualifying events.

http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

DRESS CODE POLICY

The proposed charter school will not have a required dress code policy. If no, skip this question.

Identify supports in place for families who may require assistance in acquiring uniforms.

CDS is committed to our students and removing all barriers to their learning experience. To support this our schools will require students to wear uniforms. Student uniforms indicate membership in a unique school community committed to excellence in learning. We feel strongly that the uniqueness of our students is not determined by the apparel they wear but by their inner qualities and gifts. CDS will have a uniform and encourage students to come to school ready to learn without distraction.

All students are required to attend each school day in full uniform. This policy will be in place from the first day of school through the last. We have created flexibility in the uniform requirement to allow students some expression of their personality.

Uniforms/Dress Code

Monday - Friday - Any CDS t-shirt or sweatshirt with navy blue or khakis pants or shorts (knee length). Students will be encouraged to wear comfortable, supportive shoes.

All Students must have a standard, conservative hairstyle.

No unnatural colors, designs or letters cut into the hair are allowed.

Hooded attire is not to be worn on the head inside of the building.

Hats, scarves, bandanas, hair coverings, and sweat bands are not to be worn by students except under circumstances approved by the Superintendent/Principal

CDS will work with community organizations to provide at cost or free uniforms to those who qualify based on economic need, and every effort will be made to remove every obstacle to learning and access to education (<https://bit.ly/3psvH6M>).

CDS will purchase a washer and dryer to provide extra supports for families that struggle to have clean uniforms available for their students. The partnership coordinator will be the point contact to make sure there is a rotating schedule of volunteers and or staff to run the laundry. By having an onsite laundering we will remove some of the barriers that families may experience with uniforms and in return provide a solution.

http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

PEACE OFFICERS, SCHOOL RESOURCE OFFICERS, AND SECURITY PERSONNEL

The school will have the following security presence: Security Personnel

Briefly describe the roles and expectations of the proposed peace officer, school resource officer, and/or security personnel. What data will the superintendent and board review? What processes will be executed to ensure equitable implementation across all student groups?

DoSeum contracted Police officers will work closely to assist all CDS campus and school-related functions. They will investigate acts of vandalism, burglary, disruption, or any act that would be considered a violation of the law or harmful to CDS school, staff, or students. The DoSeum police officers are commissioned and have the authority to arrest violators of the law, both on and off campus. They may also issue citations for violations of the Texas Penal Code. Upon authorization, the DoSeum will expand our Police officer presence to during school hours if the school becomes authorized. School related activities will be detailed in the lease agreement with robust security included.

Safety will be of utmost importance for CDS. The Associate Principal will be responsible for assembling a security team for CDS alongside the DoSeum. To maintain the safety and security of the campus for the students and staff, the CDS requires that all visitors, including parents, first report to the main office where they will be asked to sign in, declare their purpose for the visit, and obtain authorization for the visit. When arriving on campus, all parents and other visitors should be prepared to show identification. School officials shall prohibit and, if appropriate, remove any unauthorized person from the campus. Police, fire, EMS, and other official "first responders" are not required to report to the office but shall immediately respond to the area where they are needed. These officials do not need "visitor" badges, nor shall they be required to produce a Texas Drivers' License for scanning into visitor software. The DoSeum currently uses Raptor technologies software to screen for potential sexual offenders, these individuals are not permitted entry. The internal DoSeum protective services team employs safety officers to regularly patrol the campus. Our safety officers receive training in first aid training, CPR, stop the bleed, advanced bandaging and splinting. Protective services established a Criminal Trespass process with our Officers and San Antonio Police Department. We have a signed CTW (Criminal Trespass Warning) agreement with SAPD.

Visitors to classrooms and CDS offices will be held at the front until escorted by a staff member. Visits to classrooms during instructional time are permitted only with approval of the principal/designee and teacher, so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Visits to other areas, such as the cafeteria during lunch, are also subject to approval by the Superintendent/principal/designee, and visitors are required to report to the main office to sign in and receive authorization prior to entering these areas. At the conclusion of the visit, the visitor must return to the main office and sign out.

The DoSeum currently operates a preschool and is familiar with facility requirements to do so. The DoSeum education team controls the access to their students via email or cell phone. Parents are not permitted to visit randomly or unannounced. Student exchanges are pre-authorized.

All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted. Private or outside service providers for students who are not contracted by CDS, or who are not District employees, will not be permitted on campus to visit with, observe, or provide services to the student while at school. Parents/Guardians shall arrange for any services from non-District private providers to occur outside of school facilities. The DoSeum will adjust the visitor policy regarding student access if needed. The DoSeum has a code of conduct which is available to visitors and members visiting the DoSeum.

In accordance with Education Code 37.105, a school administrator, school resource officer (SRO), or district police officer has the authority to refuse entry or eject a person from the district property if the person refuses to leave peaceably on request if the person poses a substantial risk of harm to any person; or the person behaves in a manner that is inappropriate for a school setting and the person persists in the behavior after being given a verbal warning that the behavior is inappropriate and may result in refusal of entry or ejection.

Senate Bill 11, specifically Texas Education Code, Section 37.109, requires the formation of a Safety and Security Committee. The Superintendent/Principal will be responsible for the formation, implementation, and oversight of this Committee. The Committee will conduct open meetings in accordance with the Texas Open Meetings Act and fulfill the requirements set forth in TEC 37.109. The Texas Schools Safety Center reports monthly safety requirements for open enrollment charter schools and will be monitored by the Associate Principal to disseminate the information accordingly to staff. We will implement the best practices, legal requirements and use the school safety tool-kit made available through the Texas State School Safety Center at Texas State University and legal counsel will provide additional best practice recommendations. ESC Region 20 also offers school safety and security consultants and personnel that will be utilized.

http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

DISCIPLINE POLICY

See [Attachment SD2 Proposed Discipline Policy](#).

SUSPENSION AND EXPULSION SUMMARY

List any discretionary offenses for which a student **will** be removed from the learning environment.

TYPE	OFFENSE
Suspension	Repeatedly violates any rule set forth in the Student Code of Conduct
Suspension	Engages in bullying or cyberbullying as defined by TEC Section 37.0832
Suspension	Refuses to accept discipline management techniques proposed by the teacher or administration
Suspension	Engages in conduct that poses a threat to the safety or orderly operation of the school or the school related event
Expulsion	Conduct that contains the elements of an offense related to weapons under Penal Code 46.02 or 46.05
Expulsion	Conduct that contains the elements of a violent offense under Penal Code 22.01, 22.011, 22.02 or 22.021
Expulsion	Selling, giving or delivering to another person or possessing, using or being under the influence of any amount of: Marijuana or a controlled substance, as defined by Health and Safety Code Chapter 481 or by 21 USC 801; A dangerous drug, as defined by Health and Safety Code Chapter 483; or An alcoholic beverage, as defined by Alcoholic Beverage Code 1.04

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DISCIPLINE DATA ANALYSES

Discuss plans, if any, to conduct analyses that will evaluate student discipline data. Identify the specific demographics that will be analyzed, including but not limited to, race, ethnicity, gender, socioeconomic factors, disability (including Section 504 designation), as well as at-risk indicators, etc. If no analyses are planned, provide a compelling reason for their omission.

CDS will have a discipline management plan which will be developed by the Superintendent/Principal and faculty of the school. Parents will be formed of school rules and the consequences for inappropriate behavior. Students who are behaving in such a way as to disrupt the learning of others or jeopardize other students' safety will be given consequences for their actions. Disciplinary action will be based upon the seriousness as well as frequency of offenses. Conferencing, time-out, in-school suspension and suspension are actions that may be taken by the elementary school. Corporal punishment is not used in CDS. Please refer to Attachment SD2 for the Student Code of Conduct and Discipline Policy.

Within this framework, the discipline policy in the attachment outlines policies and procedures that satisfy all local, state and federal expectations and requirements to ensure a safe and equitable learning environment. One of the core tenets of CDS is to be a safe, toxic-stress-free environment to learn. Because CDS will be student-centered and promote personal responsibility for each student, the teachers and staff will function as their

consultants, not managers. Each student will make personal decisions and experience the positive and negative consequences that result. In order to become self-directed, students will experience natural success and failure at different levels throughout the day, and each experience will shape their individual self-goals and teach them to experience personal accomplishment and joy. This will allow students to experience responsibility, ownership, and commitment to personal decisions made. (<https://bit.ly/SelfDriven>).

Teachers and staff will receive annual training on PBIS strategies and classroom management techniques. These techniques will include providing students with personalized behavior supports such as choice boards, centering activities, teacher praise, planned breaks, extra recess periods/brain breaks, and other individual supports as outlined in the student's IEP. Additionally, teachers and staff will follow a referral process to provide students access to the full time, licensed At-Risk school counselor.

To track student discipline data, CDS will use Eduphoria. Data will be reviewed quarterly. We will analyze collected data to determine patterns of behavior across general education, special education populations (including §504 designations), by gender, by race/ethnicity, by socio-economic status, and by grade level. Our annual goal is less than a 3% suspension rate and less than a 1% expulsion rate, annually. The student advocacy team will convene to discuss the discipline data quarterly and will create individualized student support plans as well as develop professional development recommendations as needed.

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FORMATION

See [Attachment E1 Articles of Incorporation](#)
[Attachment E2 501\(c\)\(3\) Letter of Determination](#)
[Attachment G1 Organizational Bylaws](#)
[Attachment G2 Code of Ethics and Conflict of Interest Policy.](#)

CURRENT BOARD MEMBERS

Please note, Sole Member Board structures are not permitted for purposes of this application.
 See [Attachment G3 Board Member Résumé and Affidavits.](#)

BOARD MEMBER	STATUS	CITY	PRIMARY SKILL SET
Jasmin Dean	Voting	San Antonio	Governance
Shereen Radosca	Voting	San Antonio	Facilities
Dr. Tracy Weeden	Voting	Houston	Educational Leadership
Alfred Breuer	Voting	San Antonio	Public Relations
Roger Hackett	Voting	San Antonio/Seattle	Other
Jillian Duran	Voting	San Antonio	Finance
Dr. Claudia Garcia	Voting	San Antonio	Educational Leadership
Michael Molak	Advisory	San Antonio	Finance
Karen Kohler	Advisory	San Antonio	Curriculum
Marty Wender	Advisory	San Antonio	Facilities
Flor Gutierrez	Advisory	San Antonio	Educational Leadership
Melisa Miller	Advisory	San Antonio	Educational Leadership
Dr. Lorena Claeys	Advisory	San Antonio	Educational Leadership
Dr. Kimberly Cornwell	Advisory	San Antonio	Educational Leadership
Andrea Perez	Advisory	San Antonio	Educational Leadership

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ROLES AND RESPONSIBILITIES

Charter School Program Start-Up Grant - 20 U.S. Code §7221b(f)(1)(C)(i)(I)

Describe the roles and responsibilities of the sponsoring entity, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners. If an applicant believes that any component of this question is addressed elsewhere in the application, cite the section(s) and subsection(s) of the response material e.g., Experienced Operator, Governance.

As the non-profit organization charter holder, the CDS board of trustees is accountable for the organization's performance. First and foremost, the board's most important role is to hire, manage and evaluate the Superintendent/Principal of schools to make sure the district's academic, financial, operational and student outcome SMART goals are being met. The board has no role in hiring any other leadership team member but can be consulted if requested. Given the Superintendent sets the direction for the organization and is the strategic leader, this is an incredibly important decision that will not be taken lightly. The board's purpose is to guide, govern, oversee policy and evaluate direction as well as assist with the leadership. Promotion of CDS to support the organization's mission and needs is paramount. The board will support the operations of the school by making sure policies and procedures regarding operations, public records, grievances by any stakeholders, and audit reports are all held in compliance with the state mandates and are open and transparent with the community. All board members will complete annual training as required by 19 TAC Rule 100.1104. Meetings will be publicly posted and community participation will be encouraged by all stakeholders. These duties will not be delegated to anyone other than the board. The ideal size of the founding board will be 7 members with expertise in the fields of dyslexia, structured literacy, higher education, facilities, diversity, equity and inclusion, medicine, finance, governance, law and technology. After its founding year, the maximum board size can increase to up to 13 members, always maintaining an odd number. The size of the board will be defined within the board-adopted Bylaws, and can only be changed through a successful board vote and submission of a non-expansion amendment. Members of the board must include at least one representative from the non-profit organization Celebrate Dyslexia for cohesion of mission and service to the community and a parent leader from the district. A student chosen to represent the student body of the student centered district will serve on the advisory board. Other members chosen will believe in the mission and vision of the district and use their connections and expertise to see that the district is positioned well to accomplish its mission in the community. The board composition represents San Antonio's diversity in talent, race, gender and ethnicity.

Officer positions will consist of chair, vice chair, secretary and treasurer as provided in the Bylaws. The founding board will vote to designate officer positions that suit the needs of CDS based on individual strengths and the needs of the board. The chair will serve at the discretion of the board and preside over board meetings and be the board liaison to the Superintendent. In the event of absence, the vice chair will fill in for the chair. The secretary will ensure that all minutes are taken appropriately, adequately documenting public notices, attendance, discussions, votes, and any other required documentation from board meetings in accordance with the bylaws. The treasurer will monitor records of all corporate accounts and all funds regarding the school preparing reports reflecting financial activities by the finance team. These officers serve at the pleasure of the board and will be assigned other duties to support the needs of the CDS board.

The charter school governing board plays an important role in making sure the school is able to implement its mission and reach its educational goals with the student's experience in mind. Serving as stewards of the district and responsible to the community, the board will make sure that the school is managed in accordance with all Bylaws and best practices outlined by the TEA. Complete accountability in compliance with governmental authorities will be a legal responsibility in addition to the financial prudence of district activities and well being.

While the board will not be involved with day to day operations of the district, additional roles and responsibilities

can vary. For example, program evaluations, board directorship, grant proposals and general outward facing impressions and community relations will be in the realm of additional duties. Additionally, board members are responsible for knowing and supporting the district's bylaws, mission and contract, and ensuring high expectations for student learning. They are also responsible for creating conditions for staff success, but adhering to the tenant that the board evaluates the Superintendent performance only. The Superintendent reports the rest of the evaluations to the board, while the rest of the leadership team will report to the Superintendent, not the board. The board is also responsible to the TEA for ensuring and carefully managing fiscal resources, academic benchmarks, and keeping the business of the school as transparent as possible to the community. In order to do this well, the board will have the following committees: Finance and Audit, Academic, Fundraising, Community Partnerships and Operations (<https://bit.ly/3rGdQfE>).

The board will also establish an advisory board; advisory board members do not have voting rights; however, their input will be vital to the ongoing success and development of CDS. Individuals selected to serve on the advisory board (see table above) have had years of experience and are local leaders in the banking and real estate development fields, elementary, middle, high school educators as well as university college of education professors, in addition to dyslexia therapists and diagnosticians. In addition, a Superintendent from a highly ranked charter school network is also on the advisory board. See Andrea Perez's letter of support in E5. These individuals collectively represent many stakeholders and many either have dyslexia and/or have raised children with dyslexia. Everyone's expertise has valuable weight on the decisions and best practices for CDS.
http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

REPRESENTATION

Discuss the extent to which the makeup of the board is representative of the anticipated community and students of the proposed school.

This board represents the dyslexic and San Antonio community in diversity and expertise who contribute to literacy interventions, are leaders in the education and technology space as well as live and impact the San Antonio area. Jasmin Dean is the executive director and co-founder of Celebrate Dyslexia and will serve as Board Chair for Celebrate Dyslexia Schools. A parent of 3 children with dyslexia, she has led Celebrate Dyslexia in the commitment to San Antonio and the dyslexic community to find palliative solutions in both education, medical and community systems. It is through her vision in a response to the barriers stakeholders shared that this proposed school model was submitted. Dr. Tracy Weeden is an undeniable expert in structured literacy leading the way for Neuhaus. She is a seasoned leader dedicated to advancing literacy success for all, and academic excellence for children regardless of zip code. Weeden has spent her career developing innovative academic programs while scaling transformational systems change and will be the Vice Chair for CDS. Shereen Radosca studied African American studies at UT believing there was more to the African American experience she wanted to know. She followed her passion to impact communities by continuing her studies at Harvard in Housing and Urban Development. Ms. Radosca will serve on the CDS board as secretary and assist with facilities acquisition and contracts. Roger Hackett not only brings extensive knowledge of technology and development, he is a US Army veteran and the son of a US Army veteran who wanted his children to find heroes in books that looked like them. He is the nationally recognized award winning author of the book series Ryan and Robbie and is committed to seeing that the students of CDS have the best opportunity to remove barriers to education through the development of technology applications. He has a tremendous focus and passion for promoting Social Inclusion, and helping people celebrate their Social Identity. Dr. Claudia Trevino Garcia was handpicked by Dean Torres, University of Texas at San Antonio College of Education and Human Development, to represent the interests of the University as a partner. Not only is she the mother of a child with dyslexia, but she trains teachers in UTSA's bilingual/bicultural program and evaluates clinical teachers. Alfred Breuer is an International Economic Development Manager at the City of San Antonio, and develops, directs, and initiates promoting San Antonio and sister city programs. In his role, he engages with

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stakeholders to increase awareness of the City of San Antonio and conducts seminars related to attracting foreign investment in collaboration with non-governmental partners. Mr. Breuer will serve in guiding the CDS board on governance matters. Jillian Duran has served in financial and PEIMS reporting capabilities for KIPP Public Schools and is keenly aware of financial models around the state. In her current role at City Education Partners, she works in promoting the increase of high quality education seats in San Antonio (celebrateddyslexiaschools.org).

For the past three years the nonprofit Celebrate Dyslexia has been canvassing the country finding experts in the field of dyslexia and other collaborative partners wanting to contribute to solutions for the dyslexic ecosystem. Using historical experience and context, we sourced for a diverse board with unique skill sets and ties to our community to contribute to the school's needs. In order to begin with a completely independent educational focus, a unique board has been selected for CDS to include only one member of the Celebrate Dyslexia board for continuity of overall mission to CD. In addition, a member of the parent body will serve as board member and a student will serve as an advisory member. Each prospective founding board member was given the Bylaws as well as a job description to include the purpose of the of the board and a list of major responsibilities to include believe in the mission of CDS, assist and advise with organizational leadership, oversee policies and procedures, adopt and oversee the annual budget, oversee strategic planning, develop and evaluate Network Superintendent/Principal, review organizational and programmatic reports, promote organization among allies, funders and targeted governmental officials, support fundraising and outreach, and attend board meetings. Members of the board share these responsibilities while acting in the interest of CDS. Each member will contribute based on his or her experience and expertise in the community.

Individuals who accepted the opportunity to serve the community through school board membership are aligned with the mission and vision of CDS. While the majority of the board's ethnicities represent ethnic minority communities, the majority of the board also has a keen sense of the crucial understanding of serving children with dyslexia either through being dyslexic personally, raising children with dyslexia, or having dyslexic family members. A few board members also grew up speaking different languages in the home and grew up in the district which is reflective of the proposed community in which the campus will serve. The CDS board also reflects a belief in leadership through representation in having a gender diverse board.

http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

STAKEHOLDER ACCOUNTABILITY

Identify the processes and structures that the proposed board will have in place to ensure transparent accountability and engagement with all stakeholders.

CDS is committed to meeting the needs of the community, and welcomes input from all stakeholders. In keeping with the core values of our school, it is imperative that every stakeholder has a voice and is heard. We will ensure transparent accountability and engagement with all stakeholders in multiple ways. For example, in accordance with the Texas Open Meetings Act, our Board meetings will be open to the public and meeting notices will be publicized at least 72 hours prior to each Board meeting (e.g., on our website). We will also post pertinent school information (e.g. performance data, annual reports, etc.) on our website, social media accounts, and via email. Paper copies will be available upon request as well as a printed copy posted at the school office for review. All meeting notes and information will be available in all the aforementioned places. Community members will have the opportunity to speak to the board by signing up via email to the Office Manager or sign up sheet in the school office 24 business hours prior to a board meeting.

Additionally, we will continue to participate in community events and host school events during which stakeholders will have an opportunity to engage with CDS Board members and staff. During these engagement opportunities, stakeholders will learn more about CDS and be able to provide valuable feedback and input for us to consider as

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we continue to refine our model. Further, through our engagement with stakeholders, we hope to make additional connections within the community, so that we continue to build upon our relationships and solidify our presence. We believe that it is essential for the school to have full community support in order for us to truly be successful, and will engage the community to the greatest extent possible. We also have an advisory committee that is composed of community members and educational leaders that will support continued development of the school model and transparency to external stakeholders. This committee will be open to additional members if we have individuals that want to engage in the service. Our inclusive model extends from students to parents and external stakeholders as well.

http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

Briefly outline the procedure to be followed after a parent, student, or staff member has an objection or grievance regarding a governing board policy or decision, administrative procedure, or practice at the school.

CDS will ensure the implementation of a fair and accessible grievance and complaint policy for parents, students and staff. The written policy will be accessible on the website as well as in the student, parent and employee handbooks in an accessible way for home language. Our policy will follow best practices and will offer parents and the community their rights under the Texas Constitution to be heard by the government (here the board of trustees).

For parents to address a concern, we would first like parents to address it with the individual they have a concern with. Timeliness of complaints issued will be paramount. Complaints should be addressed with those that instill the proper change. If it is an issue with the classroom, the teacher should have a chance to address it. If it is a curriculum complaint, the Associate Principal should address the issue. If it is a personnel problem, the complaint should be directed toward the Superintendent. If the complaints need extra support and attention, the appropriate direct supervisor to the stakeholder at hand will get involved. Resolving the issue will be the main priority at every level of the conversation. If need be, the one making the complaint can continue the grievance process to the board and ultimately the governing authority. At CDS, self-advocacy is a pillar for students and we aspire that the adults in the building follow the same culture.

For students, they will be taught self-advocacy and encouraged to have their voices heard. If they have a concern or complaint, they are encouraged to express their concerns to the staff they are having a problem with in a timely manner. It will be important that they get satisfactory feedback from the teacher in knowing that they have been heard. If the student does not feel heard, the complaint should be directed toward the counselor or associate principal, and that adult will document the concern in writing. Within 24 hours, the counselor or associate principal will discuss the results with the student after speaking with the classroom teacher. If the student still does not have satisfactory results, a meeting will be scheduled with the Superintendent/principal to come to a final resolution.

For staff, it will be equally important that they know their concerns have been addressed. They will address these concerns with their supervisor in a timely manner. If the situation has not been resolved, a meeting will be scheduled with the Superintendent/principal. The teacher will confirm whether their concern has been resolved at that point, and if it has not been resolved, the Superintendent/Principal will address the issue and find resolution in Executive Session with the Board of Trustees. The board commits to providing speedy and accurate information in the most transparent manner to the authorizer upon such situations.

It is important that all CDS stakeholders are heard and feel heard. The board will publish specific policies for complaints, grievances and concerns in board policy, employee handbook and student handbook. The board will also have public comments at its regular board meetings as an agenda item and the public may speak to agenda topics as permitted under the Texas Open Meetings Act.

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STUDENT OUTCOME GOALS AND PROGRESS MEASURES

Charter School Program Start-Up Grant - SMART Goals

Identify three to five specific Student Outcome SMART Goals (specific, measurable, attainable, relevant, time-bound) that will be achieved by the beginning of Year 3 (August 2026). Include all progress measures that will be used to track each goal.

	OUTCOME GOAL	BENCHMARKS
Goal 1	80% of students who have been at CDS two years will achieve approaching grade level or above on STAAR testing.	Measure passing percentages for all grade level content Review of sub-population data with interim assessments STAAR results from year one
Goal 2	90% of students meet their individual growth goals as determined by NWEA MAP	Formative assessments with grade level texts to check mastery Performance on interim assessment Overall average for student grades
Goal 3	CDS will have a 90% positive rating in our student climate survey.	Number of disciplinary infractions on a weekly basis Number of anonymous staff and parent documented complaints
Goal 4	100% of students entering 5th grade with demonstrated ability to self-advocate for their needs.	Implementation of a content management solution with 100% usage rates Individualized and personalized learning is effective as demonstrated by school grades Student requests/complaints are filed with the front office staff rather than through hearsay.
Goal 5	100% of students will be reading as close as grade level as possible and accessing grade level content after two years with CDS demonstrating the principles of effective instruction including: multisensory teaching, sequential presentation, guided discovery teaching, brief instructional segments, and teaching to automaticity.	Lexile levels as determined by mCLASS reading inventory. NWEA MAP test scores TELPAS reading proficiency for English Language Learners Daily anecdotal notes/records Mastery checks through dyslexia therapy curriculum and assessments through core curriculum

Describe how the board will use evaluation data to determine progress towards meeting the outcome goals. Include a preliminary timeline when updates on outcome goals will be reported to the board.

The school leadership team will set the academic, financial and operational goals for the school which will be presented to and approved by the school board. The goals listed above are in compliance with HB3 as they are smart, measurable, attainable for two consecutive years, relevant and time-based. They also represent the CDS core values and integrate their importance in measurable student outcome goals.

With the outlined SMART goals, data will be collected as each assessment results are reported. The first goal looks at whether 80% of students who have been at CDS two consecutive years will achieve an approaching grade level or above on STAAR testing. This will be measured by passing percentages for all grade level content, review of sub-population data with interim assessments, and STAAR results from year one delivered to the board by June meeting.

The first goal is directly related to the fifth goal. One cannot be accomplished without the other. The focus of CDS is on therapy outcomes and measures in order as the district works towards a goal of “meets grade level” score on the STAAR for at least 80% of students by year 3. Without a student reading as closely to grade level as possible, and able to access grade level content, the first goal will not be met. To ensure that we are progressing towards this outcome we will measure the following: passing percentages for all grade level content, review of sub-population data with interim assessments.

Goal 2 is to reach 90% of students meet their individual growth goals as determined by MAP testing and is measured by formative assessments with grade level texts to check mastery, performance on interim assessment, and overall average for student grades. Updates on these outcomes will be delivered monthly to the board. CDS will have a 90% positive rating in our student climate survey is our Goal 3. This will be determined by the number of disciplinary infractions on a weekly basis and the number of anonymous staff and parent documented complaints. This will be reported monthly to the board. Goal 4 is in alignment with a design principle that is a personal advocacy measure for students. 100% of students entering 5th grade with demonstrated ability to self-advocate for their needs. This will be measured through Implementation of a content management solution with 100% usage rates, individualized and personalized learning is effective as demonstrated by school grades, and student requests/complaints are filed with the front office status rather than through hearsay. This will be measured quarterly and reported to the board.

In order to set our students up for success, dyslexia therapy level outcomes will be measured in order to ensure that the dyslexia intervention is diagnostic, prescriptive and effective in meeting reading goals. Fluency rates, oral reading fluency, vocabulary acquisition will be measured through CTOPP, Dibels, and core content area progress monitoring. By a positive upward trajectory for students in goal 5, principles of effective instruction will be measured and confirmed to include multisensory teaching, sequential presentation, guided discovery teaching, brief instructional segments, and teaching to automaticity. Our Goal 5 is 100% of students will be reading on grade level after two consecutive years with CDS. This goal will be monitored closely and be reported to the board quarterly by lexile levels as determined by mCLASS reading inventory, NWEA MAP test scores, and TELPAS reading proficiency for Emergent Bilingual/English Learners, This will be reported on at the end of year 2 to the board. The school leadership team will give a monthly report to the school board and indicate progress towards goals, barriers to achieving goals and plans for improvement if expected progress is not being made. Additional details around support for the superintendent are outlined below. The school leadership team will set the academic, financial and operational goals for the school which will be presented to and approved by the school board. The goals listed above are in compliance with HB3 as they are SMART, measurable, attainable for two consecutive years, relevant and time-based. They also represent the CDS core values and integrate their importance in measurable student outcome goals.

With the outlined SMART goals, data will be collected as each assessment results are reported. The first goal looks at whether 80% of students who have been at CDS two consecutive years will achieve an approaching grade level or above on STAAR testing. This will be measured by passing percentages for all grade level content, review of sub-population data with interim assessments, and STAAR results from year one delivered to the board.

The first goal is directly related to the fifth goal. One cannot be accomplished without the other. The focus of CDS is on therapy outcomes and measures in order as the district works towards a goal of “meets grade level” score on the STAAR for at least 80% of students by year 3. Without a student reading as closely to grade level as possible, and able to access grade level content, the first goal will not be met. To ensure that we are progressing towards this outcome we will measure the following: passing percentages for all grade level content, review of sub-population data with interim assessments.

Goal 2 is to reach 90% of students meet their individual growth goals as determined by MAP testing and is

measured by formative assessments with grade level texts to check mastery, performance on interim assessment, and overall average for student grades. Updates on these outcomes will be a regular agenda item for the board. CDS will have a 90% positive rating in our student climate survey is our Goal 3. This will be determined by the number of disciplinary infractions on a weekly basis and the number of anonymous staff and parent documented complaints. This will be reported monthly to the board. Goal 4 is in alignment with a design principle that is a personal advocacy measure for students. 100% of students entering 5th grade with demonstrated ability to self-advocate for their needs. This will be measured through Implementation of a content management solution with 100% usage rates, individualized and personalized learning is effective as demonstrated by school grades, and student requests/complaints are filed with the front office status rather than through hearsay. This will be measured quarterly and reported to the board.

In order to set our students up for success, dyslexia therapy level outcomes will be measured in order to ensure that the dyslexia intervention is diagnostic, prescriptive and effective in meeting reading goals. Fluency rates, oral reading fluency, vocabulary acquisition will be measured through mastery checks embedded in the dyslexia therapy curriculum. By a positive upward trajectory for students in goal 5, principles of effective instruction will be measured and confirmed to include multisensory teaching, sequential presentation, guided discovery teaching, brief instructional segments, and teaching to automaticity. Our Goal 5 is 100% of students will be reading on grade level after two consecutive years with CDS. This goal will be monitored closely and be reported to the board quarterly by lexile levels as determined by mCLASS reading inventory, NWEA MAP test scores, and TELPAS reading proficiency for Emergent Bilingual/English Learners, This will be reported on at the end of year 2 to the board. The school leadership team will give a monthly report to the board of trustees and indicate progress towards goals, barriers to achieving goals and plans for improvement if expected progress is not being made. Additional details around support for the Superintendent are outlined below.

http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

How will the board hold the superintendent accountable for meeting the proposed goals? What system will be used to track and monitor progress towards the goals?

The CDS board will hold the Superintendent accountable for the proposed goals through updates at every board meeting on all data that has been collected towards the progress measures aligned to the school's student outcome SMART goals. This report, along with financials and additional information, will be provided to the board, at least one week before each monthly meeting. While monthly board meetings seem frequent, this will ensure that the school is off to a strong start or making pivots if necessary based on data that is received from progress monitoring. The report that will be provided will include visual representations of the data for each progress monitoring component and will also contain a narrative regarding the barriers that the superintendent is facing. To ensure a model that continues to be supportive and focuses on development first, the board committee and the advisory board that have educational leaders on it will provide support on addressing problems. For example, if additional one on one therapy is needed for the reading goals to be met, the fundraising committee can assist in the raising of funds to engage a contract with another educational diagnostician that can support students. Another solution could be the finance committee helping to rebudget items to support the therapy. Alternatively, the academic committee might be able to find an expert or provide additional training for staff during Refresh weeks so they are able to more effectively individualize and personalize the therapeutic instruction for each student.

Last, to create alignment, CDS will also recommend that the superintendent cites the developed HB3 smart goals in their appraisal. This will allow synergy for the goals listed by the board and the leadership team to align towards positive outcomes. The Board will adopt the TEA-recommended tool for evaluation, the Texas Association of Boards' Superintendent Evaluation system.

http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

SUPERINTENDENT SALARY RANGE

Salary Range [Proposed School] including (\$) per student

Supt: \$20,000, \$35.71/st, Principal: \$110,000, \$196.43

Salary [District of Location] including (\$) per student

Supt: \$315,000, \$6.88/st, Principal: \$108,930, \$194.50

COMMUNITY INPUT

Discuss the extent to which the board (and supporting application team) collaborated with community members, potential staff, or potential parents to determine their priorities and desired qualifications in a superintendent.

Our Superintendent/Principal will be a combined position that is both responsible for board relationships, overseeing the local education agency (LEA), serving as the communication point between TEA and the LEA, as well as all principal duties including operations of the campus. For this reason, we have broken the salary comparison to show the Superintendent stipend on a per pupil basis as compared to the Superintendent salary for San Antonio ISD. We have kept the principal component of this salary at the same level as the salaries of principals in our occupied district - San Antonio ISD.

After a comprehensive listening tour of more than 1500 diverse school leadership, teachers, parents, community members and students a clear message was conveyed. The Superintendent not only needs to be a strong leader, but needs to remove barriers to education on every stakeholder level, facilitating a toxic stress free environment for every interaction in the school's ecosystem. A deep commitment to the mission of CDS as well as knowing how to implement these structures in a school system and with this targeted student population is paramount. Experience giving and rating the effectiveness of professional development as well as maintaining all accountability throughout the staff is critical.

The Superintendent will be the connector to the systems on our campus leading the way to greeting CDS students, families and teachers with student centered emotional support through assuming first that the student wants to learn and can do so through implementing each student's IEP and accommodations with fidelity, setting the tone for the day in and day out processes.

Through two public meetings over the course of the past year, the community was invited to give input as to the characteristics they thought were important in the Superintendent/Principal. The following was mentioned: someone with a vision for how to best impact the San Antonio community with the knowledge the school can provide, strong background and understanding of dyslexia, someone who is bilingual, leadership experience to facilitate the unique needs of students, understanding of emotional challenges student may have pre-existing, knowledge of how/where to recruit potential teachers, someone who is well versed in the emotional needs of people with dyslexia, curriculum, strengths, and what strengths of the staff will enhance the students. Additional qualities include a "can do" attitude, an out of the box thinker, someone invested in the community and who has worked with students from the community, bilingual certified, someone who has demonstrated creativity and flexibility in their previous endeavors, and a proven track record of being able to build a team.

Finally, input was given the unique nature of this charter school, planning for succession in leadership is crucial to staying grounded in the mission. It will be important to build up a strong team, and strong lead teachers looking for ways the Superintendent/Principal can build up those around them, highlighting opportunities for additional certifications or degrees that will promote advancement.

http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

SUPERINTENDENT QUALIFICATIONS

List all specific qualifications for the superintendent in [Attachment OP3 Staff Profile HR Forms](#).

SELECTION OF CANDIDATE

The applicant has identified a candidate to serve as the founding superintendent. If so, provide their qualifications and experience in [Attachment L1 Superintendent Resume/Job Description](#).

Discuss the recruitment process and why this individual is qualified to lead the proposed school in achieving its mission. Describe evidence of the leader's ability to effectively serve the anticipated population.

The applicant has **not** identified a candidate to serve as the founding superintendent. If not, provide a sample job description in [Attachment L1 Superintendent Resume/Job Description](#).

Discuss the recruitment process that will be used to identify and select the candidate best qualified to lead the proposed school in achieving its mission. Include the timeline, criteria, and selection process.

The future Superintendent/principal of CDS will have to be passionate about the mission and vision of CDS. This individual will have to understand the landscape of education in San Antonio, but also the larger discussion happening in our State and Nation about students with dyslexia and education policy surrounding this topic. As the administrative leader of our campus as well as the one who reports to the board, the aspects that will be crucial to the effectiveness of this position include a) assuming administrative responsibility over all aspects of the school; b) leadership of planning, operations, supervision and evaluation of educational programs; c) evaluating and reporting to the board on the overall performance of the school as well as bringing proposed solutions to problems that arise; d) hiring the administrative team, any disciplinary actions that need to take place regarding employees and staff; e) managing contracts, preparing proposed budgets to the board, and recommending policies to be adopted by the board. Because CDS will be an outward facing campus with involvement in the community, this individual will have to clearly articulate the mission and vision of the campus and continuously bridge relationships with families and community organizations. When CDS Board Chair asked for feedback at a public meeting as to qualifications stakeholders thought were important, the following was mentioned: someone with a vision for how to best impact the San Antonio community with the knowledge the school can provide, strong background and understanding of dyslexia, someone who is bilingual, leadership experience to facilitate the unique needs of students, understanding of emotional challenges student may have pre-existing, knowledge of how/where to recruit potential teachers, someone who is well versed in the emotional needs of people with dyslexia, curriculum, strengths, and what strengths of the staff will enhance the students. Additional qualities include a "can do" attitude, an out of the box thinker, someone invested in the community and who has worked with students from the community, bilingual certified, someone who has demonstrated creativity and flexibility in their previous endeavors, and a proven track record of being able to build a team.

Conversations have already begun in the community to find a potential candidate. Candidates that are being considered come from high performing schools with a similar demographic, have a passion for the mission and vision of CDS, have at minimum a Principal certification and have had experience in operations. The job will be posted as soon as the charter passes through the SBOE veto process. The timeline to hire the individual for this role will be the most important task of the board in the first few months of charter approval. The board will start

the hiring process in May to June 2023 - with transparency to candidates that hiring would be based on approval. This would allow us to hire the Superintendent by July 2023 so they can get started immediately on the tasks associated with the start-up year with support from the board as needed.

http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

EVALUATION OF SUPERINTENDENT

Explain how the superintendent will be evaluated. Include the frequency, evaluation tool to be used, evaluators, and desired or expected outcomes. See [Attachment L2 Superintendent Evaluation Tool](#).

CDS will use the Commissioner's recommended Texas Association of School Board's Superintendent Appraisal Tool to evaluate the Superintendent/Principal of CDS on an annual basis. This will be in accordance with 19 Tex. Admin. Code § 150.1031. The two mandatory requirements include the annual evaluation as well as student performance metrics.

Student Performance and additional information in the Annual Performance Report, key outcome indicators for the district, and other management responsibilities will be included. The board and the Superintendent/Principal will mutually agree on the process and weight given to each part of the evaluation and will evaluate the attainment of these goals at every board meeting and the month following mentioned assessments.

Student performance will be evaluated using data from the Texas Academic Performance Reports (TAPR) and completed Commissioner-Recommended Student Performance Domain worksheets by the board. Included in the student performance section will be campus performance objectives, compliance of special education, statements on violent and criminal incidents, school violence and intervention policies and procedures, findings on the Safe and Drug-Free School and Communities Act, school staff report and financial health of the school.

Key Performance indicators will include the district's SMART goals and assessment goals as measures: 80% of students who have been at CDS two consecutive years will achieve approaching grade level or above on STAAR testing; 90% of students meet their individual growth goals as determined by MAP; CDS will have a 90% positive rating in our student climate survey; 100% of students entering 5th grade with demonstrated ability to self-advocate for their needs; 100% of students will be reading as close to grade level as possible and access grade level content after two consecutive years with CDS.

In addition, since the Superintendent will be responsible for the organization's overall financial and operational health, we will track the following goals in those areas: CDS will have a charter FIRST rating of above standard achievement of higher; CDS will follow 100% of compliance regulations by the state and strive to be 100% staffed with full time personnel at all times; We will consider outcomes and tiers under the TEA's Charter School Performance Framework, as well as renewal criteria of TEA.

The evaluation rubric the board will use will be transparent. Goals set for the Superintendent will also be attainable and distinctly measurable through reported data across all domains mentioned in this charter. Domains will include goal setting for CDS academics, financial and operational performance indicators. In addition, student and parent surveys collected at the beginning and the end of the year will help guide the Superintendent on additional metrics such as personal goals, interests and engagement and compare satisfaction and accomplishments for community metrics to be considered as well.

http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

TALENT MANAGEMENT AND DEVELOPMENT

Staffing, Leadership, and Professional Development

STAFFING STRUCTURE

See [Attachment OP1 Organizational Charts](#)
[Attachment OP2 Staffing Chart](#)
[Attachment OP3 Staff Profile \(HR\) Forms.](#)

STAFFING PLAN AND TIMELINE

Describe the strategy, plans, and timeline to recruit, hire, assign, and retain highly qualified, diverse instructional and support staff who will support the operation of the proposed school.

It will be our mission at our innovative Celebrate Dyslexia Schools to attract, hire and retain a superior administration, faculty and support staff whose vision and motivation will align with the mission and vision of our school. Our plan includes acquiring a school board that will ensure the school is meeting the goals that they have formulated regarding the future of the school and forming a recruitment committee for the Superintendent/Principal. The Superintendent/Principal will be tasked with planning and implementing strategies to interview high quality candidates for all other positions, with priority given to candidates that would mirror both the demographics and the diversity of the schools location. It has been suggested that community-based teachers, partnering with parents and helping to mold successful students, provide a boon for the community in which the students live and in the future will serve.

The Superintendent/Principal will have the leadership team hired including the CFO, and Associate Principal/Academic Dean (Qualified Instructor). These positions are reflected in line items, 12, 13, 14, and 15 in the financial model. This team will be responsible for early implementation and establishing the framework to carry out the work of the mission and vision of CDS. By January 2024 all other jobs will be posted and the recruitment process will begin with a strategic plan to make sure all highly qualified teachers that would qualify as candidates are informed of the opportunities available at CDS.

The Recruitment Committee at Celebrate Dyslexia Schools will include a committee that the Superintendent/Principal chooses, but may include the CFO, Associate Principal/Academic Dean (QI), and the Special Education teacher (educational diagnostician). The committee's plan is to prioritize the recruitment of over half the faculty representative of minorities- which could include people of color, women, other nationalities and/or individuals with disabilities as well as highly qualified individuals with the skill set required to teach students with dyslexia. General operating characteristics will be important to emphasize with the recruitment team to include organizational skills, trauma informed communication skills with parents and students, and demonstrate passion to work with the dyslexic population.

Highly qualified educators with multiple certifications will be essential for carrying out the mission of CDS including dyslexia training (or be willing to acquire), Emergent Bilingual/English Language Learners, as well as Special Education. Teachers at CDS will be those who have a deep commitment to the mission and vision. When dyslexic adults look back on their own educational journeys, they will often speak of the struggle, and then recall "the" teacher that saved them, believed in them, showed them that they can, and turned their educational trajectory around. CDS commits to students that CDS will be a place that understands them and educates them. It will be essential that teachers hired at CDS understand dyslexia, and are willing to continue learning to provide the best possible opportunities of learning for students with dyslexia and continuously remove barriers to their education. Because the positions at CDS will require a particular skill set, information will be disseminated to platforms at the University of Texas at San Antonio, Texas A & M San Antonio, Texas State University, Trinity University, St. Mary's University, Our Lady of the Lake University, University of the Incarnate Word, Southern Methodist University, and Texas Lutheran University, LinkedIn and indeed.com, the CDS website, Glass Door, as well as Academic Language Therapists Association - Texas Branch, the International Dyslexia Association - Austin Branch, as well as through Decoding Dyslexia platforms. In addition, we have a network of recently retired Certified Academic Language Therapists and two local Qualified Instructors that are willing to assist CDS in arranging a pipeline of qualified substitutes if needed from their network of Certified Academic Language Therapists.

TALENT MANAGEMENT AND DEVELOPMENT

Staffing, Leadership, and Professional Development

Teachers at CDS will have the unique opportunity of training to become certified academic language therapist (CALT) or certified academic language practitioner (CALP). They will become proficient in an IMSLEC certified dyslexia therapy approach to teaching structured language, and master disciplines inherent in literacy to include: language development, phonology and phonemic awareness, alphabet knowledge, handwriting, decoding, spelling, fluency, vocabulary, comprehension, composition, testing and assessment, lesson planning, behavior management, study skills, history of the English language, technology and needs of older struggling learners (<https://tea.texas.gov/sites/default/files/texas-dyslexia-handbook-2021.pdf>). Teachers with this training will be prepared to meet the needs of all students with dyslexia at CDS. Each therapist in training will also become a leader in the dyslexia space qualified to lead faculty and staff professional development as it pertains to the characteristics of dyslexia (<https://www.dyslexia1n5.com/for-educators#CertificationPathways>).

Talent Management Plan Timeline will begin with hiring the Superintendent/Principal in July 2023. The Associate Principal/Academic Dean (QI) and CFO, and an Office Manager will be recruited and hired between September - December 2023. Between November -December 2023, job descriptions for each staff member will be written and posted by the Recruitment Committee which will include members from the advisory board. The recruitment committee will establish goals and affirm the CDS philosophy. The recruitment committee will be the Superintendent and members of the advisory board, including members of the leadership team as they are hired. The new year will have a media blitz, networking, job fair, career fair, teacher training program presentations, community outreach, school tours, and student/parent Q and A forums. CDS will recruit diverse, highly qualified staff that represent the San Antonio community. In February 2024, teacher and support staff positions on the website will be launched. In March 2024, phone interviews will take place, and in April 2024 teachers will be hired. Teachers and leadership team will have a welcome get together with the leadership team in May 2024.

The hiring committee will work to find the most qualified candidates to fill the teaching positions. The hiring committee will interview and screen candidates based on teaching certification and credentials. Highly qualified candidates will possess an active Texas teaching certificate, special education certification, and/or ESL certification. Dyslexia therapy certification and training is highly desired. Professional development will be offered to provide teachers continued education to acquire additional certifications and dyslexia therapy training (<https://bit.ly/2ZXiyKg>). Professional practitioners, including teachers or therapists, should have had specific preparation in the prevention and remediation of language-based reading and writing difficulties. Teachers and therapists should be able to state and provide documentation of their credentials in the prevention and remediation of language-based reading and writing difficulties, including program-specific training recommended for the use of intervention to be delivered in a multi-sensory instructional approach. Early intervention with proper instruction can aid in helping students cope with dyslexia, though it is a lifelong condition. For this reason, we will have a rigorous hiring process outlined in the following steps and will occur from January - May 2024.

Step 1- Applicants will be able to submit a letter of interest which will include their personal alignment with the mission and vision of CDS, resume and transcripts. These documents will be accepted online through the CDS website.

Step 2- CDS personnel will send a confirmation of receipt email to candidates.

Step 3- Members of the hiring committee will conduct a phone or virtual screener of candidates with pertinent questions in regards to their alignment to the mission and vision of CDS, their understanding and experience with dyslexia, and will answer any questions the applicant might pose. Applicants will be asked to send in any certification copies and 2 references- 1 professional and 1 character reference. All will be verified. They must agree to state and federal background checks.

Step 4- The recruitment committee will then meet, discuss the applicants and their qualifications, then decide which ones will continue the interview process. Applicants not chosen will be notified and thanked.

Step 5- An in person interview would include a school tour, a possible group interview and a video lesson presentation for the recruitment team and applicant to view together, with feedback and discussion to follow. It will be important to understand what makes a good day versus a bad day for a candidate. Additional questions will be asked in regards to their understanding and experience with the student population at hand.

TALENT MANAGEMENT AND DEVELOPMENT

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Step 6- Applicants will be notified if they are being offered a position with clearly articulated job expectations. All positions (whether hired or volunteer) will be finalized upon successful completion of criminal background checks which will be facilitated and/or arranged by the Office Manager of CDS. All teachers and staff will also need to complete fingerprinting prior to employment. The office manager will initiate this process by uploading information into the Educator Certification Online System.

Because CDS will be hiring certified teachers and will have been already fingerprinted. The Texas Department of Public Safety manages all background checks, and each applicant will give permission to CDS to run the background checks.

CDS recognizes the reality of high teacher turnover and attrition currently facing schools. To address teachers' satisfaction and clarity in the expectations of the job entails, the teaching positions will be posted with specific grade levels. This will decrease the uncertainty and increase transparency during the hiring process. Once hired, teachers will have the opportunity to participate in a teacher training program to continue their education and training in a high needs area of advanced reading instruction. During the certified academic language therapy training, teachers will work under guidance and instruction of a master teacher or Qualified Instructor (QI) while earning graduate level credentials. This high-quality preparation program has a multi-tiered benefit with increased teacher commitment, improved teacher efficacy, and overall school effectiveness (<https://bit.ly/3lpniKg>). High-quality mentorship and support of teachers through this program helps to improve teacher retention (<https://bit.ly/3DFNAV3>).

According to The 2022 Texas Teacher Poll conducted by the Charles Butt Foundation, 97% of teachers reported that a positive work culture and environment was an important retention factor. Additionally, 90% reported that autonomy as a classroom leader was important and 85% reported that days off for teacher and student well-being and a schedule with more time for planning in the day were important for retention (<https://charlesbuttdn.org/what-were-learning/2022txteacherpoll>). CDS has implemented these retention strategies into the school model through offering Refresh weeks for the teachers and students in every month that there is not a traditional break from school, providing teachers with greater autonomy in the way they teach, and extended time for planning throughout the school day.

CDS is committed to providing the best possible education and environment for learning for children with dyslexia. In addition, providing the best possible environment for teachers to thrive will be equally important to the success of the mission and vision. Proactive steps towards avoiding teacher burnout include having blocks of professional development, student IEP/504 meetings in the summer, as well as regularly blocked days for planning and professional development every month. To reduce teacher turnover and attrition, administration will work to support teachers and staff. Embedded in the academic calendar are Refresh Weeks where teachers have the opportunity to work on professional development, planning, and self-care.

If the response to apply to CDS is below expectations, more emphasis can be put on national level recruitment due to the innovative attraction of our campus. Ultimately, CDS will respond to the needs communicated by the Superintendent/Principal. Full transparency and communication with the board as to how the Superintendent/Principal needs to be supported will be encouraged and taken into account when evaluating the individual on retention/recruitment targets each year.

The priority in all decisions made regarding staff will keep the student's achievement in mind. With additional highly qualified supporting lead teachers, there will be opportunities for filling in the classroom in the event that a teacher leaves the school in the middle of the school year.

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TALENT MANAGEMENT AND DEVELOPMENT

Staffing, Leadership, and Professional Development

Discuss specific goals to meet the timelines for hiring staff. How will progress towards the goals be measured?

CDS will create a dashboard that includes specific goals for hiring, and progress towards those goals. In addition, the dashboard will include diversity as a component to track representation, forms of communication and location of candidates.

The highest priority for CDS is hiring a Superintendent/Principal by July of 2023. Hiring the highest qualified leader who is passionate about the mission and vision of the campus will set the tone for the rest of the campus hires. The Superintendent/Principal will develop a recruitment strategy for the CFO, Associate Principal/Academic Dean, Special Education Coordinator, and Office Manager by August, and will have this team hired and on boarded by December 2023. Job descriptions and positions will be posted in January 2023. By April of 2024, 25% of needed teachers will be offered positions. In April 2024 another 50% of teachers will be hired and by May 2024, the final 25% will be hired in order to begin professional development in June. The rest of the support staff will be hired by April 2024 including office staff and the school nurse, found in line items 21 and 22 in the financial model. Goals will be measured on the dashboard and the Superintendent/Principal will keep the board informed on progress towards hiring goals.

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Outline plans to ensure that the school remains fully staffed throughout the school year and strategies for addressing potential staff turnover, and specific plans to provide coverage in the event of staffing shortages.

CDS is committed to providing the best possible education and environment for learning for children with dyslexia. In addition, providing the best possible environment for teachers to thrive will be equally important to the success of the mission and vision. Proactive steps towards avoiding teacher burnout include comprehensive professional development to equip each teacher to find professional success in teaching students with dyslexia. In addition, having blocks of professional development, conducting student's IEP/504 meetings in the summer to avoid pulling the teachers from their classrooms, as well as regularly blocked days for planning and professional development every month. Some incentives that may make the positions at CDS more attractive will include: intentionally small classroom sizes as well as low student- to-teacher ratios, mentoring provided for first year teachers and opportunities to observe more experienced master teachers, grade level meeting and planning assistance for inexperienced teachers, competitive salary and opportunities for all teachers to train with a qualified instructor to become a Certified Academic Language Therapist.

Compensation for other positions are commensurate with the duties of the position, experience required and qualifications. Unforeseen shortages can be aided by including targeting surrounding colleges, spending extra time with those students doing their practicum hours on the CDS campus for recruitment after their certification exam is complete, and speaking with their seniors in the College of Education and College of Special Education and their campus' human resources. Also, continued networking throughout the community and local organizations will aid in shortage elimination. Because the school is hiring additional Special Education lead teachers (one per grade level) as well as ESL lead teachers, there will be availability of highly qualified and knowledgeable teachers to fill in if there is a need for a class. If more reinforcements are required, recently retired Certified Academic Language Therapists as well as local Qualified Instructors have offered support in finding and supplying short term substitutes. The last case scenario will be increasing the sizes of some classes during certain subjects during the day, but keeping fidelity to the small group interventions with extra lead teachers already on staff.

If the response to staff recruitment to CDS is below expectations, more emphasis can be put on national level recruitment due to the innovative attraction of our campus. Ultimately, CDS will respond to the needs communicated by the Superintendent/Principal. Full transparency and communication with the board as to how the Superintendent/Principal needs to be supported will be encouraged and taken into account when evaluating

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the individual on retention/recruitment targets each year. The priority in all decisions made regarding staff will keep the student's achievement in mind. With additional highly qualified supporting lead teachers, there will be opportunities for filling in the classroom in the event that a teacher leaves the school in the middle of the school year.
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PEIMS [PUBLIC EDUCATION INFORMATION MANAGEMENT SYSTEM]

Identify the position(s) that will facilitate all duties associated with PEIMS data collection and reporting, including: salary, formal PEIMS coordinator position (or not), and training that will be offered prior to Year 1.

CDS will hire an individual whose main role and responsibility is to collect data, enter it appropriately and work with other necessary personnel to make sure all information is reported accurately to the State. This individual will be a part of the CDS team from year one on a part time basis and will transition to full time by year 2. The CDS PEIMS Clerk will work with campus data collectors to organize and format data required in a timely manner, run edits and reports in addition to verification checks, distribute information to staff for analysis and correction, submit accurate and complete PEIMS data in TEA prescribed format to ESC for processing, maintain student management system, and ultimately coordinate the collection, integration and formatting of all data required according to PEIMS data standards. The PEIMS clerk will attend the ESC training before the school year begins so that all information is collected correctly from the beginning. Training includes the overview of the 4 mandated PEIMS submissions, current and future TSDS including Charter School Waitlist, Class Roster, SPPI-14, Residential Facility Tracker, Early Childhood Data System, Special Education Language Acquisition, and all future TSDS Collections.

The PEIMS clerk salary will be competitive for the market at \$32,000 and can be found in line item 18 in the financial model. This is an average of the salaries within our primary geographic boundary with the additional benefits of working at our campus.

Qualifications for the PEIMS clerk will be at a minimum a high school diploma. The individual recruited will be someone who enjoys data collection, data entry and data management. Experience in record keeping and previous experience with PEIMS recording data will give potential candidates an advantage. We will also look to contract with and consult with PEIMS experts in the state and through Region 20 to ensure our PEIMS data is accurate and reported properly as we fully understand the importance of PEIMS data and that errors can negatively impact the school's ratings and status.

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INSTRUCTIONAL LEADERSHIP TEAM

Identify the proposed roles and responsibilities of the school's instructional leadership team beyond the superintendent. Identify the areas each role will oversee or facilitate. See [Attachment L3 Leadership Team Résumés](#).

ROLE/POSITION	AREA OF OVERSIGHT AND RESPONSIBILITIES
Associate Principal/Academic Dean	In year 1 and 2, the academic dean and associate principal role will be combined to create one position that will observe employee performance for all teachers, assist with safety inspections and protocol, support innovation implementation of adopted materials, appraise and coach half of teaching staff, train teachers in dyslexia intervention, lead evaluation and coaching of teachers in dyslexia intervention, lead in planning and conducting IEP/504 meetings, track data to ensure effective instruction for dyslexic students, appraise and coach half of teaching staff

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ROLE/POSITION	AREA OF OVERSIGHT AND RESPONSIBILITIES
Chief Financial Officer	Assist in preparation, implementation and administration of budgets and budget amendments in accordance with TEA guidelines conjunction with district administration, monitor all campus accounts and makes necessary adjustments to ensure budgets and expenditures are in TEA compliance for PEIMS submission, direct, supervise and evaluate the activities of purchasing, payroll, accounts payable, data center, school activity office, accounting staff, district treasurer and budget implementation.
Principal	In year 3 and beyond, the principal will observe employee performance for all teachers, assist with safety inspections and protocol, support innovation implementation of adopted materials, appraise and coach teaching staff, conduct conferences on student and school issues with parents, students and teachers, implement and administer District and campus policies and procedures that are in compliance with all federal, state and local regulations
Academic Dean	In year 3 and beyond, the academic dean will train teachers in dyslexia intervention, lead evaluation and coaching of teachers in dyslexia intervention, lead in planning and conduction IEP/504 meetings, track data to ensure effective instruction for dyslexic students, appraise and coach half of teaching staff, participate in the development and evaluation of all educational and dyslexia programs, and assist in interviewing, selecting, and orienting new staff

Click to add a row to the table above.

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EVALUATION OF LEADERSHIP [NON-SUPERINTENDENT]

Explain how leadership will be evaluated. Include the frequency, evaluation tool to be used, evaluators, and desired or expected outcomes. See [Attachment L4 Leadership Team Evaluation Tool](#).

Evaluation tool: T-PESS

The Superintendent/Principal will evaluate the leadership team as the positions are gradually added throughout the first 5 years. In years 1-2, the leadership team will consist of a Chief Financial Officer and an Associate Principal/Academic Dean (QI). By year 3, the leadership team will consist of a Chief Financial Officer, Principal and Academic Dean (QI). By year 5, the CDS leadership team will increase to add an additional Academic Dean (QI). The evaluation tool will be T-Pess. Main areas of evaluation will include personal continuous growth and improvement, guide self-reflection, informed professional development, improved leadership qualities. Before the school year begins, the leadership team will have an orientation explaining T-Pess and the different areas of evaluation as well as the timeframe to expect the process to take place. The T-Pess timeline includes a self assessment and goal setting reflection time to be completed by the leader before the beginning of the year conference which takes place by the end of September. Throughout the year there will be ongoing site visits and informal data collection in the form of assessments and progress monitoring on the main areas of evaluation. By the middle of January there will be a mid-year conference as a checkpoint with the Superintendent/Principal. By the end of the year, all data will be collected and there will be another time of the end of year goal setting. Throughout the second half of the year, it will be important for there to be an ongoing effort to collect data and artifacts for the end of the year conference.

As the evaluator, the Superintendent/Principal will understand the rubric and matrix and will participate in professional development to ensure best practices. As a leader, the evaluator will model identifying strengths and areas of weakness in order to design an attainable goal for improvement. Accurate information will be essential to portray the performance of each leader utilizing the summary rating form. Leveraging the environment and community of work conditions will also contribute to effectively guiding the mid-year progress meeting and the final evaluation at the end of the year.

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Desired outcomes will include ensuring that all students had access to and received a high-quality education and that high quality teachers and staff were onsite in every classroom, establishment of a trajectory for personal responsibility in improving student success, establishment of high expectations for all staff and students, and effectiveness of school instruction reflects in positive and clear goals, targets and strategies. CDS SMART goals will include 80% of students who have been at CDS two consecutive years will achieve approaching grade level or above on STAAR testing, 90% of students meet their individual growth goals as determined by MAP, CDS will have a 90% positive rating in our student climate survey, 100% of students entering 5th grade with demonstrated ability to self-advocate for their needs and 100% of students will be reading as close to grade level as possible and access grade level content after two consecutive years with CDS.

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PROFESSIONAL DEVELOPMENT SCHEDULE [YEAR ZERO]

Budgeted Amount:

Using the chart below, provide a tentative schedule for professional development that will take place prior to the school opening. Identify content to be included during this induction period and how teachers will be trained to deliver any unique aspects of the educational program.

TIMEFRAME	CONTENT FOCUS	DELIVERY DESIGN	PROVIDER
Whole Day	Dyslexia Training (to include dysgraphia and dyscalculia training)	Whole Group	Academic Dean; Qualified Instructor in Dyslexia
Whole Day	Math	Whole Group	Associate Principal/ Superintendent
Whole Day	STEM	Whole Group	Associate Principal/ Superintendent
Whole Day	Science/Social Studies	Whole Group	Associate Principal/ Superintendent
Whole Day	ELA	Whole Group	Associate Principal/ Superintendent
Whole Day	Trauma Informed/Social Emotional Training/PBIS	Whole Group	Communities in Schools/ Counselor

Click to add a row to the table above.

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Discuss how and when teachers will be compensated for their time during the induction period.

The board recognizes the additional time and work required so we have budgeted for 3 weeks of pay for teachers which will cover their training time before school starts. Teachers will have to have a passion for teaching children with dyslexia and providing them with increased opportunities for planning and professional development will lead to teachers to pursue their passion for teaching. Site research that shows this will help retain teachers. Moreover, while there are days prior to school required for training, we have Refresh weeks throughout the year, allowing teachers to focus on self-care (<https://bit.ly/3dmF2aw>).

The dyslexia training also adds internal value to the teacher. By getting certified, teachers will become more appealing and hireable as it is a high need area (<https://bit.ly/3EvD97E>).

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TALENT MANAGEMENT AND DEVELOPMENT

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PROFESSIONAL DEVELOPMENT SCHEDULE [FOLLOWING YEAR ZERO]

Discuss how the annual academic calendar includes days for school-based professional development activities that align with the assessment calendar and allow for data-driven reflection, including protected time built into the master schedule for teachers to meet frequently and regularly for in-depth conversations about formative and interim student data in order to meet the needs of both struggling learners and learners needing acceleration.

Part of the CDS innovative model is that every teacher will be trained as a Certified Academic Language Therapist. In order to do this well, teachers will be compensated for their time to start their dyslexia therapy COHORT training in June every year, beginning June 2024. As mentioned previously, throughout the year, Refresh weeks will accommodate further professional development during contracted time so that CDS teachers can learn as a COHORT. All other professional development will also take place during contracted days. During the school day, conference time will also be built in for every teacher.

Professional development will continue in subsequent years starting with the solid weeks of dyslexia training to complete the certificate level two year training for therapists who were with us in year one. New teachers will start with the induction training schedule aforementioned. Core Content professional development will follow a similar pattern, not only to give new teachers a solid foundation of support and understanding of the school model, but also reinforce and answer instructional questions that may have come up for returning teachers in the previous year.

CDS' first year teachers will complete the required 250 hours of coursework over two years to become a certified dyslexia therapist following the model of the Dyslexia Resource Center. For the first year of training, the hours will be divided into three different courses that will occur throughout the academic school year during teacher professional development hours. When we interviewed teachers for input on our model, they requested more time to collaborate with their peers and for embedded professional development during the school year. As a response to this, we have developed Refresh weeks throughout the school year in order to provide time for teachers to receive the time for professional development and collaboration that they requested. While we will begin the cohort the June before school starts, all teacher hours will be compensated as reflected in the financial model. Continued dyslexia therapy training will take place during these Refresh weeks in a cohort style training. The first course, Dyslexia 101: Introduction to Academic Language Therapy, will occur over approximately 70 hours in June and August before the school year officially starts. This course will cover the following topics: History & Current Science of Dyslexia, Building Early Reading Skills, Phonology, Introduction to the Structure of English Language, and Introduction to Academic Language Therapy. These courses will provide teachers with a foundation of knowledge in dyslexia therapy that will allow them to be successful as they are beginning the school year. Further development in dyslexia training will occur in the fall semester as teachers will complete the second course, Dyslexia 102: Early Language Development, during professional development hours in September, October and November over approximately 35 hours. The topics covered throughout this course will include Reading Development, Introduction to the Diagnostic and Prescriptive Model of Therapy, Explicit and Systematic Instruction on the structure of written language and Building Student Fluency. The final course for the first year of training, Dyslexia 103: Literacy Instruction for Students with Dyslexia, will occur in the spring semester over approximately 35 hours during professional development hours in January, February and March and will cover topic such as Explicit and Systematic Instruction on the structure of written language, Assessment of Student Progress, Developing Oral Language Skills, Building Written Language Skills and Instruction at the sentence level.

As second year teachers will be beginning their second and final year of dyslexia training, first year teachers will begin their first year of dyslexia therapy following the same schedule as above. For second year teachers, they will also follow a similar outline in their final coursework for dyslexia training. The first course, Dyslexia Therapy 201:

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Advanced Seminar in Dyslexia Therapy, will occur in the summer before the school year begins during professional development hours in June and August over approximately 40 hours. This course will cover Advanced study of the structure of written language, Application of the knowledge of current science, Advanced Syllable Instruction, Introduction to Morphology and Advanced Diagnostic and Prescriptive Model of Therapy. The second course, Dyslexia Therapy 202: Advanced Structures of Written Language, took approximately 35 hours during the fall semester in September, October and November. This course will cover the following topics: Procedures and Measures for Assessing Characteristics of Dyslexia, Introduction to Developing Metacognitive Skills, and Building Word and Worldly Knowledge: A look at vocabulary instruction. The third and final course, Dyslexia Therapy 203: Advanced Seminar in Written Expression, will occur over approximately 35 hours in the Spring semester in January, February and March during professional development hours. This coursework will cover the following topics: Advanced Morphology, Advanced Developing Metacognitive Skills, Building Word and Worldly Knowledge: A Focus on Comprehension Instruction, Advanced Oral Language Skills, Advanced Oral Language Skills, Advanced Written Language Skills and Instruction at Paragraph/Essay Level. In order to become a certified dyslexia therapist, an additional requirement is 700 hours of practicum that will occur during regular school hours over the two years that they are in the training program, in which 10 of these lessons will be observed by the Academic Dean, who will serve as the Qualified Instructor at the school. After receiving their certification, teachers will be required to complete 30 hours over 3 years of continuing education units to maintain their title as a Certified Academic Language Therapist (Dyslexia Professional Certification Programs, Dyslexia Resource Center).

Following the same outline, professional development in the following areas: Math, STEM, Science/social studies, English Language Arts and Trauma Informed/Second Step Training will be delivered in group setting to allow for collaboration and will occur during the professional development week before the school years begins then will continue throughout the school during refresh weeks in the Fall and Spring semesters.
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STAFF CLIMATE SURVEY

Discuss the school's plan for conducting staff climate surveys and how the data will be used.

CDS believes in community enrichment, and making sure that our staff know they are a part of the community. Working at CDS should allow every individual an opportunity to gain employment doing what they love best, with as many opportunities to have their cup filled, instead of depleted. There will be an open ended "cheers and tears" box in a staff only room. Staff will be encouraged to leave comments on things they like, versus things they want to raise as a concern anonymously. The Superintendent/principal will address every one as well as his/her solution at the monthly staff meeting in a whole group setting. Our board chair observed this process occur at a local high performing charter school and it was a highly effective method for ensuring teachers felt recognized and heard. CDS believes in implementing best practices and thus has chosen to include this in our model.

In addition, staff will fill out an anonymous survey twice a year in November and April. This survey will be used by the leadership team to collect data on what staff think about the school including student relationships, learning environment and the school's overall community. Specific areas of interest will be if teachers believe they have adequate time to plan and prepare, the condition of the physical environment around them, enrollment sizes, professional development, and personal growth. Additional questions will be asked about the leadership team's effectiveness as well as student behavior as well as family and community engagement. The answers will help guide the leadership team on understanding what areas are most important and what needs to be changed in order to maximize teacher retention and maintain the best possible work environment.
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TALENT MANAGEMENT AND DEVELOPMENT

Teacher Support and Evaluation

TEACHER SUPPORT

Explain how teachers will be supported and developed each school year including mentoring, observations, and feedback. Also address any specific supports for novice teachers.

While CDS has implemented strong processes for hiring, teacher support is an absolutely critical component to our model and one which we believe is critical to our student success and a positive school culture. Just as we want students to believe and maintain a growth mindset, the instructional leadership team will support teachers in keeping their growth mindset at the forefront of their work as well. Our teacher support process will be grounded in an instructional coaching model that has proven to increase impact (<https://brook.gs/3DlSf2M/>). Our coaching model is three pronged and includes development of trusting relationships, instructional walkthroughs/ observations, and actionable feedback that is chunked so teachers understand how to implement. This is imbedded in our leadership model by hiring a Qualified Instructor and including in their duties those of academic dean. This individual will teach, guide, coach and give feedback from observations and data collected. CDS has a robust professional development calendar to offer foundational training, coaching and planning so that even the novice teacher will be given strong support.

Just as we know students can't learn from teachers they don't trust, teachers similarly have a difficult time receiving feedback from leaders they don't trust. For this reason, the months of June-August will be dedicated every year to building a strong relationship with the coach and teacher. To support the creation of the coaching relationship, the leadership team member that serves as a coach for the teacher will also not be the evaluator. This prevents any feedback the coach is presenting from being seen as punitive (<https://eric.ed.gov/?id=EJ963527>). At capacity, we will have four coaches for the teaching staff - the Superintendent, Associate Principal, Academic Dean and the Special Education Coordinator. Instructional coach is a mindset we want all instructional leadership team members to have which is why we don't have a separate position with that title.

The second component of the support model is instructional coaching that is chunked. With a strong foundation for a relationship, the coaching team will be in teacher classrooms at least once every week through October and then once every two weeks through the remainder of the year. Each observation will not necessarily be an hour long, but could also include quick walkthroughs to monitor progress. Coaches will look for implementation of strong pedagogy as described in our school model like small group, therapeutic instruction, the use of structured literacy framework and multi-sensory, and explicit instruction being used effectively and consistently amongst others. Coaches will take note of teacher actions and student behaviors to support the data driven conversations to follow.

While the coach will not be the evaluator, the areas of growth determined in the T-TESS system will be the foundation for the feedback the coach provides. After any observation or walkthrough, teachers will receive some form of feedback so they know how they are progressing. After each longer observation, coaches will have meetings with teachers during refresh weeks to analyze the use of strong pedagogical practices and student outcomes. Feedback will be provided that can be chunked and then the coach will work hand in hand with the teacher to support the implementation. For example, if a coach observes strong explicit instruction but no use of multi-sensory modalities, the feedback could be anchored in specific students and the different ways in which they learn best. Then the coach might take the teacher's lesson plan for the next week and help the teacher implement the use of visual or auditory examples in the plan.

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TEACHER EVALUATIONS

TALENT MANAGEMENT AND DEVELOPMENT

Teacher Support and Evaluation

Provide the title of the evaluation tool, if identified:

T-TESS

Explain how teachers will be evaluated. Include the frequency, evaluation tool to be used, evaluators, and desired or expected outcomes. See [Attachment OP4 Teacher Evaluation Tool](#).

The implementation of quality instruction for our students is one of the pillars of our school model. CDS will not only have a support system in place for teachers but also implement a thorough teacher evaluation process. In order to ensure that teachers are well equipped to provide personalized, targeted instruction that is built on the premise of knowing each student by name and by need, the school will provide multiple training opportunities that cover both academic and classroom management strategies. As teachers implement the provided training, the instructional team (which consists of the Superintendent/Principal, the Associate Principal, Academic Dean, and the Sped Coordinator) will serve as instructional coaches, providing timely and specific feedback to teachers. Teachers will monitor classroom performance data and will reflect on their own practice during professional learning communities as part of the monthly Refresh Week.

The evaluation process we will use is based on the Texas recommended system, T-TESS. The Superintendent/Principal and the Associate Principal will be the ones responsible for conducting all of the evaluation of the teaching staff and documenting their progress towards stated goals using the T-TESS evaluation tools and timeline. The coaching data will not be used in the formal evaluation process.

The first component of T-TESS is to have teachers set professional learning goals. In T-TESS, the goals component of the document serves as a "living document" and can be changed and updated as the teacher masters designated areas. This supports the ability for teachers to grow throughout the year. There are four domains in the rubric - planning, instruction, learning environment and professional practices/responsibilities. Each domain has a specific dimension that is analyzed in five levels from distinguished being the highest to improvement needed being the lowest. An example of an area where a teacher might establish a goal could be dimension 2.4 - differentiation. A teacher might want to grow in being able to provide differentiated instructional methods to ensure students with different learning styles can still master the content. This would be the goal for the example provided in the coaching paragraph above on the efficacy of multi-sensory teaching.

Formal teacher observations that will be documented for their evaluations will take place twice a school year. The first evaluation will take place in late October/beginning of November. This will allow teachers the chance to have already established a working relationship with their coach that would be helping them to implement strong pedagogical practices. Prior to the formal observation, teachers will receive a week's notice so they aren't caught off guard. After the observation, the evaluator and teacher will meet and discuss a plan for meeting goals and/ or the areas of improvement identified. The second evaluation will take place in March. The same evaluator will do both observations for each teacher.

Our intended outcomes for the evaluation system are two fold. First we want all of our teachers to meet the goals they set out for themselves during the year. As teachers grow, their self-efficacy is higher, which will support the development of a strong school culture for adults and students. Secondly, we would like to have high performing teachers at our campus, particularly because we are developing it as a hub for teacher training. For this reason, we would like 100% of our teachers to be at least proficient on the T-TESS evaluation system. Further we will aim for 75% of our staff to be rated accomplished by the end of the year and 25% to be rated distinguished.

http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

TEACHER GROWTH

Discuss the school's plan for supporting teachers in need of performance growth.

To ensure the best for our students, we will make sure that all of our teachers have a strong foundation and are doing right by kids. For this reason, if we identify any teachers that are holistically in the improvement required or developing levels on the evaluation rubric and are not making an effort to improve their own practice, we will develop a growth plan for them. If there are teachers that are low performing but still working with their coach and making an effort to improve, we will continue to work with them throughout the year and provide additional professional development/support. However, as a result of the intense coaching we are providing - low performing teachers that aren't demonstrating effort will be easily identifiable. Only for these teachers will a growth plan be immediately implemented in order to support their success. Given that our students are already coming to us with gaps and the need for additional support, teachers will be given extra guidance in helping to close those gaps. The growth plan developed for these teachers will have specific action items that they must take on to demonstrate their attempt at strengthening instruction and their practices. If no improvement or action is taken, the teacher will be removed from their duty. The robust hiring process provides us with great confidence that such actions may never be necessary. Still, a charter holder's ability to remove at-will employees provides us with key autonomy necessary to take action as needed and maintain an environment that is in the best interest of the students and the school.

http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

OPERATIONS AND FINANCE

Community Engagement and Student Recruitment

COMMUNITY MEETING

Provide information on all community meetings that occurred within 18 months of the Generation 28 application deadline. See [Attachment E3 Public Meeting Notice](#).

MEETING DATE	LOCATION	IN-PERSON/VIRTUAL	ATTENDANCE
10/06/2021	Zoom	Virtual	51
11/13/2021	Mission Library	In-person	11
11/29/2021	Mission Library	In-person and zoom	30
04/09/2022	The Doseum	In-person	27
April-August 2022	Zoom	Virtual	125
Spring 2022	UTSA	In-person	460
10/05/2022	Cambridge Elementary	In-person	90
10/11/2022	The DoSeum	In-person	22
10/15/2022	The Magik Theatre	In-person	250
10/19/2022	Brandeis High School	In-person	16
10/22/2022	The Magik Theatre	In-person	16

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COMMUNITY ENGAGEMENT

Charter School Program Start-Up Grant - 20 U.S. Code §7221b(f)(1)(C)(i)(IV)

Describe how the board and applicant team have assessed and built parent and community demand for the proposed school. Discuss specific outreach strategies that were used. See [Attachment E5 Evidence of Community Support](#).

Celebrate Dyslexia Schools was born out of the education initiative of Celebrate Dyslexia. Since the time of the School's incorporation, the board has engaged various stakeholders from university admin, university professors, school board members, Superintendents, dyslexia coordinators, campus administration, general education teachers, reading specialists, diagnosticians, parents, students, local community members and business owners, local government, other non-profit organization leaders, parents and students. From one-on-one meetings to group presentations, Celebrate Dyslexia has listened to what the community needs to serve dyslexic students while building capacity for other schools to do so as well. All stakeholders say they want to know more. All stakeholders want to experience success whether delivering instruction, receiving instruction, managing and operating curriculum, or learning. The response to the community is this school model, removing barriers for everyone and reaching the next generation of dyslexic students to allow them to launch well while giving their families concrete guidance to support their children through education.

Celebrate Dyslexia was born in 2019 the day the DoSeum said yes to hosting "Beautiful Minds: Dyslexia and the Creative Advantage." The idea was bringing a strength-based exhibit demystifying dyslexia to the community, giving local students a voice to share their own experiences from before identification to successes experienced after intervention, and an opportunity for schools to engage in the dyslexia conversation in a safe place...a children's museum. We wanted districts to have an opportunity to talk about their successes, and help each of them move towards improvements for dyslexic students and teachers that teach them. In the roughly 6 months during early days of COVID that the exhibit was at the DoSeum, they report 17,000 people came through the exhibit. In addition, Northside ISD brought their entire Special Education department for a time of learning. Two choice

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professional development sessions were offered (one in the fall and the other in the spring), as well as a power to the parent lunch and learn and a full day training for City Year AmeriCorps members. This is what happened under the DoSeum's roof. Much more happened in the community. Celebrate Dyslexia was invited to present to central office administration at Northside Independent School District as well as a parent information night at Bob Beard Elementary, and a Northeast ISD Family Engagement event through the family specialist at Eisenhower Middle School. Celebrate Dyslexia was invited to present at Judson ISD board meeting by Patricia Baker and conducted training for San Antonio Charter Moms, web app developers at Geekdom. They also presented for Teach for America and City Education Partners staff, Region 20 Head Start Consortium, and San Antonio Public Library Librarians. The exhibit also opened doors for conversations with community partners such as the City of San Antonio, Bexar County, San Antonio Public Library, Teachers Can, Yes! Our Kids Can, Microsoft, the Multi Accessibility Center at Morgan's Wonderland, the San Antonio Brighton Center, San Antonio Head Start programs, the University of Texas at San Antonio, University of the Incarnate Word, Texas A & M University San Antonio, and Magik Theatre, to name a few.

The next high profile partnership is the development of a new play with the Magik Theatre whose mission is to use the power of theatre to create magical storytelling for children that activates imagination, grows young minds, and inspires creativity and a love of learning that is the key to a more literate future for our community (magiktheatre.org). The play, Eddie & Vinnie, is an original play that tells the story of a dyslexic student navigating school written by Jenny Millinger. This production appeals to a wide age range, providing a unique glimpse into the dyslexic brain to lessen the stigma and foster awareness, understanding, and acceptance for not only the children diagnosed with this neurobiological difference, but their families, teachers, coaches, and the community at large as well. Eddie & Vinnie is made possible through the support of grants from Texas Cultural Trust, Texas Commission on the Arts, the Betty Stieren Kelso Foundation, and is sponsored by the HEB Read 3 initiative. The production also marks the second time in its 27-year-history that Magik Theatre has received grant funding through the prestigious National Endowment for the Arts (NEA) (magiktheatre.org).

"The National Endowment for the Arts is proud to support arts and cultural organizations throughout the nation with these grants, including Magik Theatre, providing opportunities for all of us to live artful lives," said NEA Chair Maria Rosario Jackson, PhD. "The arts contribute to our individual well-being, the well-being of our communities, and to our local economies. The arts are also crucial to helping us make sense of our circumstances from different perspectives as we emerge from the pandemic and plan for a shared new normal informed by our examined Experience" (magiktheatre.org). Eddie and Vinnie traveled to schools for 6 weeks Fall 2022, enjoyed a stage run for 2.5 weeks, and will continue to travel throughout Texas Spring 2022.

The work of Celebrate Dyslexia continues to search for areas of collaboration to bring solutions to every stakeholder in the San Antonio community in a strength based beneficial way to capture the next generation of dyslexic students and their families. Letters of support from many of those listed here can be found in the attachment section.

During the early days of COVID, Celebrate Dyslexia received requests from parents to start a book club. We decided to begin with the 2018 TEA Dyslexia Handbook in which guest speaker, Adrea Oganovsky joined. Surprisingly, equal amounts of teachers and parents participated on the virtual platform. We spent 6 weeks combing through the sections and finding answers to participant's questions. Parents requested that the book club continue, so the next selection was Drs. Sally and Jonathan Shaywitz's *Overcoming Dyslexia*, 2nd edition (<https://bit.ly/CDSShaywitz>). We are proud to say that Dr. Sally Shaywitz joined our group for two sessions. This allowed our community direct access to the world's most prolific researcher in dyslexia. This book club continued to include the *Self-Driven Child* by Dr. William Stixrud and Ned Johnson, who also joined in a collaborative event with Jewish Family Services and City Education Partners, and *Fish in a Tree* by Lynda Mullaly Hunt who joined our book club as well.

With a desire to design this school model with the community, we have made a concerted effort to engage a

OPERATIONS AND FINANCE

Community Engagement and Student Recruitment

diverse group of stakeholders in the design process. Since the inception of Celebrate Dyslexia Schools, over 500 one-on-one meetings have been had in the community. A constant vein requested by community members is that of collaboration and partnership. Whether we are having conversations with school districts, educational support organizations, universities, parents, students, teachers, administrators, technology experts, or the cultural and performing arts, it is the desire of CDS to join all our community assets to offer to our students and in turn, offer our community in collaborative solutions for all to harness.

In addition, we conducted a pilot at the Mission Library. Jasmin Dean and Flor Gutierrez conducted a joint session for parents and students. The students participated in an activity where they would create a vision board. We wanted to know how much do kids know about dyslexia, who do the kids know that are dyslexic, what do the kids feel about their own self concept and to create dream/vision boards to understand their goals and ideas of success. In turn, we also wanted to know the same from the parents in regards to their children. A mother (N.R.) and her 2nd grade son (O.R.) participated. O.R. chose the word "smart" to describe himself and placed it with a drawing of himself in the middle of his vision board. N.R. had tears in her eyes and confessed to Flor that she thought dyslexia meant that her son had an intellectual deficit and was not smart. Flor was able to explain to her that her son having dyslexia meant quite the opposite. N.R. had tears in her eyes, because she had believed for two years that her son was not smart. It is for countless stories like this that we have intentionally designed parent learning experiences as a part of the community enrichment design element of our model.

During community engagement efforts, board members visited with various community stakeholders including multiple local and state elected officials. At a community fair, two council members referred two community leaders to us and they shared their own stories with dyslexia. Their stories followed a similar pattern. They recalled all the years of struggle and pain, and then there was that "one teacher who saved them." They each have masters degrees but still talk about the struggles of living as an adult with dyslexia. One leader also mentioned that he is seeing the signs of dyslexia with his own children and doesn't know where to turn or what to do to get them identified early. Both of these gentlemen have made a point of raising their families in the South San Antonio area to make a positive impact on their community. They have expressed their support and demand in our community for our school model.

Throughout the Spring 2022 semester, Jasmin Dean conducted 9 seminars at the University of Texas at San Antonio with 380 teacher prep candidates. Each seminar lasted 3 hours. In addition, 2 sessions were offered during the Summer Bridging Institute for master teachers with 80 in attendance. Surveys were sent out before the sessions, and post session surveys were also completed. 87% of participants wanted to know more, with specific requests for more information about instructional techniques, accommodations, signs and symptoms as well as how to pursue certified academic therapy training.

Dyslexia Awareness Month in 2022 has allowed us to celebrate the world premiere of a commissioned work our partner organization, Celebrate Dyslexia, collaborated on with the Magik Theatre. Eddie and Vinnie is an original play that won an award from the National Endowment for the Arts. While traveling to schools and community organizations for 6 weeks this fall, the production enjoyed a robust audience for 2 weeks on stage at the Magik Theatre, and looks forward to traveling throughout the state of Texas Spring of 2023. Much like the exhibit at the DoSeum, this play has allowed the Theatre to extend the mission of CD by celebrating youth with dyslexia, as well as function as a non-traditional space of education for our community. Additional requests for training have come in to CD from parent and teacher groups, including a second university to our partner UTSA, Texas A&M University San Antonio. A significant piece is the empowerment of the play to students with dyslexia. Letters have poured in from students to the Theatre expressing that they feel seen, and they are proud of themselves as students with dyslexia. http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

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Community Engagement and Student Recruitment

Describe plans to support the ongoing use of effective parent, family, and community engagement and solicitation strategies to implement and operate the proposed charter school.

Harnessing the parent, student, teacher relationship is so important, not just for day to day interactions, but also when it is time to reevaluate the IEP and make a plan for subsequent years. With these relationships strong, the power that each stakeholder brings to the support of a dyslexic student will become a strong system and one in which all can contribute and thrive.

COMMUNITY ENGAGEMENT STRATEGIES: First, CDS is committed to intentionally removing barriers not only for students but adults as well. We will offer adult literacy classes to parents due to the genetic component to dyslexia. We will use the same instructional pedagogy that we have developed for students so parents and students can support one another. These classes will occur once a week and we will have a dedicated community room on campus, where the partnership coordinator will be located. The partnership coordinator will maintain responsibility for these classes and the engagement strategies but as an organization, we believe engagement is the responsibility of all adults including board members and teachers.

Second, will host events with the community on and off campus through community partnerships. One parent event we will hold quarterly is Parent Dyslexia 101 sessions which will include basic definitions and understanding of dyslexia as well as how to navigate an IEP/§504 meeting or address concerns with teachers. CDS will get parent feedback as to what they would like to know, and incorporate the information in these sessions as well. Another example of an event is a cafecito with the Superintendent/Principal so that parents can have time to learn more about dealing with mental health and the benefits of outside play, while giving their families time to engage that evening in such an exercise.

Third, we will provide services that families and stakeholders can use to access resources in the community. We will create a community resource map, offer connections to CPS Energy/San Antonio Food Bank and/or clothing drives to provide clothing for students. We will also partner with community organizations like City Year, DoSeum, Magik Theatre and Communities in Schools, ALL of whom have already written letters of support for our campus. These partnerships will allow families to access additional support at no or reduced cost.

Lastly, a barrier for many families is language relatability to staff. We will make sure all communication is provided in English and Spanish as most of our non-native speakers will be Spanish speaking families. However, as an inclusive school, if we have families with a primary language other than English or Spanish, we will make the necessary accommodations to ensure that communication is possible both through written avenues and also during conferences.

GATHERING COMMUNITY INPUT: There will be a spirit of robust analysis between the leadership team, staff and parents. The partnership coordinator will recruit a design team with a parent, teacher, student, a member of leadership and other community members to provide input for operations and implementation of our charter. This design team will meet quarterly. Conversations will be facilitated by various leadership teams and board members and discussion will take place - grounded in data - about upcoming decisions that need to be made.

The leadership team will be available to parents, and at least one of the leadership team members will be a Spanish speaker removing the barrier to communication for parents. Parents will be able to make a one-on-one meeting with a leadership team member within 24 hours of a phone call or email sent with concern. At least one member of the leadership team will be available in the mornings by greeting students and parents as they drop off their children, and will early block time for immediate concerns expressed by a parent during that time.

Staff will be trained on open communication practice by the campus and will encourage parents to have their voices heard. Parents will have access to a form to fill out anonymously if they want in the front office to address

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Community Engagement and Student Recruitment

concerns or make suggestions. There will be a monthly newsletter sent out by leadership of the campus addressing different comments, concerns and suggestions that will address all entries and the campus solutions. A possible solution can always be to refer the issue to the design team for further analysis and problem solving. There will be one parent on the CDS board to make sure the parents' voices are represented.
http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

STUDENT RECRUITMENT PLAN [YEAR 1]

Outline the plan for student recruitment and marketing efforts. Specifically, note any outreach to low-income families, English learners, students with disabilities, or other groups at risk of academic under-achievement or attainment.

MONTH YEAR	TASK	TARGET STUDENT GROUP (if any)	ESTIMATED EXPENSE
July 2023- Marc +	CDS will provide diagnostic services in community to help identify dyslexic students	Underserved communities with students who are struggling readers	\$15k in contracted services
July 2023	CDS to design and print marketing materials to use for community events that is translated into Spanish	All dyslexic families in our community and ELLs whose second language is Spanish	\$2500 on flyers, a table cloth, pop up banner and door hangers
July 2023- Augu +	Recruitment team comprised of superintendent, a few board members and advisory board members, will engage with local leaders to strategically engage with families at street fairs, through community partners, and reach teachers in the area with information	Families in primary geographical area to reflect area demographics which include majority numbers of low-income families, English learners, students with disabilities and other groups at risk of academic under-achievement or attainment	Board volunteer support and superintendent salary
August 2023- O +	Hire and train part time recruiters who will door knock in our neighborhood and attend community events	Families in immediate surrounding districts - San Antonio ISD, Harlandale ISD and Northeast ISD	\$1000 dollars for 80 hours of work (10 per week for 8 weeks in September and October)
October 2023	Superintendent to launch the application online in both English and Spanish	All interested families with a focus on dyslexia families	School website (already built)
October 2023	Operations manager to send weekly application reports to superintendent and board	Subgroup data included	Operations manager salary
November- Dec +	Superintendent to continue managing block walker to targeted neighborhoods	Families further south but in primary boundaries of San Antonio ISD and Harlandale ISD	\$1000 dollars for 80 hours of work (10 per week for 8 weeks in November and December)

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Community Engagement and Student Recruitment

MONTH YEAR	TASK	TARGET STUDENT GROUP (if any)	ESTIMATED EXPENSE
November 2023	Launch media blitz, along with email marketing and social media	Launch media blitz, along with email marketing and social media Families in overall geographic boundary that have access and use social media	\$2000 for social media advertisements
January 2024- M	Additional members of leadership team hired who will support community engagement events and recruitment	Families in primary geographical area to reflect area demographics which include majority numbers of low-income families, English learners, students with disabilities and other groups at risk of academic under-achievement or attainment	Time included in leadership team salaries; \$1000 for event fees
March 31, 2024	Superintendent leads the open-enrollment lottery process for all applicants - regardless of if they have dyslexia	Acceptance of students in primary geographic boundaries first and then if needed overall boundary	No cost
April- June 2024	If CDS is not fully enrolled, there will be a final push during these months to become fully enrolled	Families in primary geographical area to reflect area demographics which include majority numbers of low-income families, English learners, students with disabilities and other groups at risk of academic under-achievement or attainment	\$500 contingency funds

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ADMISSION AND ENROLLMENT PERIOD

See [Attachment OP6 Admission and Enrollment Policy](#).

Tentative Application Window Begins/Ends:

Lottery Date:

MONTH/YEAR	ADMISSION AND ENROLLMENT GOALS	PROGRESS MEASURES
August 2023	Have 30 parent conversations and conduct 15 dyslexia evaluations	Engage in a contract for dyslexia exam evaluations
September 2023	Have an additional 50 conversations with families about events	Receive referrals from 20 parents
October 2023	Receive 50 applications for 2nd grade	Speak to 80 parents total from July to September 2023
November 2023	75 total applications	25 additional applicants received from new conversations and previous engagements
December 2023	100 total applications received	25 additional applicants received prior to winter holidays
January 2024	130 total applications received	5-7 applications per week
February 2024	150 total applications received	20 additional applications received
March 2024	175 total applications received, lottery run to accept 112 students	5-7 additional applications per week

OPERATIONS AND FINANCE

Community Engagement and Student Recruitment

MONTH/YEAR	ADMISSION AND ENROLLMENT GOALS	PROGRESS MEASURES
April 2024	Register and enroll 75 students	Notification to all families and register 15 a week
May 2024	Register and enroll all 112 students, pulling people off waitlist as necessary	Registering 12 families a week and hold a registration event
June 2024- August 12, 2024	Any vacant spots remained filled by August 12, 2024	Continue monitoring families to ensure all students will attend on first day

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What system will be used to track and monitor progress towards these goals?

To ensure that we have developed a strong recruitment strategy with enrollment numbers that are attainable given our specialized program, we first conducted analysis on the student population that has already been identified with dyslexia. In our geographic boundaries, over 4,311 students have been identified with dyslexia. Given that we are only recruiting 112 students in the first year, we feel there is definitely a large enough population - even with students that have already been identified, from which to recruit. However, what is shocking is that while we stated in our school model design that 1-5 people face dyslexia, the districts that are located in our primary geographic boundary have a low rating of dyslexia identification. With the student population of San Antonio ISD, Harlandale ISD and North East ISD, there is a possibility of up to 23,683 identified with dyslexia. For this reason, to ensure that we can recruit from our primary geographic boundary first, we will contract with an educational diagnostician who will be able to provide parents that have questions on their students reading ability to receive FREE testing.

In concert with the dyslexia testing, we have developed a robust student recruitment plan that includes physician referrals, community engagement partnerships/events and social media marketing. To track the targets and goals that we have included above, the CDS leadership team will develop a recruitment and enrollment tracker that will store information on potential students, their families, and their preferred mode of communication. Family information will be gathered from community meetings, pilots, and community events. Numbers will be tracked of potential students and families so that effectiveness of presence and student recruitment strategies can be measured. Other key data that will be collected will include address and background information. This tracker will be tied to a visual analytics dashboard that presents quick charts showing updates on the number of interested students as well as subpopulation data. This will allow us to track diversity as well. Once the lottery occurs, we will also track accepted and enrolled students.

This is an important process because during year 0, we can also make adjustments as necessary like bringing on additional EB/EL support if our enrolled population is trending higher than we projected. Moreover, if at any point a strategy doesn't seem to be working in terms of creating output for interest or applications, we will pivot and find another way to reach families that need this school model for their kids.

http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

THE SECTION IS REQUIRED BUT NOT SCORED

IDENTIFIED FACILITY

The applicant has not identified a facility or property for the first campus.

Physical Address:	2800 Broadway, San Antonio, TX 78209
Current Owner:	The DoSeum, San Antonio's Children Museum
Current Use:	The DoSeum, San Antonio's Children Museum

PURCHASE OR LEASE PLAN

Identify and outline the anticipated acquisition plan (purchase, lease, etc.). If purchasing, provide a concise description of (1) who will be the initial purchaser—charter developer, bank, lending institution, etc., (2) repayment plans, and (3) projected costs to build or modify the facility.

Celebrate Dyslexia Schools will plan to lease space from The DoSeum, San Antonio’s Children’s Museum, and ranked as the nation’s #1 children’s museum. A formal lease agreement will be negotiated upon authorization of this proposed charter. Please see their letter of support in Attachment E5. A longstanding partner of Celebrate Dyslexia, the DoSeum is a dream partner in incubating the CDS school model, not just for their support of the mission and vision of CDS, but for the opportunity to incorporate the physical space of the exhibits at the DoSeum in lesson design and planning. The DoSeum is also a laboratory for research and teaching, and a leader in informal education. Not only is the DoSeum a strong community leader in providing educational opportunities for students and teachers alike, but their Continuing Professional Education programs already increase understanding of constructivism and inquiry pedagogy and approaches, learn new skills and techniques, and workshop lesson and activity plans to be implemented in their learning environments —whether formal classrooms or informal settings.

STRUCTURAL DESIGN

Briefly describe the proposed structural design of the school (stand-alone building, modulars, portables, etc.).

The DoSeum is a 65,000 square foot facility with 39,000 square feet of exterior interactive exhibits as well as a museum cafe that will be used for student's meals and private rooms used as rentals that will be used for administrative office space. The theater will be used for classroom time, with students going through rotations in the different exhibits such as Imagine It, Spy Academy, Sensations Studio and Explore for an interactive learning experience that is focused within the criterion of STEM+ arts, with concepts in science, technology, engineering, and math all connected by an emphasis on early literacy and arts.

Additional features of the DoSeum’s structural design include: Solar panels on The DoSeum’s roof produce 15% of the facility’s energy, water recirculation system treats 60,000 gallons of water per year reclaimed from the HVAC system and re-use it for site irrigation, fully ADA-accessible and does a number of resources to make exhibits hands-on for all visitors, over 250 free parking spaces, Spanish-language graphics and signage available throughout the facility.

The campus will have spaces for group pullout opportunities, and an open environment for hands-on learning and experiments. Classrooms will have flexible seating and thought centers where students can create, study and receive instruction throughout the day. With a substantial amount of square footage outside, CDS students will enjoy green spaces that have taken the natural features and turned them into thoughtful play areas. Innovative ways of using space will apply to lunch, gardens, and all other areas to allow experiential learning.

ALTERNATE LOCATIONS AND/OR COMMUNITIES

Present a prioritized list of alternate zip code that would guide a new facility search if the intended location/zip code became unavailable or unfeasible. Note: More than one zip code may be included in each cluster. All alternate zip codes must align to the proposed geographic boundaries.

Alternate Zip Code(s) 1:	78202
Alternate Zip Code(s) 2:	78208
Alternate Zip Code(s) 3:	78234

OPERATIONS AND FINANCE

School Schedule and Transportation Services

DAILY AND WEEKLY SCHEDULE

See [Attachment OP5 Annual Calendar and School Schedule](#).

YEARLY CALENDAR [YEAR 1]

See [Attachment OP5 Annual Calendar and School Schedule](#).

Address how the school calendar and schedule will support plans to accelerate student learning and mastery of grade-level TEKS.

The school calendar was developed with the student and teacher in mind. In addition to providing an emotionally safe and supportive environment for students and parents, it is equally as important to design the schedule to meet teacher's needs in professional development, preparation and rest. Minimizing teacher pull outs for §504/IEP meetings, and giving enough intermittent times for teachers to touch base, assess student progress, and adjust curriculum lesson planning to meet the academic needs of the students were also considered. Removing the financial burden of after school care by extending the instructional day has the added benefit of meeting/exceeding minimum instructional minutes while allowing flexibility for Refresh weeks.

June will begin the dyslexia training COHORT to make sure all teachers are properly trained to work with dyslexic students. There is a block of 3 weeks in July and August for IEP/§504 meetings for known students who have enrolled in CDS. This was designed to allow students and teachers to meet before school starts for best first week results and less anxiety for students and parents. During this time, summer camps are projected to take place for those families that would like to minimize summer slide and need the child care options during the summer.

From October through April, there will be a Refresh week in each month there is not a traditional school break where students will not be required to come to campus. The first two days will be teacher planning and added professional development opportunities, with the later three days in the week being school-wide holidays. For the families that will require child care for the Refresh weeks, enrichment camps will be provided and content will be developed by the partnership coordinator. The partnership coordinator will also recruit an estimate of 5 volunteers to serve an approximate half of the student population. Should we have more students sign up for the enrichment weeks, the partner organization Celebrate Dyslexia will use some from their volunteer base to add support.

The decision was made not to have year around mandatory instructional days for those students that pause their ADHD medications. The comorbidity for students with dyslexia and ADHD is up to 45%. Children with comorbid problems have more secondary problems, such as low self-esteem, behavioral problems, and dropping out of school, and a worse outcome compared with children diagnosed with only ADHD or RD (<https://bit.ly/3lHw0L>). With the summer camps in July, opportunities for enrichment and education are available, but not mandatory.

At CDS, school days will be extended, beginning at 7:45 and ending at 4:30, giving the students 495 instructional minutes per day, and a total of 167 instructional days. This will result in a total of 82,665 minutes for the year beginning August 12, 2024 and ending May 23, 2025. The day is designed with the dyslexic student in mind and includes 45 minutes of dyslexia intervention right after morning affirmations and school news everyday. In a randomized control study, dyslexic students showed extraordinary gains in reading with 45 minutes of intervention everyday (<https://bit.ly/3puzAIs>). Extra opportunities for tutoring and accelerated learning are also available everyday with either a dedicated time slot, or tutoring through the rotation schedule. ELA instruction will be 90 minutes every day, with a 30 minute recess or lunch in the middle to allow students to have a brain break. Math will be a 60 minute block every day, science/social studies will be 45 minutes, 30 minutes of STEM and an additional 30 minutes of accelerated learning for students to receive extra time in areas they may be struggling.

OPERATIONS AND FINANCE

School Schedule and Transportation Services

There will be 75 minutes of Dyslexia intervention at the end of the day, followed by either PE/Dance or Dismissal to allow students to have a brain break afterwards. PE/Dance/STEM will bring the multisensory applications to the core subject curriculum. Rotation will include music, art, extra tutoring time, library, and Second Step learning from the counselor. Core Curriculum classroom time will be over 62% of the daily minutes, or 5.5 hours everyday. http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

STUDENT TRANSPORTATION PLANS

Charter School Program Start-Up Grant - 20 U.S. Code §7221b(f)(1)(E)

Describe the plan for meeting the transportation needs of all the students at the proposed charter school.

CDS will explore all opportunities available to provide equitable transportation for students to remove barriers and provide access to our school. Focussing on giving priority to those students that reside in our target opportunity zone, we will provide access to reliable transportation for students and families. With this commitment, we have developed a viable plan that will meet the need for students that request it:

- (1) During the enrollment and registration period, the office manager will work with families to get all of their documentation collected including whether or not they need transportation.
- (2) All student addresses will be mapped in June to cluster students into neighborhoods. Once clustered, any student that lives over 2 miles from the campus location and needs access to transportation will receive a service.
- (3) In our financials, we have budgeted for up to four 15+ passenger small school buses (meeting all federal DOT and state school bus safety standards) with CSP dollars. These would service about a third of our student population. Given our primary geographic boundary will be the districts neighboring our school location, we believe these small or short buses will serve the majority of students.
- (4) For students that live close to classmates, we will support the creation of carpools for families so students aren't having to be in a van for a long period of time. Shorter ride times is also why we chose to purchase more small or short buses rather than a bus. Small or short buses owned will also be used to provide transportation, found in line item 107 in the financial model, for field trips that teachers coordinate for their students. Also, since the passenger small or short busses only hold 15 passengers, as required by law, any driver must hold a valid driver's license but not a commercial driver license which will make finding drivers easier.
- (5) Lastly, VIA offers a reduced semester pass for elementary and middle school students through the creation of a VIA reduced fare id. While we would never expect an elementary student to travel alone on a VIA bus, we will cover the costs for both a student and parent if this is the method they chose to access our campus.

In addition to our developed strategy, we will continue fundraising from community members to purchase additional buses as needed to ensure that all students that would like to access our campus and are admitted can attend. We will also brainstorm if continued supply chain issues impact availability of vehicles or drivers, including contracting through cooperatives with other school systems or procuring an outside transportation vendor for services if cost effective and necessary.

http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

REQUIRED TRANSPORTATION SERVICES

The sponsoring entity presiding over this application and any subsequent charter operations affirm acknowledgment of all of the following:

- Transportation is included as a **Related Service** under the regulations in the Individuals with Disabilities Education Act, 34 CFR §300.34(a) and (c)(16).

OPERATIONS AND FINANCE

School Schedule and Transportation Services

- ☒ Such related services would include any travel to and from school and between campuses; travel in and around school buildings; and specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability.
- ☒ If a child with a disability requires transportation as a related service, **the sponsoring entity will be legally responsible for providing that transportation.**

Describe the plan for meeting the transportation needs of: (1) students receiving special education who would be unable to attend classes without transportation services outlined in their IEP and (2) students eligible under Section 504 of the Federal Rehabilitation Act who would be unable to attend classes without special transportation services.

Given our school model is developed to support students that are on IEPs and §504 plans instructionally, we commit to serving their needs if their plans require transportation as well. Under IDEA transportation is included as a related service to assist them in benefitting from the special education services that our school will provide. However, if they are unable to safely use our developed transportation option that has been developed for the remainder of the student population, we will provide safe and accessible transportation as required by law.

Our plan to serve these students is to identify them during the registration/enrollment process or during the ARD/§504 meetings that we conduct during the summer before school starts. To receive related services as determined by these plans, students must be eligible by IDEA or Section §504, be unable to attend the school/benefit from the program and the related service is documented. Once these students are identified, we will determine a solution for transportation that is safe and appropriate for these students. We have allocated funding for four small or short buses in our budget for year 1 and then adding one every year through year 4. We will specifically dedicate any of these small or short buses for transportation or if we need to individualize for each student, we can use the funds for one van and contract the service for the individual needs of the student. We will monitor the services at least once a semester as well as review IEP/§504 plans annually to ensure that each student is receiving appropriate services. We will also make sure that field trip access is provided to students that need transportation through the same method in which they arrive at school so all programming is accessible to ALL students.

http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

CHARTER SCHOOL PROGRAM START-UP GRANT

Charter School Program Start-Up Grant - 20 U.S. Code §7221b(f)(1)(C)(i)(V)

Describe the eligible applicant's planned activities and expenditures of grant funds to open and prepare for the operation of the proposed charter school. See [Attachment F1 Detailed Start-Up Plan](#).

In addition to the ability to budget for CSP for planning and implementation support in year 0, 1 and 2, CDS is fortunate to have received pledges from local philanthropic organizations. These pledges give us the ability to have a strong launch - critical to its success. Our CSP grant revenue is shown on row 20 and philanthropic revenue on line 24. We will use CSP funds for personnel costs for the planning of the school program, creation of systems/ structures and recruitment of staff/students that will be led primarily by the Superintendent/Principal. Additionally, the CFO and Associate Principal will be hired midway through year 0 to provide support around facility planning and curriculum/content. The office manager and partnership coordinator will be brought on in the last quarter of Year 0 to support student recruitment and requesting documents since we will need to track down IEP and §504 plans. Contracted services during the planning phases of the start up grant will include legal services to support the creation of equitable policies in the development of the school model. We have included rent and utilities for one month during the planning phase as well as special education support services. Additional professional development for staff and board have been included in the planning budget, found in line items 97 and 110. In total, we will use planning funds of \$564,370 in Years 0 and 1.

The implementation budget as a part of the CSP grant is \$335,630. These funds will be used mainly for capital outlay and supplies. Total payroll is \$102,333 to count for only the first 30 days of staff salaries - for the time that will be allocated to work not associated with ongoing operations of the school. Funds included in the capital outlay are dedicated for technology, furniture, one-time van costs for transportation and minor renovations on the building that won't change its overall value. We will also have small dollars budgeted in other operating costs for additional student recruitment and rent - only for the first 30 days in the implementation phase.

Non-CSP funds will be used for the audits, building insurance and other costs not allowable to spend through CSP dollars. A detailed plan of all start-up related action items is included in attachment F1.
http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

DISAGGREGATED COSTS

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. See [Attachment CSP2 Equitable Access and Participation](#).

COST AREA	START-UP ACTIVITIES	PLANNING ACTIVITY BUDGET	IMPLEMENTATION ACTIVITY BUDGET
Payroll	Planning supports to develop and launch the school including educational model development, systems and structures, recruitment	\$522,120	\$102,333
Professional Contracted Services	Legal costs for policy development	\$17,000	

OPERATIONS AND FINANCE

Start-Up Year

COST AREA	START-UP ACTIVITIES	PLANNING ACTIVITY BUDGET	IMPLEMENTATION ACTIVITY BUDGET
Supplies and Materials	Special education materials, textbooks that are only purchased once, classroom supply costs that are to set up the school	\$2,250	\$28,050
Other Operating Costs	Special education support, Professional development, student recruitment	\$8,000	\$13,500
Capital Outlay	Furniture, technology and renovations not adding to value of the building	\$15,000	\$191,747

TOTAL PLANNING ACTIVITY COSTS

\$564,370

TOTAL IMPLEMENTATION ACTIVITY COSTS

\$335,630

TOTAL PLANNING + IMPLEMENTATION ACTIVITY COSTS

\$900,000

FINANCIAL SUSTAINABILITY

Charter School Program Start-Up Grant - 20 U.S. Code §7221b(f)(1)(C)(i)(V)

Describe how the eligible applicant will maintain financial sustainability after the end of the grant period.

The board is committed to financial sustainability as one of our SMART goals outlined in the progress monitoring section is having at least an Above Standard Achievement rating on the Charter FIRST metric. For this reason, ensuring financial sustainability once the CSP grant has been completed is critical. We have developed and attached a full financial model that includes CSP funds for Years 0, 1 and 2 and a small amount of philanthropic funds for years 0-4. By Year 5 our model is completely sustainable on state funds alone.

We will ensure sustainability in three ways. First, since all schools in Texas are funded based on student enrollment numbers, we have developed a strong and aggressive student recruitment plan that will ensure we reach our numbers. We are starting with second grade knowing that students with dyslexia are starting to experience difficulties in traditional programs by that age. We intend to be seen as a destination choice school for families seeking options for their students. We have identified community partnerships that will also support us in reaching enrollment goals not only in year one but onwards. We will also backfill for students throughout the school year as we always want to be an option at any time, particularly for those who may be diagnosed with dyslexia and/or start showing signs of it later in the school year. Second, we will have implemented strong financial monitoring and budgeting processes that are outlined in the financial plan. The CFO and finance committee on the board will track budget to actuals on a monthly basis to ensure that we are maintaining a positive cash flow. Third, we have structured our budget so that we have a surplus of at least one month of operating expenses on hand at the end of each year. The reserve will make sure we are retaining cash and give us enough flexibility to address unexpected changes to the financial assumptions.

While we have listed in our application development plans to raise additional funds, we will not require these funds to implement our model to fidelity and they will only enhance what we have planned for our students.

http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

BOARD OVERSIGHT: MONITORING IMPLEMENTATION OF START-UP

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

The governing board has all signed on to the mission/vision of our school and want it to be incredibly successful. However, given the board will not be executing the plans developed for the charter, we have committed to developing strong implementation plans for the one hire who we are responsible for - the Superintendent/Principal. We are committing to conducting a thorough search for this leader as this will be the first and most critical component to ensure the monitoring of the start-up plan. The Superintendent/Principal will start in July of 2023 with the organization. During the hiring process, the board will discuss our expectations for the implementation of the start-up year. We will ensure the leader has a clear understanding of the costs allowable for use within CSP grant dollars and other costs budgeted from local foundation dollars.

Since we have been a working board, to ensure the success of the start-up year, after we hire the Superintendent we will continue this style of work through year 0. We will maintain monthly board meetings with committees meeting intermittently to support the Superintendent directly. With the start-up plan, the facilities and academic committee will help the Superintendent/Principal ensure that all of the steps to having a building with a certificate of occupancy, an enrolled student-body and a trained staff on day one. The finance committee will ensure that the grant and associated school budget are being reimbursed in a timely manner and following all procedures as required by the grant. The committees will meet with the Superintendent/Principal in between board meetings and then report out to the larger group so everyone is engaged with all of the components and understands progress towards goals.

http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

FINANCIAL HISTORY

See [Attachment F5 Audit Report](#)
[Attachment F6 Credit Report](#)
[Attachment F7 IRS Form 990, Form 990-N, Form 990-EZ.](#)

DETAILED FINANCIAL PLAN

See [Attachment F2 Budget Narrative](#) and [Attachment F3 Financial Plan Workbook.](#)

SYSTEMS, POLICIES, PROCESSES

Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll.

The CFO will be responsible for designing systems, policies and processes, with ultimate adoption approved by the Superintendent and authorized by the Board when appropriate. As soon as the CFO is hired s/he will research and purchase a state-approved Financial system where we will process and code all revenues and expenses, and from which we will pull our monthly financial updates and annual financial reports.

The CFO will seek the assistance of a subset of Board members to serve on the Finance committee and assist with setting up initial processes. The CFO will be the leader of the annual organization budget process, and the annual budget will serve as the foundation for a year-long financial plan that allows the CFO to monitor cash flow and maintain at least 30 days cash on hand at all times (goal will be at least 60 days by the end of year 1).

All accounting will be done in accordance with Generally Accepted Accounting Principles (GAAP) and the Texas Financial Accountability System Resource Guide (FASRG) as well as with FASB standards as applicable. We will establish procedures for cash handling and depositing, ensuring that all monies received are deposited and properly coded as soon as possible. We will establish a weekly cycle for processing and paying bills received by the school. We will conduct month-end close procedures within 15 days of the end of each month. We will engage an independent CPA firm to conduct an audit at the end of each fiscal year.

Purchasing will be completed in accordance with all applicable state and federal guidelines. We will establish dollar thresholds and required approvals for which various members of the staff. All major expenditures and contracts will be approved by the Board (and where otherwise required by law), and we will seek competitive quotes/bids where appropriate and possible given the nature and timing of the purchase. Purchases will immediately be coded to the proper budget line and logged in our financial system. No expenditure will be made or funds obligated that are not approved in the board budget or a prior budget amendment, as required by law.

Payroll will be completed two times per month. Hourly employees will submit timecards at the end of each pay period (or through another time keeping system) that will be reviewed and approved by their direct managers. Salaried employees will receive 1/24 th of their annual pay each pay period. We will use a state-approved payroll system to properly deduct all applicable taxes and benefit payments and ensure they are compliant with TRS reporting and withholding. Our CFO will run payroll for at least the first school year but may receive assistance from Region 20 or other providers. The CFO will have ultimate responsibility for accurate and timely payroll payments, records and reports, including federal and state payroll tax reports, federal and state withholdings, TRS contributions, etc. Where possible we will make all payments by direct deposit.

TYPE	POSITION TITLE(S)	DUTIES AND RESPONSIBILITIES
Vendor	N/A	We do not anticipate hiring any contracted personnel to assist with Finances. However, we do expect to purchase a state compliant financial system. The vendor selling the system will be responsible for all maintenance and adherence to changes in state or federal regulations and requirements including alignment with the latest PEIMS data standards and the Texas Financial Accountability System Resource Guide.

INTERNAL CONTROLS

List the organization's preliminary internal accounting controls and describe how and when the controls will be fully developed by the start of Year 1.

The Board will ensure that it adopts policies and fiscal requirements to maintain an adequate system of internal controls meeting federal and state guidelines and best practices. The CFO will be responsible for developing and implementing all internal accounting controls as well as for monitoring and testing periodically to ensure they are enacted and functioning as intended. The board may direct the engagement of outside consultants, including legal counsel, accounting professionals and auditors to ensure the system is adequate and for testing. The board may also establish an audit committee, distinct from a finance committee, for review of financials and transactions. Basic internal controls established will be separation of duties, access controls, internal audits, standardized documentation, trial balances, periodic reconciliations, and approval authority. Access controls and approval authority will be implemented as soon as the Charter is formally approved and the organization begins receiving and spending state and federal funds. The CFO will draft all additional controls processes within the first 6 months of hire, following board policies and professional guidance from CDS's professional advisors, and will ensure all are implemented as soon as practicable but no later than when the full Year 1 staff begins work on or about July 1, 2024.

The CDS board will review and approve the budget, maintain transparency, adopt all policies, and hold the Superintendent accountable for stewardship of the budget, who will in turn hold the CFO accountable for proper fiscal management.

http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

FINANCIAL TRANSPARENCY

Explain how and when the school will make its finances public, including plans for posting the adopted budget and dissemination of its Annual Financial and Compliance Report (AFR).

Celebrate Dyslexia Schools will operate with the utmost transparency. The Board will vote on a budget in advance of each fiscal year start (no later than May of each year for fiscal year beginning July 1), and all proposed and adopted budget documents will be visible to those attending open Board meetings and be approved in advance of any expenditure or encumbrance. The final adopted budget, budget amendments, and AFR will be posted on a "Required Postings" page clearly linked from the front page of the school website. The school will report unaudited budgeted versus actual revenues and expenditures to the Board at least quarterly, and all documents will be available upon request as part of the Board meeting materials.

http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

CONTRACTED SERVICES

Describe contracted services, if any, and vendor if known, and associated selection criteria that will be implemented by the charter school.

TYPE	DESCRIPTION OF SERVICES AND COSTS	VENDOR SELECTION CRITERIA
Audit Services	Annual financial statement audit, expected cost < \$10,000	Experience performing financial statements audits for similar-sized K-12 charter, demonstrated ability to complete requirements on time and within budget, and cost in accordance with expectation
Food Service	Breakfast and lunch program in accordance with all requirements of the NSLP under the guidance of the TX Department of Agriculture. Expected cost is approximately \$6/student/day.	Experience providing food service in accordance with all nutritional and financial guidelines set forth by the NSLP and TX Dept of Agriculture, ability to prepare all meals offsite and serve at school location with no or minimal additional equipment needed, demonstrated ability to complete requirements on time and within budget and demonstrated capacity to maintain necessary headcount to meet performance expectations
Transportation	Bus Drivers	Experience providing school transportation in accordance with all TEA and other applicable state and federal guidelines. Demonstrated commitment to safety including clean driving records and background checks for drivers Demonstrated ability to hire and retain enough drivers to meet all commitments Demonstrated record of timeliness and commitment to clear and frequent communication with charter Demonstrated methods for handling and responding to parent and other feedback

Click to add a row to the table above.

Click to remove a row from the table above.

EXTERNAL FUNDING ASSUMPTIONS

This section is a brief summary. Indicate the amount and sources of funds, property, or other resources expected to be available through the following:

Banks/Lending Institutions	Plain Capital Bank open line of credit
Foundations	Choose to Succeed: \$50,000
Grants	City Education Partners, \$820,000

Corporations

N/A

Other

Joannette Cowsert, \$5,000; Westover Hills Orthopaedics, \$10,000; Shereen Radosca \$5,000

See [Attachment F4 Evidence of Financial Support](#).

FUNDRAISING INITIATIVES

Describe any planned fundraising efforts, the goals of the fundraising campaigns, and who will lead these efforts.

CDS will have a fundraising committee composed of board members, Superintendent, Partnership Coordinator, and a parent. There will be two fundraising campaigns, one in the fall and one in the spring to local friends of CDS. In the fall, CDS will participate in the Big Give allowing community members, businesses, and families to give through an online portal. For those that would like to submit checks for the event, the fundraising committee chair will make sure they are cataloged correctly in the school's accounting system and deposited in the bank. In the spring, each classroom will get themed donated items and make a basket. These baskets will be raffled off. The total fundraising goal will be \$10,000 to cover field trips and extra classroom supplies.

http://castro.tea.state.tx.us/charter_apps/content/downloads/Nocdn/27-3.pdf

All links in this document can be found here: https://docs.google.com/document/d/1LqAICVhDN_jXlbUFs9hT-ZYpuXAa-4Df7KD_F8zRtfl/edit?usp=sharing

ELIGIBILITY AS AN EXPERIENCED OPERATOR

Check the appropriate box below. Depending on the selection, additional questions may appear.

- Applicant is not an experienced operator. Proceed to the Letter of Special Assurances on the next page.
- Applicant operates a district-authorized charter campus in Texas with multiple years of academic performance data **or** is incorporated in the state of Texas but operates and/or manages at least one charter school or campus with multiple years of academic performance data outside of Texas. Answer all narrative prompts below.
- Applicant is affiliated with a Charter Management Organization (CMO) with multiple years of academic performance data. Answer all CMO narrative prompts on the next page.

Name of Proposed Charter School:

Celebrate Dyslexia School

Name of Sponsoring Entity:

Celebrate Dyslexia Schools

The Board Chair of the proposed sponsoring entity shall initial all assurances below to confirm awareness and understanding of responsibilities established herein.

Initial above each blank line.

SUBMISSION AND ELIGIBILITY

JAD The proposed charter holder assures that the Board Chair of the sponsoring entity, as identified in this application, has full authority to submit this application.

JAD The proposed charter holder assures that all information contained in this application is complete and accurate and is aware that any misrepresentation could result in disqualification from the application process or revocation after award.

JAD The proposed charter holder assures that no board members of the sponsoring entity, officers, or employees of the proposed school have been convicted of a misdemeanor involving moral turpitude or of any felony.

JAD The proposed charter holder assures that it has reviewed all application documents provided by the Texas Education Agency in relation to RFA 701-23-101 (Subchapter D Applicants) or RFA 701-23-102 (Subchapter E Applicants) and is aware that applications deemed "incomplete" will not be considered.

OPEN MEETINGS REQUIREMENTS

JAD 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.

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:

- JAD
- 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

JAD 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

JAD 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 Texas Education Code (TEC) §37.007(a) or an offense listed in Article 62.001(5) Code of Criminal Procedure.

ANNUAL TRAINING REQUIREMENTS

JAD 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

JAD 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.

RESIDENTIAL FACILITY TRAINING

JAD 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

JAD 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.

JAD 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.

JAD 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.

JAD 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.

JAD 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, and limited to, 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.

PUBLIC MEETINGS

The proposed charter holder assures that a public meeting will be held, in accordance with the requirements outlined in Attachment E3 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.

JAD

WITHDRAWAL AND EXPULSION

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 an approved 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.

JAD

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.

JAD

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).

JAD

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).

JAD

NEW CHARTER PRE-OPENING CHECKLIST

The proposed charter holder understands, upon approval and award of charter, that a pre-opening checklist may be required to be completed prior to final approval for the opening of any campus.

JAD

POSTPONEMENT OF OPENING

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.

JAD

FEDERAL AND STATE FUNDING

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 Guns-Free School Act. See 20 U.S. Code § 7151.

JAD

The proposed charter holder understands that any Every Student Succeeds Act funds that are applied towards campuses operated on the premises of a public university or college may be affected by new open-carry handgun legislation on public university and college campuses. See Senate Bill 11, as approved by the 84th Legislature, 2015.

JAD

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.

JAD

FEDERAL CHARTER SCHOOL PROGRAM GRANT

The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the Generation 28 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.

JAD

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.

JAD

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.

JAD

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.

JAD

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.

JAD

The applicant provides assurance that it has, or will have before serving students, on file an appropriate certificate of occupancy or the equivalent, for the instructional facility. At any time, should the TEA Division of Charter School Authorizing request a copy, the applicant will provide such copy immediately.

JAD

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.

JAD

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.

JAD

REQUIRED DISCLOSURE

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.

JAD

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.

Jasmin Dean

Digitally signed by Jasmin Dean
Date: 2022.11.11 00:49:55 -06'00'

Electronic Signature of the Chair of the Sponsoring Entity

ATTACHMENT E1

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 Certificates of Formation and Certificates of Filing must be dated by the Secretary of State no later than **November 4, 2022**.

Insert material behind this page.

Also include this cover page with submission.



Office of the Secretary of State

CERTIFICATE OF FILING OF

Celebrate Dyslexia Schools
File Number: 804253947

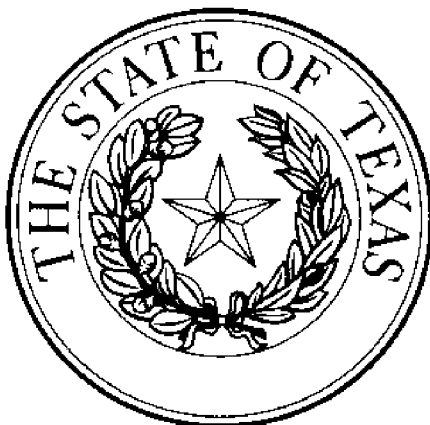
The undersigned, as Deputy Secretary of State of Texas, hereby certifies that a Certificate of Formation for the above named Domestic Nonprofit Corporation has been received in this office and has been found to conform to the applicable provisions of law.

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: 09/27/2021

Effective: 09/27/2021



A handwritten signature in black ink, appearing to read "Jose A. Esparza".

Jose A. Esparza
Deputy Secretary of State

**CERTIFICATE OF FORMATION
OF
CELEBRATE DYSLEXIA SCHOOLS**

The undersigned natural person, of the age of eighteen (18) years or more, acting as organizer of a Corporation under the Texas Business Organizations Code, adopts the following Certificate of Formation.

ARTICLE I

The name of the corporation is Celebrate Dyslexia Schools. The filing entity being formed is a non-profit corporation. The period of its duration is perpetual.

ARTICLE II

The business address of the registered office of the corporation is 845 Proton Road, San Antonio, Texas 78258 and the name of its registered agent at such address is Schulman, Lopez, Hoffer & Adelstein, LLP.

ARTICLE III

The number of directors of the Corporation, which shall constitute its Board of Directors and the governing body of the Corporation, shall be fixed by or as provided in the Bylaws of the Corporation. The number of directors shall be no fewer than three. The names and address of the current Directors are:

Jasmin Dean
845 Proton Road
San Antonio, Texas 78258

Tracy Weeden
845 Proton Road
San Antonio, Texas 78258

Shereen Radosca
845 Proton Road
San Antonio, Texas 78258

ARTICLE IV

The Corporation shall have no members.

ARTICLE V

The Corporation is organized exclusively for charitable and educational purposes, including for such purposes as the making of distributions to organizations that qualify as

exempt organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code. In particular, the Corporation is organized to provide high-quality educational experiences for public school students.

The Corporation is organized to have and exercise all rights and powers conferred upon non-profit corporations under the laws of the State of Texas, or which may hereafter be so conferred, in order to promote charitable and educational activities.

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its officers, directors or other private persons, except that the Corporation, in accordance with applicable law, shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of the Corporation set forth in these Articles herein. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision hereof, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, or (b) by any corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE VI

All money and other assets owned or controlled by the Corporation, wherever derived, shall be devoted for use in performing the charitable and educational functions of the Corporation solely through the furthering of the primary purposes of the Corporation.

Except as otherwise required by applicable state or federal law, upon dissolution or liquidation of this Corporation, and after payment of all debts and satisfaction of all liabilities and obligations of the Corporation (or making adequate provision therefore), and after the return, transfer, or conveyance of all assets requiring return, transfer, or conveyance thereof because of the dissolution or liquidation of the Corporation, any remaining assets of this Corporation shall be distributed to charitable or educational organizations that would then qualify as an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code, as determined by the Board of Directors of the Corporation.

ARTICLE VII

This Certificate shall be effective on the date filed with the Secretary of State of Texas.

ARTICLE VIII

The initial Bylaws of the Corporation shall be adopted by its Board of Directors, and the power to alter, amend or repeal the Bylaws or adopt new Bylaws shall be vested in its Board of Directors.

ARTICLE IX

To the fullest extent permitted by applicable law, a director of this Corporation shall not be liable to the Corporation for monetary damages for an act or omission in the director's capacity as a director, except that this Article does not eliminate or limit the liability of a director to the extent the director is found to be liable for:

- (a) a breach of a director's duty of loyalty to the Corporation;
- (b) an act or omission not in good faith that constitutes a breach of duty of the director to the Corporation or an act or omission that involves intentional misconduct or a knowing violation of the law;
- (c) a transaction from which the director received an improper benefit, whether or not the benefit resulted from an action taken within the scope of the director's office; or
- (d) an act or omission for which the liability of a director is expressly provided by applicable law.

ARTICLE X

The Corporation shall indemnify any person who (i) is or was a director, officer, employee, or agent of the Corporation, or (ii) while a director, officer, employee, or agent of the Corporation, is or was serving at the request of the Corporation as a director, officer, trustee, employee, agent, or similar functionary of another foreign or domestic non-profit corporation, trust, employee benefit plan, or other enterprise, to the fullest extent that a corporation may or is required to grant indemnification to a director under the Texas Business Organizations Code as now written or as hereafter amended, but only to the extent permitted for (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code , and (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, or the corresponding provision of any future federal tax code.

ARTICLE XI

Except as otherwise provided in the Bylaws of the Corporation, this Certificate of Formation may be altered, amended, or repealed only as provided in the Texas Business Organizations Code, as presently written or hereafter amended.

Dated: September 27, 2021

Celebrate Dyslexia Schools

By: /s/ Jasmin Dean
Jasmin Dean, Organizer

September 22, 2021

Office of the Secretary of State
Corporations Section
1019 Brazos St.
Austin, Texas 78701

Re: Celebrate Dyslexia
File No.: 803377412
Consent to Use of Similar Name

Dear Sir/Madam:

The undersigned authorized holder of the existing name **Celebrate Dyslexia** (file no. 803377412) hereby consents to the use of the name "**Celebrate Dyslexia Schools**" by a nonprofit corporation to be formed under such name under the laws of the State of Texas. The undersigned signs this document subject to the penalties imposed by law for the submission of a materially false or fraudulent instrument.

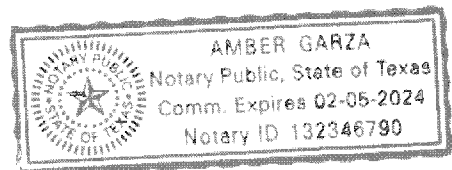
Celebrate Dyslexia.

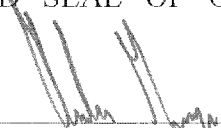
By: 
Jasmin Dean, Director

STATE OF TEXAS §
 §
COUNTY OF BEXAR §

BEFORE ME, the undersigned authority, on this day personally appeared Jasmin Dean, Director of Celebrate Dyslexia, known to me to be the person whose name is subscribed to the foregoing instrument, and acknowledged to me that she executed the same for the purposes and consideration therein expressed, in the capacity therein stated and as the act and deed of said Corporation.

GIVEN UNDER MY HAND AND SEAL OF OFFICE on this 22 day of September, 2021.




NOTARY PUBLIC, STATE OF TEXAS

My Commission Expires: 02/05/2024

**BYLAWS
OF
CELEBRATE DYSLEXIA SCHOOLS**

WHEREAS, the initial Board of Directors of Celebrate Dyslexia Schools (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 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 “Celebrate Dyslexia Schools”.

1.02 OFFICE: The principal office of the Corporation will be located at 845 Proton Road, San Antonio, Texas 78258.

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 Chairman, Secretary, or by any one or more Board members with the consent of the Chairman 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

BYLAWS

CELEBRATE DYSLEXIA SCHOOLS PAGE 2

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 Chairman and as presented in the notice of the meetings. However, the Chairman may modify the order of business. The agenda shall identify all matters to be presented to and considered by the Board. Matters not disclosed in the agenda and meeting notice available to the public shall not be deliberated or be considered by the Board, except as permitted by the Texas Open Meetings Act.

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CELEBRATE DYSLEXIA SCHOOLS PAGE 3

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 Chairman 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.

MEETINGS & RECORDS GENERALLY

2.09 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 Chairman in good order any Corporation monies, books, records, minutes, lists, documents, contracts or other property of the Corporation in his or her custody or control.

2.10 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

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CELEBRATE DYSLEXIA SCHOOLS PAGE 4

provided in Article 2.14 herein. Any Board vacancies shall not be counted in determining a majority called for by these Bylaws.

2.11 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.

2.12 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 2.09 herein.

2.13 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.

2.14 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;

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CELEBRATE DYSLEXIA SCHOOLS PAGE 5

- (i) A plan of conversion under Subchapter F; or
- (j) A plan of exchange under Subchapter F

2.15 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.

2.16 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 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 Chairman. 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 Chairman 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 by each respective Director, subject to Articles 3.03 and 3.06 herein.

3.05 VACANCY: The Chairman of the Board will appoint Directors to fill vacancies. Each Director appointed or designated to fill a vacancy on the Board of Directors will hold office for the 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 Chairman of the Board.

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CELEBRATE DYSLEXIA SCHOOLS PAGE 6

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 Chairman of the Board, a Vice-Chairman of the Board, and a Secretary/Treasurer and any other officers that the Board may establish and designate by resolution adopted by a majority of vote of the whole Board.

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CELEBRATE DYSLEXIA SCHOOLS PAGE 7

4.02 APPOINTMENT: The officers of the Corporation will be appointed each year by the Chairman of the Board at its annual meeting.

4.03 CHAIRMAN: The Chairman of the Board will preside at all meetings of the Board of Directors. The Chairman will have other powers and duties not inconsistent with these Bylaws as may be assigned by the Board. The Vice-Chairman will have the powers and duties of the Chairman in his absence.

4.04 SECRETARY: A Secretary will act under the direction of the Chairman and in his absence, have the duties and powers of the Chairman. A Secretary will have other duties and powers as the Chairman 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 Chairman, Vice-Chairman 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 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 Chairman.

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 Chairman.

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.

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CELEBRATE DYSLEXIA SCHOOLS PAGE 8

ARTICLE FIVE COMMITTEES

5.01 COMMITTEES: Designated committees may be established by the Chairman 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 Chairman 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.

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

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

BYLAWS

CELEBRATE DYSLEXIA SCHOOLS PAGE 9

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

ARTICLE NINE
AMENDMENT OF BYLAWS

9.01 AMENDMENT: Except as otherwise provided in the Certificate of Formation, and subject to the power of the Board to amend or repeal these Bylaws, these Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority vote, provided that written notice setting forth in detail the proposed Bylaws revisions with explanations for the change is given at least three days previously. In the case of an emergency, which must be explained in the notice, two hours notice of a proposed

BYLAWS

CELEBRATE DYSLEXIA SCHOOLS PAGE 10

amendment may be given to all Directors, and the Bylaws may be amended upon the unanimous vote of all Directors.

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.

BYLAWS

CELEBRATE DYSLEXIA SCHOOLS PAGE 11

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.

As approved by Unanimous Written Consent of the Board of Directors pursuant to the BOC.

BYLAWS

CELEBRATE DYSLEXIA SCHOOLS PAGE 12
latest information.

Form **2848** (Rev. January 2021)
Department of the Treasury Internal Revenue Service

and Declaration of
Representative ^a Go to
www.irs.gov/Form2848 for instructions and the

OMB No. 1545-0150 For IRS Use Only Received by:
Name

Power of Attorney

Part I Power of Attorney

Date / /

Caution: A separate Form 2848 must be completed for each taxpayer. Form 2848 will not be honored for any purpose other than representation before the IRS.

1 Taxpayer information. Taxpayer must sign and date this form on page 2, Plan number (if applicable) line 7.

Taxpayer name and address Taxpayer identification number(s)

hereby appoints the following representative(s) as attorney(s)-in-fact:

Telephone

2 Representative(s) must sign and date this form on page 2, Part II.

Function

Daytime telephone number

representatives.)

Name and address

Check if to be sent copies of notices and communications
Name and address

Check if to be sent copies of notices and communications
Name and address

(Note: IRS sends notices and communications to only two
representatives.) Name and address

(Note: IRS sends notices and communications to only two
to represent the taxpayer before the Internal Revenue Service and perform the following acts:

3 Acts authorized (you are required to complete line 3). Except for the acts described in line 5b, I authorize my representative(s) to receive and inspect my confidential tax information and to perform acts I can perform with respect to the tax matters described below. For example, my representative(s) shall have the authority to sign any agreements, consents, or similar documents (see instructions for line 5a for authorizing a representative to sign a return).

Description of Matter (Income, Employment, Payroll, Excise, Estate, Gift, Whistleblower, Practitioner Discipline, PLR, FOIA, Civil Penalty, Sec. 4980H Shared Responsibility Payment, etc.) (see instructions)

	Tax Form Numt (1040, 941, 720, etc.) (if	
		Year(s) or Period(s) (if applicable) (see instructions)

4 Specific use not recorded on the Centralized Authorization File (CAF). If the power of attorney is for a specific use not recorded on CAF, check this box. See *Line 4. Specific Use Not Recorded on CAF* in the instructions^a

5 a Additional acts authorized. In addition to the acts listed on line 3 above, I authorize my representative(s) to perform the following acts (see instructions for line 5a for more information): Access my IRS records via an Intermediate Service Provider;
Authorize disclosure to third parties; Substitute or add representative(s); Sign a return;

Other acts authorized:

For Privacy Act and Paperwork Reduction Act Notice, see the instructions. Cat. No. 11980J Form 2848 (Rev. 1-2021)

**CELEBRATE DYSLEXIA SCHOOLS
CONFLICT OF INTEREST POLICY**

Article I

Purpose

The purpose of the conflict of interest policy is to protect Celebrate Dyslexia Schools' (the "Organization") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II

Definitions

Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a.** An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
- b.** A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or **c.** A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.
- d.** Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III

Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV

Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating

to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V

Compensation

- a.** A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- b.** A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- c.** No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI

Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a.** Has received a copy of the conflicts of interest policy,
- b.** Has read and understands the policy,
- c.** Has agreed to comply with the policy, and
- d.** Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

CELEBRATE DYSLEXIA SCHOOLS
CONFLICT OF INTEREST POLICY 3

Article VII

Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a.** Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining. **b.** Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private

benefit or in an excess benefit transaction.

Article VIII

Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

As approved by Unanimous Written Consent of the Board of Directors pursuant to the BOC.

CELEBRATE DYSLEXIA SCHOOLS
CONFLICT OF INTEREST POLICY 4

DocuSign Envelope ID: 3FA40B7C-AA43-4582-BF9E-AD243B28BC7D

**UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN LIEU OF
MEETING OF THE BOARD OF DIRECTORS
OF
CELEBRATE DYSLEXIA SCHOOLS**

Pursuant to Section 22.220 of the Texas Business Organizations Code (the "TBOC"), the undersigned, being the Directors of Celebrate Dyslexia Schools, a Texas non-profit corporation (the "Corporation"), and in lieu of a meeting of the Board of Directors, the call of which is hereby expressly waived, do hereby consent to the adoption of the following resolutions:

I. CERTIFICATE OF FORMATION

RESOLVED, that the form, terms and provisions of the Certificate of Formation of the

Corporation filed in the office of the Secretary of State of Texas, is hereby in all respects approved, and the Secretary is hereby instructed to file in the Corporation's minute book the Corporation's Certificate of Filing, together with the duly certified duplicate original Certificate of Formation.

II. BYLAWS

RESOLVED, that the Bylaws appearing in that certain document entitled "Bylaws of Celebrate Dyslexia Schools" are hereby adopted as the Bylaws of this Corporation.

RESOLVED FURTHER, that the Secretary of the Corporation is authorized and directed to certify a copy of such Bylaws and maintain them in the principal office of the Corporation for the transaction of its business, open for inspection by the directors at all reasonable times during office hours, and that in certifying such Bylaws, the Secretary shall state in his certificate that the Bylaws were adopted by the unanimous written consent of the directors without a meeting as authorized by the TBOC.

III. CONFLICT OF INTEREST POLICY

RESOLVED, that the certain document entitled "Celebrate Dyslexia Schools Conflict of Interest Policy" is hereby adopted as the policy of this Corporation.

This Consent may be executed in one or more counterparts, all of which together constitute the same instrument.

[Directors' Signature Page Follows]

**UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN
LIEU MEETING OF THE BOARD OF DIRECTORS OF
CELEBRATE DYSLEXIA SCHOOLS**

PAGE 1

DocuSign Envelope ID:

3FA40B7C-AA43-4582-BF9E-AD243B28BC7D**CELE**

BRATE DYSLEXIA SCHOOLS

Jasmin Dean, Director

Tracy Weeden, Director

Shereen Radosca, Director

**UNANIMOUS WRITTEN CONSENT OF DIRECTORS IN
LIEU MEETING OF THE BOARD OF DIRECTORS OF
CELEBRATE DYSLEXIA SCHOOLS
PAGE 2**

ATTACHMENT E2

501(c)(3) Letter of Determination

Provide the 501(c)(3) Letter of Determination 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) Letter of Determination at the time of application submission, at a minimum, provide proof of filing to demonstrate that an IRS Form 1023 was submitted by **November 4, 2022**.

Note: Applicants submitting proof of filing with the IRS must provide to the TEA the 501(c)(3) Letter of Determination issued by the IRS granting the entity tax-exempt status no later than **April 13, 2023**. Failure to submit the Letter of Determination may result in the applicant being removed from the application process.

Insert material behind this page.

Also include this cover page with submission.



Department of the Treasury
Internal Revenue Service
Tax Exempt and Government Entities
 P.O. Box 2508
 Cincinnati, OH 45201

CELEBRATE DYSLEXIA SCHOOLS
845 PROTON ROAD
SAN ANTONIO, TX 78258

Date:
04/14/2022

Employer ID number:
87-2903672

Person to contact:
Name: Ms. Maloney
ID number: 31210
Telephone: 877-829-5500

Accounting period ending:
June 30

Public charity status:
170(b)(1)(A)(ii)

Form 990 / 990-EZ / 990-N required:
Yes

Effective date of exemption:
September 27, 2021

Contribution deductibility:
Yes

Addendum applies:
No

DLN:
26053680004401

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.

Information for Charter Schools

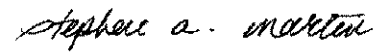
You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

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

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

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

Sincerely,



Stephen A. Martin
Director, Exempt Organizations
Rulings and Agreements

ATTACHMENT E3

Public Meeting Notice

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 28 open-enrollment charter school.

ALLOWABLE VENUES:

Virtual Meeting Option

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 also contain the access link; password (if any); and all other directions to participate in the meeting. Applicants may **not** require prospective attendees to RSVP and/or register.

In-Person Meeting Option

Applicants may hold an in-person meeting in fulfillment of this attachment requirement.

All meetings must take place no earlier than **18 months** before the charter application submission date. Any public meetings that were held before **May 4, 2021** are not eligible for consideration.

Anyone may attend and participate in the public meeting. All submitted notices must be dated prior to **October 27, 2022**.

NOTICE FORMAT: All public notices/advertisements must be published in a newspaper of general distribution **within the geographic boundaries** of the proposed charter school. Any public notice in newspapers with limited or exclusively digital circulation (*Greensheet, Dallas Observer, Austin Chronicle, etc.*) **will not fulfill** this attachment requirement.

SUBMISSION FORMAT: 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 also 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 including the access link.

ADDITIONAL REQUIREMENT: Applicants must also provide email notification to all members of the Texas State Board of Education (SBOE), Texas Senate, and Texas House of Representatives who represent the geographic area to be served by the proposed school at least five business days before each meeting.

Applicants must include charterapplication@tea.texas.gov in the CC line of the email.

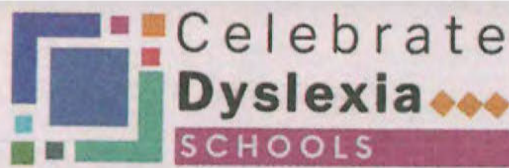
Each email must include:

- Name of the proposed school/campus;
- Name of the sponsoring entity;
- Date, time, and place of public meeting;
- Names of all board members from the sponsoring entity; and
- If virtual, directions to access and participate in the meeting.

Note: Applicants must send each elected official a separate email. Do not BCC any recipients so agency staff may confirm correspondence.

Insert material behind this page.

Also include this cover page with submission.



Celebrate Dyslexia Schools is pleased to announce our application for a proposed Generation 28 open enrollment public charter school. Celebrate Dyslexia Schools (CDS) is on a mission to educate and support children and their families by expanding use of evidence-based dyslexia interventions into historically marginalized communities and by creating an enriching, emotionally safe, culturally appropriate learning environment for all students, particularly those with dyslexia.

The vision is to be a premier hub for best practices in teaching and learning for dyslexia for all stakeholders in the entire education ecosystem including administrators, teachers, parents and most importantly students. With strategic community partners, this work will not just affect the CDS campus, but saturate the San Antonio community with well trained teachers and educated students. We are hosting a public community meeting and would like to invite you to attend to learn more about dyslexia as well as this school model. Details below.

- The school will be called Celebrate Dyslexia School
- This will be an open enrollment campus with a unique design model for the dyslexic learner to experience academic success
- Celebrate Dyslexia Schools is the sponsoring entity and the founding board members are:

- | | | |
|--------------------|-------------------------|-----------------|
| - Jasmin Dean | - Roger Hackett | - Alfred Breuer |
| - Dr. Tracy Weeden | - Dr. Claudia T. Garcia | - Jillian Duran |
| - Shereen Radusca | | |

- The Public Meeting will be October 11, 2022 from 5:30 - 6:30 pm.
- The address is 2800 Broadway, San Antonio, TX 78209.

We invite the community to participate.
In Community,
Jasmin Dean

INTERL
AS
BY CONTEM
Date:
Time:
Locat
18603

A small portrait of a woman with long, wavy blonde hair, wearing a dark jacket, looking towards the camera.

Y
TH
SAC

Home Loans Happen Texas Community Bank

If you are buying or refinancing a new home, a second home or a retirement home, Texas Community Bank has a loan for you! We also offer home improvement and home equity loans.

For information regarding our home mortgage products, please contact one of our Mortgage Consultants at 722-8333 or visit our website at www.tx-communitybank.com to send us an information request.



Texas Community Bank

LAREDO · SAN ANTONIO · SOMERSET · MCALLEN · BROWN

WWW.TX-COMMUNITYBANK.COM

Member FDIC



Jasmin Dean <jasmindean@celebratedyslexia.org>

Celebrate Dyslexia School Public Meeting

Jasmin Dean

Thu, Sep 15, 2022 at 10:34 AM

To: andrew.murr@house.texas.gov

Cc: CharterApplication <CharterApplication@tea.texas.gov>

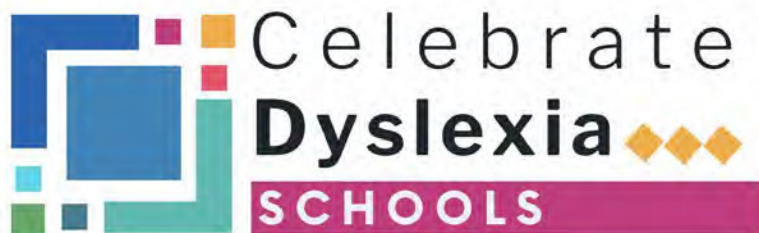
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We invite the community to participate.

In Community,
Jasmin Dean





Jasmin Dean <jasmindean@celebratedyslexia.org>

Celebrate Dyslexia School Public Meeting

Jasmin Dean

Thu, Sep 15, 2022 at 10:37 AM

To: barbara.gervin-hawkins@house.texas.gov

Cc: CharterApplication <CharterApplication@tea.texas.gov>

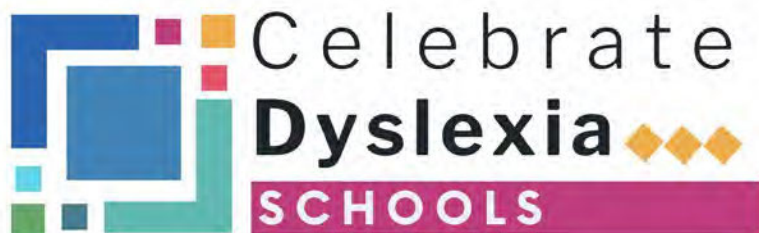
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We invite the community to participate.

In Community,
Jasmin Dean





Jasmin Dean <jasmindean@celebratedyslexia.org>

Celebrate Dyslexia School Public Meeting

Jasmin Dean [REDACTED]

Thu, Sep 15, 2022 at 10:27 AM

To: dawn.buckingham@senate.texas.gov

Cc: CharterApplication <CharterApplication@tea.texas.gov>

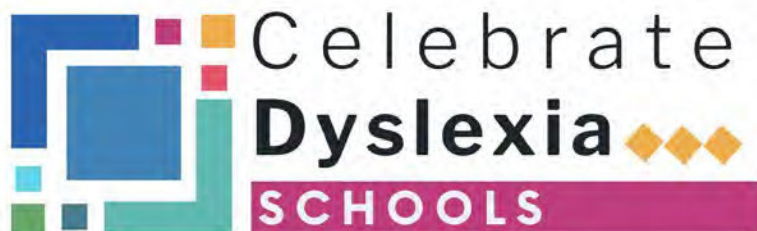
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- The Public Meeting will be October 11, 2022 from 5:30 - 6:30 pm.
- The address is 2800 Broadway, San Antonio, TX 78209.

We invite the community to participate.

In Community,
Jasmin Dean





Jasmin Dean <jasmindean@celebratedyslexia.org>

Celebrate Dyslexia School Public Meeting

Jasmin Dean

Thu, Sep 15, 2022 at 10:36 AM

To: diego.bernal@house.texas.gov

Cc: CharterApplication <CharterApplication@tea.texas.gov>

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Jasmin Dean <jasmindean@celebratedyslexia.org>

Celebrate Dyslexia School Public Meeting

Jasmin Dean

Thu, Sep 15, 2022 at 10:28 AM

To: donna.campbell@senate.texas.gov

Cc: CharterApplication <CharterApplication@tea.texas.gov>

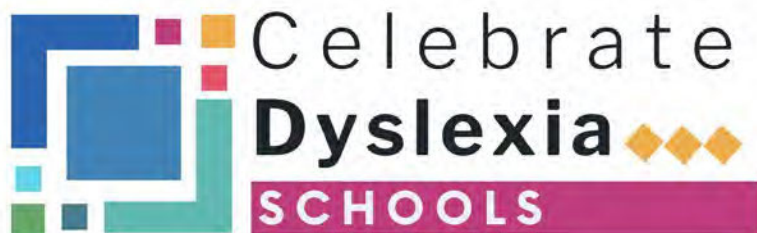
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Jasmin Dean <jasmindean@celebratedyslexia.org>

Celebrate Dyslexia School Public Meeting

Jasmin Dean

Thu, Sep 15, 2022 at 10:31 AM

To: elizabeth.campos@house.texas.gov

Cc: CharterApplication <CharterApplication@tea.texas.gov>

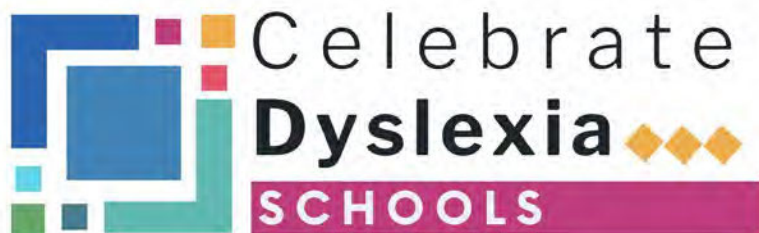
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Jasmin Dean





Jasmin Dean <jasmindean@celebratedyslexia.org>

Celebrate Dyslexia School Public Meeting

Jasmin Dean

Thu, Sep 15, 2022 at 10:46 AM

To: georgina.perez@tea.texas.gov

Cc: CharterApplication <CharterApplication@tea.texas.gov>

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In Community,
Jasmin Dean





Jasmin Dean <jasmindean@celebratedyslexia.org>

Celebrate Dyslexia School Public Meeting

1 message

Jasmin Dean

Thu, Sep 15, 2022 at 10:32 AM

To: ina.minjarez@house.texas.gov

Cc: CharterApplication <CharterApplication@tea.texas.gov>

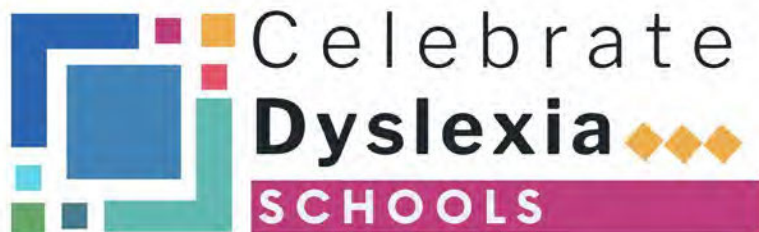
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Jasmin Dean <jasmindean@celebratedyslexia.org>

Celebrate Dyslexia School Public Meeting

Jasmin Dean <[REDACTED]>
To: john.lujan@house.texas.gov
Cc: CharterApplication <CharterApplication@tea.texas.gov>

Thu, Sep 15, 2022 at 10:30 AM

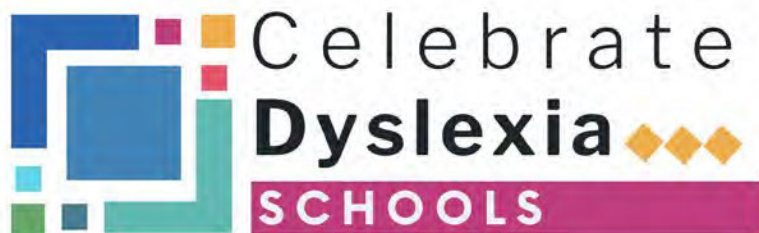
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Celebrate Dyslexia School Public Meeting

Jasmin Dean

Thu, Sep 15, 2022 at 10:26 AM

To: jose.menendez@senate.texas.gov

Cc: CharterApplication <CharterApplication@tea.texas.gov>

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Celebrate Dyslexia School Public Meeting

Jasmin Dean

Thu, Sep 15, 2022 at 10:29 AM

To: Judith.zaffirini@senate.texas.gov

Cc: CharterApplication <CharterApplication@tea.texas.gov>

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Celebrate Dyslexia School Public Meeting

Jasmin Dean

Thu, Sep 15, 2022 at 10:35 AM

To: lyle.larson@house.texas.gov

Cc: CharterApplication <CharterApplication@tea.texas.gov>

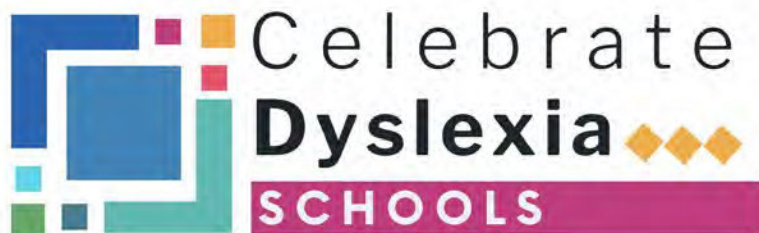
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Jasmin Dean <jasmindean@celebratedyslexia.org>

Celebrate Dyslexia School Public Meeting

Jasmin Dean

Thu, Sep 15, 2022 at 10:44 AM

To: marisa.perez@tea.texas.gov

Cc: CharterApplication <CharterApplication@tea.texas.gov>

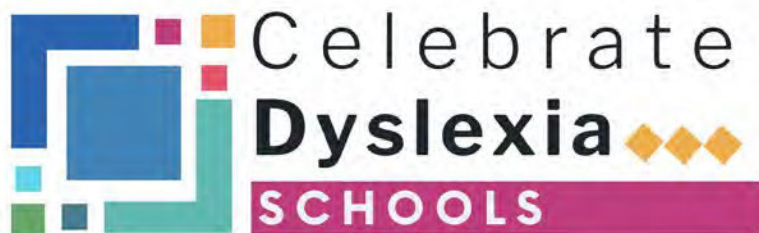
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Celebrate Dyslexia School Public Meeting

Jasmin Dean

Thu, Sep 15, 2022 at 1:05 PM

To: philip.cortez@house.texas.gov

Cc: CharterApplication <CharterApplication@tea.texas.gov>

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Celebrate Dyslexia School Public Meeting

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Thu, Sep 15, 2022 at 10:33 AM

To: ray.lopez@house.texas.gov

Cc: CharterApplication <CharterApplication@tea.texas.gov>

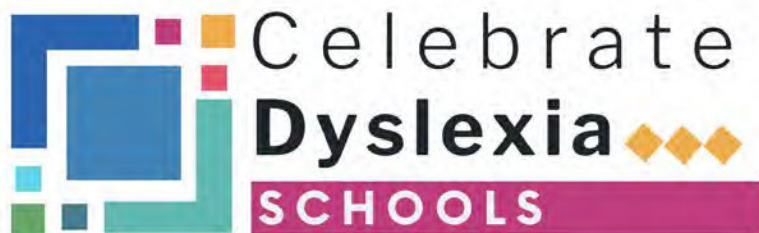
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Celebrate Dyslexia School Public Meeting

Jasmin Dean

Thu, Sep 15, 2022 at 10:45 AM

To: rebecca.bellmetereau@tea.texas.gov

Cc: CharterApplication <CharterApplication@tea.texas.gov>

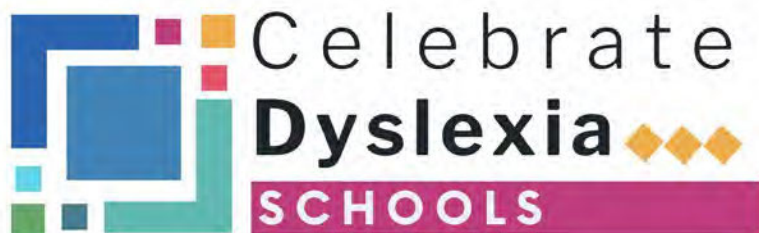
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Celebrate Dyslexia School Public Meeting

Jasmin Dean

Thu, Sep 15, 2022 at 10:25 AM

To: roland.gutierrez@senate.texas.gov

Cc: CharterApplication <CharterApplication@tea.texas.gov>

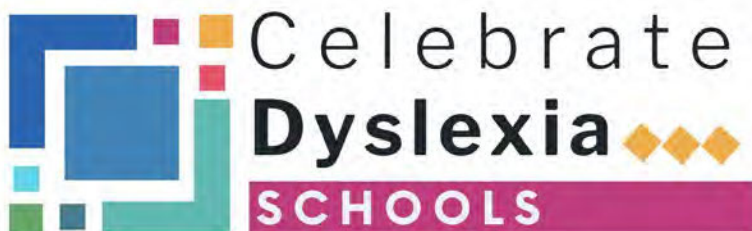
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Celebrate Dyslexia School Public Meeting

Jasmin Dean

Thu, Sep 15, 2022 at 10:40 AM

To: ryan.guillen@house.texas.gov

Cc: CharterApplication <CharterApplication@tea.texas.gov>

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In Community,
Jasmin Dean





Jasmin Dean <jasmindean@celebratedyslexia.org>

Celebrate Dyslexia School Public Meeting

Jasmin Dean

Thu, Sep 15, 2022 at 10:37 AM

To: steve.allison@house.texas.gov

Cc: CharterApplication <CharterApplication@tea.texas.gov>

Celebrate Dyslexia Schools is pleased to announce our application for a proposed Generation 28 open enrollment public charter school. Celebrate Dyslexia Schools (CDS) is on a mission to educate and support children and their families by expanding use of evidence-based dyslexia interventions into historically marginalized communities and by creating an enriching, emotionally safe, culturally appropriate learning environment for all students, particularly those with dyslexia.

The vision is to be a premier hub for best practices in teaching and learning for dyslexia for all stakeholders in the entire education ecosystem including administrators, teachers, parents and most importantly students. With strategic community partners, this work will not just affect the CDS campus, but saturate the San Antonio community with well trained teachers and educated students. We are hosting a public community meeting and would like to invite you to attend to learn more about dyslexia as well as this school model. Details below.

- The school will be called Celebrate Dyslexia School
- This will be an open enrollment campus with a unique design model for the dyslexic learner to experience academic success
- Celebrate Dyslexia Schools is the sponsoring entity and the founding board members are:
 - Jasmin Dean
 - Dr. Tracy Weeden
 - Shereen Radusca
 - Roger Hackett
 - Dr. Claudia T. Garcia
 - Alfred Breuer
 - Jillian Duran
- The Public Meeting will be October 11, 2022 from 5:30 - 6:30 pm.
- The address is 2800 Broadway, San Antonio, TX 78209.

We invite the community to participate.

In Community,
Jasmin Dean





Jasmin Dean <jasmindean@celebratedyslexia.org>

Celebrate Dyslexia School Public Meeting

Jasmin Dean

Thu, Sep 15, 2022 at 10:35 AM

To: trey.martinezfischer@house.texas.gov

Cc: CharterApplication <CharterApplication@tea.texas.gov>

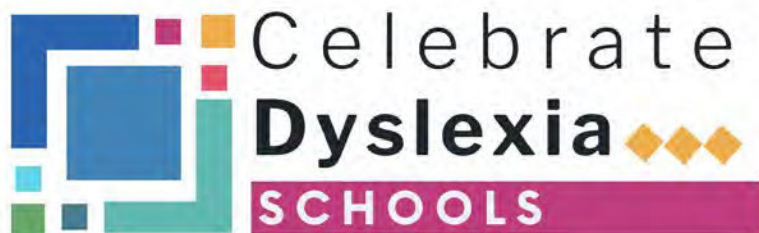
Celebrate Dyslexia Schools is pleased to announce our application for a proposed Generation 28 open enrollment public charter school. Celebrate Dyslexia Schools (CDS) is on a mission to educate and support children and their families by expanding use of evidence-based dyslexia interventions into historically marginalized communities and by creating an enriching, emotionally safe, culturally appropriate learning environment for all students, particularly those with dyslexia.

The vision is to be a premier hub for best practices in teaching and learning for dyslexia for all stakeholders in the entire education ecosystem including administrators, teachers, parents and most importantly students. With strategic community partners, this work will not just affect the CDS campus, but saturate the San Antonio community with well trained teachers and educated students. We are hosting a public community meeting and would like to invite you to attend to learn more about dyslexia as well as this school model. Details below.

- The school will be called Celebrate Dyslexia School
- This will be an open enrollment campus with a unique design model for the dyslexic learner to experience academic success
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 - Jasmin Dean
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- The address is 2800 Broadway, San Antonio, TX 78209.

We invite the community to participate.

In Community,
Jasmin Dean



ATTACHMENT E4

Statement of Impact Notifications

The Statement of Impact Package is the formal opportunity for superintendents and board presidents of traditional school districts to document any impact the proposed charter school might have on the traditional district. While applicants are required to distribute these documents, they are not responsible for ensuring that superintendents or elected officials respond to the Statement of Impact Letters.

Required Recipients

Applicants must send a Statement of Impact Package, consisting of the (1) Statement of Impact Letter, (2) Statement of Impact Form, and the (3) Applicant Profile Page to the following:

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 State 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.

Both the Statement of Impact Letter and Statement of Impact Form are provided behind this coversheet. The Applicant Profile Page is included in the narrative document.

A list of active legislators and state board members (sorted by school district) can be found at <https://tea.texas.gov/sites/default/files/gen-28-e4-elected-stakeholder-list.pdf>.

Notification Summary Table

Applicants must complete the notification summary table on the next page and submit with all other attachments. Do not include this summary table with the Statement of Impact Package.

Applicants must keep all certified mail receipts until the completion of this application cycle. TEA reserves the right to request a copy of all receipts at any time.

Insert material behind this page.

Also include this cover page with submission.

Date

Name of Sponsoring Entity

Address

City, State, Zip Code

Dear Sir:

This letter is to inform you that [name of sponsoring entity] intends to submit an application to the Texas Education Agency in response to the Generation Twenty-Eight Open-Enrollment Charter School application process. Statutory guidelines require that applicants send the enclosed Statement of Impact form and a copy of the completed Applicant Profile Page to each district that may be affected by the proposed charter school. Your district is receiving this information because the proposed charter school's designated geographic boundaries overlap with your district's boundary. The proposed charter school's designated geographic boundaries will include the following districts: [list each district].

The charter application process follows a long timeline with a variety of benchmarks, so all applicants who send notifications may not advance to the recommendation stage. Applicants who have made the cut score and reached the capacity interview phase will be announced in late April, and have a greater chance of receiving the commissioner's recommendation. For this reason, a response to this letter may be sent later in the application process. The attached Statement of Impact form provides a district with an opportunity to inform the commissioner of whether the proposed charter school may adversely impact it financially or in some other respect. Completed forms may be returned to:

Texas Education Agency
Attention: The New Schools Team
charterapplication@tea.texas.gov

Forms must be received no later than Monday, May 15, 2023, for the information to be considered. If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Authorizing at 512 463-9575 or visit <https://tea.texas.gov/texas-schools/texas-schools-charter-schools/charter-schools>.

Our application will be available on the Texas Education Agency Charter School webpage on (or around) December 9, 2022.

If you would like a complete application prior to that date, please contact [Insert name of sponsoring entity] at [Insert phone number.]

Sincerely,

CEO of Sponsoring Entity

Enclosures: Statement of Impact Form
Applicant Profile Page

**GENERATION TWENTY-EIGHT
OPEN-ENROLLMENT CHARTER APPLICATION**

Statement of Impact Form

Purpose of this form: The sponsoring entity identified on the cover letter is submitting an application to the commissioner of education for approval to operate an open-enrollment charter school. The name and location, if known, of the proposed charter school are provided below. As required in Texas Administrative Code §100.1005, this notification must be sent to the superintendent and the board of trustees of each traditional district from which the proposed school intends to draw students, and to each member of the legislature that represents the geographic area to be served by the proposed school.

A school district may submit this form to provide the commissioner with information relating to any financial difficulty that a loss in enrollment may have on the district, and any other information that a district wishes to share with the commissioner. Responses may be sent later in the application process once advancing applicants are announced. For more information about the proposed charter, please contact the sponsoring entity.

Instructions: Should you choose, to respond, return the completed form
no later than Monday, May 15, 2023 to:
charterapplication@tea.texas.gov

Note: See Texas Education Code §12.106 for information about state funding.

Name of Proposed Charter School:

Physical Address or General Location of Proposed Charter School:

Check the appropriate response below:

- The proposed open-enrollment charter school is not expected to adversely impact the district to a significant degree.
- The proposed open-enrollment charter school is expected to adversely impact the district to a significant degree.

Describe the impact in the space below and/or attach any supporting documentation.

District Name: _____ CDN: _____

District Address: _____

Superintendent (signature)

Board President (signature)

Superintendent (print)

Board President (print)

Date:

Date:

Notification Summary Table

DISTRICT NAME OR NUMBER	RECIPIENT TITLE	RECIPIENT NAME	MAILING ADDRESS	CERTIFIED MAIL RECEIPT NUMBER
House District 116	Representative	Trey Martinez Fischer	4243 Piedras Drive East, Suite 256, San Antonio, Texas 78228	7022 1670 0001 4890 4537
House District 121	Representative	Steve Allison	1635 NE Loop 410 Suite 506, San Antonio, Texas 78209	7022 1670 0001 4890 4520
House District 117	Representative	Philip Cortez	2600 SW Military Dr. , Suite 211, San Antonio, Texas 78224	7022 1670 0001 4246 5874
House District 122	Representative	Lyle Larson	16607 Blanco Road #1405, San Antonio, TX 78232	7022 1670 0001 4890 4575
House District 123	Representative	Diego Bernal	6531 San Pedro, Village Plaza, San Antonio, TX 78216	7022 1670 0001 4890 4568
House District 118	Representative	John Lujan	P.O. Box 2910 Austin, TX 78768	7022 1670 0001 4890 4544
House District 119	Representative	Elizabeth Campos	3124 Sidney Brooks, Ste. A, San Antonio, Texas 78235	7022 1670 0001 4890 4551
House District 124	Representative	Ina Minjarez	P.O. Box 761419, San Antonio, TX 78245	7022 1670 0001 4246 5867
House District 125	Representative	Ray Lopez	5309 Wurzbach Road, Suite 200-9, San Antonio, Texas 78238	7022 1670 0001 4890 4636
House District 120	Representative	Barbara Gervin Hawkins	3503 N.E. Parkway, San Antonio, TX 78218	7022 1670 0001 4890 4629
Senate District 25	Senator	Donna Campbell	229 Hunters Village, Ste. 105, New Braunfels, TX 78132	7022 1670 0001 4890 4599
Senate District 19	Senator	Roland Gutierrez	3175 Sidney Brooks, Building 470, San Antonio, TX 78235	7022 1670 0001 4890 4612
Senate District 21	Senator	Judith Zaffirini	1407 Washington Street Laredo, TX 78040	7022 1670 0001 4890 4605
Senate District 26	Senator	Jose Menendez	4522 Fredericksburg Road, A-22, San Antonio, TX 78201	7022 1670 0001 4890 4582
SBOE District 3	SBOE Member	Marisa B. Perez-Diaz	P.O. Box 1025 Converse, TX 78109	7022 1670 0001 4890 4476
SBOE District 5	SBOE Member	Rebecca Bell Metereau	P.O. Box 425 San Marcos, TX 78666	7022 1670 0001 4890 4469
House District 53	Representative	Andrew Murr	507 Earl Garrett St., Kerville, TX, 78028	7022 1670 0001 4890 4490
House District 24	Representative	Dawn Buckingham	819 Water Street Ste. 125, Kerville, TX, 78028	7022 1670 0001 4890 4513
SBOE District 1	SBOE Member	Georgina Perez	1605 George Dieter, #582 El Paso, TX 79936	7022 1670 0001 4890 4483
House District 31	Representative	Ryan Guillen	P.O. Box 2910 Austin, TX 78768	7022 1670 0001 4890 4506
San Antonio ISD	Superintendent	Jaime Aquino	514 W. Quincy St. San Antonio, Texas 78212	7022 1670 0001 4890 4452
San Antonio ISD	Board President	Christina Martinez	514 W. Quincy St. San Antonio, Texas 78212	7022 1670 0001 4890 4445
Alamo Heights ISD	Superintendent	Dana Bashara	7101 Broadway, San Antonio, TX 78209	7022 1670 0001 4890 4414
Alamo Heights ISD	Board President	Brian C. Hamilton	7101 Broadway, San Antonio, TX 78209	7022 1670 0001 4890 4407
Southside ISD	Superintendent	Rolando Ramirez	1460 Martinez Losoya Rd. San Antonio, TX 78221	7022 1670 0001 4890 4438
Southside ISD	Board President	Jesse Hernandez	1460 Martinez Losoya Rd. San Antonio, TX 78221	7022 1670 0001 4890 4421
East Central ISD	Superintendent	Roland Toscano	6634 New Sulphur Springs Rd, San Antonio, TX 78263	7022 1670 0001 4890 4384
East Central ISD	Board President	John Massengale	6634 New Sulphur Springs Rd, San Antonio, TX 78263	7022 1670 0001 4890 4391
Ft. Sam Houston ISD	Superintendent	Gary Bates	4005 Winans Rd, San Antonio, TX 78234	7022 1670 0001 4246 5959

Notification Summary Table

DISTRICT NAME OR NUMBER	RECIPIENT TITLE	RECIPIENT NAME	MAILING ADDRESS	CERTIFIED MAIL RECEIPT NUMBER
Ft. Sam Houston ISD	Board President	Willie White Jr.	4005 Winans Rd, San Antonio, TX 78234	7022 1670 0001 4246 5966
South San Antonio ISD	Superintendent	Henry Yzaguire	1450 Gillette Blvd, San Antonio, TX 78224	7022 1670 0001 4890 4285
South San Antonio ISD	Board President	Ernesto Arrellano Jr.	1450 Gillette Blvd, San Antonio, TX 78224	7022 1670 0001 4890 4292
Judson ISD	Superintendent	Jeanette Ball	8012 Shin Oak Drive Live Oak TX 78233	7022 1670 0001 4890 4377
Judson ISD	Board President	Jennifer Rodriguez	8012 Shin Oak Drive Live Oak TX 78233	7022 1670 0001 4890 4360
Northeast ISD	Superintendent	Sean Makia	8961 Tesoro Dr, San Antonio, TX 78217	7022 1670 0001 4890 4353
Northeast ISD	Board President	Shannon Grona	8961 Tesoro Dr, San Antonio, TX 78217	7022 1670 0001 4890 4346
Randolph Field ISD	Superintendent	Brian Holt	146 Harmon Dr, Universal City, TX 78148	7022 1670 0001 4890 4339
Randolph Field ISD	Board President	Jimmy Cornelius	146 Harmon Dr, Universal City, TX 78148	7022 1670 0001 4890 4322
Somerset ISD	Superintendent	Saul Hinojosa	7791 E 6th St, Somerset, TX 78069	7022 1670 0001 4890 4308
Somerset ISD	Board President	Don Green	7791 E 6th St, Somerset, TX 78069	7022 1670 0001 4890 4315
Southwest ISD	Superintendent	Dr. Lloyd Verstuyft	11914 Dragon Ln, San Antonio, TX 78252, United States	7022 1670 0001 4890 4278
Southwest ISD	Board President	Sylvester Vasquez	11914 Dragon Ln, San Antonio, TX 78252, United States	7022 1670 0001 4890 4261
Harlandale ISD	Superintendent	Gerardo Soto	102 Genevieve St San Antonio, TX 78214	7022 1670 0001 4890 4254
Harlandale ISD	Board President	Norma Cavazos	102 Genevieve St San Antonio, TX 78214	7022 1670 0001 4246 5942
Northside ISD	Superintendent	Brian Woods	5900 Evers Rd, San Antonio, TX 78238	7022 1670 0001 4246 5881
Northside ISD	Board President	Karen Freeman	5900 Evers Rd, San Antonio, TX 78238	7022 1670 0001 4246 5898
Edgewood ISD	Superintendent	Eduardo Hernandez	5358 W Commerce St, San Antonio, TX 78237	7022 1670 0001 4246 5904
Edgewood ISD	Board President	Martha Castilla	5358 W Commerce St, San Antonio, TX 78237	7022 1670 0001 4246 5911
Lackland ISD	Superintendent	Burnie Roper	2460 Kenly Ave Bldg 8265 San Antonio, TX 78236	7022 1670 0001 4246 5935
Lackland ISD	Board President	Brian Miller	2460 Kenly Ave Bldg 8265 San Antonio, TX 78236	7022 1670 0001 4246 5928

Click to add a row to the table above.

Click to remove a row from the table above.

September 15, 2022
Celebrate Dyslexia Schools
10131 W. Military Dr, Suite 104
San Antonio, TX 78251

Dear Sir/Madam:

This letter is to inform you that Celebrate Dyslexia Schools intends to submit an application to the Texas Education Agency in response to the Generation Twenty-Eight Open-Enrollment Charter School application process. Statutory guidelines require that applicants send the enclosed Statement of Impact form and a copy of the completed Applicant Profile Page to each district that may be affected by the proposed charter school. Your district is receiving this information because the proposed charter school's designated geographic boundaries overlap with your district's boundary. The proposed charter school's designated geographic boundaries will include the following districts: San Antonio ISD, North East ISD, Fort Sam Houston ISD, South San Antonio ISD, Southwest ISD, Harlandale ISD, Lackland ISD, Edgewood ISD, Northside ISD, Southside ISD, Alamo Heights ISD, East Central ISD, Judson ISD, Randolph Field ISD, and Somerset ISD.

The charter application process follows a long timeline with a variety of benchmarks, so all applicants who send notifications may not advance to the recommendation stage. Applicants who have made the cut score and reached the capacity interview phase will be announced in late April, and have a greater chance of receiving the commissioner's recommendation. For this reason, a response to this letter may be sent later in the application process. The attached Statement of Impact form provides a district with an opportunity to inform the commissioner of whether the proposed charter school may adversely impact it financially or in some other respect. Completed forms may be returned to:

Texas Education Agency
Attention: The New Schools Team
charterapplication@tea.texas.gov

Forms must be received no later than Monday, May 15, 2023, for the information to be considered. If you have questions about the process for approval of open-enrollment charter schools, please contact the Division of Charter School Authorizing at 512 463-9575 or visit <https://tea.texas.gov/texas-schools/texas-schools-charter-schools/charter-schools>. Our application will be available on the Texas Education Agency Charter School webpage on (or around) December 9, 2022.

If you would like a complete application prior to that date, please contact Jasmin Dean at

[REDACTED]

Sincerely,
Jasmin Dean, Celebrate Dyslexia Schools Board Chair
Enclosures: Statement of Impact Form
Applicant Profile Page

**GENERATION TWENTY-EIGHT
OPEN-ENROLLMENT CHARTER APPLICATION
Statement of Impact Form**

Purpose of this form: The sponsoring entity identified on the cover letter is submitting an application to the commissioner of education for approval to operate an open-enrollment charter school. The name and location, if known, of the proposed charter school are provided below. As required in Texas Administrative Code §100.1005, this notification must be sent to the superintendent and the board of trustees of each traditional district from which the proposed school intends to draw students, and to each member of the legislature that represents the geographic area to be served by the proposed school.

A school district may submit this form to provide the commissioner with information relating to any financial difficulty that a loss in enrollment may have on the district, and any other information that a district wishes to share with the commissioner. Responses may be sent later in the application process once advancing applicants are announced. For more information about the proposed charter, please contact the sponsoring entity.

Instructions: Should you choose, to respond, return the completed form no later than Monday, May 15, 2023 to:
charterapplication@tea.texas.gov

Note: See Texas Education Code §12.106 for information about state funding.

Name of Proposed Charter School:

Physical Address or General Location of Proposed Charter School:

Check the appropriate response below:

- The proposed open-enrollment charter school is **not** expected to adversely impact the district to a significant degree.
- The proposed open-enrollment charter school **is** expected to adversely impact the district to a significant degree.

Describe the impact in the space below and/or attach any supporting documentation.

District Name: _____ CDN: _____

District Address: _____

Superintendent (signature)

Board President (signature)

Superintendent (print)

Board President (print)

Date:

Date:

APPLICANT PROFILE

- New Operator**
- Experienced Operator**

Celebrate Dyslexia School

Name of Proposed Charter School

Celebrate Dyslexia Schools

Name of Sponsoring Entity

Information Session Attended:

Returning Applicant (yes/no):

Sponsoring Entity is a: 501(c)(3) Nonprofit Organization

Applicant is and/or has been entrusted with the care and supervision of lawful minors and/or wards of a governmental entity.

Contact Information

Contact Name:

CEO/Superintendent:

Email Address:

Board Chair:

Phone Number:

Board Chair Email:

Facility Location(s)

Number Campuses Requested (Y1-5):

Anticipated Zip Code for Each Campus (Y1):

Addresses for all known campuses (Y1-5):

Application Support Services and Fellowships

Identify all Support Services and Fellowships associated with this application cycle. Input name of organization/program or individual(s) and services were paid or unpaid.

Board members attended various support seminars by the TEA. All were unpaid.

Enrollment Projections

Maximum Enrollment Requested:

Specific Grades Served (Years 1-5):

Year	EE3	Prek4	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Year 1					96										
Year 2					96	96									
Year 3					96	96	96								
Year 4					96	96	96	96							
Year 5					96	96	96	96	96						
Yearly Total					96	96	96	96	96						

Charter Management Organizations (CMO)

Name of CMO:

Website:

7022 1670 0001 4890 4544

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Austin, TX 78768

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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	\$ 0.60
Total Postage and Fees	\$ 4.60

Sent To
State Representative
John Lujan
P.O. Box 2910 Austin, TX 78768

Postmark Here
SEP 21 2022
09/21/2022
78245

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

7022 1670 0001 4890 4490

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Kerville, TX 78923

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Certified Mail Fee	\$ 4.00
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	\$ 0.60
Total Postage and Fees	\$ 4.60

Sent To
State Representative
Andrew Murr
507 Earl Garrett St., Kerville, TX,
78028

Postmark Here
SEP 21 2022
09/21/2022
78245

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

7022 1670 0001 4890 4575

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

San Antonio, TX 78232

OFFICIAL USE

Certified Mail Fee	\$ 4.00
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	\$ 0.60
Total Postage and Fees	\$ 4.60

Sent To
State Representative
Lyle Larson
16607 Blanco Road #1405, San
Antonio, TX 78232

Postmark Here
SEP 21 2022
09/21/2022
78245

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

7022 1670 0001 4890 4551

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

San Antonio, TX 78235

OFFICIAL USE

Certified Mail Fee	\$ 4.00
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	\$ 0.60
Total Postage and Fees	\$ 4.60

Sent To
State Representative
Elizabeth Campos
3124 Sidney Brooks, Ste. A, San
Antonio, Texas 78235

Postmark Here
SEP 21 2022
09/21/2022
78245

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

7022 1670 0001 4890 4605

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

Laredo, TX 78040

OFFICIAL USE

Certified Mail Fee	\$ 4.00
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	\$ 0.60
Total Postage and Fees	\$ 4.60

Sent To
State Senator
Judith Zaffirini
1407 Washington Street
Laredo, TX 78040

Postmark Here
SEP 21 2022
09/21/2022
78245

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

7022 1670 0001 4890 4562

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San Antonio, TX 78201

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Certified Mail Fee	\$ 4.00
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	\$ 0.60
Total Postage and Fees	\$ 4.60

Sent To
State Senator
Jose Menendez
4522 Fredericksburg Road, A-22, San
Antonio, TX 78201

Postmark Here
SEP 21 2022
09/21/2022
78245

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

7022 1670 0001 4890 4629

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For delivery information, visit our website at www.usps.com®.

San Antonio, TX 78218

OFFICIAL USE

Certified Mail Fee \$4.00

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 \$0.80

Total Postage and Fees \$4.80

Sent To

State Representative
Barbara Gerwin Hawkins
3503 N.E. Parkway, San Antonio,
TX 78218

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



7022 1670 0001 4890 4469

**U.S. Postal Service™
CERTIFIED MAIL® RECEIPT**
Domestic Mail Only

For delivery information, visit our website at www.usps.com®.

San Marcos, TX 78666

OFFICIAL USE

Certified Mail Fee \$4.00

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 \$1.60

Total Postage and Fees \$5.60

Sent To

State Board of Education
Rebecca Bell Metereau
P.O. Box 425
San Marcos, TX 78666

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



7022 1670 0001 4890 4476

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Converse, TX 78109

OFFICIAL USE

Certified Mail Fee \$4.00

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 \$0.80

Total Postage and Fees \$4.80

Sent To

State Board of Education
Marisa B. Perez- Diaz
P.O. Box 1025
Converse, TX 78109

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



7022 1670 0001 4246 5867

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San Antonio, TX 78245

OFFICIAL USE

Certified Mail Fee \$4.00

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 \$0.80

Total Postage and Fees \$4.80

Sent To

State Representative
Ina Minjarez
P.O. Box 761419, San Antonio, TX
78245

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



7022 1670 0001 4890 4513

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For delivery information, visit our website at www.usps.com®.

Kerville, TX 78028

OFFICIAL USE

Certified Mail Fee \$4.00

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 \$0.80

Total Postage and Fees \$4.80

Sent To

State Representative
Dawn Buckingham
819 Water Street Ste. 125, Kerville,
TX, 78028

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



7022 1670 0001 4890 4520

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San Antonio, TX 78209

OFFICIAL USE

Certified Mail Fee \$4.00

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 \$0.80

Total Postage and Fees \$4.80

Sent To

State Representative
Steve Allison
1635 NE Loop 410 Suite 506, San
Antonio, Texas 78209

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



7022 1670 0001 4246 5874

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San Antonio, TX 78224

OFFICIAL USE

Certified Mail Fee	\$4.00
Extra Services & Fees (check box, add fee as appropriate)	
<input type="checkbox"/> Return Receipt (hardcopy)	\$3.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.60
Total Postage and Fees	\$4.60

Sent To
 State Representative
 Philip Cortez
 2600 SW Military Dr., Suite 211, San Antonio, Texas 78224

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



7022 1670 0001 4890 4636

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San Antonio, TX 78224

OFFICIAL USE

Certified Mail Fee	\$4.00
Extra Services & Fees (check box, add fee as appropriate)	
<input type="checkbox"/> Return Receipt (hardcopy)	\$3.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.60
Total Postage and Fees	\$4.60

Sent To
 State Representative
 Ray Lopez
 5309 Wurzbach Road, Suite 200-9, San Antonio, Texas 78238

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



7022 1670 0001 4890 4483

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El Paso, TX 79936

OFFICIAL USE

Certified Mail Fee	\$4.00
Extra Services & Fees (check box, add fee as appropriate)	
<input type="checkbox"/> Return Receipt (hardcopy)	\$3.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.60
Total Postage and Fees	\$4.60

Sent To
 State Board of Education
 Georgina Perez
 1605 George Dieter, #582 El Paso, TX 79936

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



7022 1670 0001 4890 4506

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Austin, TX 78768

OFFICIAL USE

Certified Mail Fee	\$4.00
Extra Services & Fees (check box, add fee as appropriate)	
<input type="checkbox"/> Return Receipt (hardcopy)	\$3.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.60
Total Postage and Fees	\$4.60

Sent To
 State Representative
 Ryan Gullen
 P.O. Box 2910 Austin, TX 78768

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



7022 1670 0001 4890 4568

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San Antonio, TX 78216

OFFICIAL USE

Certified Mail Fee	\$4.00
Extra Services & Fees (check box, add fee as appropriate)	
<input type="checkbox"/> Return Receipt (hardcopy)	\$3.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.60
Total Postage and Fees	\$4.60

Sent To
 State Representative
 Diego Bernal
 6531 San Pedro, Village Plaza, San Antonio, TX 78216

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



7022 1670 0001 4890 4537

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San Antonio, TX 78226

OFFICIAL USE

Certified Mail Fee	\$4.00
Extra Services & Fees (check box, add fee as appropriate)	
<input type="checkbox"/> Return Receipt (hardcopy)	\$3.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.60
Total Postage and Fees	\$4.60

Sent To
 State Representative
 Troy Martinez Fischer
 4243 Piedras Drive East, Suite 256, San Antonio, TX 78228

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



7022 1670 0001 4890 4612

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San Antonio, TX 78235

OFFICIAL USE

Certified Mail Fee	\$4.00
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	\$0.60
Total Postage and Fees	\$4.60

Sent To: State Senator, PO Box No., Roland Gutierrez, 175 Sidney Brooks, Building 470, San Antonio, TX 78235

Postmark Here: SEP 21 2022

Heritage Post Office: 09/21/2022

78245

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

7022 1670 0001 4890 4599

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For delivery information, visit our website at www.usps.com®.

New Braunfels, TX 78132

OFFICIAL USE

Certified Mail Fee	\$4.00
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	\$0.60
Total Postage and Fees	\$4.60

Sent To: State Senator, Donna Campbell, 229 Hunters Village, Ste. 105, New Braunfels, TX 78132

Postmark Here: SEP 21 2022

Heritage Post Office: 09/21/2022

78245

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

7022 1670 0001 4890 4445

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For delivery information, visit our website at www.usps.com®.

San Antonio, TX 78212

OFFICIAL USE

Certified Mail Fee	\$4.00
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	\$0.60
Total Postage and Fees	\$4.60

Sent To: San Antonio ISD, Christina Martinez, 514 W. Quincy St. San Antonio, Texas, 78212

Postmark Here: SEP 21 2022

Heritage Post Office: 09/21/2022

78245

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

7022 1670 0001 4890 4452

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San Antonio, TX 78212

OFFICIAL USE

Certified Mail Fee	\$4.00
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	\$0.60
Total Postage and Fees	\$4.60

Sent To: San Antonio ISD, Robert J. Adorno, 514 W. Quincy St. San Antonio, Texas, 78212

Postmark Here: SEP 21 2022

Heritage Post Office: 09/21/2022

78245

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

7022 1670 0001 4890 4407

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San Antonio, TX 78209

OFFICIAL USE

Certified Mail Fee	\$4.00
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	\$0.60
Total Postage and Fees	\$4.60

Sent To: Alamo Heights ISD, Brandon Hamilton, 7101 Broadway, San Antonio, TX, 78209

Postmark Here: SEP 21 2022

Heritage Post Office: 09/21/2022

78245

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

7022 1670 0001 4890 4414

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San Antonio, TX 78209

OFFICIAL USE

Certified Mail Fee	\$4.00
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	\$0.60
Total Postage and Fees	\$4.60

Sent To: Alamo Heights ISD, Dana Bashara, 7101 Broadway, San Antonio, TX, 78209

Postmark Here: SEP 21 2022

Heritage Post Office: 09/21/2022

78245

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

7022 1670 0001 4890 4421

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San Antonio, TX 78221

Certified Mail Fee	\$4.00
Extra Services & Fees (check box, add fee as appropriate)	\$0.00
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage	\$0.60
Total Postage and Fees	\$4.60

Sent To
 Southside ISD
 Street and Apt. No., or PO Box No.
 Jesse Hernandez
 City, State, ZIP+4®
 1460 Martinez Losoya Rd. San Antonio, TX 78221
 PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions



7022 1670 0001 4890 4438

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San Antonio, TX 78221

Certified Mail Fee	\$4.00
Extra Services & Fees (check box, add fee as appropriate)	\$0.00
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage	\$0.60
Total Postage and Fees	\$4.60

Sent To
 Southside ISD
 Street and Apt. No., or PO Box No.
 Rolando Ramirez
 City, State, ZIP+4®
 1460 Martinez Losoya Rd. San Antonio, TX 78221
 PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions



7022 1670 0001 4890 4391

U.S. Postal Service™ CERTIFIED MAIL® RECEIPT Domestic Mail Only

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San Antonio, TX 78263

Certified Mail Fee	\$4.00
Extra Services & Fees (check box, add fee as appropriate)	\$0.00
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage	\$0.60
Total Postage and Fees	\$4.60

Sent To
 East Central ISD
 Street and Apt. No., or PO Box No.
 John Massengale
 City, State, ZIP+4®
 6634 New Sulphur Springs Rd. San Antonio, TX 78263
 PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions



7022 1670 0001 4890 4384

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San Antonio, TX 78263

Certified Mail Fee	\$4.00
Extra Services & Fees (check box, add fee as appropriate)	\$0.00
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage	\$0.60
Total Postage and Fees	\$4.60

Sent To
 East Central ISD
 Street and Apt. No., or PO Box No.
 Roland Toscano
 City, State, ZIP+4®
 6634 New Sulphur Springs Rd. San Antonio, TX 78263
 PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions



7022 1670 0001 4246 5966

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JBSA Ft. Sam Houston, TX 78234

Certified Mail Fee	\$4.00
Extra Services & Fees (check box, add fee as appropriate)	\$0.00
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage	\$0.60
Total Postage and Fees	\$4.60

Sent To
 Ft. Sam Houston ISD
 Street and Apt. No., or PO Box No.
 Willie White Jr.
 City, State, ZIP+4®
 4005 Winans Rd. San Antonio, TX 78234
 PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions



7022 1670 0001 4246 5959

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JBSA Ft. Sam Houston, TX 78234

Certified Mail Fee	\$4.00
Extra Services & Fees (check box, add fee as appropriate)	\$0.00
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage	\$0.60
Total Postage and Fees	\$4.60

Sent To
 Ft. Sam Houston ISD
 Street and Apt. No., or PO Box No.
 Gary Bates
 City, State, ZIP+4®
 4005 Winans Rd. San Antonio, TX 78234
 PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions



7022 1670 0001 4890 4292

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San Antonio, TX 78224

OFFICIAL USE

Certified Mail Fee	\$4.00
Extra Services & Fees (check box, add fee as appropriate)	
<input type="checkbox"/> Return Receipt (hardcopy)	\$3.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.60
Total Postage and Fees	\$4.60

Sent To: South San Antonio ISD
Ernesto Arrellano Jr.
1450 Gillette Blvd, San Antonio, TX
78224

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



7022 1670 0001 4890 4285

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San Antonio, TX 78224

OFFICIAL USE

Certified Mail Fee	\$4.00
Extra Services & Fees (check box, add fee as appropriate)	
<input type="checkbox"/> Return Receipt (hardcopy)	\$3.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.60
Total Postage and Fees	\$4.60

Sent To: South San Antonio ISD
Dr. Henry Madhoke
1450 Gillette Blvd, San Antonio, TX
78224

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



7022 1670 0001 4890 4315

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Somerset, TX 78069

OFFICIAL USE

Certified Mail Fee	\$4.00
Extra Services & Fees (check box, add fee as appropriate)	
<input type="checkbox"/> Return Receipt (hardcopy)	\$3.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.60
Total Postage and Fees	\$4.60

Sent To: Somerset ISD
Don Green
7791 E 6th St, Somerset, TX 78069
PO Box 279
Somerset, TX 78069

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



7022 1670 0001 4890 4308

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Somerset, TX 78069

OFFICIAL USE

Certified Mail Fee	\$4.00
Extra Services & Fees (check box, add fee as appropriate)	
<input type="checkbox"/> Return Receipt (hardcopy)	\$3.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.60
Total Postage and Fees	\$4.60

Sent To: Somerset ISD
Saul Hinojosa
7791 E 6th St, Somerset, TX 78069

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



7022 1670 0001 4890 4322

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For delivery information, visit our website at www.usps.com®.

Universal City, TX 78148

OFFICIAL USE

Certified Mail Fee	\$4.00
Extra Services & Fees (check box, add fee as appropriate)	
<input type="checkbox"/> Return Receipt (hardcopy)	\$3.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.60
Total Postage and Fees	\$4.60

Sent To: Randolph Field ISD
Jimmy Cornelius
146 Harmon Dr, Universal City, TX
78148
PO Box 2217
Universal City, TX 78148

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



7022 1670 0001 4890 4339

**U.S. Postal Service™
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For delivery information, visit our website at www.usps.com®.

Universal City, TX 78148

OFFICIAL USE

Certified Mail Fee	\$4.00
Extra Services & Fees (check box, add fee as appropriate)	
<input type="checkbox"/> Return Receipt (hardcopy)	\$3.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00
Postage	\$0.60
Total Postage and Fees	\$4.60

Sent To: Randolph Field ISD
Brian Holt
146 Harmon Dr, Universal City, TX
78148
PO Box 2217
Universal City, TX 78148

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



7022 1670 0001 4890 4360

**U.S. Postal Service™
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For delivery information, visit our website at www.usps.com®.

San Antonio, TX 78233

OFFICIAL USE

Certified Mail Fee	\$ 4.00	
Extra Services & Fees (check box, add fee as appropriate)	\$ 0.00	
<input type="checkbox"/> Return Receipt (hardcopy)	\$ 0.00	
<input type="checkbox"/> Return Receipt (electronic)	\$ 0.00	
<input type="checkbox"/> Certified Mail Restricted Delivery	\$ 0.00	
<input type="checkbox"/> Adult Signature Required	\$ 0.00	
<input type="checkbox"/> Adult Signature Restricted Delivery	\$ 0.00	
Postage	\$ 0.00	
Total Postage and Fees	\$ 4.00	
Sent To	Judson ISD Jennifer Rodriguez 8012 Shin Oak Drive Live Oak TX 78233	

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

7022 1670 0001 4890 4377

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Postage	\$ 0.00	
Total Postage and Fees	\$ 4.00	
Sent To	Northeast ISD Shannon Grona 8961 Tesoro Dr, San Antonio, TX 78217	

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Postage	\$ 0.00	
Total Postage and Fees	\$ 4.00	
Sent To	Northeast ISD Scan Maika 8961 Tesoro Dr, San Antonio, TX 78217	

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Postage	\$ 0.00	
Total Postage and Fees	\$ 4.00	
Sent To	Southwest ISD Dr. Lloyd Verstuyt 11914 Dragon Ln, San Antonio, TX 78252, United States	

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Postage	\$ 0.00	
Total Postage and Fees	\$ 4.00	
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Postage \$0.60

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 102 Genevieve St. San Antonio, TX
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Postage \$0.60

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 Street and Apt. No. or PO Box No.
 Norma Cavazos
 102 Genevieve St. San Antonio, TX
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Certified Mail Restricted Delivery \$0.00

Adult Signature Required \$0.00

Adult Signature Restricted Delivery \$0.00

Postage \$0.60

Total Postage and Fees \$4.60

Sent To

Northside ISD
 Street and Apt. No. or PO Box No.
 Karen Freeman
 5900 Evers Rd, San Antonio, TX
 City, State, ZIP+4®
 78238

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Return Receipt (electronic) \$0.00

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Adult Signature Required \$0.00

Adult Signature Restricted Delivery \$0.00

Postage \$0.60

Total Postage and Fees \$4.60

Sent To

Northside ISD
 Street and Apt. No. or PO Box No.
 Brian Woods
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Adult Signature Required \$0.00

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Postage \$0.60

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 Eduardo Hernandez
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Postage \$0.60

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 Street and Apt. No. or PO Box No.
 Martha Castilla
 5358 W Commerce St. San Antonio,
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Certified Mail Fee	\$4.00
\$	
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<input type="checkbox"/> Return Receipt (hardcopy)	\$3.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage	\$0.60
\$	
Total Postage and Fees	\$4.60
\$	

Sent To
Lackland ISD
Street and Apt. No. or PO Box No.
Burnie Roper
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\$	
Extra Services & Fees (check box, add fee as appropriate)	
<input type="checkbox"/> Return Receipt (hardcopy)	\$3.00
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<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$0.00

Postage	\$0.60
\$	
Total Postage and Fees	\$4.60
\$	

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ATTACHMENT E5

Evidence of Community Support

Provide any evidence of support from intended community stakeholders and/or community partners.

No responsive documents are being provided.

Insert material behind this page.

Also include this cover page with submission.

College of Education and Human Development
Academy for Teacher Excellence Research Center

September 21, 2022

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

We are pleased to send you this letter of support for the Celebrate Dyslexia Schools initiative to establish an open enrollment charter school as a part of Generation 28. Celebrate Dyslexia Schools (CDS) is on a mission to serve a historically marginalized community by educating dyslexic children through evidence-based intervention in an enriching, emotionally safe environment. Specifically, since the SBOE recently published the TEA Handbook revisions in which it is stated that the State of Texas has a “critical shortage” of dyslexia trained teachers, we understand that there is a great need for knowledgeable, professional, and community-based culturally efficacious certified teachers capable of addressing the specialized needs of dyslexic learners.

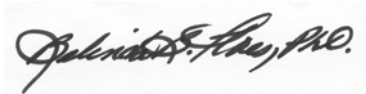
As a founder, principal investigator, and co-director of the Academy for Teaching Excellence Research Center (ATE) in the College of Education and Human Development at the University of Texas in San Antonio (UTSA), along with Dr. Lorena Claeys, ATE Co-director and Director of Clinical Professional Experiences in the COEHD, make a commitment to support CDS to explore and bring solutions to our community to build capacity to prepare teachers who work with dyslexia students. We are excited about this initiative because it creates opportunities for innovative implementation of experience-based solutions and research to assure that:

- (1) all dyslexic students have access to and succeed in a safe and high-quality environment,
- (2) families and communities have a voice in transforming the educational institutions that serve their dyslexic children, and
- (3) educators have access to integrated professional learning communities that assist to identify challenges, create solutions, and implement the best promising practices to educate all students with dyslexia to high standards.

College of Education and Human Development
Academy for Teacher Excellence Research Center

As supporters of CDS' mission and vision, we strongly encourage the approval of this innovative application to increase the success of dyslexic students and maintain a sharp focus on educational quality and equity that values all dyslexic children, their families, and their diverse communities.

Cordially,



Belinda Bustos Flores, PhD
Associate Dean of Strategic Partnerships, Preparation, & Growth
Professor, Bicultural-Bilingual Studies
Principal Investigator, Academy for Teacher Excellence



Lorena Claeys, PhD
Director of Clinical Professional Experiences
Co-Director, Academy for Teacher Excellence
Title V HIS-Latino TALC Principal Investigator



October 18th, 2022

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools (CDS) initiative to open an open enrollment charter school as a part of Generation 28. Celebrate Dyslexia Schools is on a mission to educate and support children and their families by expanding use of evidence-based dyslexia interventions into historically marginalized communities and by creating an enriching, emotionally safe, culturally appropriate learning environment for all students, particularly those with dyslexia.

I am the Founder & CEO of [SuperDville](#) and we are located in New York City. We are excited about this initiative because dyslexia-specific education is often overlooked. Moreover, dyslexia and other learning differences are often viewed as hindrances to learning, rather than opportunities for creative learning. The CDS initiative will prioritize and celebrate dyslexia and create a space where dyslexic kids have the resources to thrive. At SuperDville, we've developed the first video-based social and emotional learning curriculum aimed to empower children with learning differences. These videos focus on a number of different SEL themes such as procrastination, confidence and more. All of the actors in SuperDville videos have learning differences themselves. Our mission aligns significantly with the CDS initiative – we want to help LD kids feel empowered because of, not in spite of, their learning differences.

CDS' mission and vision are much needed in the San Antonio community, and their collaboration with others in the education space is exactly what will bring relief to the dyslexic community and will have positive effects beyond their campus. With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio and dyslexic community.

Best,

A handwritten signature in black ink that reads "Peggy Stern". The signature is written in a cursive, flowing style.

Peggy Stern
Founder & CEO, [SuperDville](#)



2800 Broadway Ave
San Antonio, TX 78209

info@TheDoSeum.org
TheDoSeum.org



October 31, 2022

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools (CDS) initiative to establish an open enrollment charter school as a part of Generation 28. Celebrate Dyslexia Schools mission shows true promise to educate and support children and their families by expanding use of evidence-based dyslexia interventions into historically marginalized communities. I am excited to track and support CDS' development of an enriching, emotionally safe and culturally responsive learning environment for all students, yet particularly those with dyslexia.

I serve as Chief Executive Officer of The DoSeum, a popular museum of hands-on and experiential learning for children. Our museum campus is located at the center of San Antonio's cultural corridor, and we offer many forms of outreach and proactive service to learning communities throughout our region. Our team at The DoSeum is excited about this initiative because we have a history of successful collaboration with Celebrate Dyslexia, the organization's leadership and supporters, and we feel that the School's mission aligns well with our own strategic pillar of neurodiversity and adapting education models to suit specialized learner profiles.

Celebrate Dyslexia Schools' mission and vision are much needed in the San Antonio community, and their collaboration with others in the education space is exactly what will bring critical support to the dyslexic community and will have positive effects beyond their campus, ideally serving as a model for other communities in Texas and nationally. In a time of critical needs for equitable, accessible learning interventions and expanded capacity for specialized teacher training, the CDS model and the organization guiding its development will bring innovative solutions to San Antonio's learning ecosystem and in particular our dyslexic community.

Yours respectfully,

Daniel Menelly, CEO



September 21, 2022

Texas Education Agency
ATTENTION: Commissioner Mike Morath
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath:

I am writing to express my commitment and support of the Celebrate Dyslexia Schools initiative to open an open enrollment charter school as a part of Generation 28. Celebrate Dyslexia Schools is on a mission to Celebrate Dyslexia Schools (CDS) is on a mission to serve a historically marginalized community by educating dyslexic children through evidence-based intervention in an enriching, emotionally safe environment.

The need for qualified, knowledgeable and certified teachers to teach dyslexic students is great. The SBOE recently published the TEA Handbook revisions in which they stated that the State of Texas has a “critical shortage” of dyslexia trained teachers. UTSA would like to work with CDS to bring solutions to our community and build capacity to train dyslexia teachers.

As Dean of the College of Education and Human Development at the University of Texas at San Antonio, I appreciate the potential life-changing impact initiatives like the Celebrate Dyslexia Schools can have on children, which is especially true in communities like San Antonio where problems of equitable access to educational opportunities caused by social circumstances and economic disparities still persist. And despite a surfeit of research indicating early screening and clinical/academic interventions are critical to minimizing other undesirable effects including anxiety, depression, and loss of future earnings potential, the fact remains many children in our schools, especially those with the greatest need, might not be diagnosed soon enough or ever be diagnosed at all. Our support for Celebrate Dyslexia Schools is in keeping with one of UTSA’s strategic priorities of “advancing prosperity and opportunities for Hispanic communities, and on preparing underserved populations to achieve their dreams of a college education.” We fully acknowledge the reality that equitable access for many children is likely out of reach without coordinated partnerships to squarely address this disorder.

For this reason, Celebrate Dyslexia, along with funding partners, are forming an endowment in the Department of Education that will support a professor who will dedicate their instruction to

training teachers at UTSA. We look forward to adding a graduate certificate in Dyslexia Intervention as a result of this partnership.

The CDS mission and vision are much needed in the San Antonio community, and their collaboration with others in the education space is exactly what will bring relief to the dyslexic community and will have positive effects beyond their campus. With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio and dyslexic community.

Best,

A handwritten signature in black ink, appearing to read 'Mario Torres', with a stylized flourish at the end.

Mario Torres, Ph.D.
Dean, College of Education and Human Development
President's Distinguished Professorship
The University of Texas at San Antonio
One UTSA Circle, Main Building 3.304
San Antonio, TX 78249
Mario.Torres2@utsa.edu

MAGIK THEATRE

420 S Alamo Street | San Antonio, TX 78205 | 210-227-2751 | www.magiktheatre.org

October 27th, 2022

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701


Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools initiative to open an open enrollment charter school as a part of Generation 27. Celebrate Dyslexia Schools is on a mission to serve a historically marginalized community by educating dyslexic children through evidence-based intervention in an enriching, emotionally safe environment.

I am the artistic director of Magik Theatre located in downtown San Antonio. We have had the good fortune to work with Jasmin Dean and Celebrate Dyslexia on a new play that had its world premiere at Magik earlier this month. The play, *Eddie & Vinnie*, tells the story of a young person living with dyslexia. Over the two years that we have developed the play, I have learned that the diagnosis of dyslexia is often missed among many young people. Too often, these students are stuck in situations in which they are not able to be successful in school. With simple adjustments to how dyslexic people are taught, they can thrive.

There is a critical need for equitable and accessible intervention for dyslexic students, as well as increased capacity for training teachers to work with them. Celebrate Dyslexia Schools is a model that will bring these solutions to the dyslexic community. Their mission and vision are much needed.

Sincerely,



Anthony Runfola
Artistic Director
Magik Theatre



Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools (CDS) initiative to open an open enrollment charter school as a part of Generation 28. Celebrate Dyslexia Schools is on a mission to educate and support children and their families by expanding use of evidence-based dyslexia interventions into historically marginalized communities and by creating an enriching, emotionally safe, culturally appropriate learning environment for all students, particularly those with dyslexia.

I am the Vice President of Corporate Relations for The RK Group and we are headquartered in San Antonio, Texas. I am excited about this initiative because our community needs a dedicated and reliable resource for quality dyslexic intervention. As a former educator, and dyslexia intervention specialist, the need for a charter school such as this is extremely important. Traditional school settings offer only a portion of what is needed to make a child with dyslexia successful. My hope is that Celebrate Dyslexia Schools become a benchmark of how intervention is approached at public and private schools in the future. In my current role, education is a priority. By helping our community get equal access to education we can ensure a prosperous future.

Their mission and vision are much needed in the San Antonio community, and their collaboration with others in the education space is exactly what will bring relief to the dyslexic community and will have positive effects beyond their campus. With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to San Antonio's dyslexic community.

Jamie Kowalski

210.223.2680
www.therkgroup.com

4039 East I-10
San Antonio, Texas 78219

P.O. Box 1361
San Antonio, Texas 78295



September 29, 2022

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools (CDS) initiative to open an open enrollment charter school as a part of Generation 28. Celebrate Dyslexia Schools is on a mission to educate and support children and their families by expanding use of evidence-based dyslexia interventions into historically marginalized communities and by creating an enriching, emotionally safe, culturally appropriate learning environment for all students, particularly those with dyslexia.

I am the incoming President and CEO of San Antonio Sports, and we are located in the Alamodome downtown, but serve our entire community, particularly in our zip codes of greatest need. We are excited about this initiative because we know firsthand that creating opportunities in marginalized communities lead to better outcomes for all of San Antonio. We also value the synergy between sports and education and look forward to partnering with Celebrate Dyslexia on a reading program called "Read to the Final Four" during our future NCAA Championships we are hosting in San Antonio.

Their mission and vision are much needed in the San Antonio community, and their collaboration with others in the education space is exactly what will bring relief to the dyslexic community and will have positive effects beyond their campus. With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio and dyslexic community.

Best,


Jenny Carnes
Senior Vice President/Chief Operating Officer
San Antonio Sports

HEALTHY KIDS • PLACES TO PLAY • EVENTS THAT IMPACT

P.O. Box 830386 • San Antonio, TX 78283-0386 • 210.820.2100 • sanantonioports.org



Division of Child & Adolescent Psychiatry
Department of Psychiatry

September 29, 2022

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

It is an honor to write this letter of support for the Celebrate Dyslexia Schools initiative to create an open enrollment charter school as part of Generation 28. Celebrate Dyslexia Schools is on an important mission to educate and support children and their families by expanding use of evidence-based dyslexia interventions into historically marginalized communities and by creating an enriching, emotionally safe, culturally appropriate learning environment for all students, with a focus on students with dyslexia.

I am an Adult, Child and Adolescent and Forensic Psychiatrist and hold a [faculty position](#) at the University of Texas Health San Antonio. As a community mental health expert, I am also an entrepreneur and founder of [Teku](#) working to expand education about child and family mental health. As a community organizer, I am committed to supporting school-based mental health initiatives, and as an example, I recently provided professional development on suicide prevention to more than 90 San Antonio ISD mental health support staff. Through my UTHSA position, I provide clinical care to youth in juvenile detention, and know the tremendous impact that learning difficulties can have on children's mental health, overall well-being and their futures.

As a physician, specifically a Child and Adolescent Psychiatrist, I know that our medical training is limited when it comes to assessing, treating and supporting children with learning difficulties, specifically dyslexia, which impacts 1 in 5 children. All child-serving clinicians, educators, and community members must be educated and better informed about the need for early intervention to support students with dyslexia.

Celebrate Dyslexia Schools' mission and vision are much needed in the San Antonio community, and their collaboration with others in the education space, as well as their impact on clinical, social change through art and other initiatives, is exactly what is needed to address the need. Their work will bring relief to the dyslexic community and will have positive effects beyond their campus. With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio and dyslexic community.

If you have any questions or concerns, please do not hesitate to contact me with any questions or concerns at roblesramamu@uthscsa.edu.

Sincerely,

A handwritten signature in black ink, appearing to read 'Barbara Robles-Ramamurthy', written in a cursive style.

Barbara Robles-Ramamurthy, MD
Adult, Child and Forensic Psychiatrist
Assistant Clinical Professor
Director, UTHSA South Texas Psychiatry Practice Based Research Network
Director, Psychiatric Services at the Bexar County Juvenile Detention Center

October 26, 2022


Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools (CDS) initiative to open an open enrollment charter school as a part of Generation 28. Celebrate Dyslexia Schools is on a mission to educate and support children and their families by expanding use of evidence-based dyslexia interventions into historically marginalized communities and by creating an enriching, emotionally safe, culturally appropriate learning environment for all students, particularly those with dyslexia.

I am the one of the Qualified Instructors at The Scottish Rite Learning Center of South Texas and we are located in San Antonio. We are excited about this initiative because it provides a great opportunity for our students with dyslexia in our community. Students with dyslexia need a safe environment to learn and grow. What better way than a school to specialize in the instruction needed for these students to be successful.

Their mission and vision are much needed in the San Antonio community, and their collaboration with others in the education space is exactly what will bring relief to the dyslexic community and will have positive effects beyond their campus. With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio and dyslexic community.

Best,
Janice Robson, M.Ed., LDT, CALT-QI
Educational Diagnostician


October 20, 2022

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools initiative to open an open enrollment charter school as a part of Generation 28. Celebrate Dyslexia Schools is on a mission to Celebrate Dyslexia Schools (CDS) is on a mission to serve a historically marginalized community by educating dyslexic children through evidence-based intervention in an enriching, emotionally safe environment.

I am the proud parent of a student with dyslexia, and we are located in San Antonio, Texas. We are excited about this initiative because it will make a direct impact for those diagnosed with dyslexia. Knowing that 1 in 5 have dyslexia, our schools need to adjust curriculum and provide training to support instruction for students with dyslexia. Celebrate Dyslexia Schools will help provide training and expertise in a significant area of education for our students with dyslexia.

Their mission and vision are much needed in the San Antonio community, and their collaboration with others in the education space is exactly what will bring relief to the dyslexic community and will have positive effects beyond their campus. With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio and dyslexic community.

Best,

Kara Mowrey, Ed.D.
Parent, Instructor and Advocate



October 25, 2022

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools initiative to open an open enrollment charter school as a part of Generation 28. Celebrate Dyslexia Schools is on a mission to Celebrate Dyslexia Schools (CDS) is on a mission to serve a historically marginalized community by educating dyslexic children through evidence-based intervention in an enriching, emotionally safe environment.

I am the mother of a smart, bright, creative, funny and dyslexic child named [REDACTED]. We live in San Antonio, TX. [REDACTED] longs to be surrounded by other children who understand and know what it means to be dyslexic. We are excited about this school because dyslexic children have specific learning needs that this school will provide. At CDS schools, dyslexic children will not feel alone, misunderstood if they are surrounded by peers that understand their struggle. Currently, there are no school options available in San Antonio that are free and accessible to everyone. This is a pressing need in our community, especially since as many as 1 in 4 children are affected by dyslexia.

Celebrate Dyslexia Schools' mission and vision are much needed in the San Antonio community, and their collaboration with others in the education space is exactly what will bring relief to the dyslexic community and will have positive effects beyond their campus. With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio and dyslexic community.

Best regards,

Laura Waldrum

Community Member and Mother of a Dyslexic Child

J. Lowry Cowsert
8915 Bat Cave Loop Rd.
SA.,TX. 78266

Sept. 25, 2022

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Ave.
Austin, TX. 78701

Dear Commissioner Morath,

Let me introduce myself. I am a retired educator- having served as a teacher in the classroom, as an administrator and as an academic language therapist.

I am writing to share my utmost enthusiasm and support for the Celebrate Dyslexia Schools initiative to open their doors as an open enrollment charter school under the Generation 28 authorization.

The (CDS) Celebrate Dyslexia Schools is specifically designed to serve what has historically been an underserved community. Our area in San Antonio; would benefit greatly from this school that will offer a curricula of evidence based intervention techniques administered by qualified personnel, within the confines of an enriching and supportive environment.

When I was growing up in a Dallas and attending graduate school there, there existed a number of private- albeit costly schools, targeting the education of dyslexic students. It has been my personal dream, that a school in San Antonio could exist that would be devoted to the education of these intelligent but challenged students. A charter school would offer a place for students who could not afford expensive intervention, an opportunity to flourish in a school designed for their needs.

I have become acquainted with Jasmin Dean and her overwhelming devotion and quest to start a Celebrate for Dyslexia School that would be an open enrollment charter school for dyslexic students in and around the San Antonio area. I am excited to show my support!

I am pledging \$5000.00 towards start-up costs. Their mission is aligned with

the dream I had envisioned for the San Antonio area. A school would provide relief to the dyslexic community and the positive effects will extend way beyond the campus walls. CDS will stand as a beacon for both our San Antonio vicinity and most importantly, our dyslexic community.

Best Regards,

A solid black rectangular redaction box covering the signature area.



Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

It is a humbling honor to write to you for your favorable consideration of Celebrate Dyslexia Schools. As the Director of the Dyslexia Resource Center, we have had a long standing relationship with Celebrate Dyslexia as we share in their mission of serving the 1 in 5 children with dyslexia and impacting the community. We are thrilled to have a partnership that enables Celebrate Dyslexia to train Certified Academic Language Therapists and a Qualified Instructor through our IMSLEC accredited program. This partnership will allow Celebrate Dyslexia to further build capacity to serve the dyslexic community in San Antonio at large and lays the foundation for being able to open a school specifically for children with dyslexia. The organization has a proven track record of success in building community relationships and in bringing a greater awareness surrounding dyslexia to the San Antonio community. Other specialized schools for dyslexia or private dyslexia therapy often costs families thousands of dollars over the course of the child's schooling. Access to a specialized school for children with dyslexia such as this proposed public charter school is a game changer for not only the families, but also the larger community of San Antonio. We know dyslexics are more likely to drop out of school, less likely to attend college, and more likely to end up incarcerated. Dyslexics are bright, and a school like Celebrate Dyslexia Schools changes the trajectory for the future of not only the individual students it serves, but the community as a whole. I strongly urge you to consider both the need and the importance of Celebrate Dyslexia Schools as a beacon of hope in your community.

Sincerely,

A handwritten signature in black ink that reads "Kayla Roggo". The signature is fluid and cursive, with the first name "Kayla" being more prominent than the last name "Roggo".



Kayla Reggio, M. Ed, CALT-QI
Director
Dyslexia Resource Center



Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

This letter serves as a recommendation for Celebrate Dyslexia Schools, a dyslexia specific charter school in San Antonio. Louisiana Key Academy is a public charter school in Louisiana who serves children with dyslexia across the state. The school has been in operation for 10 years and we have grown from serving 3 grades with about 100 students to serving grades K-8 on two campuses and over 500 students and their families. A school like LKA allows for students to receive specialized instruction from specially trained teachers all day. It allows for every minute of the day to focus on both remediating student weaknesses through intentionally building their speaking, reading, and writing skills, but also to access their strengths to engage in rigorous grade level content. Our students matriculate through our program and emerge as more fluent and confident readers and most importantly, they regain their sense of self-confidence and self-worth. They know that they are dyslexic and they are smart. They know that they are not alone, and others struggle with the same things they do. They understand their dyslexia and how to advocate and use accommodations. Their lives and their family's lives have been changed, and these students will emerge better citizens for our community.

Because dyslexia is highly prevalent, affecting approximately one in five individuals, there is a great need for schools like the proposed Celebrate Dyslexia School. I have no doubt that the school will thrive and the community will benefit immensely from the ability to serve these bright students and give them hope for a future of success.



LOUISIANA KEY
ACADEMY

Sincerely,

A handwritten signature in black ink that reads "Kayla Reggio". The signature is written in a cursive, flowing style.

Kayla Reggio, M. Ed, CALT-QI
Chief Academic Officer
Louisiana Key Academy



October 3, 2022

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools initiative to open an open enrollment charter school as a part of Generation 28. Celebrate Dyslexia Schools is on a mission to Celebrate Dyslexia Schools (CDS) is on a mission to educate and support children and their families by expanding use of evidence-based dyslexia interventions into historically marginalized communities and by creating an enriching, emotionally safe, culturally appropriate learning environment for all students, particularly those with dyslexia.

I am the CEO of Talent Hatched and we are located near downtown San Antonio. We are excited about this initiative because it helps our communities youth. As a small business owner who works with 1st generation students and professionals, I recognize the importance of intervention for all children.

Their mission and vision are much needed in the San Antonio community, and their collaboration with others in the education space is exactly what will bring relief to the dyslexic community and will have positive effects beyond their campus. With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio and dyslexic community.

Best

A handwritten signature in blue ink, appearing to read "Sandra Gonzalez-Lamb", is written over a horizontal line. The signature is fluid and cursive. To the left of the signature, a small "X" is marked on the line.

Sandra Gonzalez-Lamb

CEO

November 8, 2022

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, Tx 78701

Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools (CDS) initiative to open an open enrollment charter school as part of Generation 28. Celebrate Dyslexia Schools is on a mission to educate and support children and their families by expanding use of evidence-based dyslexia interventions into historically marginalized communities and by creating an enriching, emotionally safe, culturally appropriate learning environment for all students, particularly those with dyslexia.

I am a past President of the Magik Childrens Theatre located in Downtown San Antonio. We are excited about this initiative because of the great needs in our community. We commissioned and presented the world premiere of the play Eddie and Vinnie in partnership with Celebrate Dyslexia. The production was well received by the city of San Antonio.

Their mission and vision are much needed in the San Antonio community, and their collaboration with others in the education space is exactly what will bring relief to the dyslexic community and will have positive effects beyond their campus. With a critical need for the equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio and dyslexic community.

Best,

A handwritten signature in black ink, appearing to read "Alan Petlin". The signature is fluid and cursive, with the first name "Alan" being more prominent than the last name "Petlin".

Alan Petlin

The Magik Childrens Theatre

Board Member



**Learning
Disabilities
Association
of Texas**

Learning Disabilities Association of Texas
P.O. Box 600205, Dallas, TX 75360

ldatx.org

contactldatx@gmail.org

November 3, 2022

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools (CDS) initiative to open an open enrollment charter school as a part of Generation 28. Celebrate Dyslexia Schools is on a mission to educate and support children and their families by expanding use of evidence-based dyslexia interventions into historically marginalized communities and by creating an enriching, emotionally safe, culturally appropriate learning environment for all students, particularly those with dyslexia.

I am the president of Learning Disabilities Association of Texas (LDATX). We are excited about this initiative because of the impact a charter school focusing on children with dyslexia can have on a community like San Antonio and later the potential of systemic change state and nationwide. One of the many goals of LDATX is to advocate at the state level for appropriate policy affecting students with disabilities, including possible changes to the criteria in educator preparation programs. LDATX is committed to ensuring teachers, students, and families have high-quality instruction, training, and support.

Their mission and vision are much needed in the San Antonio community, and their collaboration with others in the education space is exactly what will bring relief to the dyslexic community and will have positive effects beyond their campus. With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio and dyslexic community.

Best,

Karen Kohler

Karen Kohler, Ed.D.
Learning Disabilities Association of Texas
President

November 7, 2022

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools initiative to open an open enrollment charter school as a part of Generation 28. Celebrate Dyslexia Schools is on a mission to Celebrate Dyslexia Schools (CDS) is on a mission to serve a historically marginalized community by educating dyslexic children through evidence-based intervention in an enriching, emotionally safe environment.

I am the Educational Diagnostician for South San ISD, we are located in the south of San Antonio and see firsthand the limited resources our dyslexic students are provided with. We are aware our students' needs are not being met. This school will bring so much relief and needed services to our community. Our students will benefit from their staffing model as well as the knowledge their staff will be provided with.

Their mission and vision are much needed in the San Antonio community, and their collaboration with others in the education space is exactly what will bring relief to the dyslexic community and will have positive effects beyond their campus. With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio and dyslexic community.

Best,



Flor Gutierrez
South San Independent School District
Educational Diagnostician
Certified Academic Language Therapist (CALT)
Qualified Instructor in training (QI)

September 1, 2022

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools (CDS) initiative to open an open enrollment charter school as a part of Generation 28. Celebrate Dyslexia Schools is on a mission to educate and support children and their families by expanding use of evidence-based dyslexia interventions into historically marginalized communities and by creating an enriching, emotionally safe, culturally appropriate learning environment for all students, particularly those with dyslexia.

I am the mother of a third grader who has been diagnosed as dyslexic. I am also the wife of an amazing man who has struggled with and overcome the challenges of not being diagnosed as dyslexic until college. He is now a successful partner at an international law firm but has often remarked on how he wished he'd had more support growing up. We are located in midtown San Antonio, within the San Antonio Independent School District. We are excited about this initiative because it will provide additional resources in our community for students and families who are navigating the challenges of learning with dyslexia. Unfortunately, despite dyslexia being a relatively common learning challenge, the tools and support for families are few and far between. Because our daughter was in Kindergarten and First Grade during the pandemic when testing usually occurs, it took several years of my advocacy for our daughter to be properly evaluated within her current school. Now that she has been identified, the school informed us that they do not have a full-time Special Education Teacher to work with her on a regular basis to help her catch up to her grade level, so we are left to provide additional support for her outside of her school. CDS will help families like ours to support students in an environment that will give them tools to succeed in life.

Their mission and vision are much needed in the San Antonio community, and their collaboration with others in the education space is exactly what will bring relief to the dyslexic community and will have positive effects beyond their campus. With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio and dyslexic community.

Best,



Summer Greathouse
Community Member

November 4, 2022

Commissioner Mike Morath

Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

As an individual who lives with the challenges of dyslexia, I am writing to express my commitment and support of the Celebrate Dyslexia Schools (CDS) initiative to open an open enrollment charter school as a part of Generation 28. Celebrate Dyslexia Schools is on a mission to educate and support children along with their families by expanding use of evidence-based dyslexia interventions into historically marginalized communities and by creating an enriching, emotionally safe, culturally appropriate learning environment for all students, particularly those with dyslexia.

As mentioned above I am an individual who lives with dyslexia and several other learning disadvantages but something I've always stood by is that no matter the individual everyone has the right and should be given the recourses to aid in their learning unfortunately this is seldom found in many schools. When I met Jasmin, I thought it was more then special that she would be moved to dedicate her own time and resources, to not only help her children but those around her, why this is so important and needs the States support.

The mission and vision of CDS is much needed in the San Antonio community, and their collaboration with others in the education space is exactly what will bring aid to the dyslexic community and will have positive effects beyond their campus. With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio and dyslexic community.

Best regards,

Tony Bósquez



November 4, 2022

A handwritten signature in blue ink, appearing to be 'Tony Bósquez', written over a light blue circular watermark.

CAREGIVING PROFESSIONALS GROUP

November 1st 2022

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

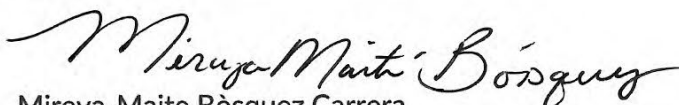
I am writing to express my commitment and support of the Celebrate Dyslexia Schools (CDS) initiative to open an open-enrollment charter school as a part of Generation 28. Celebrate Dyslexia Schools is on a mission to educate and support children and their families by expanding the use of evidence-based dyslexia interventions into historically marginalized communities and by creating an enriching, emotionally safe, culturally appropriate learning environment for all students, particularly those with dyslexia.

I am the owner of Caregiving Professionals Group, LLC and we are located in San Antonio, Texas. I am very passionate in my support of this initiative because it was the opportunities in education as a youth that allowed me to become an entrepreneur, and I firmly believe that those opportunities should be available to all. As a group, each of our families has members that have had their struggles with dyslexia, and have had to face the stigma within education, related to these disorders.

The mission and vision of CDS are much needed in the San Antonio community, and their collaboration with others in the education space is exactly what will bring relief to the dyslexic community and will have positive effects beyond their campus.

With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio dyslexic community.

Best,



Mireya-Maite Bòsquez Carrera
Caregiving Professionals Group, LLC
Owner



October 1, 2022

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools (CDS) initiative to open an open enrollment charter school as a part of Generation 28. Celebrate Dyslexia Schools is on a mission to educate and support children and their families by expanding use of evidence-based dyslexia interventions into historically marginalized communities and by creating an enriching, emotionally safe, culturally appropriate learning environment for all students, particularly those with dyslexia.

I am a mother of two dyslexic students, an educator, and a member of the Helotes Homeschool Coop. We are located in Helotes, TX.

This initiative is exciting to me as both educator and mother, because dyslexic students, their teachers, and families - need and deserve the necessary resources to help them learn about, work through, and successfully cope with the challenges dyslexia presents. A well educated workforce is a must for a successful community and state. That begins with their school environment. This is why I support the Celebrate Dyslexia Schools (CDS) initiative to open an open enrollment charter school as a part of Generation 28.

Their mission and vision are much needed in the San Antonio community, and their collaboration with others in the education space is exactly what will bring relief to the dyslexic community and will have positive effects beyond their campus.

With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio and dyslexic community.

Regards,



Saskia Carrera-Bósquez
Forestway Academy
Educator

November 4, 2022
Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools (CDS) initiative to open an open enrollment charter school as a part of Generation 28. Celebrate Dyslexia Schools is on a mission to educate and support children and their families by expanding use of evidence-based dyslexia interventions into historically marginalized communities and by creating an enriching, emotionally safe, culturally appropriate learning environment for all students, particularly those with dyslexia.

Being someone who is dyslexic and who has lived in San Antonio my whole life, I am excited about this initiative because I feel it could benefit others like me in my area and open up opportunities for them both now and in the long run.

The mission and vision of Celebrate Dyslexia Schools is much needed in the San Antonio community, and their collaboration with others in the education arena will no doubt bring relief to the dyslexic community and will have positive effects beyond their campus. With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio and dyslexic community.

Best,

Diego Bósquez

A handwritten signature in black ink, appearing to read 'Diego Bósquez', written in a cursive style.

WAYNE WRIGHT ^Φ
DONALD L. CROOK, JR. ‡ψ
KENNETH A. PRICE ◊Φ
W. LEE PARSONS ‡
LEEANN DE LA GARZA ‡
NATALIE KARAM ‡
JOEL CISNEROS ††
JAY MOORE ‡

^Licensed in Arizona, Illinois,
Massachusetts, Missouri, Nebraska,
Oklahoma, Tennessee, Texas,
and the District of Columbia
†Licensed in Arizona, Colorado,
New Mexico, & Texas
ψBoard Certified Personal Injury Trial Law
Texas Board of Legal Specialization
ΦMember – College of the
State Bar of Texas

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The Wright Lawyer®
Civil Trials & Litigation

October 27, 2022

WYATT WRIGHT *Φ
HAROLD T. McCALL, JR. μΦ
LINH M. THAI ‡
MITCHELL GINSBURG ‡Φ
GUY GORLICK ◊
JEFFREY BIELA ‡
JESSICA D. MENDICUTTI ‡

*Licensed in Arizona, Illinois, Kansas,
Kentucky, Minnesota, Missouri, Nebraska,
New Mexico, North Dakota, Pennsylvania,
Texas, Virginia, Washington, Wyoming,
and the District of Columbia
μLicensed in Arizona, Arkansas, Georgia,
Illinois, Mississippi, Missouri, & Texas
◊Licensed in Illinois, Missouri, & Texas
◊Licensed in California, Colorado, & Texas
‡Licensed in Texas

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

Re: Letter of Support for Celebrate Dyslexia Schools

Dear Commissioner Morath,

I am writing to express our firm's commitment and support of the Celebrate Dyslexia Schools' (CDS) initiative to open an open enrollment charter school as a part of Generation 28. CDS is on a mission to educate and support children and their families by expanding the use of evidence-based dyslexia interventions into marginalized communities. In doing so, we are certain that CDS will create an enriching, emotionally safe, culturally appropriate learning environment for all students, particularly those with dyslexia.

Our law firm has a significant investment in the people and cultures of San Antonio. We are excited about CDS' initiative because it will directly support a historically underrecognized and underserved population. By focusing on the unique needs of this population, CDS will soon begin graduating confident and capable citizens, ready to add significant value to the colorful tapestry of San Antonio culture.

CDS' mission and vision are much needed in the San Antonio community, and their collaboration with others in the education space is exactly what will bring relief to the dyslexic community and will have positive effects beyond their campus. With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio and dyslexic community.

Regards,


Wyatt Wright



September 1, 2022

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools (CDS) initiative to open an open enrollment charter school as a part of Generation 28. Celebrate Dyslexia Schools is on a mission to educate and support children and their families by expanding use of evidence-based dyslexia interventions into historically marginalized communities and by creating an enriching, emotionally safe, culturally appropriate learning environment for all students, particularly those with dyslexia.

I am the CEO of Asset Essentials, and we are located in Montevista, north of downtown San Antonio. I am excited about this initiative because I am passionate about education. Our business represents 1.5M multifamily-apartment unit owners nationwide and we negotiate and manage telecommunication contracts. Our business is totally dependent on a local talented and literate and educated workforce. I am passionate about education and serve on 4 San Antonio based non-profit boards, and on the board of a local private school.

Their mission and vision are much needed in the San Antonio community, and their collaboration with others in the education space is exactly what will bring relief to the dyslexic community and will have positive effects beyond their campus. With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio and dyslexic community.

Best regards

Gurpaul Singh
CEO
Asset Essentials

September 1, 2022

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools (CDS) initiative to open an open enrollment charter school as a part of Generation 28. Celebrate Dyslexia Schools is on a mission to educate and support children and their families by expanding use of evidence-based dyslexia interventions into historically marginalized communities and by creating an enriching, emotionally safe, culturally appropriate learning environment for all students, particularly those with dyslexia.

I have lived in San Antonio for 12 years and see the city as a diverse and growing community that genuinely cares about the most vulnerable children. I was honored to serve on the Board of The Children's Bereavement Center and work with many pediatric patients. This is a population that is near and dear to my heart. I would welcome any opportunity to speak on behalf of our city's children.

This mission and vision are much needed in the San Antonio community, and the collaboration with others in the education space is exactly what will bring relief to the dyslexic community and will have positive effects beyond their campus. With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio and dyslexic community.

With Regards,

Handwritten signature of Dr. Rajiv Rajani, consisting of the letters 'R' and 'R' in a stylized, cursive font.

Dr. Rajiv Rajani
Chair of Orthopedic Surgery
Texas Tech Health Science Center El Paso

October 25, 2022

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools initiative to open an open enrollment charter school as a part of Generation 28. Celebrate Dyslexia Schools is on a mission to Celebrate Dyslexia Schools (CDS) is on a mission to serve a historically marginalized community by educating dyslexic children through evidence-based intervention in an enriching, emotionally safe environment.

I am a board member of Celebrating Dyslexia in San Antonio, the Coordinator of Literacy Initiatives of Neuhaus Education Center located in Houston, and my extended family lives just west of San Antonio. We are excited about this initiative because Celebrate Dyslexia Schools will change the lives of children with dyslexia and their families and provide educators in Greater San Antonio opportunities to observe and learn about dyslexia remediation. As someone who struggled to learn to read and moved constantly as a child in a military family, I wonder what a school like CDS would have meant in my childhood. Beyond changing the lives of students enrolled, CDS will increase knowledge of reading instruction and dyslexia remediation in the region and eventually become a lighthouse beyond San Antonio. When people find the solution to dyslexia, they want everyone to know: all children can learn to read, children with dyslexia can reach their full potential, and dyslexia remediation, especially early, can diminish lifelong damage to self-esteem.

Their mission and vision are much needed in the San Antonio community, and their collaboration with others in the education space is exactly what will bring relief to the dyslexic community and will have positive effects beyond their campus. With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio and dyslexic community.

Best,

Cathie Fisher

Cathie Fisher
Celebrating Dyslexia
Board member



October 15, 2022

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools (CDS) initiative to open an open enrollment charter school as a part of Generation 28. Celebrate Dyslexia Schools is on a mission to educate and support children and their families by expanding use of evidence-based dyslexia interventions into historically marginalized communities and by creating an enriching, emotionally safe, culturally appropriate learning environment for all students, particularly those with dyslexia.

I am the Owner of MKU Shavano and we are located in North West San Antonio. We are excited about this initiative because we value education tailored for individual needs, especially as an authentic Montessori. We work with children and families daily to help enrich their lives and have seen a need for the type of work that Celebrate Dyslexia does. Their initiative will be a resource for educators and families we serve.

Their mission and vision are much needed in the San Antonio community, and their collaboration with others in the education space is exactly what will bring relief to the dyslexic community and will have positive effects beyond their campus. With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio and dyslexic community.

Best,

A handwritten signature in black ink, appearing to read "Mitesh Patel", is written over the typed name and title.

Mitesh Patel
Owner
MKU Shavano



September 1, 2022

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools (CDS) initiative to open an open enrollment charter school as a part of Generation 28. Celebrate Dyslexia Schools is on a mission to educate and support children and their families by expanding use of evidence-based dyslexia interventions into historically marginalized communities and by creating an enriching, emotionally safe, culturally appropriate learning environment for all students, particularly those with dyslexia.

I am the CEO of Millennium Neonatology and we are located in multiple cities across Texas. We currently take care of over 10,000 newborns annually in the state of Texas. We are excited about this initiative because of their mission. Generally, a higher proportion of infants who are born early or spend time in a neonatal intensive care unit at birth are at increased risk of developmental delays. Additionally, a higher percentage of the infants come from socioeconomically disadvantaged backgrounds. By starting this school, I know that the infants that we have taken care of in our units have a path forward for years to come.

Their mission and vision are much needed in the San Antonio community, and their collaboration with others in the education space is exactly what will bring relief to the dyslexic community and will have positive effects beyond their campus. With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio and dyslexic community.

Sincerely,

Snehal Doshi MD, MS Ed, FAAP
CEO, Millennium Neonatology



Post Office Box 1600
San Antonio, Texas 78296-1600

October 25, 2022

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools (CDS) initiative to open an open enrollment charter school as a part of Generation 28. Celebrate Dyslexia Schools is on a mission to educate and support children and their families by expanding use of evidence-based dyslexia interventions into historically marginalized communities and by creating an enriching, emotionally safe, culturally appropriate learning environment for all students, particularly those with dyslexia.

I am an Assistant Vice President for Frost Bank and serve as the Frost Community Leader on the West side of San Antonio. We are excited about this initiative because it will remove barriers for the kids in our community to receive long awaited customized education and it will elevate the overall growth of our future leaders of Texas. Through my wife's work in public education, I have witnessed a constant need for specialized Dyslexia Teachers to educate our students.

Their mission and vision are much needed in the San Antonio community, and their collaboration with others in the education space is exactly what will bring relief to the dyslexic community and will have positive effects beyond their campus. With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio and dyslexic community.

Best,

A handwritten signature in blue ink that reads "Austin Love".

Austin Love
Frost – Banking, Investments, Insurance
Assistant Vice President & Community Leader

October 21, 2022

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

Thank you for this opportunity to write this letter to gladly express my support of the Celebrate Dyslexia Schools (CDS) initiative to open an open enrollment charter school as a part of TEA's Generation 28. Celebrate Dyslexia Schools is on a mission to educate and support children and their families by expanding use of evidence-based dyslexia interventions into historically marginalized communities and by creating an enriching, emotionally safe, culturally appropriate learning environment for all students, particularly those with dyslexia.

As a lifelong Texan, daughter of two teachers, and educator in both district and charter schools, I am deeply committed to work that ensures all students across our great state have access to high-quality educational options that prepare them for the future they imagine. As a community member in San Antonio and mother of two students who have dyslexia and dysgraphia, I believe deeply in the important work that Celebrate Dyslexia is already doing in our city to bring awareness and much-needed support to families like mine. Just last week, in partnership with the Magik Theater, they produced their play, Eddie and Vinnie. For the first time ever, my dyslexic children were able to see themselves in a character onstage, and we were all reminded that learning differently doesn't mean learning less. We are all uniquely brilliant.

While my two children have been greatly blessed to be in a district that is going above and beyond the state requirements for dyslexia supports and services, I have talked to other parents and know that is not true for too many families. Celebrate Dyslexia's mission and vision are much needed in San Antonio, and their collaboration with other organizations in the education space across the city will have positive effects beyond their campus. With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers on providing the highest-quality dyslexia supports to students, this is a model that will impact the San Antonio community for many years to come.

Again, I appreciate this opportunity to personally support Celebrate Dyslexia Schools and I hope that you will thoughtfully consider their Generation 28 application.

Best,



Jessica Shopoff
Community Member

THE
EWING HALSELL
FOUNDATION

711 NAVARRO - SUITE 737 SAN ANTONIO, TEXAS 78205
EWINGHALSELL.ORG | 210 223 2649

October 24, 2022

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

The Honorable Dr. Keven Ellis
Chair of the State Board of Education
1701 N. Congress Ave
Austin, TX 78701

Re: Letter of Support for Celebrate Dyslexia Schools

Dear Commissioner Morath and Dr. Ellis:


I am writing to you on behalf of the Ewing Halsell Foundation, regarding Celebrate Dyslexia Schools, a proposed open-enrollment public charter school for students and families in San Antonio, Texas as presented by Jasmin Dean and the founding board.

The Ewing Halsell Foundation, since 1957, has long been a supporter of high-quality education options. The Foundation has been focused on improving K-12 educational opportunities for students, families and educators in San Antonio over the past several years, making substantial commitments to grow and scale a portfolio of unique, high performing public charter schools across the city. Demand for quality public school options continues to increase across the region.

The proposed second through eighth grade model, Celebrate Dyslexia Schools, aims to support and educate dyslexic minded children. Not only will this new educational option serve children with dyslexia in the San Antonio market, Celebrate Dyslexia aims to be an incubator for best practices in education and empowering families with support. Beyond its primary mission of educating children, Celebrate Dyslexia Schools supports the broader education community through the residential-based teacher training model, certifying educators as dyslexic specialists.

The Foundation sincerely hopes you see the benefit Celebrate Dyslexia Schools will bring. San Antonio students, and the many more across Texas, deserve more quality public education options. If I can be of any assistance, please do not hesitate to contact me at jackie@ewinghalsell.org or call our office at (210) 223-2649.

Sincerely,


Jackie J. Moczyska
Executive Director

October 20, 2022

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools (CDS) initiative to open an open enrollment charter school as a part of Generation 28. Celebrate Dyslexia Schools is on a mission to educate and support children and their families by expanding use of evidence-based dyslexia interventions into historically marginalized communities and by creating an enriching, emotionally safe, culturally appropriate learning environment for all students, particularly those with dyslexia.

As the Chief Strategy Officer for Communities In Schools of San Antonio, a Governing Board Member for St. PJ's Children's Home, and a participant on numerous San Antonio and Bexar County youth and community focused collaboratives, I have seen the significant difference that programs like Celebrate Dyslexia Schools can make in the life of children who have idiosyncratic learning needs. CDS is committed to providing an environment where children feel a sense of belonging and tailored support that is not currently available in our community. As an Adverse Childhood Experiences Master Trainer, I have committed to helping CDS staff and administration develop a Trauma-Informed community, focused on inclusivity and whole-child approaches. The CDS model will catalyze change across our local educational ecosystem and drive systems-level changes that are needed by so many of our students and families.

Their mission and vision are much needed in the San Antonio community, and their collaboration with others in the education space is exactly what will bring relief to the dyslexic community and will have positive effects beyond their campus. With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio and dyslexic community.

Best,



Lauren Geraghty
Community Member



October 19, 2022

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am the Superintendent of BASIS Texas Charter Schools, and I am pleased to write this letter to express my support of Celebrate Dyslexia Schools' (CDS) initiative to open an open-enrollment charter school as a part of Generation 28. CDS has a mission to educate and support children and their families by expanding the use of evidence-based dyslexia interventions into historically marginalized communities through the creation of an enriching, emotionally safe, culturally appropriate learning environment.

CDS is a unique solution to a complex problem. The CDS curriculum will offer dyslexic students in San Antonio an opportunity to achieve academic success that might not be otherwise attainable. The program will provide students with the resources necessary to adapt to any educational setting. The mission and vision of CDS are much needed in the San Antonio community, and their collaboration with others in the education space is exactly what will bring relief to the dyslexic community. The program will have positive effects beyond their campus.

There is a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers. This model will bring much-needed solutions to the San Antonio and dyslexic community.

For all these reasons, I support the CDS initiative to serve the students of San Antonio, and I would be pleased to see this programming offered in the community.

Best,

A handwritten signature in blue ink, appearing to read "Andrea Perez". The signature is fluid and cursive, with a long horizontal line extending to the right from the end of the name.

Andrea Perez
Superintendent
BASIS Texas Charter Schools, Inc.



September 26, 2022

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing to express my commitment and support for the Celebrate Dyslexia Schools (CDS) initiative to open an open-enrollment charter school as a part of Generation 28. Celebrate Dyslexia Schools is on a mission to educate and support children and their families by expanding the use of evidence-based dyslexia interventions into historically marginalized communities and by creating an enriching, emotionally safe, culturally appropriate learning environment for all students, particularly those with dyslexia.

I am the owner of Dyslexia On Demand and we are located in Dripping Springs. We are excited about this initiative because of the ability of this school to support the enormous population of underserved students with dyslexia, many lacking the financial means. Dyslexia On Demand is well connected in the dyslexia community in and around Texas, and the need for this level of service offering is paramount to reaching an abundance of students lacking access to such a level of opportunity.

Their mission and vision are much needed in the San Antonio community, and their collaboration with others in the education space is exactly what will bring relief to the dyslexic community and will have positive effects beyond their campus. With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio and dyslexic community.

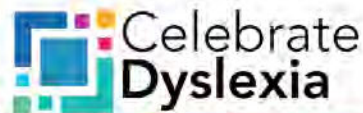
Best,

DocuSigned by:

Megan Pinchback

77C6E0DAAA9C4A7...

Megan Pinchback, MBA, LDT, CALT
Owner, Dyslexia On Demand



October 16, 2022

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing to express my belief in the Celebrate Dyslexia Schools initiative to develop an open enrollment charter school as a part of Generation 28. Research shows that many children identified with learning disabilities are dyslexic¹. In fact, 1 in 5 students have dyslexia. There is an urgent need to ensure all students, especially those at the intersection of race, class, and disability have access to a system designed to provide targeted support and intervention. By ensuring Celebrate Dyslexia Schools has support to invest in the San Antonio community, you will demonstrate an investment in the future generations of *all* children.

I am a mother, wife, teacher, and equity advocate. For the past 12 years, I have dedicated my professional career to educating youth. In serving as a teacher coach, I am both inspired and concerned about the state of education. Quality relationships, learning, and engagement are present in so many classrooms. And yet, many children are slipping through the cracks. The disparity in grade level reading is a challenge many schools navigate with limited resources and lack of training. While state and local entities have taken steps to close knowledge gaps among teachers, research recommends children with dyslexia receive 90 minutes of targeted therapy daily. Our current system and classroom sizes were not designed in this regard. Investing in Celebrate Dyslexia Schools ensures our special population of dyslexic students receive the evidence-based therapy and holistic services they deserve.

Last year, I witnessed the most incredible transformation of a student who started her second grade year with more than a few challenges. She was extremely bright, yet often struggled to read content and complete notes. After being evaluated and diagnosed with dyslexia, the child bloomed. She understood *why* she struggled with reading, and that understanding changed her entire identity. She went from a self-proclaimed "bad kid" to "a nerd." These stories continue to inspire my advocacy for the dyslexia community. All children can and should see their strengths highlighted in a school setting. Your support of Celebrate Dyslexia Schools is the first step to create that reality.

Best,
Jezzette Rivera
Board President, Celebrate Dyslexia

¹ Shaywitz, S. (2003). *Overcoming dyslexia: A new and complete science-based program for reading problems at any level.*



October 20, 2022

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

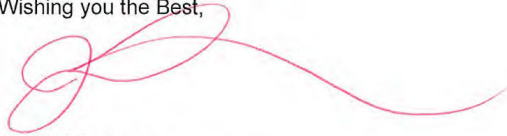
I am writing to express my commitment and support of the Celebrate Dyslexia Schools (CDS) initiative to open an open enrollment charter school as a part of Generation 28. Celebrate Dyslexia Schools is on a mission to educate and support children and their families by expanding use of evidence-based dyslexia interventions into historically marginalized communities and by creating an enriching, emotionally safe, culturally appropriate learning environment for all students, particularly those with dyslexia.

I am the Director of Operations and Strategic Initiatives of Rise Recovery and Rise Inspire Academy and we are located in central San Antonio. We are excited about this initiative because as a fellow non-profit which supports meeting the needs of students and young learners who require a higher level of support and care, we recognize that Celebrate Dyslexia Schools are filling a void in our community. Rise Inspire Academy, like Celebrate Dyslexia Schools, aims to bridge the gap for students who were being forgotten or overlooked in their traditional school environment. Many of the students we work with at Rise Inspire Academy come to us with a learning disability, like dyslexia, which was not addressed in their early education. Having a campus like Celebrate Dyslexia Schools in our community will significantly increase the likelihood that young minds will have their specific needs met earlier and more effectively, and this innovative school will reduce the impact that the current lack of services and support will have on the futures of the 20% of students who need a school like this.

Their mission and vision are much needed in San Antonio, and their collaboration with others in the education space is exactly what will bring relief to the dyslexic community and will have positive effects beyond their campus. With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will

bring solutions to the San Antonio and dyslexic community, and more specifically to the students and young minds who will shape the future of our city. Thank you for support of this effort.

Wishing you the Best,

A handwritten signature in red ink, consisting of several loops and a long horizontal stroke extending to the right.

Jessie Hinojosa
Rise Recovery and Rise Inspire Academy
Director of Operations and Strategic Initiatives



Michael L. Molak
Region Chairman

October 19, 2022

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

This letter is written to request your support of the Celebrate Dyslexia Schools initiative to open a charter school as a part of Generation 28. The mission of Celebrate Dyslexia Schools is to serve the needs of countless area school children by providing reading intervention in a supporting and caring environment.

I am a lifelong resident of San Antonio with a long-held interest in education. Over the course of a nearly 40-year banking career it has been my honor to serve as the Chair of the Greater Chamber Education Committee, Chair of the San Antonio Public Library Foundation, Board/Finance Committee member of Jewish Family Service, San Antonio Zoo Board of Directors, Downtown YMCA Board of Directors, and other organizations committed to education and social services in this community. I am also the parent of a dyslexic child and have many friends and business associates who are dyslexic.

With this experience, it is clear that the need to diagnose and deliver reading intervention for children with dyslexia is a great, yet unmet priority.

The mission of Celebrate Dyslexia Schools is to provide equitable and accessible education for dyslexic children. The School will also allow training for teachers in this specialized field. The lives that will be forever changed and the impact that this School will have on the greater community deserve all of our support. Thank you in advance for yours.

Respectfully,

A handwritten signature in blue ink that reads "Michael L. Molak".

Michael L. Molak
Region Chairman
PlainsCapital Bank

tel 210.541.8228 fax 877.409.2634
mmolak@plainscapital.com
www.plainscapital.com
70 North East Loop 410, Suite 100
San Antonio, Texas 78216



Michael L. Molak
Region Chairman

November 9, 2021

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

This letter is written to request your support of the Celebrate Dyslexia Schools initiative to open a charter school as a part of Generation 27. The mission of Celebrate Dyslexia Schools is to serve the needs of countless area school children by providing reading intervention in a supporting and caring environment.

I am a lifelong resident of San Antonio with a long-held interest in education. Over the course of a nearly 40-year banking career it has been my honor to serve as the Chair of the Greater Chamber Education Committee, Chair of the San Antonio Public Library Foundation, Board/Finance Committee member of Jewish Family Service, San Antonio Zoo Board of Directors, Downtown YMCA Board of Directors, and other organizations committed to education and social services in this community. I am also the parent of a dyslexic child and have many friends and business associates who are dyslexic.

With this experience, it is clear that the need to diagnose and deliver reading intervention for children with dyslexia is a great, yet unmet priority.

The mission of Celebrate Dyslexia Schools is to provide equitable and accessible education for dyslexic children. The School will also allow training for teachers in this specialized field. The lives that will be forever changed and the impact that this School will have on the greater community deserve all of our support. Thank you in advance for yours.

Respectfully,

A handwritten signature in black ink that reads "Michael Molak".

Michael L. Molak
Region Chairman
PlainsCapital Bank

tel 210.541.8228 fax 877.409.2634
mmolak@plainscapital.com
www.plainscapital.com
70 North East Loop 410, Suite 100
San Antonio, Texas 78216



711 NAVARRO - SUITE 737 SAN ANTONIO, TEXAS 78205
EWINGHALSELL.ORG | 210-223-2649

November 22, 2021

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

The Honorable Dr. Keven Ellis
Chair of the State Board of Education
1701 N. Congress Ave
Austin, TX 78701

Re: Letter of Support for Celebrate Dyslexia Schools

Dear Commissioner Morath and Dr. Ellis:

I am writing to you on behalf of the Ewing Halsell Foundation, regarding Celebrate Dyslexia Schools, a proposed open-enrollment public charter school for students and families in San Antonio, Texas as presented by Jasmin Dean and the founding board.

The Ewing Halsell Foundation, since 1957, has long been a supporter of high-quality education options. The Foundation has been focused on improving K-12 educational opportunities for students, families and educators in San Antonio over the past several years, making substantial commitments to grow and scale a portfolio of unique, high performing public charter schools across the city. Demand for quality public school options continues to increase across the region.

The proposed fourth (4th) through eighth (8th) grade school, Celebrate Dyslexia Schools, aims to provide a technologically innovative, evidenced based model to support and educate dyslexic minded children and would be a welcomed addition to the San Antonio market. In addition to its primary mission of educating children, Celebrate Dyslexia Schools will bolster the broader education community through its proposed partnership with a local university to provide a residential-based teacher training model certifying educators as dyslexic specialists.

The Foundation sincerely hopes you see the benefit Celebrate Dyslexia Schools will bring. San Antonio students, and the many more across Texas, deserve more quality public education options. If I can be of any assistance, please do not hesitate to contact me at [REDACTED] or call our office at (210) 223-2649.

Sincerely,

Jackie J. Moczygomba
Executive Director



GEORGE W. BRACKENRIDGE
FOUNDATION

November 15, 2021

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

The Honorable
Dr. Keven Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath and Dr. Ellis:

It is with great pleasure that I write this letter of support for Celebrate Dyslexia Schools, a proposed high-quality, open-enrollment charter school in San Antonio for students in grades 4-8.

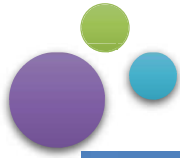
Led by Jasmin Dean, Celebrate Dyslexia Schools will remove barriers to education for all students - especially those who are learning English, physically or intellectually disabled, learning English, or diagnosed with dyslexia. With a small student to teacher ratio, students will receive both the academic and personal support necessary for sustained success.

As an ardent supporter of charter schools in San Antonio, I have experienced firsthand the tremendous growth and success of this slice of the city's education sector. As a mother and grandmother, I am also intimately aware of the frustrations faced by parents who desire a different education than the one provided by their local district school but do not possess the means to pay for private education. School choice has always been an option for some, but every parent deserves to have access to high-quality school options for their children. A student's zip code need not dictate the education he or she receives.

I see a clear market for the kind of opportunity this school will provide San Antonio students and their families and hope you do as well.

Sincerely,

Nora J. Walsh
Executive Director



Kim's Learning Solutions, LLC

Phone: [REDACTED]
E-Mail: [REDACTED]
Web: kimslearningsolutions.com

November 29, 2021

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools initiative to open an open enrollment charter school as a part of Generation 27. Celebrate Dyslexia Schools is on a mission to Celebrate Dyslexia Schools (CDS) is on a mission to serve a historically marginalized community by educating dyslexic children through evidence-based intervention in an enriching, emotionally safe environment.

I am the owner of Kim's Learning Solutions located in the Leon Springs area of San Antonio. I have over 43 years of experience in the educational arena, 37 years serving in public schools. I believe this is the right time and San Antonio is the right place for this campus. I am excited to promote a school where classrooms will be specifically designed to remove learning barriers. I support this initiative because I believe in its priority to provide an evidence-based intervention master schedule and individual and developmentally appropriate methodology.

Their mission and vision are much needed in the San Antonio community, and their collaboration with others in the education space is exactly what will bring relief to the dyslexic community and will have positive effects beyond their campus. With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio and dyslexic community.

Best,

Kimberly Cornwell, EdD
Owner/Operator
Kim's Learning Solutions, LLC

November 30, 2021

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

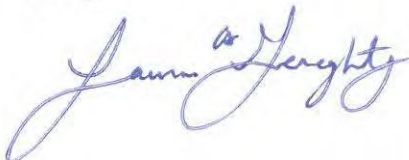
Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools initiative to establish an open enrollment charter school as a part of Generation 27. Celebrate Dyslexia Schools (CDS) is on a mission to serve a historically marginalized community by educating dyslexic children through evidence-based intervention in an enriching, emotionally safe environment.

As the Chief Strategy Officer for Communities In Schools of San Antonio, a Governing Board Member for St. PJ's Children's Home, and participant on numerous San Antonio and Bexar County youth and community focused collaboratives, I have seen the significant difference that programs like Celebrate Dyslexia Schools can make in the life of children who have idiosyncratic learning needs. CDS will provide an environment where children experience a sense of belonging and tailored support that is not currently available in our community. I am excited about this initiative because it will not only create an inclusive and holistic learning community, but it will catalyze change across the local educational ecosystem, driving systems-level changes that are needed by so many of our students and families.

Their mission and vision are much needed in the San Antonio community, and their collaboration with others in the education space is exactly what will bring relief to the dyslexic community and will have positive effects beyond their campus. With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio and dyslexic community.

Best,



Lauren Geraghty



December 1st, 2021

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools initiative to open an open enrollment charter school as a part of Generation 27. Celebrate Dyslexia Schools (CDS) is on a mission to serve a historically marginalized community by educating dyslexic children through evidence-based intervention in an enriching, emotionally safe environment.

Dyslexia affects as much as 20% of the world's population and often goes undiagnosed. Although dyslexia is labeled as a learning disability, it can also be seen as a different way of thinking because it changes the way millions of people read and process information. Seeing first hand how so many face the challenges of dyslexia without adequate help, combined with the lack of knowledge and understanding within the educational systems, I am fully supportive of CDS initiative and their goals to find solutions to this dire problem and create a proper path to train dyslexia teachers.

I am the Director of Whiteboard Exhibits LLC, based out of Oklahoma City, Oklahoma. Our mission is to engage, enlighten and inspire cultural communication through specialized traveling exhibits and to provide consultation for businesses looking to build unique exhibits for their institutions. Whiteboard Exhibits is responsible for creating and managing the traveling exhibit "Beautiful Minds - Dyslexia and the Creative Advantage". The exhibit has seen much success with the help of Jasmin Dean and Celebrate Dyslexia. Having two successful runs in Texas, first at the Doseum in San Antonio and currently The Health Museum in Houston, TX. Without Jasmin Dean's commitment, vision, and programming expertise, the exhibit would not have had the amazing impact within these local communities. We are excited about this initiative because of the great work Jasmin Dean and Celebrate Dyslexia has accomplished to bring awareness, help and education to the Dyslexic community.

I know that the Celebrate Dyslexia School will provide the much needed help with those faced with the challenges of dyslexia and provide the tools and resources for diagnosis and pathways to success. Their mission and vision are much needed in the San Antonio community, and their collaboration with others in the education space is exactly what will bring relief to the dyslexic community and will have positive effects beyond their campus. With a critical need for equitable

and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio and dyslexic community.

Sincerely,

Scott Henderson
CEO and Director of Operations
Whiteboard Exhibits LLC

College of Education and Human Development
Academy for Teacher Excellence Research Center

November 30, 2021

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

We are pleased to send you this letter of support for the Celebrate Dyslexia Schools initiative to establish an open enrollment charter school as a part of Generation 27. Celebrate Dyslexia Schools (CDS) is on a mission to serve a historically marginalized community by educating dyslexic children through evidence-based intervention in an enriching, emotionally safe environment. Specifically, since the SBOE recently published the TEA Handbook revisions in which it is stated that the State of Texas has a “critical shortage” of dyslexia trained teachers, we understand that there is a great need for knowledgeable, professional, and community-based culturally efficacious certified teachers capable of addressing the specialized needs of dyslexic learners.

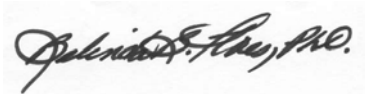
As a founder, principal investigator, and co-director of the Academy for Teaching Excellence Research Center (ATE) in the College of Education and Human Development at the University of Texas in San Antonio (UTSA), along with Dr. Lorena Claeys, ATE Co-director and Director of Clinical Professional Experiences in the COEHD, make a commitment to support CDS to explore and bring solutions to our community to build capacity to prepare teachers who work with dyslexia students. We are excited about this initiative because it creates opportunities for innovative implementation of experience-based solutions and research to assure that:

- (1) all dyslexic students have access to and succeed in a safe and high-quality environment,
- (2) families and communities have a voice in transforming the educational institutions that serve their dyslexic children, and
- (3) educators have access to integrated professional learning communities that assist to identify challenges, create solutions, and implement the best promising practices to educate all students with dyslexia to high standards.

College of Education and Human Development
Academy for Teacher Excellence Research Center

As supporters of CDS' mission and vision, we strongly encourage the approval of this innovative application to increase the success of dyslexic students and maintain a sharp focus on educational quality and equity that values all dyslexic children, their families, and their diverse communities.

Cordially,



Belinda Bustos Flores, PhD
Associate Dean of Professional Preparation & Preparation
Professor, Bicultural-Bilingual Studies
Principal Investigator, Academy for Teacher Excellence



Lorena Claeys, PhD
Director of Clinical Professional Experiences
Co-Director, Academy for Teacher Excellence
Title V HIS-Latino TALC Principal Investigator

December 1, 2021

Commission Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

As a now-retired educator of thirty- five years of service, it is my privilege and pleasure to send this message of support of the initiative of Celebrate Dyslexia Schools to establish an open enrollment charter school in San Antonio as part of Generation 27. Their mission is to serve a historically marginalized community by educating dyslexic children through evidence-based intervention in an enriching, emotionally safe environment. What a joy this has been for me to witness the work that has been done by Mrs. Jasmin Dean and her board to bring this to fruition.

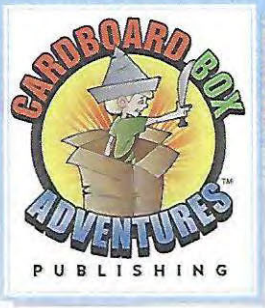
I speak from personal experience when I say that the need for this type of school is critical, along with preparing more qualified educators who are specifically trained to teach and encourage dyslexic children. Far too long these children have dealt with the challenge of being dyslexic with little to no service, not from lack of caring educators, but from lack of training and knowledge given educators in their college experiences. It is good to know that these needs have come to the forefront and are being addressed with much success. We still have a long way to go, and I am excited to see the progress that has been made in just a few short years. Thanks to the collaboration and support of so many in the community who are willing to partner with Celebrate Dyslexia, equitable and accessible intervention will be a gift to the dyslexic community and become a role model for providing much needed educational support and opportunities.

Thank you for your commitment to the students of Texas, their teachers and administrators, and the fine work that is done by the TEA on their behalf. Since Education is THE KEY to a better life, a school for dyslexic children will be a Win/Win for everyone!

With appreciation and warmest regards,

Barbara Williams

Barbara Williams
Community Volunteer



Books Worth Talking About!

Cardboard Box Adventures Publishing • 531 Dennis Dr. Round Rock, TX 78664 • www.donwinn.com

November 14, 2021

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools initiative to open an open enrollment charter school as a part of Generation 27. Celebrate Dyslexia Schools (CDS) is on a mission to serve a historically marginalized community by educating dyslexic children through evidence-based intervention in an enriching, emotionally safe environment.

I am a dyslexia advocate, an author and the sole proprietor of Cardboard Box Adventures publishing company and we are located in Round Rock, Texas. We are excited about this initiative because it will positively and powerfully impact dyslexic students and their families. As a dyslexic myself, and one who did not receive needed accommodations in education, I have a passion for seeing that children today have their needs met: educationally, socially, and emotionally.

I have had the honor of knowing and working with Jasmine Dean for several years now, and she is a juggernaut in dyslexia awareness, educational solutions, and social programs. Her vision for students with dyslexia is changing the world. By addressing teacher training, the need for a comprehensive social and emotional learning environment, and responsive, equitable, accessible interventions, CDS is setting a new standard.

You, Commissioner, have a unique opportunity: to put San Antonio on the global map as a trail-blazing educational leader who supports equitable support for marginalized students who could never reach their potential without effective reading instruction. Few people have a chance to leave such a legacy and have such a positive impact on the lives of our next generations.

Respectfully,

A handwritten signature in black ink that reads "Don M. Winn". The signature is written in a cursive style with a large, prominent "W" and "Winn".

Don M. Winn
Cardboard Box Adventures Publishing
Dyslexia Advocate

Jefferson Bank

Steve C. Lewis
Chairman of the Board

6015 Broadway
San Antonio, Texas 78209-4560

slewis@jeffersonbank.com

DIRECT (210) 736-7796

FAX (210) 736-7748

November 22, 2021

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

The Honorable
Dr. Keven Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath and Dr. Ellis:

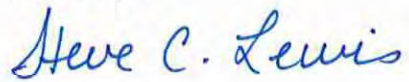
It is with great pleasure that I write this letter of support for **Celebrate Dyslexia Schools**, a proposed 4th-8th grade open-enrollment charter school in San Antonio.

I have had the pleasure to meet Celebrate Dyslexia's lead founder, Ms. Jasmin Dean, as she developed her vision for the school, and I have no doubt she will be successful in her mission to open an excellent school for all students, but one that is particularly well-suited for students with dyslexia. Dyslexia is a particularly malignant challenge in the education world. Many people suffer from it, but it carries a stigma that makes it difficult for young people to get the support they need to overcome it. Ms. Dean proposes to eliminate this stigma by designing her school for students with dyslexia first, as educational practices that work for dyslexic students will also work with students who don't have dyslexia. I am impressed with Ms. Dean's commitment to this work – as a passionate advocate for dyslexia awareness, she is the perfect person to open this unique school. The authorization of Celebrate Dyslexia will be an essential step forward for a group of students who deserve access to excellent education tailored to their unique needs.

I recommend Celebrate Dyslexia without reservation and believe they will provide San Antonio students and their families another essential high-quality educational opportunity.

If you have any questions or concerns, please do not hesitate to contact me at [REDACTED] or [REDACTED]

Sincerely,



Steve C. Lewis
President,
Choose to Succeed



GONZALEZ CHISCANO
ANGULO & KASSON, PC

9601 McAllister Fwy., Suite 401, San Antonio, TX 78216
www.gcaklaw.com

Henry B. Gonzalez III
Direct Tel: 210-569-8489
hbg@gcaklaw.com

November 22, 2021

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

The Honorable
Dr. Keven Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath and Dr. Ellis:

It is with great pleasure that I write this letter of support for **Celebrate Dyslexia Schools**, a proposed 4th-8th grade open-enrollment charter school in San Antonio.

Celebrate Dyslexia's lead founder, Ms. Jasmin Dean, has developed her vision for the school throughout her many years of advocacy in support of children and adults with dyslexia, and I have no doubt she will be successful in her mission to open an excellent school for all students, but one that is particularly well-suited for students with dyslexia. Dyslexia is a particularly malignant challenge in the education world. Many people suffer from it, but it carries a stigma that makes it difficult for young people to get the support they need to overcome it. Ms. Dean proposes to eliminate this stigma by designing her school for students with dyslexia first, as educational practices that work for dyslexic students will also work with students who don't have dyslexia. I am impressed with Ms. Dean's commitment to this work – as a passionate advocate for dyslexia awareness, she is the perfect person to open this unique school. The authorization of Celebrate Dyslexia will be an essential step forward for a group of students who deserve access to excellent education tailored to their unique needs.

I recommend Celebrate Dyslexia without reservation and believe they will provide San Antonio students and their families another essential high-quality educational opportunity.

If you have any questions or concerns, please do not hesitate to contact me at [REDACTED] or [REDACTED]

Sincerely,

Henry B. Gonzalez III



CHOOSE to SUCCEED

November 22, 2021

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

The Honorable
Dr. Keven Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Morath and Dr. Ellis:

I am pleased to write this letter of support for **Celebrate Dyslexia Schools**, a proposed open-enrollment charter school in San Antonio.

The shameful history of education inequality across our country is far-reaching. But an often forgotten group who have consistently been underserved by traditional school are dyslexic students. The challenge of keeping up in school with such a potentially debilitating disability, and then not getting the right kind of supports at school to help you succeed, is overwhelming to think about. Ms. Jasmin Dean, the proposed founder of Celebrate Dyslexia, intends to help students overcome that challenge by tailoring the curriculum and supports she provides to students with dyslexia. In that way, they will finally have a school that sees them for who they are and supports them through the learning process in such a way that they can truly unlock their outstanding latent potential. I am encouraged by the resolve of people like Ms. Dean and her team to attack our disgraceful history head on. Celebrate Dyslexia will provide a much needed high-quality option to students who truly need a school program built specifically for them, and I am proud to support their efforts.

I recommend Celebrate Dyslexia without reservation. I believe this school will provide San Antonio students and their families another pivotal high-quality educational opportunity which will help us continue to fight back against our history of educational inequality.

If you have any questions or concerns, please do not hesitate to contact me at [REDACTED] or [REDACTED]

Sincerely,

Will Harte
Vice Chairman
Choose to Succeed



Jasmin Dean <jasmindean@celebratedyslexia.org>

Letter of Support

Antoinette Avalos <[REDACTED]>
To: jasmindean@celebratedyslexia.org

Tue, Nov 30, 2021 at 8:29 AM

My husband and I were able to attend the informational meeting about the potential charter Celebrate Dyslexia. It sounds like a great thing that the founders are not only wanting to do at the school but are wanting to give to the San Antonio community. If this charter is approved I'd love to support in anyway! It's been a long journey for our family and my son.

[REDACTED]

I worked for CPS for almost 10 years and advocated for many children throughout those years when it came to educational services. Many that had undiagnosed learning disabilities that were often just contributed to trauma instead of a true disability. So I'm thankful for the founders wanting to bring this type of school to SA! It's a huge step in actually fixing a problem several districts face.

We look forward to hopefully having this charter approved!

Antoinette and Jason Avalos



November 26, 2021

Commissioner Mike Morath
Texas Education Agency
The Texas Education Agency
Generation Twenty-Four
1701 N. Congress Avenue
Austin, TX 78701

Dear Commissioner Mike Morath:

This letter is to express our support for the authorization of Celebrate Dyslexia Schools in the south side of San Antonio. This effort is being led by a leader who has been driving the work around dyslexia for our community and has created a significant amount of awareness around the issues that dyslexic students face. Her model is unique and no similar public-school option exists in our city. As the Chief Executive Officer of City Education Partners, I believe specialty schools like this create a desired contribution to our choice community and should be supported.

At City Education Partners, our vision is that all students in the urban core of San Antonio have access to a high-quality public education, so they have the ability to live choice-filled lives. Jasmine has been the first board chair to participate in both CEP's Edvent210 and Edlaunch210 fellowship. She has committed countless hours to this work and has developed a strong team of local and state experts that have supported her in the journey thus far. If authorized, CEP will continue to support the school's leadership team to reach the appropriate milestones necessary in year 0 to launch successfully in the fall of 2022, including supporting the recruitment of a high quality superintendent.

Thank you for your consideration of Celebrate Dyslexia Schools and we look forward to working with their team and TEA in order to make this opportunity a reality for San Antonio.

Sincerely,

Dalia Flores Contreras
Chief Executive Officer

November 29, 2021

Texas Education Agency
ATTENTION: Commissioner Mike Morath
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath:

I am writing to express my commitment and support of the Celebrate Dyslexia Schools initiative to open an open enrollment charter school as a part of Generation 27. Celebrate Dyslexia Schools is on a mission to Celebrate Dyslexia Schools (CDS) is on a mission to serve a historically marginalized community by educating dyslexic children through evidence-based intervention in an enriching, emotionally safe environment.

The need for qualified, knowledgeable and certified teachers to teach dyslexic students is great. The SBOE recently published the TEA Handbook revisions in which they stated that the State of Texas has a “critical shortage” of dyslexia trained teachers. UTSA would like to work with CDS to bring solutions to our community and build capacity to train dyslexia teachers.

As Dean of the College of Education and Human Development at the University of Texas at San Antonio, I appreciate the potential life-changing impact initiatives like the Celebrate Dyslexia Schools can have on children, which is especially true in communities like San Antonio where problems of equitable access to educational opportunities caused by social circumstances and economic disparities still persist. And despite a surfeit of research indicating early screening and clinical/academic interventions are critical to minimizing other undesirable effects including anxiety, depression, and loss of future earnings potential, the fact remains many children in our schools, especially those with the greatest need, might not be diagnosed soon enough or ever be diagnosed at all. Our support for Celebrate Dyslexia Schools is in keeping with one of UTSA’s strategic priorities of “advancing prosperity and opportunities for Hispanic communities, and on preparing underserved populations to achieve their dreams of a college education.” We fully acknowledge the reality that equitable access for many children is likely out of reach without coordinated partnerships to squarely address this disorder.

For this reason, Celebrate Dyslexia, along with funding partners, are forming an endowment in the Department of Education that will support a professor who will dedicate their instruction to

training teachers at UTSA. We look forward to adding a graduate certificate in Dyslexia Intervention as a result of this partnership.

The CDS mission and vision are much needed in the San Antonio community, and their collaboration with others in the education space is exactly what will bring relief to the dyslexic community and will have positive effects beyond their campus. With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio and dyslexic community.

Best,

A handwritten signature in black ink, appearing to read 'Mario Torres', is centered below the text 'Best,'.

Mario Torres, Ph.D.
Dean, College of Education and Human Development
President's Distinguished Professorship
The University of Texas at San Antonio
One UTSA Circle, Main Building 3.304
San Antonio, TX 78249



November 30, 2021

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools initiative to open an open enrollment charter school as a part of Generation 27. Celebrate Dyslexia Schools (CDS) is on a mission to educate and support children and their families by expanding use of evidence-based interventions into historically marginalized communities and by creating an enriching, emotionally safe, culturally appropriate learning environment for all students and particularly those with dyslexia.

I have the honor of serving on the CDS school board as a founding member and grew up on the Northside of San Antonio, often curious as to why a child's experience growing up on the Southside, or anywhere else in the US, could be so incredibly different from my own. Having lived in Mexico City for three years before turning ten years old and being the daughter of immigrants from the Middle East, I grew up with a frame of reference that differed significantly from the vast majority of my peers, especially at that time. And I was reminded of it, frequently. Though I personally grew up in a privileged household, I knew that those privileges were hard earned and came at a cost to my parents. It was a point that was never lost on me and has heavily influenced my life path and choices.

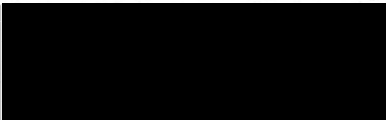
As I sought to better understand my own identity and to further explore how these vast differences came to exist, I went on to study and major in African and African-American Studies at the University of Texas. It was there that I became committed to work for racial and economic justice, and was introduced to the changes I could influence and make in the field of public policy. I also learned a pivotal lesson from my favorite professor that equity – or at least some form of it – takes money, plain and simple. After pursuing a Master's Degree in Public Policy at the Kennedy School of Government, I began a career in affordable housing and real estate finance. Putting the pieces together, one by one, to make housing affordable for struggling families is like working on a puzzle and completing each one gives me a sense of satisfaction and joy.

Similarly, Celebrate Dyslexia School is working to improve on educational strategies that are already available to the wealthy and expand them to the middle and working class, piece by piece and one at a time. Meeting the educational needs of low income families and children, particularly those that are dyslexic, will help to narrow the gaps that are unfortunately widening

in our poorest and most vulnerable communities right here at home and potentially worldwide. It's on us and everyone that cares about the future of our kids and our country to do everything we can to lift up as many people as we can and position them and ultimately all of us for a life of productivity, fulfillment and success.

In an effort to show my support of CDS, I pledge \$5,000.00 towards start-up costs. I'm so excited to be able to keep solving puzzles and help get an initiative like Celebrate Dyslexia School off the ground. It's a puzzle that I know, together we can solve.

Best,

A large black rectangular redaction box covering the signature of the sender.A smaller black rectangular redaction box covering the name of the sender.

Celebrate Dyslexia School Board Member

November 28, 2021

Dear Commissioner Morath,

My name is [REDACTED] and I have dyslexia. Dyslexia makes it harder to read. School is much harder for me than other kids because the other kids can read and I can't. My friends understand, but other kids think I'm making it up. It makes me feel sad and I think I may never learn to read.

I think there should be a Celebrate Dyslexia School so I can be in a place where all the kids understand why I have trouble reading. If all of the kids had dyslexia it would be nice because we'd all be the same. If all the teachers were dyslexia trained teachers they would understand their students more and we could all learn better.

I hope you'll say yes to this school. There are a lot of kids like me that need it.

Thank you,

[REDACTED]
[REDACTED]
[REDACTED]

(This letter was dictated by [REDACTED] to her mother, Laura Waldrum)

[REDACTED]



November 26, 2021

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

Dear Commissioner Morath:

Let me introduce myself- I am a retired educator, administrator, language learning disability and early childhood handicapped specialist, certified academic language therapist and pursuer of education for all students.

I am writing to share my enthusiasm and support of the Celebrate Dyslexia Schools initiative to open what will be an open enrollment charter school as part of Generation 27. Celebrate Dyslexia Schools (CDS) is specifically designed to serve what has historically been an underserved community- the education of dyslexic children through a school wide curricula of evidence based intervention techniques administered within an enriching and emotionally supportive safe environment.

When I was growing up and attending graduate school in the Dallas area, there were a number of private schools devoted to the education of dyslexic students. These schools commanded a high tuition for their services. It as been my personal dream that a school devoted to the education of these intelligent but challenged students be created and that they would have the opportunity to afford placement in a school designed for their needs.

After becoming acquainted with the head of Celebrate Dyslexia; Jasmin Dean, and her overwhelming devotion to creating community outreach regarding dyslexia through a myriad of avenues, I became intrigued. Finally, knowing she is now leading the charge to open an open enrollment charter school for educating any dyslexic students in the San Antonio area, I am excited to show my support!

In support of Celebrate Dyslexia Schools, I pledge \$5000.00 towards start-up costs.

Their mission and vision is aligned with the dream I had long ago. This open enrollment charter school is needed in the San Antonio community and the CDS teamwork is evident in their quest to collaborate with others In the education space. This open enrollment Celebrate Dyslexia charter school will provide relief to the dyslexia community and the positive effects will extend beyond the campus walls. There exists a need for equitable and accessible intervention for these students, as well as the need to train more teachers in the way these students learn best. CDS will be a beacon for both the San Antonio vicinity and most importantly, our dyslexic community.

Kindest Regards,

A solid black rectangular redaction box covering the signature area.



Blessed Sacrament Academy · 1135 Mission Road · San Antonio, TX 78210

November 29, 2021

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools initiative in their efforts to establish an open enrollment charter school as part of Generation 27. Celebrate Dyslexia Schools (CDS) is committed to serving a historically marginalized community by educating dyslexic children through evidence-based intervention in an enriching, emotionally safe environment.

I am a program director at Blessed Sacrament Academy located south of downtown San Antonio on historic Mission Road. BSA provides dual generation educational support and resources for at risk children and their families. The majority of the adults we serve are under employed, undereducated and struggling to provide for their families due to an educational system that did not meet their needs. We are excited about this initiative because we realize the critical importance of providing every child with a strong educational foundation. We are passionate about meeting children and families where they are mentally, emotionally and educationally and providing an environment that can best support their development based on individualized needs.

We have seen first-hand over the years the detrimental outcomes for children and their parents who often fall behind or fall through the cracks because of unaddressed special needs such as dyslexia. When parents themselves have struggled in school due to learning difficulty such as unaddressed dyslexia, they are woefully unprepared to help their children succeed. A proactive approach to educating children with dyslexia could be the critical component to keeping kids motivated and successful in school versus educating them in a “one size fits all” approach that often leaves them frustrated, overwhelmed, hopeless and dropping out.



Blessed Sacrament Academy · 1135 Mission Road · San Antonio, TX 78210

The mission and vision of CDS, and their collaboration with others in the field of education, are much needed to bring relief to San Antonio's dyslexic community. The innovative approach of this program will provide equitable and accessible intervention, as well as increase the capacity for training teachers, which will create a positive impact with the potential for extending well beyond their campus. A charter school dedicated to serving those with dyslexia can change outcomes for generations. We believe the model of CDS will bring solutions to the dyslexic community and to San Antonio as a whole.

Sincerely,

Kathy Lozano, Director
Family Success Academy
Blessed Sacrament Academy
1135 Mission Road
San Antonio, TX 78210



CITY OF SAN ANTONIO

DR. ADRIANA ROCHA GARCIA
CITY COUNCILWOMAN, DISTRICT 4

November 29, 2021

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I would like to express my support for Celebrate Dyslexia's mission to establish an open enrollment charter school serving historically marginalized populations, in particular the dyslexic community. Since joining City Council, I've enjoyed meeting with school leaders and teachers to learn more about the ways we can help support educators, students and their families.

As the seventh largest city in the country, San Antonio is home a diverse population with segments of the population still struggling with the effects of intergenerational poverty and disenfranchisement. Growing up in the southwest side of San Antonio, I know firsthand the struggles some of our students and their families face in and outside of school.

Having access or being able to afford reliable broadband internet is just one of many examples of the types of barriers families have to overcome as schools becomes more digital. As an educator who believes in the benefits of differentiated learning, I value the work organizations like Celebrate Dyslexia do help students with different needs. By empowering families and students to take a more active part in their education, I know that as a community we can shatter the misconceptions associated with people of different abilities. We need to ensure we eliminate the barriers that could impede a student from completing school.

By building relationships with our students and families over time, Celebrate Dyslexia will shift the way our community members view dyslexia and education. While many may see this impediment to success, there is a way to ensure students with dyslexia can complete their education that will help them secure greater employment opportunities, housing stability, healthcare access, and other improvements in their quality of life. Our students and their families deserve every opportunity and access to resources that will help them succeed in school and prepare them for the future.

Yours in Service,

A handwritten signature in blue ink, appearing to read 'ARCA', written in a cursive style.

Dr. Adriana Rocha Garcia
City Council, District 4

MAGIK THEATRE

420 S Alamo Street | San Antonio, TX 78205 | 210-227-2751 | www.magiktheatre.org

November 23rd, 2021

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools initiative to open an open enrollment charter school as a part of Generation 27. Celebrate Dyslexia Schools is on a mission to serve a historically marginalized community by educating dyslexic children through evidence-based intervention in an enriching, emotionally safe environment.

I am the artistic director of Magik Theatre located in downtown San Antonio. We have had the good fortune to work with Jasmin Dean and Celebrate Dyslexia on a new play that Magik will premiere in 2023 that tells the story of a young person living with dyslexia. Over the two years that we have worked together, I have learned that the diagnosis of dyslexia is often missed among many young people. With simple adjustments to how dyslexic people are taught, they can thrive. With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio and dyslexic community.

Their mission and vision are much needed in the San Antonio community.

Best,



Anthony Runfola
Artistic Director
Magik Theatre



2800 Broadway Ave
San Antonio, TX 78209

info@TheDoSeum.org
TheDoSeum.org

November 29, 2021

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools initiative to develop and launch an open enrollment charter school as a part of Generation 27. Celebrate Dyslexia Schools (CDS) is on a mission to serve a historically marginalized community by educating dyslexic children through evidence-based interventions in an enriching, emotionally safe environment.

As we discover more about the uniqueness of each learner's profile, it is critically important that we act on this knowledge. For this reason, I am eager to support the important work of Celebrate Dyslexia Schools in developing a purposefully engineered learning environment, specialized curricula and proven efficacy strategies for learners who will benefit from this important, timely work.

I am the chief executive officer of The DoSeum, a fully interactive museum for hands-on and experiential learning. We are located at the center of San Antonio's cultural corridor, and we partner with educators and caregivers on ways to engage, inspire and develop young learners in all contexts. We are excited about this initiative because we have partnered successfully with Celebrate Dyslexia in this past year, and we have full confidence in the organization's leadership, mission and vision.

Thank you for considering my perceptions of Celebrate Dyslexia. Their mission and vision are much needed in the San Antonio community, and collaboration with others in the education space is exactly what will bring relief to the dyslexic community and will have positive effects beyond their campus. With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio and dyslexic communities.

Yours respectfully,

Daniel Menelly, CEO

THE DEE HOWARD FOUNDATION

November 14, 2021

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

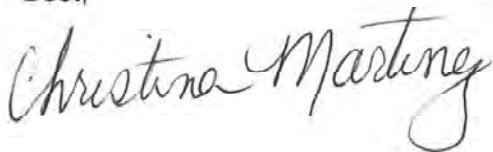
Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools initiative to open an open enrollment charter school as a part of Generation 27. Celebrate Dyslexia Schools is on a mission to Celebrate Dyslexia Schools (CDS) is on a mission to serve a historically marginalized community by educating dyslexic children through evidence-based intervention in an enriching, emotionally safe environment.

I am the <insert role> of <insert organization> and we are located in <insert area of town>. We are excited about this initiative because <Insert support>. <Add additional 1-2 sentences about organization or personal connections in community.>

Their mission and vision are much needed in the San Antonio community, and their collaboration with others in the education space is exactly what will bring relief to the dyslexic community and will have positive effects beyond their campus. With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio and dyslexic community.

Best,



Christina Martinez
Executive Director
The Dee Howard Foundation



9901 IH 10 West, Suite 800 | San Antonio, TX 78230 | P 210.570.7888 | www.deehoward.org



November 14, 2021

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools initiative to open an open enrollment charter school as a part of Generation 27. Celebrate Dyslexia Schools is on a mission to Celebrate Dyslexia Schools (CDS) is on a mission to serve a historically marginalized community by educating dyslexic children through evidence- based intervention in an enriching, emotionally safe environment.

I am a Team Lead AmeriCorps Member serving with City Year San Antonio at Carvajal Elementary and we are located on the west side. I am excited about this initiative because I feel that it is important as humans and educators to educate on a differentiated level and see students for the individuals they are and not their test scores. Having a place for students that have been gifted Dyslexia to thrive would be a wonderful achievement. A place where they are comfortable to grow and be their full and authentic selves without the judgement and pressure that comes from most public education classrooms.

Their mission and vision are much needed in the San Antonio community, and their collaboration with others in the education space is exactly what will bring relief to the dyslexic community and will have positive effects beyond their campus. With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio and dyslexic community.

Best,

Miranda Romine
Team Lead
Carvajal Elementary
She/her/hers

City Year San Antonio
118 North Medina Street,
San Antonio, TX 78207

T: [REDACTED].

[REDACTED] | www.cityyear.org



December 2, 2021

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools initiative to open an open enrollment charter school as a part of Generation 27. Celebrate Dyslexia Schools is on a mission to Celebrate Dyslexia Schools (CDS) is on a mission to serve a historically marginalized community by educating dyslexic children through evidence- based intervention in an enriching, emotionally safe environment.

I am an early childhood educator and playwright who has partnered with the leadership at Celebrate Dyslexia to create a play about a young person with dyslexia. I am also the close relative of several individuals with neuroprocessing disorders who have struggled in mainstream schooling. I am particularly excited about this initiative because it both will provide an immediate opportunity for students with dyslexia to achieve academic and personal success and a long-term opportunity for educators to learn more about best practices and strategies for supporting students with dyslexia. I have every confidence in the leadership of Celebrate Dyslexia — I have seen both their passion for the cause and their deep commitment to iterative learning and community responsiveness that will ensure a charter school's success.

Their mission and vision are much needed in the San Antonio community and as a model for educators across the country — I look forward to supporting a replication school here in Arizona! Their collaboration with others in the education space is exactly what will bring relief to the dyslexic community and will have positive effects beyond their campus. With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio and dyslexic community.

Please feel free to contact me at [REDACTED] or [REDACTED] with any questions. Thank you for your strong consideration of this charter school proposal.

Sincerely,



Jenny Millinger
Early Childhood Educator and Playwright



Families
Empowered

November 23, 2021

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools initiative to open an open enrollment charter school as a part of Generation 27. Celebrate Dyslexia Schools is on a mission to Celebrate Dyslexia Schools (CDS) is on a mission to serve a historically marginalized community by educating dyslexic children through evidence- based intervention in an enriching, emotionally safe environment.

I am the Founder and CEO of Families Empowered and we serve thousands of families across the state of Texas, including families in Bexar County and San Antonio. We are excited about this initiative because we know that there is a desperate need to better serve children who have dyslexia. I am personally excited about this school because I am also a parent of a dyslexic student. Dyslexia impacts 1 in 5 people and can be devastating without the proper early and intervention and on-going accommodations by teachers. Providing students with the ability to get extensive intervention will ensure they are literate is the priority, but the longer-term goal that students understand how to self-advocate and view their modifications as opportunities is equally important. There are several schools in Texas providing these opportunities to students today, but they are all expensive small private schools, such as The Joy School in Houston. This school has the potential to provide a shame free environment for students who desperately need support and could serve as a proof point for other schools across Texas.

The mission and vision of Celebrate Dyslexia is needed in the San Antonio community. Their collaboration with others in the education space has the promise to bring relief to the dyslexic community and will have positive effects beyond their campus. Better serving dyslexic students is about increasing equity and ensuring that ALL students have schools that allow them to reach their full potential.

Best,

Colleen Dippel
Families Empowered
Founder and CEO

November 14, 2021

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools initiative to open an open enrollment charter school as a part of Generation 27. Celebrate Dyslexia Schools is on a mission to Celebrate Dyslexia Schools (CDS) is on a mission to serve a historically marginalized community by educating dyslexic children through evidence-based intervention in an enriching, emotionally safe environment.

I also serve a founding board member for Thrive With Autism and believe passionately in the potential of charter schools to provide targeted instructional models to students with unique learning needs. Affluent families long have had access to specialized instructional environments through private schools. A charter school option gives all families equitable access to select a specialized school for their children.

CDS's mission and vision are much needed in the San Antonio community, and their collaboration with others in the education space is exactly what will bring relief to the dyslexic community and will have positive effects beyond their campus. With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio and dyslexic communities.

Respectfully,

A handwritten signature in black ink, appearing to read 'Ann Ziker', written in a cursive style.

Ann Ziker, Ph.D.
Executive Director, The Brown Foundation, Inc.



CITY YEAR SAN ANTONIO

118 North Medina, 300
San Antonio, TX 78207

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FAX 210.247.4499

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November 14, 2021

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools initiative to open an open enrollment charter school as a part of Generation 27. Celebrate Dyslexia Schools is on a mission to Celebrate Dyslexia Schools (CDS) is on a mission to serve a historically marginalized community by educating dyslexic children through evidence-based intervention in an enriching, emotionally safe environment.

I am the Executive Director of City Year San Antonio and we deploy AmeriCorps members to serve in schools on San Antonio's east and west side. Currently, 98 City Year AmeriCorps members are doing their year of national service here in San Antonio to support 7,000 students in the San Antonio Independent School District with attendance, academics, and social-emotional learning. We are excited about this initiative because we know many of the students we currently serve would benefit from having a dyslexia diagnosis and the right supports to ensure they can excel in school. In her role as Executive Director of Celebrate Dyslexia, Jasmin Dean and her organization have trained our 98 AmeriCorps members with the tools they need to understand dyslexia and its impact on students, but there is much more work to be done and more support is needed.

The mission and vision of Celebrate Dyslexia are much needed in the San Antonio community, and their collaboration with others in the education space is exactly what will bring relief to the dyslexic community and will have positive effects beyond their campus. With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio and dyslexic community.

Best,

A handwritten signature in black ink that reads "Kelly Hughes Burton".

Kelly Hughes Burton
Executive Director
City Year San Antonio

November 15, 2021

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools initiative to open an open enrollment charter school as a part of Generation 27. Celebrate Dyslexia Schools is on a mission to Celebrate Dyslexia Schools (CDS) is on a mission to serve a historically marginalized community by educating dyslexic children through evidence- based intervention in an enriching, emotionally safe environment.

I am the mother of a smart, bright, creative, funny and dyslexic child named [REDACTED]. We live in San Antonio, TX. [REDACTED] longs to be surrounded by other children who understand and know what it means to be dyslexic. We are excited about this initiative because dyslexic children have specific learning needs that this school will provide. At this school, dyslexic children will not feel alone, misunderstood if they are surrounded by peers that understand their struggle. Currently, there are no school options available in San Antonio that are free and accessible to everyone. This is a pressing need in our community, especially since as many as 1 in 4 children are affected by dyslexia.

Celebrate Dyslexia Schools' mission and vision are much needed in the San Antonio community, and their collaboration with others in the education space is exactly what will bring relief to the dyslexic community and will have positive effects beyond their campus. With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio and dyslexic community.

Best,

Laura Waldrum
Community Member and Mother of a Dyslexic Child

November 14, 2021

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools initiative to open an open enrollment charter school as a part of Generation 27. Celebrate Dyslexia Schools is on a mission to Celebrate Dyslexia Schools (CDS) is on a mission to serve a historically marginalized community by educating dyslexic children through evidence-based intervention in an enriching, emotionally safe environment.

I am the proud parent of four children. Two of which have Dyslexia. [REDACTED]

[REDACTED] I am excited about this initiative because this would be an absolutely perfect environment for children with Dyslexia to build their foundation with more than a few extra hours in a "Dyslexia class" per week in a traditional school setting. My mother is a retired reading specialist for Northside Independent School District. I saw first hand how much she would do for her students. She spent many hours after school writing reports and preparing lessons for her students with Dyslexia. She would always say that she wished she could give them more one-on-one assistance but there were so many students that needed services and not enough time. A whole school would be a dream come true. As a parent I see a definite need for this type of school.

Their mission and vision are much needed in the San Antonio community, and their collaboration with others in the education space is exactly what will bring relief to the dyslexic community and will have positive effects beyond their campus. With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio and dyslexic community.

Best,

Charisma C. Villarreal



November 29, 2021

**Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701**

Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools initiative to open an open enrollment charter school as a part of Generation 27. As someone who worked with students with dyslexia and their families and teachers for over ten years, I can say that Celebrate Dyslexia's mission is immensely valuable to our community.

San Antonio has traditionally had a shortage of well trained providers of dyslexia instruction, and students have long been underserved, especially in Emergent Bilingual populations. Celebrate Dyslexia Schools is on a mission to provide every dyslexic learner with an emotionally and physically safe environment, guiding each individual student to be self-driven while experiencing academic success as a pathway to pursue life goals and aspirations.

I am the Dyslexia Coordinator for AIM - Partners in Education and we provide staffing, consulting, and training services for district and charter schools across the state of Texas. We are excited about this initiative because we understand the need for well-trained dyslexia specialists that can provide Structured Literacy instruction for students with dyslexia, and because we know San Antonio lacks a reliable center for training for educators wanting to become Licenced Dyslexia Practitioners and Licensed Dyslexia Therapists.

As someone who consults with district and charter schools across Bexar County, I have seen firsthand how widespread this shortage of experienced specialists is, and how limited the access is for students with dyslexia.

Celebrate Dyslexia's mission and vision are much needed in the San Antonio community, and their collaboration with others in the education space is exactly what will bring relief to the dyslexic community and will have positive effects beyond their campus. With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio and dyslexic community.

Best,

A handwritten signature in blue ink that reads "Rafael Scarnati". The signature is written in a cursive style with a large initial 'R'.

Rafael Scarnati
Assessment Intervention Management
Dyslexia Coordinator



ROBERT C. ZAMORA MIDDLE SCHOOL

8638 LARKIA LANE SAN ANTONIO, TX 78224

(210) 977-7278 FAX (210) 977-7285

December 2, 2021

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools initiative to open an open enrollment charter school as a part of Generation 27. Celebrate Dyslexia Schools (CDS) is on a mission to serve a historically marginalized community by educating dyslexic children through evidence-based intervention in an enriching, emotionally safe environment.

I am the Dyslexia Representative for South San Antonio ISD located in the Southside of San Antonio, TX. We are excited about this initiative because we see the need for well-trained dyslexia specialists that can provide our students and community what they so desperately need.

Their mission and vision are much needed in the San Antonio community, and their collaboration with others in the education space is exactly what will bring relief to the dyslexic community and will have positive effects beyond their campus. With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio and dyslexic community.

Best,

Fler Gutierrez

Certified Academic Language Therapist
Dyslexia Support Services @ South San Antonio ISD



SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
1450 Gillette Blvd. • San Antonio, Texas 78224 • (210) 977-7000

December 1, 2021

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools initiative to open an open enrollment charter school as a part of Generation 27. Celebrate Dyslexia Schools is on a mission to Celebrate Dyslexia Schools (CDS) is on a mission to serve a historically marginalized community by educating children with Dyslexia through evidence-based intervention in an enriching, emotionally safe environment.

I am a Dyslexia Teacher at South San ISD and we are located in the south side of San Antonio. We are excited about this initiative because there is a shortage of quality trained Dyslexia teachers and many children are not receiving interventions needed to become successful, lifelong learners.

Their mission and vision are much needed in the San Antonio community, and their collaboration with others in the education space is exactly what will bring relief to the community and will have positive effects beyond their campus. With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio and dyslexic community.

Best,

A handwritten signature in black ink, appearing to read "JBM", is written over the word "Best,".

Jennifer Bosquez-Morales, M.A.Ed.
Certified Reading Specialist
Certified Master Reading Teacher
Language Therapist in Training
Dyslexia Support Services @ South San ISD

November 14, 2021

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools initiative to open an open enrollment charter school as a part of Generation 27. Celebrate Dyslexia Schools is on a mission to Celebrate Dyslexia Schools (CDS) is on a mission to serve a historically marginalized community by educating dyslexic children through evidence- based intervention in an enriching, emotionally safe environment.

We are the parents of dyslexic children that have suffered due to a lack of awareness and training by teachers. In an effort to find community and answers for our children, we learned that we are not alone and want to be a part of the solution. We also learned that many teachers wished they knew more and didn't get the training they needed. There have been teachers along the way that were salve to our children's souls because of their understanding of dyslexia, but know that is the goal of every teacher.

In an effort to show my support of CDS, we pledge \$10,000 towards start-up costs.

The mission and vision are much needed in the San Antonio community. Intentional collaboration with others in the education space is exactly what will bring relief to the dyslexic community and will have positive effects beyond the CDS campus. With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio and dyslexic community.

Best,

[REDACTED]

[REDACTED]

Tel: [REDACTED]
Fax: [REDACTED]

**Family Educational Rights and Privacy Act Protected
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2 pages have been withheld

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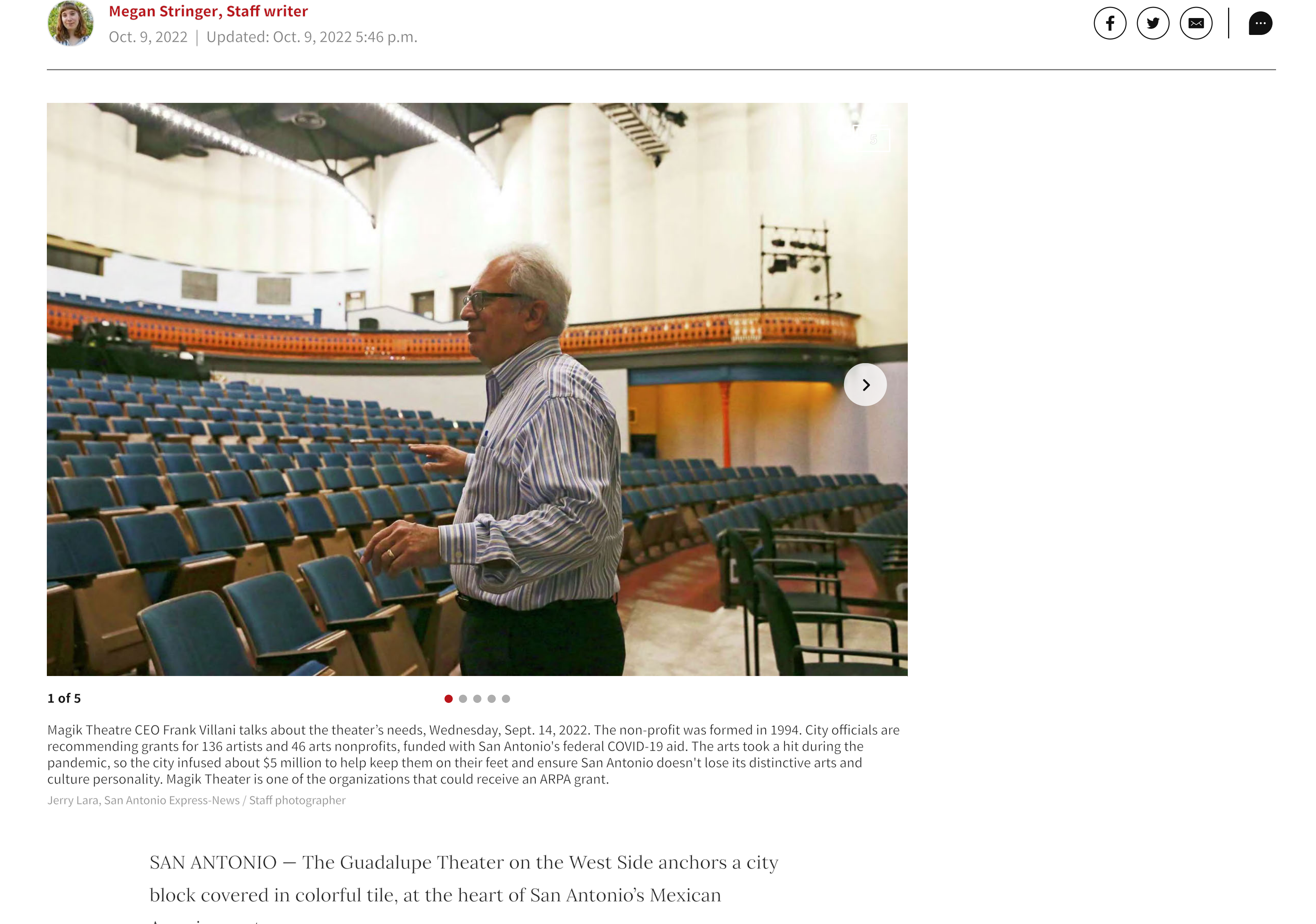
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NEWS / LOCAL

‘When the bottom fell out’: San Antonio arts nonprofits and artists struggled to survive through COVID. Now they’re getting a lifeline through the city’s relief grants.

Megan Stringer, Staff writer
Oct. 9, 2022 | Updated: Oct. 9, 2022 5:46 p.m.

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1 of 5

Magik Theatre CEO Frank Villani talks about the theater's needs. Wednesday, Sept. 14, 2022. The non-profit was formed in 1994. City officials are recommending grants for 38 artists and 48 arts nonprofits, funded with San Antonio's federal COVID-19 aid. The arts took a hit during the pandemic, so the city infused about \$5 million to help keep them on their feet and ensure San Antonio doesn't lose its distinctive arts and culture personality. Magik Theatre is one of the organizations that could receive an ARPA grant.
Jerry Lee, San Antonio Express-News / Staff photographer

SAN ANTONIO — The Guadalupe Theater on the West Side anchors a city block covered in colorful tile, at the heart of San Antonio's Mexican American arts scene.

It closed in 1970, undone in part by San Antonio leaders' neglect of West Side institutions and the poverty of the community it was a part of.

But the theater reopened in 1984 with help from city government under then-Mayor Henry Cisneros, and it has since become part of the larger [Guadalupe Cultural Arts Center](#) campus, which runs along South Brazos Street between Guadalupe and San Fernando streets.

But nearly 40 years after its re-emergence — and a lot of work to rejuvenate the theater — Cristina Balli, executive director of the Guadalupe Cultural Arts Center, feared the Guadalupe again would have to close.

On a weekday in summer 2020, Balli was standing in her home office — working remotely because of the COVID pandemic, like many thousands of other employees in San Antonio at the time — when a city liaison called with the bad news.

San Antonio officials planned to withhold \$115,000 from the amount typically granted to the Guadalupe in the city's annual budget. Travel and workplace restrictions stemming from the pandemic had cut deeply into the city's tourism fund, which includes money for the arts, and city leaders had to make draconian budget reductions.

"That was the moment when the bottom fell out," Balli said. "That was the biggest moment of crisis."

But the arts nonprofit managed to survive without the city support. And now it's getting a leg up.

This month, the Guadalupe Cultural Arts Center received \$261,986 from the city through a grant program to support the arts, funded with federal COVID-19 relief dollars embedded in the American Rescue Plan Act of 2021. The arts complex received more than any other local arts organization.

The grant will make a huge difference to the center's bottom line, Balli said, adding, "We're still catching up from our pre-COVID days."

The Guadalupe is one of 46 arts nonprofits to receive ARPA funding. Nearly 140 individual artists also were awarded federal dollars. City Council approved the grants Sept. 29 in a 9-1 vote.

The program mirrors similar grants the city disbursed earlier in the pandemic with money from the federal Coronavirus Aid, Relief and Economic Security Act.

Inching back to normal

In all, \$4 million went to nonprofits and \$1 million to individual artists. Artists received grants of up to \$7,500.

The grant awards to nonprofits varied greatly.

San Antonio Mastersingers received the smallest amount — \$3,261. Larger grants went to institutions such as the American Indians in Texas at the Colonial Missions, which got \$256,310; Say Si, \$256,128; the Esperanza Peace and Justice Center, \$245,873; and the Witte Museum, \$225,149.

Before COVID-19 struck, the Guadalupe brought in revenue of about \$500,000, mostly through ticket sales, class tuition, rental fees and merchandise sales. In 2020, that fell by more than half to around \$200,000.

The nonprofit is inching its way back. It saw \$341,000 in income from Jan. 1 through July, Balli said. The COVID-19 relief grant will help bridge the gap and allow the organization to make a few building and programming upgrades.

The Guadalupe Cultural Arts Center offers dance and music classes in traditional mariachi and conjunto music as well as Mexican folklorico and Spanish flamenco dance. It hosts what it says is the nation's longest-running Latino film festival. It puts on visual art exhibitions and is home to a bookstore focused on Latino literature that holds readings and other events.

On a hot day in late September, the Guadalupe's music studio — which includes a recording studio and an array of instruments — was ready for kids to arrive. In just a few hours, it would fill with children arriving after school for music lessons. The studio would remain full until late that night.

The studio was largely empty at the height of the pandemic.

"We serve lots of working-class, middle-class Mexican Americans who don't necessarily attend other programs at some of the other cultural institutions," Balli said. "And if we're not here, they don't get their programs."

The shows go on

At the corner of Hemisfair near the Southtown neighborhood, Frank Villani bustles around the [Magik Theatre](#) from room to room.

The theater was humming with activity. Employees were building scenery backstage or rehearsing in the basement for an upcoming performance. All the props are handmade, from the stuffed version of a "Frozen" character to tigers and lambs and skeletons.

It takes as much as \$150,000 just to keep the lights on at the theater, said Villani, the theater's CEO.

When COVID-19 hit, the Magik Theatre lost \$620,000 in ticket revenue.

This year, it has generated \$240,000 in ticket revenue — a far cry from the \$700,000 in sales the Magik Theatre made before COVID-19. And the organization doesn't expect sales to fully recover next year either.

The theater employs 31 people now but furloughed about 17 employees early in the pandemic. When it began bringing workers back, it instituted a 20 percent pay cut across the board so it could to return everyone to their jobs. The theater was able to eventually scrap the reduction and retroactively pay employees the money they'd lost, Villani said.

The Magik Theatre received a variety of federal relief funds throughout the pandemic. It received a loan from the Paycheck Protection Program, federal aid disbursed by Bexar County and other grants.

"The theater would not be around" without the federal relief, Villani said.

The \$150,591 that the Magik Theatre is receiving from the city's ARPA grant will replace some ticket revenue and allow the organization to pull off a full season of performances.

In the "before days," school buses would line up outside the front door. Now the field trips are less frequent, and the theater has cut down on the number of shows it stages during the week.

In the theater's basement, actors rehearsed for an upcoming show, "Eddie & Vinnie," running from Oct. 15 to 28, it's about a young boy with dyslexia, one of the first such shows ever, Villani said.

"So much of what we do is about letting young people see what the world can be," he said.

An unexpected boost

Ariel Luna Anais has been [working professionally as an artist](#) and exhibiting her pieces at shows for more than a decade. She also had a job at Central Market at the time. When the COVID pandemic struck, art was the last thing on her mind.

"At the end of the day, every single one of us was so exhausted," said Anais, who goes by she/her and they/them pronouns interchangeably. "Especially at the beginning, when nobody knew how to stay safe necessarily. It felt like there was a cloud of danger just constantly looming."

After a long time trying to figure out how to continue selling her art through the pandemic, Anais was shocked to learn the city awarded them a \$7,500 grant from its ARPA fund.

Some of their shows had been canceled over the last two years. Because of the economic uncertainty earlier in the pandemic, buying canvases or other materials to create new art hadn't been the highest priority.

Anais works in painting, drawing, video and tattoo design, and selling her work helps with living expenses.

"My paycheck is reliant upon my keeping up with my skill and staying out there," they said.

Displaying her artwork on social media has been important to marketing her pieces. But it's just not the same as a conversation at a gallery in which Anais can convey something interesting about how she created the potential work the buyer is looking at. That kind of engagement pulls people in and can help solidify a sale.

With fewer in-person shows these days — and art buyers tightening their belts and becoming more selective about their purchases — sales are more difficult.

"People are trying to make wise choices, and that affects artists," Anais said. "Obviously, I understand that. But I've had people interested in work, and they lose their jobs. At that point, that's definitely not on their list of priorities."

Anais isn't sure yet how they will spend the city's grant. But they are considering professional development training, equipment updates and more.

When it comes time to exhibit a drawing, artists often cover the cost of framing upfront. For a dozen drawings, it can add up. Anais also may spend the funds on framing artwork for display at exhibits.

"I can't wait to go out and make stuff," Anais said. "I have a different attitude after receiving this (grant) about applying to new opportunities."

megan.stringer@express-news.net

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Written By **Megan Stringer**

Megan Stringer joined the Express-News in October 2021 as the City Hall reporter. She previously reported on workplace issues for the Wichita Eagle in Kansas, where she wrote extensively about local police union contract negotiations and an overwhelmed state unemployment system in the pandemic. While in Kansas, Megan was a corps member with Report for America, a national journalism service organization. She has also covered business and economic development for the Wausau Daily Herald in Wisconsin. Megan holds a bachelor's degree in journalism from DePaul University. She grew up in St. Louis.

VIEW COMMENTS

LOCAL

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BY GUILLERMO CONTRERAS

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BY ELIZABETH ZAVILA

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BY SIG CHRISTYSON

Man indicted in brand shooting at North Side LA Fitness

The indictment of Jessie Marquis MacWilliams, accused of killing Brandon Broadnax, is among 251 indictments handed down this week.
BY TAYLOR PETTAWAY

2022 VOTER GUIDE

GET TO KNOW THE CANDIDATES IN FEDERAL, STATEWIDE AND BEXAR COUNTY RACES

ARTS & CULTURE

Magik Theatre debuts first-ever children's play with dyslexic main character

by **Rebeca Gomez**
October 14, 2022



Eddie, portrayed by Venny Mortimer, right, plays with his gecko Vinnie, portrayed by Amy Abrigo, during a special showing of *Eddie and Vinnie* at the Jo Long Theatre on Sept. 28. Credit: Nick Wagner / San Antonio Report

The first-ever play about a boy with dyslexia is making its debut at the Magik Theater on Saturday, thanks to a collaboration between the theater and local nonprofit Celebrate Dyslexia.

Eddie & Vinnie is the story of a fifth grader who struggles in school because of his dyslexia. Vinnie is Eddie's gecko, and his best friend. The two want to spend the summer having fun building puzzles but first Eddie needs to get his grades up so he will not have to go to summer school.

One in five people has dyslexia, a learning disability characterized by reading struggles. People with dyslexia are often very intelligent, and often have great imaginations and large vocabularies, according to [Celebrate Dyslexia](#). They tend to excel in math, visual arts, computers, social studies and writing.



Yet many people go undiagnosed, causing them struggle and shame. Those who are diagnosed may feel stigmatized. As part of its "Meaningful Messaging" initiative, Magik Theatre hopes *Eddie & Vinnie* can reduce that stigma, open a dialogue about dyslexia and not least, offer an engaging and positive portrayal of someone learning to manage the disorder.

The collaboration with Celebrate Dyslexia began in 2019 when the nonprofit's Executive Director Jasmin Dean approached Magik Theatre Artistic Director Anthony Runfola about the possibility of doing a children's play about this topic. Runfola loved the idea and the pair set out to find a children's play that could fit the bill. They were unable to find one, however, for one very simple reason — none existed.

Runfola and Dean decided to commission their own play about dyslexia, but their plans were delayed by the pandemic. Finally, in the summer of 2021, Dean and Runfola were able to move forward.

Enter playwright Jenny Millinger. Dean and Runfola selected Millinger because of her personal connection and interest in dyslexia. According to Dean, Millinger also had "extensive professional experience working with K-3 teachers on the Science of Teaching Reading in her own theater community."

Dean connected Millinger, who serves as associate artistic director of Childsplay in Arizona, with young people who were struggling with dyslexia. She conducted a series of interviews, and the experiences of many of these young people are reflected in the play.

Eddie struggles when he is called upon to read aloud in class, and to focus on school work — but he excels in artistic endeavors like building geometric figures using puzzle pieces. Eddie's struggles are exacerbated when he is partnered with Penelope (aka "Pen") to complete a class report. Penelope is everything that Eddie is not: an organized and focused high-achieving student. At first, Eddie feels inferior, but Penelope helps Eddie see that his artistic abilities are impressive, just in a different way — and that he too brings important qualities to their collaboration.



When Penelope gets sick the day they are scheduled to give their report, Eddie must step up and do it all on his own. At first, this is a terrifying prospect but then Eddie realizes he can use his puzzle skills to help him memorize the facts that he needs to present in the report.



Eddie, portrayed by Venny Mortimer, right, talks about a group project with Penelope, portrayed by Amy Bouquet, during a special showing of *Eddie & Vinnie* at the Jo Long Theatre on Sept. 28. Credit: Nick Wagner / San Antonio Report

At this moment, said Dean, Eddie is "implementing a strategy that worked for [him]. Most dyslexic students go unidentified and do not receive intervention. Instead, they compensate in different ways."

Dean and Runfola felt an obligation to portray dyslexia as accurately as possible. In preparation for the production, the entire cast of *Eddie & Vinnie* and the staff of Magik Theatre went through a dyslexic simulator created for them by Celebrate Dyslexia.

Using the simulator "allowed non-dyslexic folks to experience the emotional reaction of struggling to read and write when also dealing with a learning difference such as dyslexia," said Runfola.

Venny Mortimer, the actor who portrays Eddie, said he felt like he had a unique connection to Eddie from the start.

"As someone on the spectrum and with ADHD, I also had difficulty in the classroom. Things that seemed easy for other students were difficult for me. I felt a lot of the same frustration, shame, and helplessness in the dyslexia simulation as I had in my own school career. Those are the feelings and experiences I called on to help Eddie's more emotional moments ring true," he said.

Performances at the Magik Theatre will run through Oct. 28 to coincide with National Dyslexia Awareness Month. A touring version of the show is already on the road.

Eddie & Vinnie is only the second play in Magik Theatre's 27-year history to receive grant funding from the National Endowment of the Arts. Other supporters include Texas Cultural Trust, Texas Commission on the Arts, the Betty Stieren Kelso Foundation and the H-E-B Read 3 Initiative.

To reach the widest possible audience, the Magik Theatre is offering several [special performances](#) of *Eddie & Vinnie*, including masks-required, American Sign Language-interpreted, sensory-friendly and pay-what-you-can performances.

On Oct. 22, Dean is hosting a [Dyslexia 101](#) workshop for educators, which aims to help educators "learn how students experience the frustration of dyslexia in the classroom, as well as empower [them] with tools for supporting their learning needs through accommodations." The workshop fee includes lunch and tickets to the 2 p.m. mask-required performance.

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by Stephen Whitaker



REBECA GOMEZ

Rebeca Gomez is a San Antonio-based writer with a Master of Fine Arts degree in Screenwriting from Boston University. She is a lecturer and full-time staff member at UTSA. [More by Rebeca Gomez](#)





Celeb...

2dView on Facebook

Celebrate Dyslexia can't wait for the world premiere of Eddie & Vinnie this weekend! We hope to see you all at the Magik Theatre. It will continue to be showing through October, 28th before they head on tour. Don't miss out, buy your tickets today!

#magiktheatre #eddieandvinnie #sanantonio #play #dyslexiaawarenessmonth #dyslexia #1in5 #satx #whattodoinsanantonio



[Redacted]

Great event!! I son was proud to raise his hand when they asked who was dyslexic! I was happy to see he is nor the only one. Thank you for helping bring awarene ss.



Celeb...

2dView on Facebook

Celebrate Dyslexia can't wait for the world premiere of Eddie & Vinnie this weekend! We hope to see you all at the Magik Theatre. It will continue to be showing through October, 28th before they head on tour. Don't miss out, buy your tickets today!

#magiktheatre #eddieandvinnie #sanantonio #play #dyslexiaawarenessmonth #dyslexia #1in5 #satx #whattodoinsanantonio



Girasol Margain

What an amazing evening!



Celeb...

2dView on Facebook

Celebrate Dyslexia can't wait for the world premiere of Eddie & Vinnie this weekend! We hope to see you all at the Magik Theatre. It will continue to be showing through October, 28th before they head on tour. Don't miss out, buy your tickets today!

#magiktheatre #eddieandvinnie #sanantonio #play #dyslexiaawarenessmonth #dyslexia #1in5 #satx #whattodoinsanantonio



Erica Kruithof

It was great and the engagement at the end was a nice touch



Celebrate Dyslexia

[2dView on Instagram](#)

Celebrate Dyslexia can't wait for the world premiere of Eddie & Vinnie this weekend! We hope to see you all at the Magik Theatre. It will continue to be showing through October, 28th before they head on tour. Don't miss out, buy your tickets today!

#magiktheatre #eddieandvinnie #sanantonio #play #dyslexiaawarenessmonth #dyslexia #1in5 #satx #whattodoinsanantonio



Comment as Celebrate Dyslexia



mowreymemories

Incredible event! So proud to have attended opening night!

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LOCAL NEWS

Magik Theatre play 'Eddie and Vinnie' will delight and educate

This touching and relatable story was wonderfully acted with an intimate cast of three. It also puts the issue of dyslexia into an entertaining and comedic context.



Author: Kristin Dean

Published: 11:16 AM CDT October 17, 2022

Updated: 11:19 AM CDT October 17, 2022



SAN ANTONIO — A heartwarming, funny and educational experience awaits theater-goers at the [Magik Children's Theatre](#) in October.

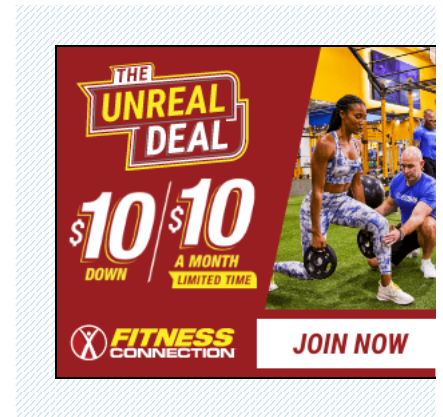
Eddie and Vinnie is a tale of a very smart young boy with dyslexia who struggles with his grades. His school friend and project partner recognizes his obvious intelligence and talent but wonders why he is considered a goof at school. Meanwhile, his best friend and pet Gecko is both a distraction and an inspiration for his unique mind.

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The Best Way to Withdraw From Retirement Accounts

Have you considered how you'll withdraw your retirement income? These simple mistakes could cost you thousands of dollars.

SmartAsset



This touching and relatable story was wonderfully acted with an intimate cast of three. It also puts the issue of dyslexia into an entertaining and comedic context. Anyone who was not sure how dyslexia affects students will come away with a much better understanding.

That was exactly the goal of Celebrate Dyslexia Founder and Executive Director Jasmin Dean who commissioned the production. She hoped to lessen the stigma and foster awareness, understanding, and acceptance.

“What a profound opportunity to celebrate, educate, and empower the 1 in 5 children with dyslexia with such an incredible partner and team at the Magik Theatre,” said Dean.

Many misconceptions about dyslexia continue to exist, even though 20 percent of the population experiences the condition. One of the misconceptions is that it's an intellectual deficit, but as the play highlights, some of the world's most innovative, creative and brilliant minds are dyslexic.

The play was written by playwright Jenny Millinger, Associate Artistic Director at Childsplay Arizona.

“Every child’s brain works in unique and beautiful ways,” Millinger said. “I have met and been awed by many young people who are navigating the world with dyslexia, and I look forward to sharing a story that celebrates their creativity, adaptability, persistence, and courage.”

The first-of-its-kind play makes its world premiere at Magik Theatre from October 15-28 during National Dyslexia Awareness Month. Dean will also host a unique Dyslexia 101 Workshop on October 22 to help understand the challenges dyslexic students face.

[Click here for more information](#) and to get tickets.

Related Articles

[Urban-15 Holiday Laser Show returns after two-year hiatus](#)

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[Despite major drama, 'Don't Worry Darling' opens with \\$19.2M](#)

SAN ANTONIO – IN HONOR OF NATIONAL DYSLEXIA

Awareness Month, the Magik Theatre has a new show that aims to lessen the stigma surrounding dyslexia.

The show “Eddie & Vinni” celebrates the creativity and ingenuity of these with dyslexia, and fosters awareness and acceptance of these with a disability.

“Eddie & Vinnie” will play at the Magik Theatre from October 15-28. Tickets to the show can be bought on the web. Opening evening will incorporate crafts, interactive experiences, and a VIP reception.

The production is element of Magik’s new “Meaningful Messaging” system that highlights the everyday social difficulties youngsters and their households face.

“What a profound chance to celebrate, educate, and empower the 1 in five youngsters with dyslexia with such an extraordinary companion and group at the Magik Theatre,” mentioned Founder and Executive Director Jasmin Dean.

The production has gained acclaim from the National Endowment of the Arts and continues to capture the hearts of neighborhood members of all ages.

“Creating new plays for young audiences is necessary in our quickly altering planet. We are humbled that the NEA has selected to fund this project, which we hope will assist to destigmatize dyslexia and let young people today know they are not alone in their struggles,” mentioned Magik Theatre’s Artistic Director, Anthony Runfola.

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Eddie and Vinnie at the Magic Theater in San Antonio

• October 6, 2022, 11:59 PM





Eddie and Vinnie scene at Magic Theater San Antonio


Eddie & Winnie is the touching story of a young boy who desperately wants to raise his grades to avoid going to summer school. The problem is that unless Eddie, who deals with dyslexia, gets his grades up, his dreams of fun in the sun may be over.

With the help of his pet lizard, Winnie, and the overly helpful new girl in class, will Eddie's final class presentation come together and allow him to escape summer class?



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Why this ad? 

Buy your tickets to this amazing story promoting understanding of the challenges of dyslexia, and help spread awareness in support of National Dyslexia Awareness Month!



This groundbreaking production is scheduled for its world premiere at the Magic Theater from October 15-28 during National Dyslexia Awareness Month. was commissioned by *celebrate dyslexia* Written by founder and executive director Jasmine Dean and playwright Jenny Millinger, associate artistic director *Childplay Arizona*,

Grant for Eddie and Vinnie comes from *Texas Cultural Trust, Texas Commission on the Arts, Betty Stearn Kelso Foundation, and* HEB Read 3 program. Additionally, this performance marks the second time in Magic Theater's 27-year history that it has won grant funding from respected people. *National Endowment for the Arts (NEA)*,

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The purpose of this phase of production is to help reduce stigma, and to promote awareness, understanding and acceptance not only for children diagnosed with this neurobiological difference, but for their families, teachers, trainers and the community at large. Also, by giving a unique glimpse. dyslexic brain. It is a component of Magik's brand new "meaningful messaging" programming, which seeks to raise awareness of the social problems facing today's youth and their families.

 Mon. Oct 17th, 2022 11:24:13 AM

News Skio

WORLD

Magik Theatre celebrates National Dyslexia Awareness Month with planet premiere of Eddie & Vinnie

 By [Editor](#)

© Oct 12, 2022



SAN ANTONIO – In honor of National Dyslexia Awareness Month, the Magik Theatre has a new show that aims to lessen the stigma surrounding dyslexia.

The show “Eddie & Vinni” celebrates the creativity and ingenuity of these with dyslexia, and fosters awareness and acceptance of these with a disability.

“Eddie & Vinnie” will play at the Magik Theatre from October 15-28. Tickets to the show can be bought on line. Opening evening will contain crafts, interactive experiences, and a VIP reception.

The production is component of Magik’s new “Meaningful Messaging” system that highlights the each day social difficulties youngsters and their households face.

“What a profound chance to celebrate, educate, and empower the 1 in five youngsters with dyslexia with such an remarkable companion and group at the Magik Theatre,” mentioned Founder and Executive Director Jasmin Dean.

The production has gained acclaim from the National Endowment of the Arts and continues to capture the hearts of neighborhood members of all ages.

“Creating new plays for young audiences is necessary in our quickly altering planet. We are humbled that the NEA has selected to fund this project, which we hope will aid to destigmatize dyslexia and let young persons know they are not alone in their struggles,” mentioned Magik Theatre’s Artistic Director, Anthony Runfola.

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Monday, October 17, 2022

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WORLD

Magik Theatre celebrates National Dyslexia Awareness Month with world premiere of Eddie & Vinnie

[October 12, 2022](#) / [All Post Times Editorial](#)





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^ SAN ANTONIO – In honor of National Dyslexia Awareness Month, the Magik Theater has a new show aimed at reducing the stigma surrounding dyslexia.

The Eddie & Vinni show celebrates the creativity and resourcefulness of people with dyslexia and promotes awareness and acceptance of people with disabilities.

Eddie & Vinnie will play at the Magik Theater from October 15th to 28th. Tickets for the show can be bought online. Opening night includes arts and crafts, interactive experiences and a VIP reception.

The production is part of Magik’s new Meaningful Messaging program, which highlights the daily social issues faced by children and their families.

“What an amazing opportunity to celebrate, educate and empower one in five children with dyslexia with such an incredible partner and team at Magik Theatre,” said Founder and Managing Director Jasmin Dean.

The production was acclaimed by the National Endowment of the Arts and continues to win the hearts of community members of all ages.

“Creating new plays for young audiences is crucial in our rapidly changing world. We are very proud that the NEA has chosen to fund this project, which we hope will help destigmatize dyslexia and let young people know they are not alone in their struggles,” said Anthony Runfola, Artistic Director of Magik Theatre.

On too KSAT.com:

-

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#Magik #Theatre #celebrates #National #Dyslexia #Awareness #Month #world #premiere #Eddie #Vinnie [Source](#)



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<p>GLUTEN BELLY</p> <p>16:8</p> <p>Eat only during an 8-hour window. Fasting for the remaining 16 hours. *45% of users on the protocol now.</p> 	<p>STRESSED BELLY</p> <p>EAT STOP EAT</p> <p>For example, you may eat dinner at 7 p.m. and then fast until 7 p.m. the next day, and you would do this one or two times per week – but not in a row.</p> 	<p>MOMMY BELLY</p> <p>14:10</p> <p>Fast for 14 hours. Eat whatever you want within 10 hours.</p> 
<p>ALCOHOL BELLY</p> <p>12:12</p> <p>Eat during 12 hours (for example between 1:00 pm and 12:00 pm) every day. Fast for the other 12 hours.</p> 	<p>HORMONAL BELLY</p> <p>19:5</p> <p>This one is similar to the 16:8 method, but involves fasting for a 19-hour window and eating for 5.</p> 	

INTERMITTE FASTING
ACCORDING TO BELLY 1





Playwright and/or Dramaturge needed for TYA piece centered on Dyslexia

Opportunity Status: Closed

The Magik Theatre and Celebrate Dyslexia (celebratedyslexia.org) of San Antonio, TX are collaborating to fund and develop a new play for young audiences centering on the dyslexic experience. The play is slated to tour throughout the state of Texas starting in 2021. Ideally, the play would be appropriate for 1st - 3rd grades (6 - 9 years old).

It is our hope to connect with writers and dramaturges who have personal experience with dyslexia, either themselves or through a loved one.

CRITERIA

Genres: adaptation, adventure, comedy, commedia dell'arte, drama, experimental, immersive, movement/physical, young audiences

Keywords: family, teachers and students, learning, imaginative, dyslexia

Length: 30-60 minutes

Cast Size: 1-4

Age Appropriateness: ages 6-13



Organization: [Magik Theatre](http://www.magiktheatre.org)

Organization Type: Theater

Theater Type: Non-union/paid

Website: <http://www.magiktheatre.org>

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Magik Theatre debuts first-ever children's play with dyslexic main character

🕒 10/14/2022 6:05:00 PM



Magik Theatre hopes Eddie & Vinnie, the first children's play to center a dyslexic main character, will entertain audiences and reduce stigma.

Magik Theatre hopes Eddie & Vinnie, the first children's play to center a dyslexic main character, will entertain audiences and reduce stigma.

Credit:Eddie & VinnieCelebrate DyslexiaEddie & VinnieRunfola and Dean decided to commission their own play about dyslexia, but their plans were delayed by the pandemic. Finally, in the summer of 2021, Dean and Runfola were able to move forward.

Eddie struggles when he is called upon to read aloud in class, and to focus on school work — but he excels in artistic endeavors like building geometric figures using puzzle pieces. Eddie's struggles are exacerbated when he is partnered with

Dyslexia 101 **CURRENT** asmin Dean

When: Sat., Oct. 22, 9 a.m.-3 p.m.

[GET TICKETS](#) \$47

Dyslexia affects one in five children. It is an unexpected difficulty with reading, writing, and spelling in an individual who has the intelligence to be a much better reader. A teacher that is equipped with information on dyslexia can be a lifeline to a struggling student. In this workshop for educators, the group will learn how some students experience dyslexia, as well as ways to empower you to teach them. Then, the group will watch Eddie and Vinnie, created specifically for Magik Theatre through a collaboration with Celebrate Dyslexia. This workshop will be led by Jasmin Dean, Co-Founder and Executive



Magik Theatre Uploaded by [Crystal Cantu](#)

Director at Celebrate Dyslexia. \$47 per person, additional online fees will apply.

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Photo Courtesy Magik Theatre

THEATER (HTTPS://WWW.SANANTONIOMAG.COM/CATEGORY/CULTURE/THEATER/)

The Magik Theatre's Latest Production Sheds Light on Life with Dyslexia (https://www.sanantoniomag.com/the-magik-theatres-latest-production-sheds-light-on-life-with-dyslexia/)

'Eddie & Vinnie,' on stage Oct. 15-28, is meant to help kids, teachers and caregivers alike understand the experience of living with the learning disability

BY Kathleen Petty (Https://Www.Sanantoniomag.Com/Author/Kpettysanantoniomag-Com/)

Published: October 13, 2022

f (http://www.facebook.com/sharer.php? u=https://www.sanantoniomag.com/the-magik-theatres-latest-production-sheds-light-on-life-with-dyslexia/& [title]=The Magik Theatre's Latest Production Sheds Light on Life with Dyslexia)

t (https://www.tumblr.com/widgets/share/tool? shareSource=legacy&posttype=link&canonicalU magik-theatres-latest-production-sheds-light-on

San Antonio (https://www.sanantoniomag.com/)

Premiering at the children's theater Oct. 15-28, the production is about a boy named Eddie who lives with dyslexia. That's an important one, says artistic director Anthony Runfola, but he wanted to make sure it didn't come across as dry to their young audiences,

which is where Vinnie, Eddie's best friend and pet gecko, comes in.

"It's very easy for a play like this to become an afterschool special and what I knew (playwright) Jenny (Millinger) could do well and what excited me about the play is that it's really theatrical and it works really well on stage," Runfola says, adding that it premieres during Dyslexia Awareness Month. "It deals with the topic without putting it right on the nose, and it's an easy way for a young person to see their experience or their friends' experience reflected on stage."

Millinger, who is also associate artistic director at Childsplay Arizona where Runfola worked previously, was commissioned to create the play by the Magik Theatre in partnership with Celebrate Dyslexia.

The organization that acts as a resource and advocate for parents and teachers whose students live with dyslexia wanted to both celebrate and recognize those with dyslexia while also educating the public about what it's like to live with the learning disorder. It estimates that one in five children are affected by it, though some are not diagnosed.

To accurately portray the experience, Millinger worked with Celebrate Dyslexia to interview young people with dyslexia so that she could fold their real-life perspectives into the main character.

The play centers around Eddie's struggle with schoolwork. He wants to get his grades up so that he won't have to attend summer school, so he teams up with an overly helpful new girl in class to work on their end-of-the-year report. Throughout the play, Vinnie is alongside Eddie, sometimes distracting him but other times helping him to realize that while his mind may work differently, there's nothing wrong with being unique.

Along with the production, the Magik Theatre is hosting a Dyslexia 101 Workshop for teachers on Oct. 22 plus several special performances throughout the month, including a sensory-friendly show on Oct. 25. After its run at the Magik, the play will tour at other locations in Texas.

"The show is just a great reminder that all of our brains work differently and that they're all unique and they're all beautiful," Runfola says.

Eddie & Vinnie (<https://www.magiktheatre.org/eddie-and-vinnie/>)

Oct. 15-28

Magik Theatre, 420 S. Alamo St.

Special Performances

Oct. 15: Opening night will feature pre-show crafts and activities starting at 4 p.m.

Oct. 22: ASL interpreting will be available

Oct. 25: Sensory-friendly performance

Oct. 28: Pay what you wish performance

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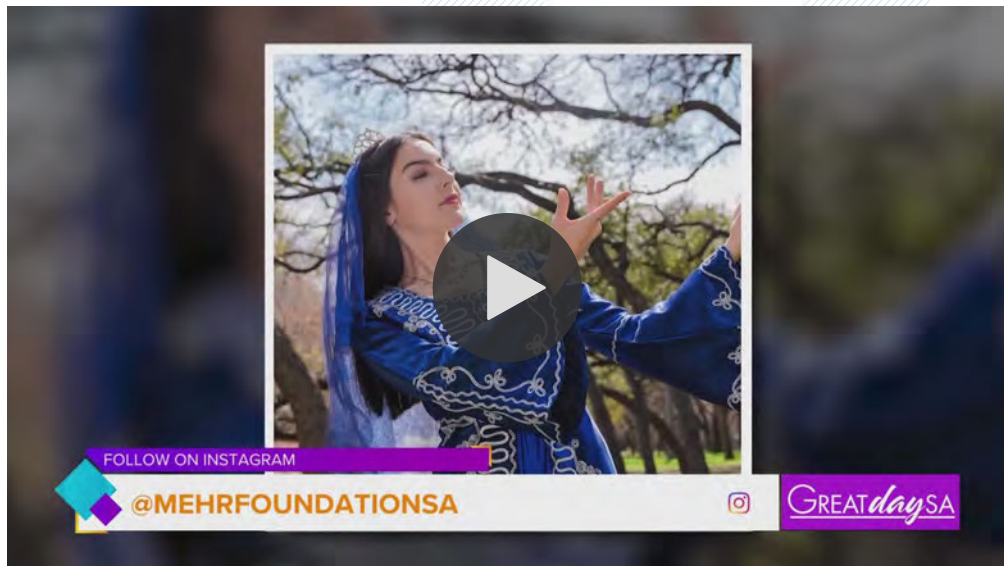
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ENTERTAINMENT

Check out world premieres on the stage, a visiting east Texas country artist and 'Hocus Pocus' this weekend in San Antonio

Ballet San Antonio puts a new spin on "Cinderella" while Magik Theater debuts an all-new children's show downtown.



Author: David Lynch (KENS 5)
Published: 8:35 PM CDT October 12, 2022
Updated: 9:05 PM CDT October 12, 2022

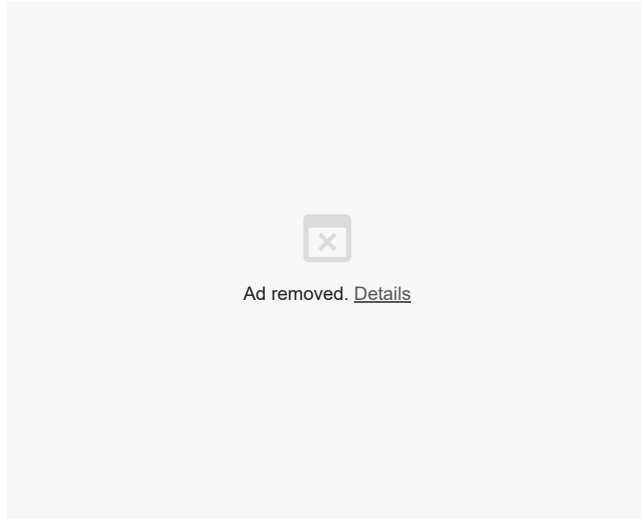


SAN ANTONIO —

Hispanic heritage comes alive on the north side

San Antonio's Sociedad Cultural Hispanoamerica is organizing the 2022 [Hispanic Trails Cultural Festival](#), set to bring arts, vendors, live music, dance, food and even a talent show to the Wonderland of the Americas complex.

The fourth annual edition of the festival comes at the end of Hispanic Heritage Month, and is a celebration of various cultures including Argentina, Brazil, Mexico, Spain, Colombia and Ecuador. Families are welcome to bring lawn chairs, but coolers won't be admitted.



When: Saturday, from noon to 8 p.m.

Cost: Free to attend

Where: Wonderland of the Americas (4522 Fredericksburg Rd.)

Monica Palacios returns to the Alamo City

An award-winning comedian, playwright and activist, Monica Palacios is marking four decades of performances with her upcoming one-woman show "[I'm Still Here](#)," at the Esperanza Peace and Justice Center—where she last appeared 24 years ago. The show will see the trailblazing Chicana queer artist reflecting on "stories from her childhood and teen years," and comes more than two and a half years after the pandemic forced her to reschedule.

When: Friday and Saturday, at 7 p.m. both nights

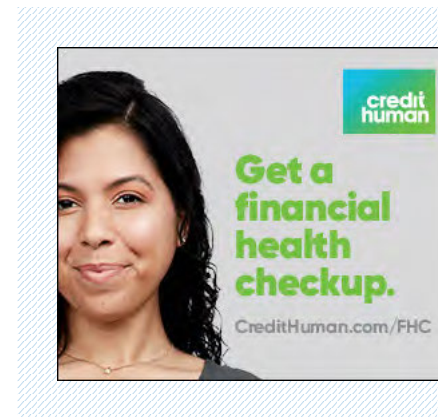
Cost: Tickets are \$7 ahead of time, \$10 at the door. [Buy here](#).

Where: Esperanza Peace and Justice Center (922 San Pedro Ave.)

An inclusive new show comes to the Magik

San Antonio's premiere children's theater will raise the curtains on an entirely new production that puts dyslexia front and center while chipping away at stigmas surrounding the learning disorder.

Commissioned by the local organization Celebrate Dyslexia, "[Eddie & Vinnie](#)" tells the story of Eddie, a human boy, and the pet gecko who helps to empower him. The show runs about 50 minutes, and its multiweek run will include special ASL-interpreted and sensory-friendly performances.



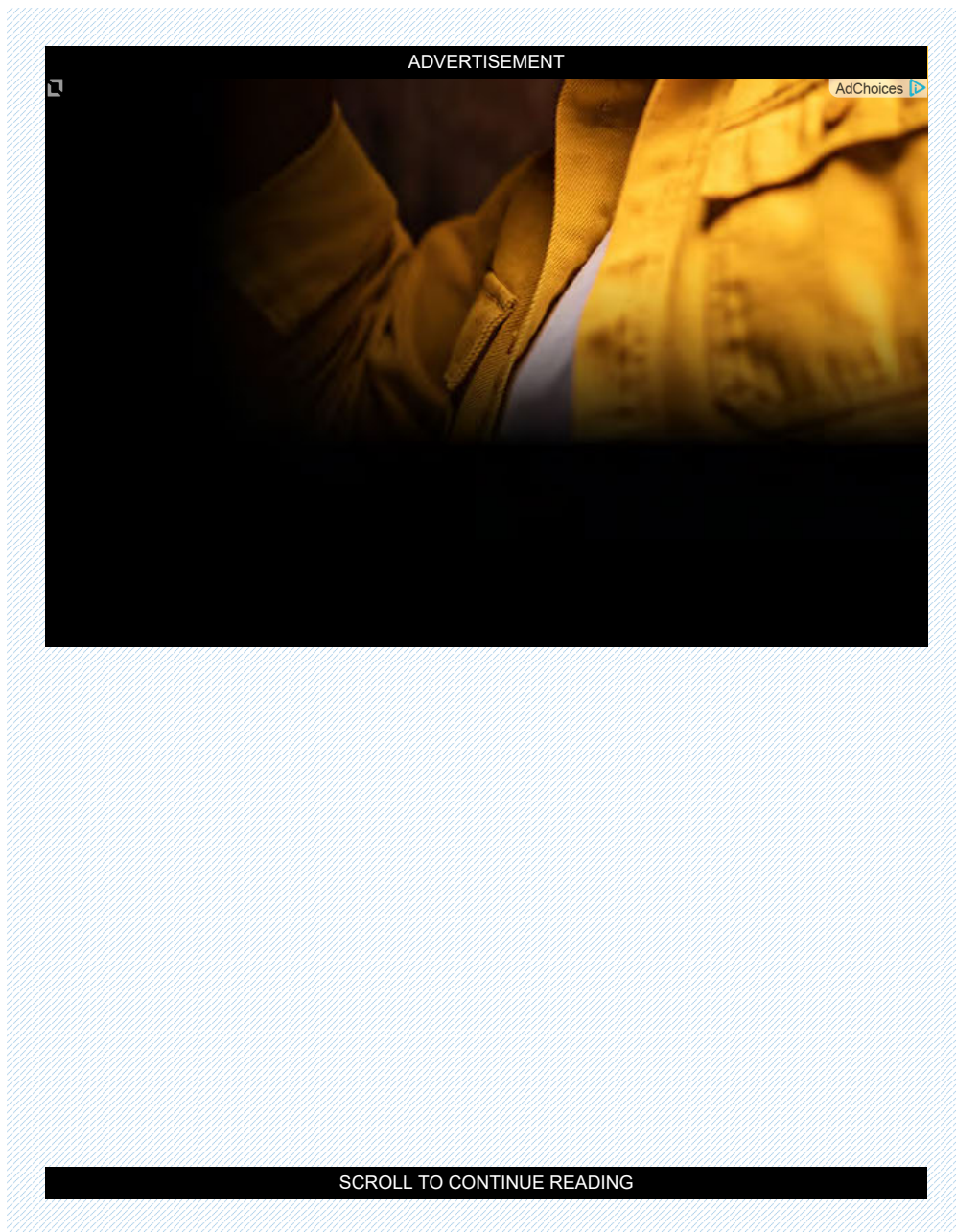
When: Opens Saturday, runs through Oct. 28.

Cost: Tickets cost \$23.50; [buy here](#).

Where: Magik Theatre (420 South Alamo St.)

A fresh spin on a beloved fairy tale

Ballet San Antonio's new season kicks off with the world premiere of a new take on "Cinderella," and though it's unlikely any glass toe shoes will be worn by the show's performers, they're expected to spin the beloved classic into something just as magical. Friday evening's performance marks the world premiere for the show, whose choreography was imagined by world-renowned artist Conny Mathôt.



When: Friday at 7:30 p.m., Saturday at 2 p.m. and 7:30 p.m., Sunday at 2 p.m.



NEWS

KSAT Q&A: Magik Theatre board member talks about upcoming show, 'Eddie & Vinnie'

Published: **October 7, 2022 at 6:46 PM**

Tags: **Saq, News**

Jasmin Dean, executive director of Celebrate Dyslexia and Magik Theatre board member, talks about the upcoming show called "Eddie & Vinnie," which is a performance about dyslexia.

MORE VIDEOS



EDDIE & VINNIE AT MAGIK THEATRE IN SAN ANTONIO – A HEARTWARMING TALE OF A STUDENT WITH DYSLEXIA!

Oct 7, 2022 | [Announcements](#), [Kids](#), [Theater](#), [Things to Do in San Antonio](#)



Scene from Eddie & Vinnie at Magik Theatre San Antonio

Eddie & Vinnie is a heartwarming tale of a young boy who desperately wants to raise his grades to avoid attending summer school. The

POPULAR ARTICLES



Best Summer Camps In San Antonio for 2022: Cheap & Free Camps for Kids in STEM, Sports, Arts & More!

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problem is that unless Eddie, who deals with dyslexia, gets his grades up, his dreams of fun in the sun may be heading for a wipeout.

With the help of his pet gecko, Vinnie, and the overly-helpful new girl in class, will Eddie's final class presentation come together and allow him to avoid summer class?

Buy your tickets to this wonderful tale that fosters an understanding of the challenges that dyslexia brings, and help spread awareness in support of National Dyslexia Awareness Month!

EDDIE & VINNIE AT MAGIK THEATRE IN SAN ANTONIO – MORE DETAILS

This groundbreaking production is set for its world premiere at Magik Theatre from October 15–28 during National Dyslexia Awareness Month. It was commissioned by *Celebrate Dyslexia* founder and executive director Jasmin Dean and written by playwright Jenny Millinger, associate artistic director at *Childsplay Arizona*.

The funding for Eddie & Vinnie comes from grants from the *Texas Cultural Trust*, *Texas Commission on the Arts*, the *Betty Stieren Kelso Foundation*, and the H-E-B Read 3 program. Additionally, this performance is the second time in Magik Theatre's 27-year history

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Magik Theatre's production to cast new light on dyslexia

Texas Public Radio | By [Jack Morgan](#)

Published October 12, 2022 at 5:01 PM CDT



▶ LISTEN • 1:48



The Magik Theatre /

Amy Abrigo and Venny Mortimer

A little stage magic is happening downtown, starting on Saturday night at the [Magik Theatre](#) on South Alamo.

“The Magik Theatre is a professional theater for young audiences. So that means it's adult professional actors performing for children and their families and their schools,” said Magik’s Artistic Director Anthony Runfola.

▶ KSTX
Morning Edition



“The show is called **Eddie and Vinnie**, and it's a world premiere production,” he said. “We were approached before the pandemic by an organization called Celebrate Dyslexia about creating a play that centered on a character with dyslexia.”

The pandemic set the production schedule back by a couple of years. The storyline follows the main character, Eddie, and his best friend, a pet gecko lizard.

“And Eddie is struggling in school with dyslexia, and he faces the prospect of summer school if he can't get his grades up,” Runfola said. “And throughout the show, we're trying to figure out if Vinny has the gecko is always distracting him or is he actually encouraging him to lean into his unique mind.”



The Magik Theatre /

Amy Abrigo and Venny Mortimer

Runfola said that while you may not be dyslexic, you surely know several people who are.

“One in five people have dyslexia and unfortunately, it goes undetected,” he said. “Maybe you come see the show and you might recognize some of the behaviors that Eddie has in your own child, or a teacher might see that in one of their students, and it might encourage them to look a little deeper into what might be happening with that with that child.”

The show starts this Saturday and runs through October 28th.





Keep their well checks and vaccinations up to date!



LOCAL NEWS

Magik Theatre celebrates National Dyslexia Awareness Month with world premiere of Eddie & Vinnie

Eddie & Vinnie plays from October 15-28

Emily Ramirez, Digital Producer Trainee

Published: **October 12, 2022 at 10:46 AM**

Tags: **KSATKids, Thing To Do, Family**



Eddie & Vinnie to premiere at the Magik Theatre (Magic Theatre)



that aims to lessen the stigma surrounding dyslexia.

The show “Eddie & Vinnie” celebrates the creativity and ingenuity of those with dyslexia, and fosters awareness and acceptance of those with a disability.

“Eddie & Vinnie” will play at the Magik Theatre from October 15-28. Tickets to the show can be purchased **online**. Opening night will include crafts, interactive experiences, and a VIP reception.

The production is part of Magik’s new “Meaningful Messaging” program that highlights the daily social issues children and their families face.

“What a profound opportunity to celebrate, educate, and empower the 1 in 5 children with dyslexia with such an incredible partner and team at the Magik Theatre,” said Founder and Executive Director Jasmin Dean.

The production has gained acclaim from the National Endowment of the Arts and continues to capture the hearts of community members of all ages.

“Creating new plays for young audiences is essential in our rapidly changing world. We are humbled that the NEA has chosen to fund this project, which we hope will help to destigmatize dyslexia and let young people know they are not alone in their struggles,” said Magik Theatre’s Artistic Director, Anthony Runfola.



NEWS

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City of San Antonio

Proclamation

WHEREAS, DURING THE MONTH OF OCTOBER 2022, **CELEBRATE DYSLEXIA** WILL OBSERVE **NATIONAL DYSLEXIA AWARENESS MONTH** TO RAISE AWARENESS AND FOSTER A COMMUNITY THAT CELEBRATES, EDUCATES, AND EMPOWERS ADVOCACY OF DYSLEXIA; AND

WHEREAS, NEUROBIOLOGICAL IN ORIGIN, DYSLEXIA IS THE MOST COMMON LEARNING DISABILITY THAT AFFECTS THE WAY THE BRAIN PROCESSES INFORMATION; AND IT IS CHARACTERIZED BY DIFFICULTIES WITH READING, WRITING, AND SPELLING; AND

WHEREAS, THE MAGIK THEATRE, IN PARTNERSHIP WITH CELEBRATE DYSLEXIA, WILL PRESENT ITS WORLD PREMIERE OF **"EDDIE AND VINNIE,"** A LIVE THEATRE PERFORMANCE ABOUT DYSLEXIA, AND A UNIQUE EXPERIENCE FOR ALL AGES, AT THE MAGIK THEATRE OCTOBER 15-28, 2022; AND

WHEREAS, EARLY IDENTIFICATION, ALTERNATIVE INSTRUCTIONS, AND MULTI-SENSORY LEARNING PROGRAMS, ALONG WITH EXTRA SUPPORT FROM FRIENDS, FAMILY AND TEACHERS CAN CONTRIBUTE TO THE SUCCESS DYSLEXIA STUDENTS ENJOY IN THE CLASSROOM, ON THE JOB, AND LATER ON IN LIFE.


NOW, THEREFORE, I, RON NIRENBERG, MAYOR OF THE CITY OF SAN ANTONIO, IN RECOGNITION THEREOF, DO HEREBY PROCLAIM OCTOBER 2022 TO BE

"NATIONAL DYSLEXIA AWARENESS MONTH"

IN SAN ANTONIO, TEXAS.

IN WITNESS WHEREOF, I HAVE HEREUNTO SET MY HAND AND CAUSED THE SEAL OF THE CITY OF SAN ANTONIO TO BE AFFIXED THIS 15TH DAY OF OCTOBER 2022.

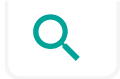



RON NIRENBERG
MAYOR

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Community Partners

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Celebrate Dyslexia




NONPROFIT PARTNER



How Celebrate Dyslexia impacts San Antonio's shared Community Vision

Founded in 2019, Celebrate Dyslexia increases community awareness of dyslexia and helps provide earlier diagnosis and more robust treatment—particularly in schools—for people with dyslexia. Understanding that dyslexia affects 1 in 5 school-age students nationally, Celebrate Dyslexia provides tailored support for parents and teachers. One of their most notable awareness-building initiatives is an exhibit, Beautiful Minds: Dyslexia and the Creative Advantage, that launched at The DoSeum before traveling nationwide.

Community Results Impacted

 [\(/result/arts\)](#)  [\(/result/community\)](#)  [\(/result/education\)](#)  [\(/result/health\)](#)

Racial Inequities Impacted (/racialequity)

- Family Violence
- Housing

Celebrate Dyslexia serves:



Geographic Area Served

County-wide: Across Bexar County only



City Council Districts Served

All Districts

Economic Impact:

\$35,000 in revenue

\$264,300 in volunteerism

10000 volunteer hours at a value of \$26.43, as calculated by Independent Sector

Fiscal Year 2021

Coalitions and Collaborations:

- None

Participation in SA2020

Capacity Building:



SA2020

Board Game
(<https://sa2020.org/boardgame/>)

Powered by 18 People:

Volunteers

Board Members

Fiscal Year 2021

Learn More » Website (<https://celebratedyslexia.org/>) |
Facebook (<https://www.facebook.com/celebratedyslexia>) |
Instagram (<https://www.instagram.com/celebratedyslexia/>) |
Guidestar (<https://www.guidestar.org/profile/84-2654436>)

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[KIT\)](https://sa2020.org/media-kit)

**Mailing Address**

P.O. Box 120335

San Antonio, TX 78212



Phone

+1 (210) 704-1025 (tel:2107041025).

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Eddie & Vinnie On Tour!

SEPTEMBER 29, 2022 - MAY 21, 2023 | 8:00 AM - 5:00 PM



Description

Bring live performances to YOU!

Magik Theatre is driven by the belief that theatre can be transformative. By seeing and participating in live performances, children learn to identify with others, build self-esteem, and develop confidence in their own abilities. Magik Theatre on the Road provides fun, live performances of high-quality shows to young audiences! Reserve today!

TOUR DATES September 29 - October 9 November 1-18 March 27 - May 21, 2023 **RECOMMENDED AGES** 1st Grade - 5th Grade

ESTIMATED RUN TIME Approximately 50 minutes

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ABOUT *Eddie and Vinnie*[\(https://www.sanantoniomag.com/\)](https://www.sanantoniomag.com/)

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By Jenny Hillinger, Commissioned by and World Premiere presented at Magik Theatre, San Antonio, TX Anthony Runfola, Artistic Director Frank Villani, Chief Executive Officer In

partnership with Celebrate Dyslexia Eddie has dyslexia and struggles with schoolwork, and finds out he can't play on the basketball team unless he gets his grades up. With the help of his pet gecko, Vinnie, and the overly-helpful new girl in class, will Eddie's final class presentation come together, or will his basketball dreams be dashed forever? A Magik Theatre world premiere!

COST | 1-100 students: \$500 | 101-125 students: \$600 | 126-150 students: \$700 | 151+ students: Call or Email for Rates *For reservations outside Bexar County, please contact us for rates.

Location

Magik Theatre

420 S Alamo,

San Antonio, 78205, TX , US

Additional Information**Host:** Magik Theatre**Phone:** 2102272751**Email:** info@magiktheatre.org**Name:** Magik Theatre**Website:** <https://www.magiktheatre.org/performances/tour-shows/>
(<https://www.magiktheatre.org/performances/tour-shows/>)**Age:** Recommended for: 1st Grade - 5th Grade<https://www.sanantoniomag.com/events/eddie-vinnie-on-tour/>

Ages: Recommended for: 1st Grade - 5th Grade

San Antonio

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Eddie & Vinnie On Tour! at The Magik Theatre

When: Saturday, October 15, 2022, 2:00 pm

Location: Magik Theatre 420 South Alamo San Antonio, TX 78205

Cost: \$500+

Days and Times vary - please see website for information. By Jenny Millinger

Commissioned by and World Premiere presented at Magik Theatre, San Antonio, TX

Anthony Runfola, Artistic Director

Frank Villani, Chief Executive Officer

In partnership with Celebrate Dyslexia

Eddie has dyslexia and struggles with schoolwork, and finds out he can't play on the basketball team unless he gets his grades up.

With the help of his pet gecko, Vinnie, and the overly-helpful new girl in class, will Eddie's final class presentation come together, or will his basketball dreams be dashed forever?

A Magik Theatre world premiere!

RECOMMENDED AGES

1st Grade - 5th Grade

ESTIMATED RUN TIME

Approximately 50 minutes

22/23 TOUR RATES

1-100 students: \$500

101-125 students: \$600

126-150 students: \$700

151+ students: Call or Email for Rates*For reservations outside Bexar County, please contact us for rates.

RUN OF SHOW

TEKS-based classroom resource guides filled with activities related to the performance

Meet-and-greet with the cast

After-show Q & A session between your students and the cast

Website: [www.magiktheatre.org \(https://www.magiktheatre.org/performances/tour-shows/\)](https://www.magiktheatre.org/performances/tour-shows/)

Contact Name: Magik Theatre

Contact Phone: 2102272751

Contact Email: [info@magiktheatre.org \(mailto:info@magiktheatre.org\)](mailto:info@magiktheatre.org)

Category: Shows & Concerts (</calendar/eventsbyweek/2022/09/21/22?tmpl=component&evid=48120>)

Bring live performances to YOU!

Magik Theatre is driven by the belief that theatre can be transformative. By seeing and participating in live performances, children learn to identify with others, build self-esteem, and develop confidence in their own abilities.

Magik Theatre on the Road provides fun, live performances of high-quality shows to young audiences!

Reserve today!

[Back](#)



Eddie And Vinnie Field Trip Performance

October 21 @ 9:45 am - 1:00 pm CDT **PRICE: \$5.50 – \$15**



By Jenny Millinger Commissioned by and World Premiere presented at Magik Theatre, San Antonio, TX
Anthony Runfola, Artistic Director In partnership with Celebrate Dyslexia Recommended for Ages 6 +
Frank Villani, Chief Executive Officer

Eddie has dyslexia and struggles with schoolwork, and finds out he can't play on the basketball team unless he gets his grades up.

With the help of his pet gecko, Vinnie, and the overly-helpful new girl in class, will Eddie's final class presentation come together, or will his basketball dreams be dashed forever?

A Magik Theatre world premiere!

DETAILS

Date:

October 21 (2022-10-21)

Time:

9:45 am - 1:00 pm CDT

Cost:

\$5.50 – \$15

Event Categories:

[Arts Events](#), [Educational Events](#), [Fall Events](#),
[Family Events](#)

Event Tags:

[Family](#), [Family Fun](#), [Performing Arts](#), [Theatre](#)

Website:

<https://www.magiktheatre.org/for-educators/schedule-a-field-trip/>

ORGANIZER

[The Magik Theatre](#)

Phone:

210-227-2751

Email:

info@magiktheatre.org

[View Organizer Website](#)

VENUE

[The Magik Theatre](#)

420 S. Alamo

San Antonio, TX () 78205 United States

Phone:

210-227-2751

[View Venue Website](#)

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September 21 @ 7:30 pm - 11:00 pm CDT

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September 22 @ 9:00 am - 5:00 pm CDT



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Eddie & Vinnie



[\(https://www.magiktheatre.org/eddie-and-vinnie/\)](https://www.magiktheatre.org/eddie-and-vinnie/)

OCTOBER 15 – 28, 2022. By Jenny Millinger. Commissioned by and World Premiere presented at Magik Theatre, San Antonio, TX. Anthony Runfola, Artistic Director. Frank Villani, Chief Executive Officer. In partnership with Celebrate Dyslexia.

[Click Here For More Information About This Activity \(Https://Www.Magiktheatre.Org/Eddie-And-Vinnie/\)](https://www.magiktheatre.org/eddie-and-vinnie/)

Please help us keep this calendar up to date! If this activity is sold out, canceled, or otherwise needs alteration, email mindy@kidsoutandabout.com (<mailto:mindy@kidsoutandabout.com?subject=San Antonio: Eddie & Vinnie needs changing&body=KidsOutAndAbout calendar item that needs changing:%0D%0Ahttps://sanantonio.kidsoutandabout.com/node/1966202/edit%0D%0ANotes:%0D%0A>), so we can update it immediately.

Eddie has dyslexia and struggles with schoolwork, and finds out he can't play on the basketball team unless he gets his grades up.

With the help of his pet gecko, Vinnie, and the overly-helpful new girl in class, will Eddie's final class presentation come together, or will his basketball dreams be dashed forever?

A Magik Theatre world premiere!

[Magik Theatre \(/content/magik-theatre\)](#)

**Times, dates, and prices of any activity posted to our calendars are subject to change. Please be sure to click through directly to the organization's website to verify.*

Organization:

[Magik Theatre \(https://sanantonio.kidsoutandabout.com/content/magik-theatre\)](https://sanantonio.kidsoutandabout.com/content/magik-theatre).

Location:

420 South Alamo

San Antonio, TX, 78205
United States

See map: [Google Maps \(http://maps.google.com?q=29.419948+-98.487801+%2828420+South+Alamo%2C+San+Antonio%2C+TX%2C+78205%2C+us%29\)](http://maps.google.com?q=29.419948+-98.487801+%2828420+South+Alamo%2C+San+Antonio%2C+TX%2C+78205%2C+us%29)

Phone:
(210) 227-2751
(29.419948) (-98.487801)

Contact name:
Magik Theatre Box Office

Email address:
[tickets@magiktheatre.org \(mailto:tickets@magiktheatre.org\)](mailto:tickets@magiktheatre.org)
[Click for more information \(https://www.magiktheatre.org/eddie-and-vinnie/\)](https://www.magiktheatre.org/eddie-and-vinnie/)

Dates:
10/15/2022
10/16/2022
10/22/2022

[Show more dates](#)

Time:
2:00 PM - 5:00 PM

Price:
\$23.50 adults & \$18.50 child

Ages
Adults & kids together

Tags:
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September 29, 2022 - May 19, 2023

Eddie & Vinnie On Tour!

Date:

September 29, 2022 - May 19, 2023

Time:

8:00 am - 5:00 pm

Location:

[Show map \(http://services.accrisoft.com/maps/?address=420%20S%20Alamo&city=San%20Antonio&state=TX&zip=78205\)](http://services.accrisoft.com/maps/?address=420%20S%20Alamo&city=San%20Antonio&state=TX&zip=78205)

Your School!

420 S Alamo

San Antonio, TX 78205

Contact:

Details

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- ABOUT Eddie and Vinnie By Jenny Millinger Commissioned by and World Premiere presented at Magik Theatre,²²⁰

San Antonio, TX Anthony Runfola, Artistic Director Frank Villani, Chief Executive Officer In partnership with Celebrate Dyslexia Eddie has dyslexia and struggles with schoolwork, and finds out he can't play on the basketball team unless he gets his grades up. With the help of his pet gecko, Vinnie, and the overly-helpful new girl in class, will Eddie's final class presentation come together, or will his basketball dreams be dashed forever? A Magik Theatre world premiere!

For more information, please visit <https://www.magiktheatre.org/performances/tour-shows/>
(<https://www.magiktheatre.org/performances/tour-shows/>).

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San Antonio Chamber of Commerce

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Eddie & Vinnie


When: Sat., Oct. 15, 2-3 & 5-6 p.m., Sun., Oct. 16, 3-4 p.m.,
Sat., Oct. 22, 2-3 & 5-6 p.m., Sun., Oct. 23, 3-4 p.m. and
Fri., Oct. 28, 5-6 p.m.

 **GET TICKETS** \$17.25-\$23.50

By Jenny Millinger. Commissioned by and World Premiere presented at Magik Theatre, San Antonio, TX. Anthony Runfola, Artistic Director. Frank Villani, Chief Executive Officer. In partnership with Celebrate Dyslexia. Eddie has dyslexia and struggles with schoolwork, and finds out he can't play on the basketball team unless he gets his grades up. With the help of his pet gecko, Vinnie, and the overly-helpful new girl in class, will Eddie's final class presentation come together, or will his basketball dreams be dashed forever? A Magik Theatre world premiere!



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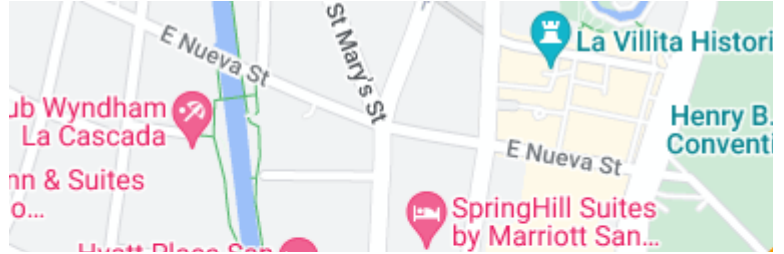
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Eddie & Vinnie

Presented by The Magik Theatre at Magik Theatre, San Antonio TX



Eddie has dyslexia and struggles with schoolwork and finds out he can't play on the basketball team unless he gets his grades up.

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By Jenny Millinger

Commissioned by and World Premiere presented at
Magik Theatre, San Antonio, TX

Anthony Runfola, Artistic Director
Frank Villani, Chief Executive Officer

In partnership with [Celebrate Dyslexia](#)

Eddie has dyslexia and struggles with schoolwork, and finds out he can't play on the basketball team unless he gets his grades up.

With the help of his pet gecko, Vinnie, and the overly-helpful new girl in class, will Eddie's final class presentation come together, or will his

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ADMISSION INFO



We offer multiple ways for you and your family to experience performances at the Magik Theatre from single to season subscription tickets!

Make the Magik Theatre part of your plans for the best seats, best prices, and overall, the best children's theatre experience in San Antonio.

Contact: (210) 227-2751

Email: tickets@magiktheatre.org

 [Official Website](#)

INDIVIDUAL DATES & TIMES*



Oct 15, 2022 at 02:00 pm - 03:00 pm (Sat)

Oct 15, 2022 at 05:00 pm - 06:00 pm (Sat)

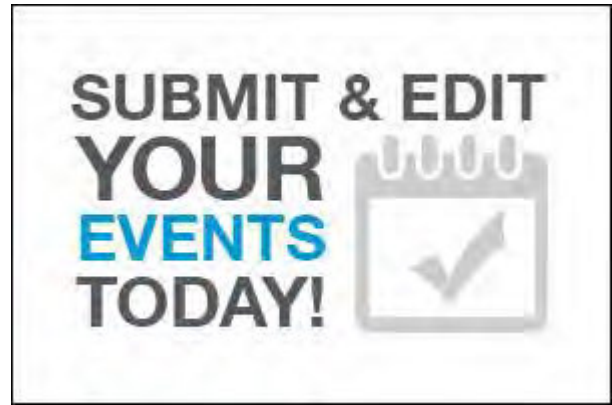
Oct 16, 2022 at 03:00 pm - 04:00 pm (Sun)

Oct 22, 2022 at 02:00 pm - 03:00 pm (Sat)

Oct 22, 2022 at 05:00 pm - 06:00 pm (Sat)

Oct 23, 2022 at 03:00 pm - 04:00 pm (Sun)

Oct 28, 2022 at 05:00 pm - 06:00 pm (Fri)

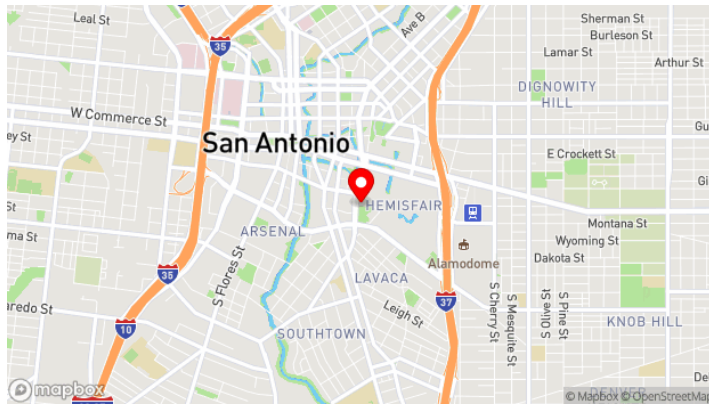


* Event durations (if noted) are approximate. Please check with the presenting organization or venue to confirm start times and duration.

LOCATION 

Magik Theatre

420 S Alamo, San Antonio, TX 78205



MORE FROM THE MAGIK THEATRE



Selena Maria Sings Field Trip Performance

Presented by The Magik Theatre at Magik Theatre

Sep 6 - Sep 30, 2022



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Selena Maria Sings

Presented by The Magik Theatre at Magik Theatre

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Sensory-Friendly | Selena Maria Sings
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Presented by The Magik Theatre at
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Presented by The Magik Theatre at
Magik Theatre
Oct 14 - Oct 28, 2022
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22 hours ago

If today's new conference to announce the 2022 line-up of Featured Artists is any indication - this year's [Luminaria Contemporary Arts Festival](#) is going to be AMAZING! Two music stages, one film stage and over 200+ artists with a footprint running from [Tobin Center for the Performing Arts](#) to [Travis Park](#).
SATURDAY,

City of San Antonio Department of Arts & Culture

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EDDIE & VINNIE

OCTOBER 15 – 28, 2022

By Jenny Millinger

Commissioned by and World Premiere presented at Magik Theatre, San Antonio, TX

Anthony Runfola, Artistic Director

Frank Villani, Chief Executive Officer

In partnership with Celebrate Dyslexia (<https://celebratedyslexia.org/>)



Eddie has dyslexia and struggles with schoolwork, and finds out he can't play on the basketball team unless he gets his grades up.

With the help of his pet gecko, Vinnie, and the overly-helpful new girl in class, will Eddie's final class presentation come together, or will his basketball dreams be dashed forever?

A Magik Theatre world premiere!

THE DETAILS

RECOMMENDED FOR AGES 6 +

ESTIMATED RUN TIME: Approximately 50 minutes

SPECIAL PERFORMANCES INCLUDE

American Sign Language Interpreted Performance

Sensory-Friendly Performance

Pay What You Wish Performances

Field Trip Performances

Magik on the Road tours

LOCATION

Magik Theatre

420 South Alamo

San Antonio, TX 78205

Become a Season Subscriber (<https://www.magiktheatre.org/ticket-options/>)

Purchase Tickets (<https://magik.easy-ware-ticketing.com/events>)



ASL INTERPRETED PERFORMANCE

Saturday, October 22, 2022 at 5:00 pm

Robert Cardoza, the San Antonio theatre community's primary sign language interpreter, will be available during this performance for patrons that require ASL as their primary form of communication.

Please note: The ASL interpreter will stand at orchestra level to the right of the stage near the handicap seating area. May change without notice.

[Purchase Tickets \(https://magik.easy-ware-ticketing.com/events\)](https://magik.easy-ware-ticketing.com/events)



SENSORY-FRIENDLY PERFORMANCE

Tuesday, October 25, 2022 at 10:30 am

Join us for a sensory-friendly performance, where we invite you and your child to be yourselves. Our goal is a relaxed and judgment-free theatre experience where audiences can sing, laugh, and dance.

These performances are designed with both children and adults on the autism spectrum, and those with sensory sensitivities in mind.

[Purchase Tickets \(https://magik.easy-ware-ticketing.com/events\)](https://magik.easy-ware-ticketing.com/events)



PAY WHAT YOU WISH PERFORMANCES

Friday, October 28 at 5:00 pm

Purchases are only available at the door on the day of the performance.

Our way of giving back to the community and providing an opportunity for families to experience live theatre with a donation of any amount.



FIELD TRIP PERFORMANCES

Field trips to Magik Theatre will provide your students with unforgettable educational experiences.

Productions are designed to meet specific grade-level curriculum requirements while providing an engaging introduction to the performing arts.

Schedule Your Field Trip (<https://www.magiktheatre.org/for-educators/schedule-a-field-trip/>)



MAGIK ON THE ROAD TOURS

With interactive performances that engage audiences, while inspiring and enriching lives, invite Magik Theatre to bring its unique educational experience with fun and lively performances to children ages 3-12 directly to your school or event today!

Book Your Tour (<http://Book%20Your%20Tour>)

LOCATION

Magik Theatre

420 S. Alamo Street
San Antonio, TX 78205

CONTACT US

Magik Theatre Box Office

info@magiktheatre.org (mailto:info@magiktheatre.org)
(210) 227-2751




BOX OFFICE HOURS

Monday – Friday

9 am – 5 pm

ABOUT US

Magik Theatre has been providing San Antonio's children and their families with professional, accessible, literature-based theatre and education since 1994.

-  Magik Theatre Downtown/Hemisfair, 420 South Alamo, San Antonio, TX 78205
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ONE MOM'S EXPERIENCE WITH A DYSLEXIA SIMULATOR

JUNE 24, 2020 / HALLMONITOR / [LEAVE A COMMENT](#)



It was a gorgeous, crisp, spring morning when I sat down on Jasmin Dean's back porch to walk through the dyslexia simulator. I had my pen ready, my *Experience Dyslexia* packet printed and neatly stapled. Like Dean, I grew up as a teacher's pet. The academic work was easy for me, leaving me plenty of mental energy to spend kissing a pup.

Usually this dyslexia simulator would be administered in a group of your peers, she explained, to mimic the classroom environment. But I was writing this piece in the early days of COVID-19, so it was just the two of us, sitting on opposite sides of the patio, wiping things down with Clorox wipes.

That was a relief. Even as an adult, I want to impress people. I want praise, not pity. So even though I knew the test was designed to frustrate me, I wanted to at least outperform the rest of the room. So it was probably for the best that the room was empty.

DYSLEXIA SIMULATOR EXERCISE ONE—READING A STORY

We began the test with a reading exercise, which required me to read familiar words constructed out of completely unfamiliar symbols, a fictional alphabet. We started with three words, our "focus words" for the exercise, similar to what you might see at the beginning of an elementary reader. As the story progressed, new words were introduced. I had to remember what each group of symbols represented, I wasn't allowed to look back for reference.

Watching to make sure I didn't "cheat" was Dean, playing the teacher, giving familiar, encouraging prompts to "sound it out" and "remember your strategies."

Sound *what* out? I wanted to snap back. These symbols meant nothing to me.

Each halting sentence was like a memory puzzle. I tried to make myself remember the increasingly annoying groups of shapes as particular words, but there were new ones on each page. I couldn't hold them all in my brain computer's RAM. I struggled with the same word over and over.

My eyes started scanning the page to try to decode shapes—"okay . . . this shape was in the word 'like' so that's an 'L.'" I was reverting back to my phonics training—how I learned to read—and quickly trying to apply that to this new and unfamiliar alphabet. Phonics instruction is a game changer for dyslexic children, Dean explained later, while "whole language" instruction is a dead end. The brain can only memorize so many jumbles of nonsense.

I felt like someone hopping from wobbly stone to wobbly stone to cross a river. I was getting through it, a whoosh of relief with each remembered word, but it was neither elegant nor secure. It was not fluent. I just wanted to get through it. When Dean asked me what I remembered from the story, I had very little to offer. Ten hours later as I sat down to write this article, I remember almost nothing.

"You did really well," Dean said, speaking not as my teacher, but as my peer now. "That was actually really good."

Because my own education included heavy phonics reinforcement (orthography) from kindergarten through eighth grade, I had been able to start decoding in reverse by the end of the story, to create order from nonsense. If someone had taught me what each of these new symbols meant (phonics) from the beginning, it would not have been nonsense at all.

Without phonics for the new alphabet, it was up to my memory to get me started. If I had been able to practice more, I could probably have memorized most of the words in this short story, and faked a good bit of the decoding. That's how some dyslexic readers get by in the early years. They aren't learning to read, as much as they are employing their above average and high IQs to memorize and scavenge for clues on the spot. They are working really hard, like their teachers recommend, but all that intelligence and hard work is going toward completing assignments from scratch, not fluency. So they seem to be perpetually struggling to "get it."

Struggling . . . out loud . . . in front of peers, Dean pointed out, is miserable.

DYSLEXIA SIMULATOR EXERCISE TWO—WRITE WHAT I SAY

The next dyslexia simulator exercise involved copying down words and numbers dictated by a teacher, but with other voices saying similar words and numbers at the same time. The words were all tide pool creatures, anemones, limpets and such.

I called on another skill set—years of taking quotes as a reporter—and my general familiarity with tide pool wildlife (hello, bizarre ways that privilege helps us) to get through it.

Even with those advantages, this was by far the most frustrating exercise for me. My brain was straining to focus on the one voice I needed to hear. I wanted to yell at the other voices to shut up. It felt unfair. If someone had asked me a question to answer on the spot, I'm sure I would have answered rudely or abruptly.

"No one can focus like this," I complained, internally defending the blank spaces where I had missed words and numbers. Taking time to think that thought caused me to miss another word. Finding the word amid the jumbled sound allowed limited room for processing or committing anything to memory.

Because dyslexia affects the connections between sounds and symbols, writing what you hear is really hard. Which makes it harder to connect to the meaning, or logical flow of what is being said.

This is why it's common on a dyslexia IEP to see certain seating arrangements, or strategies to eliminate distraction. It's why we need to be patient with students who have short fuses with their chatty or disruptive classmates.

DYSLEXIA SIMULATOR EXERCISE THREE—WRITING

If the tide pool exercise was the most frustrating, the writing exercise had me the most defeated.

For half, I covered my hand and used a mirror to trace and write shapes and numbers. For the other half, I made shapes and letters with my non-dominant hand. It was all terrible.

I watched in the mirror as my hand seemed to disobey my brain, not moving where I wanted it to go. Not moving where I knew it needed to go. The shapes of familiar numbers and letters suddenly felt illogical and foreign. Needlessly loopy. The number "5" is gratuitously complicated.

While I did this, Dean cheered me on with reminders like, "Make sure to do your best work so we can show your parents."

I would never have wanted to show off my wobbly, messy star or my slanting, partially inverted number line.

Later, Dean pointed out that dyslexic kids often don't want to share their work, either. They don't want it hanging on the wall, because they know it isn't representative of what they can do, or what they understand. It presents them to the world as less competent than they really are. Teachers who understand this can give dyslexic kids the time and tools they need to produce work they are proud of, which will keep them engaged.

DYSLEXIA SIMULATOR EXERCISE FOUR—READING AGAIN . . . SCREW THIS

That's how I felt when I saw the text I was to read next. After a brief review of the "bumps and lines" letters (b, d, p, and q), I looked down at a low-res text with jumbled "bumps and lines" written right to left. The printing was spotty and worn-looking, similar to what I've seen in numerous classrooms where photocopies of text are used instead of books. Words cut off at the edge of the page add to the chaos students with dyslexia are trying to decode.

For readers doing their best to use the few workable "strategies" at their disposal, low quality printing is an unnecessary barrier.

This was the point when I just wanted to throw the packet on the floor. I didn't like the way my voice sounded when I stumbled on words. I felt dumb looking up at Dean to see if I had gotten it right. I tired words with the upward tilt of a question, like I couldn't see what was in front of me. My brain was so tired. We'd only been at this for about 45 min at this point, and I knew it was a simulation *designed* to frustrate me. But I'm not used to struggling so obviously.

Neither are children with dyslexia, Dean said. Because reading and decoding language is a discrete skill, carried out by unique interactions in the left and right hemispheres of our brains, it's possible that many students have excelled in most other parts of their life.

I wanted to say "screw this" and get up and walk off. Meanwhile, Dean chirped encouragements that were only making it worse.

She kept telling me that when we were done, we could go to recess. I have no desire to go to recess, but just her suggestion that I should get to the end of the paragraph made me lose valuable focus. If I *had* wanted to go to recess, and had felt that all my classmates were waiting on me? I'd have flipped. I'd have gone to the bathroom, faked a stomach ache, gotten a real stomach ache . . . or, if I'd have been at it for hours, days, weeks, and years, I might have just said "Screw this!" out loud, knowing that would get me sent out of class.

We ended our dyslexia simulator exercises with a fascinating spelling test that simulated hearing loss, which also mimics the way parts of words get lost in the decoding process, or drowned out by other noises. By that time, I had pretty much given up. I wasn't really trying to excel anymore. I just gave it what little effort my brain had left, performing miserably. Why even try?

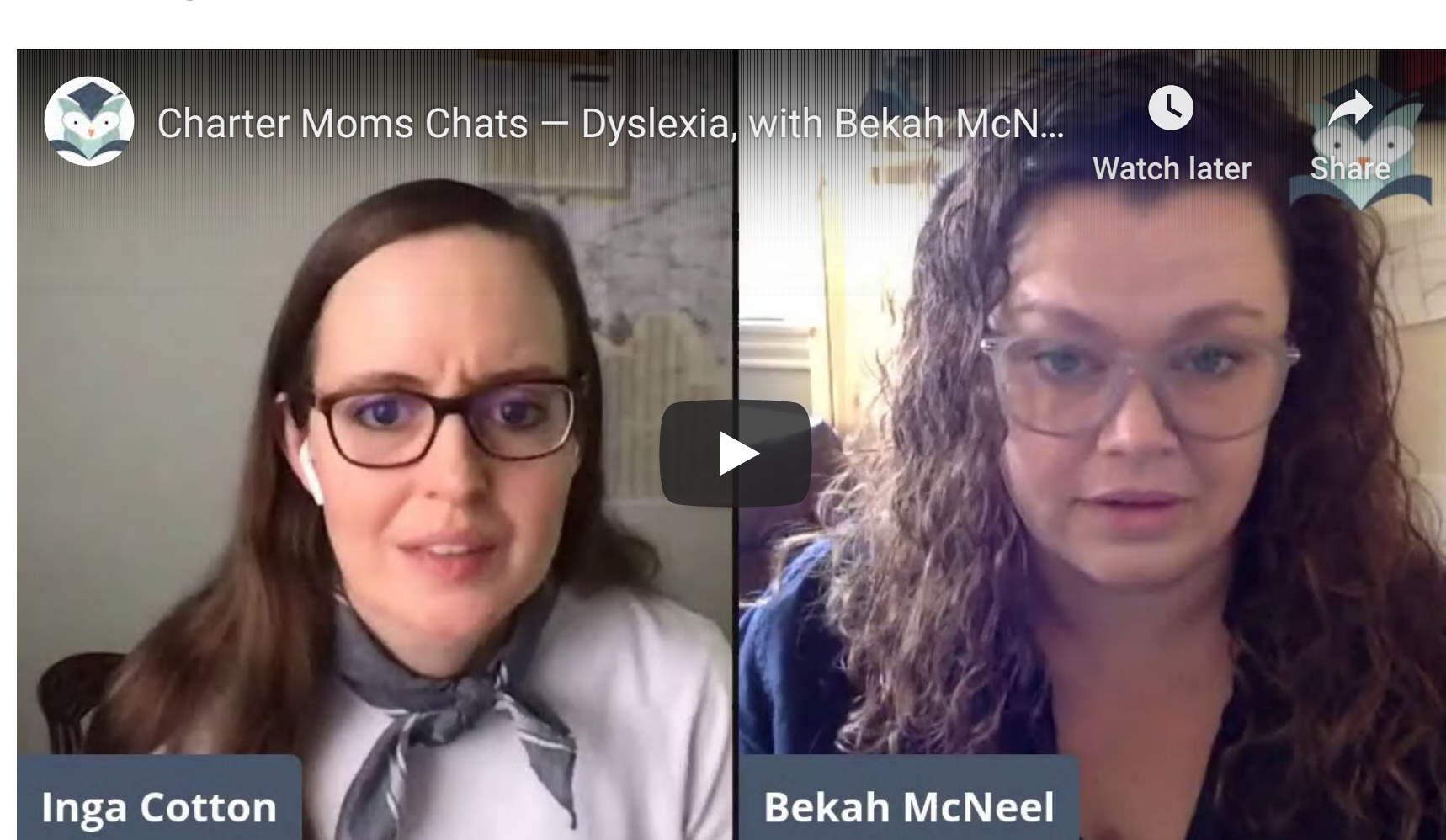
That's a survival skill. Giving up on certain tasks is a way to ration the "sh-s" you have to give, because you might need some of them to chase down your prey later.

The simulator didn't make me feel badly for students with dyslexia. It made me admire them for their tenacity just to keep coming to school, and it made me want to rethink all that we, as a society, are putting them through.



CHARTER MOMS CHATS

Watch Inga Cotton's interview with Bekah McNeel on [Charter Moms Chats](#).



ABOUT THE AUTHOR

Bekah McNeel is a San Antonio-based education writer who focuses on equity, innovation, and social-emotional learning for publications such as *The 74*. Over the years, we have republished local education coverage from her *Hall Monitor* site, and last November she wrote for us a four-part series, "Punished, Not Served," about unfair discipline for students with disabilities.

READ MORE

- "Celebrate Dyslexia: Education, Identification, and Celebration of Dyslexic Students," Bekah McNeel, *San Antonio Charter Moms*, June 10, 2020
- "What Special Education Parents Want to Keep From COVID-19," Bekah McNeel, *San Antonio Charter Moms*, May 27, 2020
- "MTSS: Behavior Support That Comes Before Special Education," Bekah McNeel, *San Antonio Charter Moms*, May 13, 2020
- "Decoding the IEP: Parents Learn From a Special Education Advocate," Bekah McNeel, *San Antonio Charter Moms*, April 22, 2020

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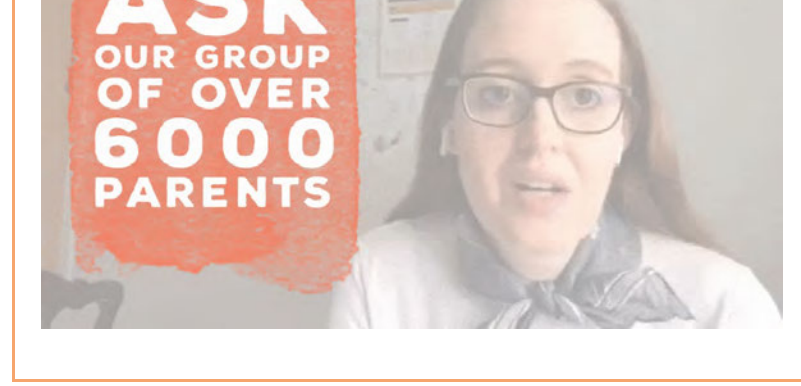
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Meet Our 14 New Nonprofit Partners!



By SA2020 | Jun 23 2020

In the past 6 months, we've welcomed 14 new Nonprofit Partners. All of these organizations work across San Antonio and Bexar County to serve our neighbors and move us closer to the Community Vision we created together. By working in partnership, we can help coordinate and align efforts and foster collaboration among our 156 Nonprofit Partners. Get to know these 14 organizations below!

Celebrate Dyslexia [Icons]

Founded in 2019, Celebrate Dyslexia increases community awareness of dyslexia and helps provide earlier diagnosis and more robust treatment, particularly in schools, for people with dyslexia. Understanding that dyslexia affects 1 in 5 school age students nationally, Celebrate Dyslexia provides tailored support for parents and teachers. One of their most notable awareness-building initiatives is an exhibit, Beautiful Minds: Dyslexia and the Creative Advantage, that will showcase at the DoSeum before traveling nationwide.

Cl:Now [Icons]

Community Information Now (Cl:Now) is a nonprofit data intermediary working to improve people's lives and decrease disparities through democratized data. Serving Bexar County and 11 surrounding counties, Cl:Now expands people's access to data that is understandable, trustworthy, neutral, and timely through public web-based tools and reports, data trainings and resources, and targeted data support for partner organizations. They also participate in the National Neighborhood Indicators Partnership, which connects people with neighborhood data.

City Education Partners [Icons]

City Education Partners works to ensure San Antonio students will be college and career-ready upon graduation by bringing funders, schools, businesses, and the community together to create transformational public schools, create pathways for innovative educators, and equip families with the information they need to navigate the education system. Through programs like Educate 210, City Education Partners recruits and trains 400 teachers annually. Educate 210 supports school districts and charters to connect with top talent. City Education Partners built San Antonio School Finder as a one-stop-shop where families can easily search over 600 San Antonio public schools and after-school programs for their children. The tool shares state data, after-school programs, and stories about each school's culture.

Common Threads [Icons]

Founded in 2003, Common Threads is a national nonprofit that gets people Cooking For Life through comprehensive cooking and nutrition education. Their programs equip families with the tools they need to maintain healthy eating habits and to prepare low-cost, nutritious, and delicious home-cooked meals. Funded in part by Texas Health & Human Services, Common Threads partners with schools and community organizations to reach the children and families who need their services the most, including South San Antonio ISD, Catholic Charities, Girls Inc., and SA Youth. From 2018-2019, 7,500 San Antonians participated, making more than 40,000 healthy snacks, and 187 professionals were trained to facilitate their Texas Essential Knowledge and Skills aligned student curriculum.

Greater Edwards Aquifer Alliance [Icons]

Incorporated in 2005, the Greater Edwards Aquifer Alliance (GEAA) coordinates and promotes effective broad-based advocacy for aquifer protection throughout the twenty-one county Edwards Aquifer region. The Edwards Aquifer is the source of the largest springs in Texas and the sole source of drinking water for more than 1.7 million Texans. Our overall goals are to preserve the Edwards and Trinity aquifers, springs, streams and rivers, contributing watersheds, flora and fauna, and the history and culture of the Texas Hill Country. GEAA has successfully developed and implemented a model of working with our 52 member organizations – researching issues, sharing technical expertise, and developing policy positions to advocate a regional vision and regional solutions to threats to our water resources.

Older Adults Technology Services (OATS) [Icons]

Founded in New York City in 2004, Older Adults Technology Services (OATS) combines technology, in-person training, online tools, and community-building spaces and events to strengthen the quality of life for people 60 and older. The Senior Planet San Antonio program, in partnership with senior centers, community and neighborhood centers, faith based organizations, public housing, and social justice organizations, provides 5- and 10-week courses and other tech-themed programs to older adults. From October 2018 to September 2019, OATS has served more than 900 people at 36 different sites in San Antonio.

Seton Home [Icons]

Seton provides a safe home for girls, ages 12 to 18, who are pregnant and/or parenting, the majority of whom have been removed from their homes by CPS due to severe abuse, neglect or sexual assault. Since its establishment in 1981, Seton is the only state-licensed 24-hour residential facility with significant capacity in Bexar County focused exclusively on the needs of these fragile young families. Seton provides a holistic dual generational approach. The program encapsulates everything from job skills training, high school completion, financial literacy, child development, pregnant and parenting education, health, household management, spiritual guidance, and individual and group therapy sessions to address their trauma and begin the healing process. Our goal is to provide a supportive environment in which our young moms are equipped with the skills they need to become nurturing parents in order to break the generational cycle of abuse and neglect; guide them into self-sufficiency ensuring they are capable of caring for their families upon leaving our facility through education and job skills training; and engender stable, food secure, and child safe households for every mom and child that transitions from Seton Home.

Spurs Give [Icons]

Spurs Give, formerly known as Silver & Black Give Back, is the official nonprofit organization of Spurs Sports and Entertainment. Their mission is to strengthen and serve the community through impactful programming, player engagements, and investments that enrich the lives of youth and those around them. More recently, in partnership with the City of San Antonio, Spurs Give has committed \$1 million to renovate parks and community basketball courts across San Antonio and \$120K to implement healthy eating habits in SAISD through CHEF. Passionate about what sports can do for the community, Spurs Give is committed to giving children a positive experience with sports early on. Spurs Give believes that sport teaches young people essential leadership skills necessary for success in life. Through programs like the Spurs Youth Basketball League, San Antonio Futbol Club Micro League, Spurs Give encourages young people to stay active and develop lifelong leadership skills.

Supporting Multiple Arts Resource Together (S.M.A.R.T.) [Icons]

S.M.A.R.T. brings innovative arts curriculum and mentoring to schools. In 2012 the Briscoe is S.M.A.R.T. program partnered with Briscoe Elementary reaching over 500 elementary students annually. As a result, in 2020 the campus earned their status as a World IB in district charter school (SAISD) focused on fine arts and world music. Launching programs like beMOCA (Briscoe Elementary Museum of Contemporary Art), a student run contemporary art museum on campus, S.M.A.R.T. cements the connections between school, community, and institutions while connecting student voices globally. Additionally, through its professional development program, S.M.A.R.T. partners with local universities to mentor students in art handling, framing, presentation, and the science of archivability and marketability. In 2017, S.M.A.R.T. connected artists and community members to create murals along the World Heritage Trail through the City of San Antonio's Public Arts San Antonio (PASA) program.

Located in the iconic 1906 building, S.M.A.R.T. houses a custom picture frame shop, 14 art studios, nonprofits, a design firm and inspiring architecture. In 1998 S.M.A.R.T. founded the Second Saturday Artwalk continue to bring over 12,000 people annually to its facility.

Texas Diaper Bank [Icons]

Established in 1997, Texas Diaper Bank is the first and largest diaper bank in the state. Texas Diaper bank seeks to impact the physical health, mental health, and economic well-being of families through immediate diaper assistance, child health classes, parenting skills and financial literacy classes, disaster relief distribution, incontinence assistance, and period supply distribution. To qualify for TXDB's services, clients must fall 150% or below the Federal Poverty Line. The Diaper Bank has distributed over 2.7 million diapers annually and served over 83,000 people annually across 13 counties.

Texas Fashion Industry/Style Lush TV [Icons]

The Texas Fashion Industry Initiative (TFII) is the state's first nonprofit dedicated to the growth of the fashion industry. Headquartered in downtown San Antonio, TFII cultivates a network of fashion entrepreneurs, showcases artists, awards grants and scholarships to students, and draws global attention to the Texas fashion scene. As a result of TFII's work, San Antonio is home to Texas Fashion Week and the first educational business curriculum for fashion professionals.

Texas Kidney Foundation [Icons]

The Texas Kidney Foundation's (TKF) mission is to improve the health and well-being of people at risk or affected by Chronic Kidney Disease (CKD). TKF educates the public about CKD, conducts free early detection screenings among high-risk populations, offers Continuing Medical Education accredited training to medical providers, and promotes a legislative agenda designed to change how we address CKD in Texas and beyond. Five TKF Board Members serve on the recently reinstated Governors Chronic Kidney Disease Task Force.

In 2018, in partnership with Blue Cross and Blue Shield of Texas, TKF launched the Kidney C.A.R.E. (Clinician and Adult Renal Education) Campaign to raise awareness of CKD among medical professionals and the public. TKF has since served over 9,000 participants in 68 Texas counties.

The Dee Howard Foundation [Icons]

The Dee Howard Foundation, founded in 2013 by Dee Howard's children, preserves San Antonio's aviation history and nurtures future innovators in the aviation and aerospace sectors. The Dee Howard Foundation's Pre-K through 16+ aeronautical STEM education program strengthens existing STEM curricula in Pre-K, elementary, middle, and high schools in Bexar and contiguous Counties with a pathway to continue their studies at the college/university level. The Foundation currently collaborates with the San Antonio Chamber of Commerce, UTSA and other local colleges and universities, industry and military, six San Antonio school districts, and Port San Antonio's Compass Rose campus with a goal to add on average one new school district per academic year.

Vet TRIIP, Inc. [Icons]

Vet TRIIP provides free integrative healthcare services to veterans, service members, and their families and caregivers living with intense symptoms of Post-Traumatic Stress and chronic pain. Half of the 211,000 veterans and active duty service members living in Bexar and surrounding counties live with pain. From 2012-2019, Vet TRIIP has served more than 3,200 veterans, and recruited, trained, and mentored more than 300 service providers, and peers. Ninety-eight percent of veterans served by Vet TRIIP report improvements in stress and pain. Their integrative healthcare services including teaching daily self-practices for long-term recovery and healthy lifestyles. Vet TRIIP provides services in Bexar, Comal, and Harris counties, and in 112 different zip codes across Texas. Appointments may be arranged online at www.vettripp.org or by calling (210) 490-2010.

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Beautiful Minds at Houston Health Museum

September 17, 2021

A new exhibit at the John P. McGovern Museum of Health and Medical Science in Houston explores the creative side of dyslexia.

Focusing on the notion that people with dyslexia are highly visual and able to express their skills spatially and creatively, ***Beautiful Minds: Dyslexia and the Creative Advantage*** is about looking at dyslexia as more than just literacy differences. It documents the successes of both famous dyslexic minds and creative thinkers in their home communities, and takes a closer look at their historic accomplishments, problem-solving abilities, and their often deeply creative skill sets.

The exhibition deep dives the successes of those people with dyslexia who think outside the box when faced with the challenges of differing literacy skills, and allows its visitors to learn about some of the tools and resources that can make all the difference. Diving into the importance of diagnosis, the resources that are used and the ways that dyslexia can prove a pathway to success, it's part of a movement towards dyslexia positivity, as well as providing an academic insight into the history of dyslexic creativity and innovation. It also showcases the work and the stories of a number of dyslexic local students and artists from the communities that it features.

The exhibition is sponsored by the Neuhaus Education Centre and the Dyslexia School of Houston, in partnership with Celebrate Dyslexia, the Science Museum of Oklahoma, The Health Museum and Whiteboard Exhibits. It's running from the 18th of September 2021 to the 22nd of May 2022.

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- The Whole Family
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- Parents

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Dyslexia and Creative Advantage

November 9 @ 8:00 am - 5:00 pm [Recurring Event \(See all\)](#)

Dyslexia affects as much as 20% of the world's population and often goes undiagnosed. Although dyslexia is labeled as a learning disability, it can also be seen as a different way of thinking because it changes the way millions of people read and process information.

Research has proven that people with dyslexia are often highly visual and able to quickly process and integrate visual and spatial information. History has proven that dyslexic thinkers have made world-changing accomplishments because of their ability to problem-solve in alternative ways with heightened creative skills.

In this exhibition, titled *Beautiful Minds: Dyslexia and the Creative Advantage*, explore the successes of those who think outside the box when faced with the challenges of dyslexia and learn about some of the tools and resources for diagnosis and pathways to success. A unique portion of the exhibit also reflects each community that it travels to, by featuring local students and artists.

The Health Museum would like to thank Neuhaus Education Center and The Dyslexia School of Houston for their supporting sponsorship. This exhibit was made possible with the partnership of Whiteboard Exhibits, Science Museum Oklahoma, Celebrate Dyslexia, and The Health Museum.

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DETAILS

Date:
 November 9

Time:
 8:00 am - 5:00 pm

Event Category:
[Family](#)

<https://www.thehealthmuseum.org/BeautifulMinds>

VENUE

TX United States [+ Google Map](#)



Related Events

Dyslexia and Creative Advantage
 November 23 @ 8:00 am - 5:00 pm [↻](#)

Dyslexia and Creative Advantage
 November 24 @ 8:00 am - 5:00 pm [↻](#)

Dyslexia and Creative Advantage
 November 25 @ 8:00 am - 5:00 pm [↻](#)

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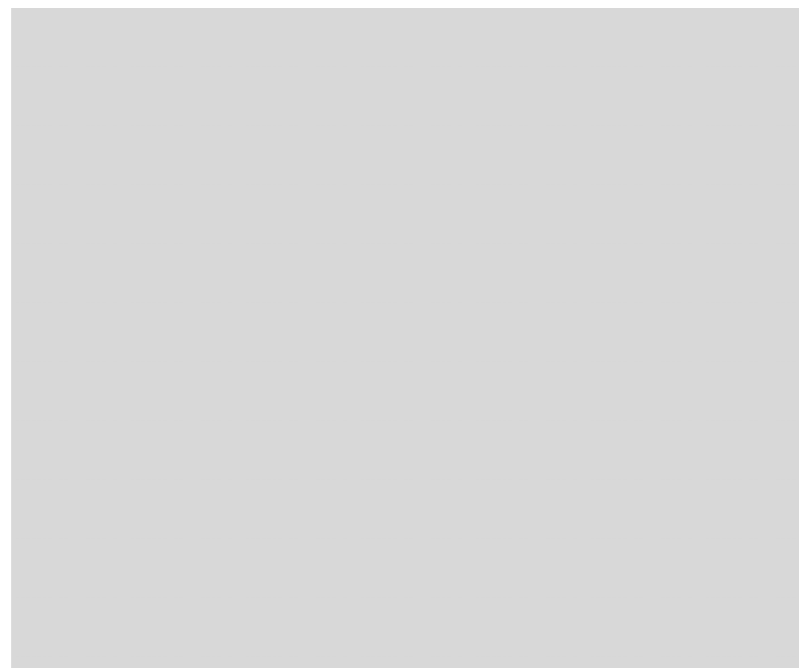
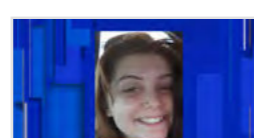
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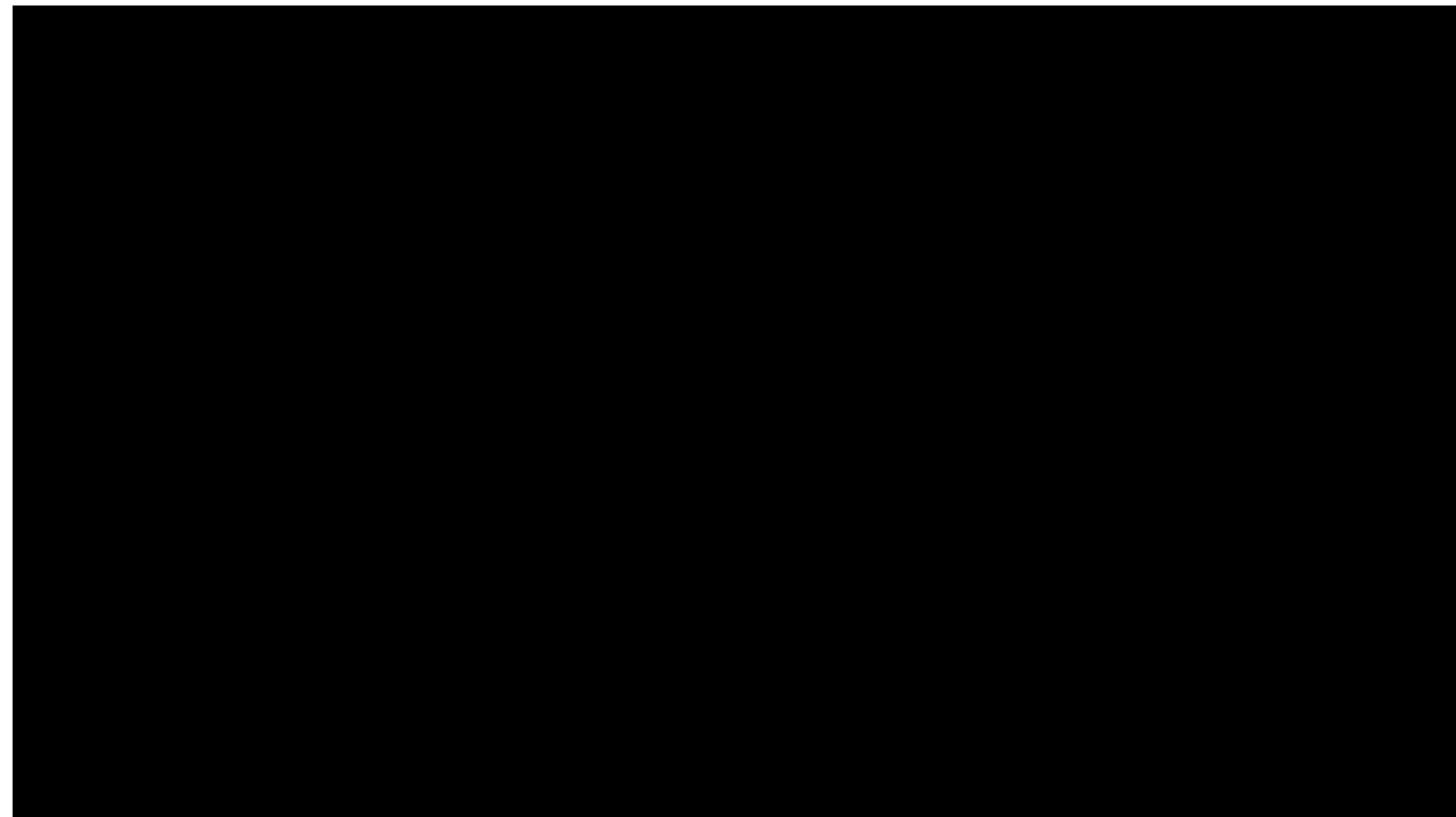
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New exhibit at The DoSeum aims to raise awareness about dyslexia

'Beautiful Minds – Dyslexia and the Creative Advantage' on display until March 28, 2021



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Parents, if you're in need of a new family activities for the kids, The DoSeum, San Antonio's children's museum, has a new fall traveling exhibit and an online lecture to help raise awareness and celebrate children's learning differences.

The two events are designed to encourage the community to reflect on attitudes and assumptions about individuals who learn differently, and inspire an inclusive society.

The exhibit "Beautiful Minds – Dyslexia and the Creative Advantage" is now open to show families what dyslexia really is and some of the challenges associated with dyslexia.

Dyslexia affects as much as 20% of the world's population and often goes undiagnosed. Although dyslexia is labeled as a learning disability, it can also be seen as a different way of thinking. It changes the way millions of people read and process information.

In "Beautiful Minds – Dyslexia and the Creative Advantage," explore the successes of those who think and thought outside the box when faced with the challenges of dyslexia, and learn about some of the tools and resources for diagnosis and the pathways to success.

Guests will get to learn how the right and left sides of the brain are engaged and what is more prominent with each individual and get a hands-on approach to mirror writing and blind contour drawing on a life-size acrylic canvas.

In the exhibit, listen to stories told by children about their experiences growing up with dyslexia before and after intervention, and walk among the life-size illustrations of some of the most influential visionaries who have changed the course of history.

Have fun playing a variety of spatial and word games, including an oversized tile spelling game, color block puzzles, and digital interactive educational games for all ages. In the exhibit you will also learn about what dyslexia really is and the truth behind some of the negative myths that are perpetuated in society.

Running in conjunction with "Beautiful Minds – Dyslexia and the Creative Advantage" will be the 2020 Artist-In-Residence, Sara Sudhoff's installation, "The Reading Brain," which will allow families to be immersed in the inner-workings of the reading brain through a multi-sensory, data-driven interactive installation.

The museum has been open since June, operating at a reduced occupancy and enforcing high safety and cleaning protocols.

"Beautiful Minds – Dyslexia and the Creative Advantage" will be on display until March 28, 2021. To get tickets to The DoSeum, click [here](#).



Have you been to The DoSeum?

 Yes Not yet

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ATTACHMENT E6

Legal History

Check all that apply:

- Applicant is and/or has been entrusted with the care and supervision of lawful minors and/or wards of a governmental entity.

If yes, provide descriptions of the following, if any:

- specific demographics served;
- formal complaints from individuals and/or third-party entities;
- investigations, citations, compliance violations and/or deficiencies from applicable municipal, state and/or federal licensing/regulatory entities (including but not limited to the Texas Department of Health and Human Services: Child Care Regulation and Texas Department of Family and Protective Services: Child Care Investigations).

- Applicant is and/or has been a party to current or past litigation, including arbitration proceedings and settlement agreements.

If yes, provide

- the legal complaint;
- any response to the complaint;
- settlement agreement; and
- the results of the arbitration, litigation, or settlement.

- Attachment is **not applicable** and no responsive documents are provided.

Insert material behind this page.

Also include this cover page with submission.

ATTACHMENT SD1

Course Scope and Sequence

Provide a sample year-long 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).

Core Content Area Provided:

MyView English Language Arts

Grades:

2

Insert material behind this page.

Also include this cover page with submission.

English Language Arts Scope and Sequence

CDS will use the following scope and sequence to encompass the Texas Education Agency (<https://tea.texas.gov/>) second-grade English Language Arts and Reading *Texas Essential Knowledge and Skills* and *English Language Proficiency Standards* for core instruction that aligns with MyView. The core curriculum includes unit assessments that will be utilized, as well as selected writing prompts that follow the writing cycle from pre-writing through publishing. Each unit incorporates reading and writing genres outlined below.

Unit 1: You Are Here <i>How do places around the world affect us?</i>	
Time	MyView suggests 6 weeks - with supplemental support, re-teach days built in - TOTAL 7 Weeks
TEKS Legend	Readiness Supporting
Literacy Routines	2.1(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses 2.1(B) follow, restate, and give oral instructions that involve a short, related sequence of actions 2.1(C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language 2.1(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others 2.1(E) develop social communication such as conversing politely in all situations
Word Study	2.2(A) demonstrate phonological awareness by: (i) producing a series of rhyming words (ii) distinguishing between long and short vowel sounds in one syllable and multi-syllable words (iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed (iv) manipulating phonemes within base words 2.2(B) demonstrate and apply phonetic knowledge by: (i) decoding words with short, long, or variant vowels, trigraphs, and blends (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV (vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est (vii) identifying and reading high-frequency words from a researchbased list 2.2(C) demonstrate and apply spelling knowledge by: (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est 2.2(D) alphabetize a series of words and use a dictionary or glossary to find words 2.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words

Genre Focus: Realistic Fiction	
Shared Reading	<p>2.4(A) use appropriate fluency (rate, accuracy, and prosody) when reading gradelevel text</p> <p>2.6(A) establish purpose for reading assigned and self-selected texts</p> <p>2.6(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down</p>
Independent Reading	<p>2.5(A) self-select text and read independently for a sustained period of time</p> <p>2.7(E) interact with sources in meaningful ways such as illustrating or writing</p> <p>2.8(B) describe the main character's (characters') internal and external traits</p> <p>2.9(B) explain visual patterns and structures in a variety of poems</p>
Launch Writer's Notebook	
Writing	<p>2.2(E) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters</p> <p>2.11(A) plan a first draft by generating ideas for writing such as drawing and brainstorming</p> <p>2.11(B) develop drafts into a focused piece of writing by:</p> <ul style="list-style-type: none"> (i) organizing with structure (ii) developing an idea with specific and relevant details <p>2.11(D) edit drafts using standard English conventions, including:</p> <ul style="list-style-type: none"> (i) complete sentences with subject-verb agreement (ii) past, present, and future verb tense (iii) singular, plural, common, and proper nouns (vii) pronouns, including subjective, objective, and possessive cases (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words <p>2.11(E) publish and share writing</p>
Research	<p>2.13(A) generate questions for formal and informal inquiry with adult assistance</p> <p>2.13(B) develop and follow a research plan with adult assistance</p> <p>2.13(C) identify and gather relevant sources and information to answer the questions</p> <p>2.13(D) identify primary and secondary sources</p> <p>2.13(E) demonstrate understanding of information gathered</p> <p>2.13(G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results</p>
ELPS	<p>c.1A: use prior knowledge and experiences to understand meanings in English</p> <p>c.1B: monitor oral and written language production and employ self-corrective techniques or other resources</p> <p>c.1D: speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)</p> <p>c.2A distinguish sounds and intonation patterns of English with increasing ease;</p> <p>c.2B: recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters</p>

	<p>c.2C: learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p> <p>c.2D: monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed</p> <p>c.3A: practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible</p> <p>c.3B: expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication</p> <p>c.3C: speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired</p> <p>c.4A: learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words</p> <p>c.4B: recognize directionality of English reading such as left to right and top to bottom</p> <p>c.4C: develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials</p> <p>c.4D: use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text</p> <p>c.4E: read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned</p> <p>c.5A: learn relationships between sounds and letters of the English language to represent sounds when writing in English</p> <p>c.5B: write using newly acquired basic vocabulary and content-based grade-level vocabulary</p> <p>c.5C: spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p>
Assessments	<p>MyView Unit 1 Test</p> <p>Weekly Unit Assessments from MyView</p> <p>Beginning of the Year Assessments: RAP</p> <p>Writing Samples</p>
<p>Unit 2: Nature's Wonders</p> <p><i>What patterns are there in nature?</i></p>	
Time	MyView suggests 6 weeks - with supplemental support, re-teach days built in - TOTAL 7 Weeks
Literacy Routines	<p>2.1(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses</p> <p>2.1(B) follow, restate, and give oral instructions that involve a short, related sequence of actions</p> <p>2.1(C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language</p> <p>2.1(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others</p> <p>2.1(E) develop social communication such as conversing politely in all situations</p>
Word Study	<p>2.2(A) demonstrate phonological awareness by:</p> <p>(i) producing a series of rhyming words</p>

	<p>(ii) distinguishing between long and short vowel sounds in one syllable and multi-syllable words</p> <p>(iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed</p> <p>(iv) manipulating phonemes within base words</p> <p>2.2(B) demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding words with short, long, or variant vowels, trigraphs, and blends</p> <p>(iii) 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>(vi) decoding words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p> <p>(vii) identifying and reading high-frequency words from a researchbased list</p> <p>2.2(C) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables</p> <p>(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p> <p>2.2(D) alphabetize a series of words and use a dictionary or glossary to find words</p> <p>2.3(A) use print or digital resources to determine meaning and pronunciation of unknown words</p> <p>2.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words</p>
Genre Focus: Informational Text	
Shared Reading	<p>2.4(A) use appropriate fluency (rate, accuracy, and prosody) when reading gradelevel text</p> <p>2.6(A) establish purpose for reading assigned and self-selected texts</p> <p>2.6(E) make connections to personal experiences, ideas in other texts, and society</p> <p>2.6(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down</p> <p>2.10(A) discuss the author's purpose for writing text (fiction, poetry, drama, informational, persuasive, multimodal/digital)</p>
Independent Reading	<p>2.5(A) self-select text and read independently for a sustained period of time</p> <p>2.7(A) describe personal connections to a variety of sources</p> <p>2.7(C) use text evidence to support an appropriate response</p> <p>2.7(D) retell and paraphrase texts in ways that maintain meaning and logical order</p> <p>2.7(A) describe personal connections to a variety of sources</p> <p>2.7(C) use text evidence to support an appropriate response</p> <p>2.7(D) retell and paraphrase texts in ways that maintain meaning and logical order</p> <p>2.7(E) interact with sources in meaningful ways such as illustrating or writing</p> <p>2.7(F) respond using newly acquired vocabulary as appropriate</p>
Writing Genre: Informational	
Writing	<p>2.2(E) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters</p> <p>2.11(A) plan a first draft by generating ideas for writing such as drawing and brainstorming</p> <p>2.11(B) develop drafts into a focused piece of writing by:</p> <p>(ii) developing an idea with specific and relevant details</p> <p>2.11(D) edit drafts using standard English conventions, including:</p>

	<p>(i) complete sentences with subject-verb agreement</p> <p>(ii) past, present, and future verb tense</p> <p>(iii) singular, plural, common, and proper nouns</p> <p>(vi) prepositions and prepositional phrases</p> <p>(vii) pronouns, including subjective, objective, and possessive cases</p> <p>(ix) capitalization of months, days of the week, and the salutation and conclusion of a letter</p> <p>(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates</p> <p>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p> <p>2.11(E) publish and share writing</p>
Research	<p>2.13(A) generate questions for formal and informal inquiry with adult assistance</p> <p>2.13(B) develop and follow a research plan with adult assistance</p> <p>2.13(C) identify and gather relevant sources and information to answer the questions</p> <p>2.13(E) demonstrate understanding of information gathered</p> <p>2.13(G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results</p>
ELPS	<p>c.2A distinguish sounds and intonation patterns of English with increasing ease;</p> <p>c.2B: recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters</p> <p>c.2C: learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p> <p>c.2D: monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed</p> <p>c.2I: demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.</p> <p>c.3A: practice producing sounds of newly acquired vocabulary, such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible</p> <p>c.4A: learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words</p> <p>c.4B: recognize directionality of English reading such as left to right and top to bottom</p> <p>c.5A: learn relationships between sounds and letters of the English language to represent sounds when writing in English</p> <p>c.5B: write using newly acquired basic vocabulary and content-based grade-level vocabulary</p> <p>c.5C: spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p>
Assessments	<p>MyView Unit 2 Test</p> <p>Weekly Unit Assessments from MyView</p> <p>Writing Samples</p>
<p>Unit 3: Our Traditions</p> <p><i>What are traditions?</i></p>	
Time	<p>MyView suggests 6 weeks - with supplemental support, re-teach days built in - TOTAL 7 Weeks</p>

Literacy Routines	<p>2.1(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses</p> <p>2.1(C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language</p> <p>2.1(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others</p> <p>2.1(E) develop social communication such as conversing politely in all situations</p>
Word Study	<p>2.2(A) demonstrate phonological awareness by:</p> <ul style="list-style-type: none"> (i) producing a series of rhyming words (ii) distinguishing between long and short vowel sounds in one syllable and multi-syllable words (iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed (iv) manipulating phonemes within base words <p>2.2(B) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words with short, long, or variant vowels, trigraphs, and blends (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables (iv) decoding compound words, contractions, and common abbreviations (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV (vii) identifying and reading high-frequency words from a researchbased list <p>2.2(C) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables (ii) spelling words with silent letters such as knife and gnat <p>2.3(A) use print or digital resources to determine meaning and pronunciation of unknown words</p> <p>2.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words</p>
Genre Focus: Traditional Tales	
Shared Reading	<p>2.4(A) use appropriate fluency (rate, accuracy, and prosody) when reading gradelevel text</p> <p>2.6(B) generate questions about text before, during, and after reading to deepen understanding and gain information</p> <p>2.6(C) make and correct or confirm predictions using text features, characteristics of genre, and structures</p> <p>2.6(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down</p> <p>2.8(A) discuss topics and determine theme using text evidence with adult assistance (fiction, poetry, drama)</p> <p>2.8(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently (fiction, poetry, drama)</p> <p>2.9(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales (fiction)</p> <p>2.9(D) recognize characteristics and structures of informational text, including:</p> <ul style="list-style-type: none"> (i) recognize the central idea with supporting evidence with adult assistance (ii) features and graphics to locate and gain information (informational) (iii) [recognize]organizational patterns such as chronological order and cause and effect stated explicitly <p>2.10(A) discuss the author's purpose for writing text (fiction, poetry, drama, informational, persuasive, multimodal/digital)</p>

	2.10(B) discuss how the use of text structure contributes to the author's purpose (fiction, poetry, drama, informational, persuasive, multimodal/digital)
Independent Reading	2.5(A) self-select text and read independently for a sustained period of time 2.7(C) use text evidence to support an appropriate response 2.7(E) interact with sources in meaningful ways such as illustrating or writing 2.7(F) respond using newly acquired vocabulary as appropriate
Writing Genre: Poetry	
Writing	2.2(E) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters 2.11(A) plan a first draft by generating ideas for writing such as drawing and brainstorming 2.11(B) develop drafts into a focused piece of writing by: (i) organizing with structure (ii) developing an idea with specific and relevant details 2.11(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences 2.11(D) edit drafts using standard English conventions, including: (iv) adjectives, including articles (vii) pronouns, including subjective, objective, and possessive cases (ix) capitalization of months, days of the week, and the salutation and conclusion of a letter (x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words 2.11(E) publish and share writing 2.12(B) compose informational texts, including procedural texts and reports 2.12(C) compose correspondence such as thank you notes or letters
Research	2.13(A) generate questions for formal and informal inquiry with adult assistance 2.13(B) develop and follow a research plan with adult assistance 2.13(C) identify and gather relevant sources and information to answer the questions 2.13(D) identify primary and secondary sources 2.13(E) demonstrate understanding of information gathered 2.13(F) cite sources appropriately 2.13(G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results
ELPS	c.2D: monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed c.2G: understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar c.2H: understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations c.3D: speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency c.3E: share information in cooperative learning interactions

	<p>c.4C: develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials</p> <p>c.4D: use prereading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other prereading activities to enhance comprehension of written text</p> <p>c.4I: demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs</p> <p>c.5B: write using newly acquired basic vocabulary and content-based grade-level vocabulary</p> <p>c.5C: spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p>
Assessments	<p>MyView Unit 3 Test</p> <p>Weekly Unit Assessments from MyView</p> <p>Middle of Year: RAP</p> <p>Writing Samples</p>
<p>Unit 4: Making a Difference <i>Why do we connect with other people?</i></p>	
Time	MyView suggests 6 weeks - with supplemental support, re-teach days built in - TOTAL 7 Weeks
Literacy Routines	<p>2.1(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses</p> <p>2.1(B) follow, restate, and give oral instructions that involve a short, related sequence of actions</p> <p>2.1(E) develop social communication such as conversing politely in all situations</p>
Word Study	<p>2.2(A) demonstrate phonological awareness by:</p> <ul style="list-style-type: none"> (i) producing a series of rhyming words (ii) distinguishing between long and short vowel sounds in one syllable and multi-syllable words (iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed (iv) manipulating phonemes within base words <p>2.2(B) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words with short, long, or variant vowels, trigrams, and blends (ii) decoding words with silent letters such as knife and gnat (iv) decoding compound words, contractions, and common abbreviations (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV (vii) identifying and reading high-frequency words from a researchbased list <p>2.2(C) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables (iii) spelling compound words, contractions, and common abbreviations (iv) spelling multisyllabic words with multiple sound-spelling patterns (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word

	<p>(vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est</p> <p>2.2(D) alphabetize a series of words and use a dictionary or glossary to find words</p> <p>2.3(A) use print or digital resources to determine meaning and pronunciation of unknown words</p> <p>2.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words</p>
Genre Focus: Narrative Nonfiction	
Shared Reading	<p>2.4(A) use appropriate fluency (rate, accuracy, and prosody) when reading grade level text</p> <p>2.6(D) create mental images to deepen understanding</p> <p>2.6(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down</p> <p>2.8(A) discuss topics and determine theme using text evidence with adult assistance (fiction, poetry, drama)</p> <p>2.8(C) describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently (fiction, poetry, drama)</p> <p>2.9(A) demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales (fiction)</p> <p>2.9(D) recognize characteristics and structures of informational text, including:</p> <p>(i) recognize the central idea with supporting evidence with adult assistance</p> <p>(ii) features and graphics to locate and gain information (informational)</p> <p>(iii) [recognize]organizational patterns such as chronological order and cause and effect stated explicitly</p> <p>2.10(D) discuss the use of descriptive, literal, and figurative language</p>
Independent Reading	<p>2.5(A) self-select text and read independently for a sustained period of time</p> <p>2.7(C) use text evidence to support an appropriate response</p> <p>2.7(E) interact with sources in meaningful ways such as illustrating or writing</p> <p>2.7(F) respond using newly acquired vocabulary as appropriate</p>
Writing Genre: Personal Narrative	
Writing	<p>2.2(E) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters</p> <p>2.11(A) plan a first draft by generating ideas for writing such as drawing and brainstorming</p> <p>2.11(B) develop drafts into a focused piece of writing by:</p> <p>(ii) developing an idea with specific and relevant details</p> <p>2.11(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences</p> <p>2.11(D) edit drafts using standard English conventions, including:</p> <p>(ix) capitalization of months, days of the week, and the salutation and conclusion of a letter</p> <p>(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates</p> <p>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p>
Research	<p>2.13(A) generate questions for formal and informal inquiry with adult assistance</p> <p>2.13(B) develop and follow a research plan with adult assistance</p> <p>2.13(C) identify and gather relevant sources and information to answer the questions</p> <p>2.13(D) identify primary and secondary sources</p>

	<p>2.13(E) demonstrate understanding of information gathered</p> <p>2.13(G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results</p>
ELPS	<p>c.2C: learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p> <p>c.2G: understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p> <p>c.2I: demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.</p> <p>c.3D: speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency</p> <p>c.3E: share information in cooperative learning interactions</p> <p>c.3G: express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics</p> <p>c.4D: use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text</p> <p>c.4G: demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs</p> <p>c.5B: write using newly acquired basic vocabulary and content-based grade-level vocabulary</p> <p>c.5C: spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p> <p>c.5D: edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired</p> <p>c.5F: write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired</p>
Assessments	<p>MyView Unit 4 Test</p> <p>Weekly Unit Assessments from MyView</p> <p>Writing Samples</p>
<p>Unit 5: Our Incredible Earth</p> <p><i>In what ways does the Earth change?</i></p>	
Time	<p>MyView suggests 6 weeks - with supplemental support, re-teach days built in - TOTAL 7 Weeks</p>
Literacy Routines	<p>2.1(B) follow, restate, and give oral instructions that involve a short, related sequence of actions</p> <p>2.1(E) develop social communication such as conversing politely in all situations</p>
Word Study	<p>2.2(A) demonstrate phonological awareness by:</p> <p>(i) producing a series of rhyming words</p> <p>(ii) distinguishing between long and short vowel sounds in one syllable and multi-syllable words</p> <p>(iii) recognizing the change in spoken word when a specified phoneme is added, changed, or removed</p> <p>(iv) manipulating phonemes within base words</p>

	<p>2.2(B) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (i) decoding words with short, long, or variant vowels, trigraphs, and blends (iv) decoding compound words, contractions, and common abbreviations (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV (vii) identifying and reading high-frequency words from a researchbased list <p>2.2(C) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables (iii) spelling compound words, contractions, and common abbreviations (iv) spelling multisyllabic words with multiple sound-spelling patterns (v) spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word (vi) spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est <p>2.2(D) alphabetize a series of words and use a dictionary or glossary to find words</p> <p>2.3(A) use print or digital resources to determine meaning and pronunciation of unknown words</p> <p>2.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words</p> <p>2.3(C) identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion</p> <p>2.3(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context</p>
Genre Focus: Informational Text	
Shared Reading	<p>2.4(A) use appropriate fluency (rate, accuracy, and prosody) when reading gradelevel text</p> <p>2.6(E) make connections to personal experiences, ideas in other texts, and society</p> <p>2.6(F) make inferences and use evidence to support understanding</p> <p>2.6(G) evaluate details read to determine key ideas</p> <p>2.6(H) synthesize information to create new understanding</p> <p>2.6(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down</p> <p>2.8(B) describe the main character's (characters') internal and external traits (fiction, poetry, drama)</p> <p>2.8(D) describe the importance of the setting (fiction, poetry, drama)</p> <p>2.9(B) explain visual patterns and structures in a variety of poems (poetry)</p> <p>2.9(C) discuss elements of drama such as characters, dialogue, and setting (drama)</p> <p>2.9(D) recognize characteristics and structures of informational text, including:</p> <ul style="list-style-type: none"> (i) the central idea with supporting evidence with adult assistance <p>2.10(C) discuss the author's use of print and graphic features to achieve specific purposes (fiction, poetry, drama, informational, persuasive, multimodal/digital)</p> <p>2.10(D) discuss the use of descriptive, literal, and figurative language (fiction, poetry, drama, multimodal/digital)</p>
Independent Reading	<p>2.5(A) self-select text and read independently for a sustained period of time</p> <p>2.7(C) use text evidence to support an appropriate response</p> <p>2.7(D) retell and paraphrase texts in ways that maintain meaning and logical order</p>

Writing Genre: Personal Narrative	
Writing	<p>2.2(E) develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters</p> <p>2.11(A) plan a first draft by generating ideas for writing such as drawing and brainstorming</p> <p>2.11(B) develop drafts into a focused piece of writing by:</p> <p>(ii) developing an idea with specific and relevant details</p> <p>2.11(C) revise drafts by adding, deleting, or rearranging words, phrases, or sentences</p> <p>2.11(D) edit drafts using standard English conventions, including:</p> <p>(i) complete sentences with subject-verb agreement</p> <p>(ii) past, present, and future verb tense</p> <p>(iii) singular, plural, common, and proper nouns</p> <p>(iv) adjectives, including articles</p> <p>(v) adverbs that convey time and adverbs that convey place</p> <p>(vi) prepositions and prepositional phrases</p> <p>(vii) pronouns, including subjective, objective, and possessive cases</p> <p>(viii) coordinating conjunctions to form compound subjects and predicates</p> <p>(ix) capitalization of months, days of the week, and the salutation and conclusion of a letter</p> <p>(x) end punctuation, apostrophes in contractions, and commas with items in a series and in dates</p> <p>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p> <p>2.11(E) publish and share writing</p> <p>2.12(B) compose informational texts, including procedural texts and reports</p>
Research	<p>2.13(A) generate questions for formal and informal inquiry with adult assistance</p> <p>2.13(B) develop and follow a research plan with adult assistance</p> <p>2.13(C) identify and gather relevant sources and information to answer the questions</p> <p>2.13(E) demonstrate understanding of information gathered</p> <p>2.13(F) cite sources appropriately</p> <p>2.13(G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results</p>
ELPS	<p>c.1H: develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations.</p> <p>c.2I: demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.</p> <p>c.3E: share information in cooperative learning interactions</p> <p>c.3G: express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics</p> <p>c.4F: use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p> <p>c.4J: demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs</p>

	<p>c.5D: edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired</p> <p>c.5F: write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired</p>
Assessments	<p>MyView Unit 5 Test Weekly Unit Assessments from MyView End the Year: RAP Writing Samples</p>

ATTACHMENT SD1

Course Scope and Sequence

Provide a sample year-long 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).

Core Content Area Provided:

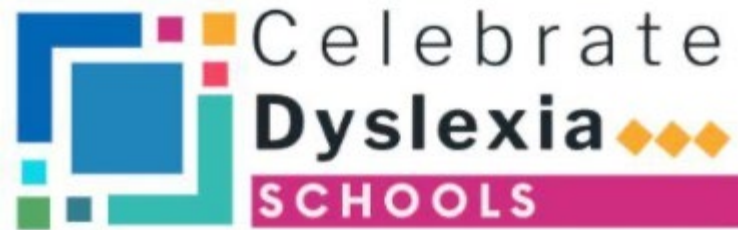
MyView English Language Arts

Grades:

3

Insert material behind this page.

Also include this cover page with submission.



Language Arts and Reading Core Scope and Sequence

CDS will use the following scope and sequence to encompass the Texas Education Agency (<https://tea.texas.gov/>) third-grade English Language Arts and Reading *Texas Essential Knowledge and Skills* and *English Language Proficiency Standards* for core instruction that aligns with MyView. The core curriculum includes unit assessments that will be utilized, as well as selected writing prompts that follow the writing cycle from pre-writing through publishing. Each unit incorporates reading and writing genres outlined below.

*Legend: **Readiness** **Supporting**

1st 9 Weeks			
Unit 1: Social Studies <i>How does the environment affect us?</i> Genre Focus: <i>Traditional Tales</i>			
Time	12 Days	16 Days	12 Days
Literacy Routines/ Word Study	3.1(A) listen actively, ask relevant questions to clarify information, and make pertinent comments 3.1(B) follow, restate, and give oral instructions that involve a series of related sequences of actions 3.1(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively 3.1(D) work collaboratively with others by following agreed-upon rules, norms, and protocols 3.1(E) develop social communication such	3.1(A) listen actively, ask relevant questions to clarify information, and make pertinent comments 3.2(A) demonstrate and apply phonetic knowledge by: (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; the letter R-controlled syllables; and final stable syllables (iii) decoding compound words, contractions, and abbreviations (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts	3.2(A) demonstrate and apply phonetic knowledge by: (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; the letter R-controlled syllables; and final stable syllables (iii) decoding compound words, contractions, and abbreviations (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts 3.2(B) demonstrate and apply spelling knowledge by:

	<p>as conversing politely in all situations 3.2(A) demonstrate and apply phonetic knowledge by: (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; the letter R-controlled syllables; and final stable syllables (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts manipulating phonemes within base words (vii) identifying and reading high-frequency words from a research-based list 3.2(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables (iv) spelling multisyllabic words with multiple sound-spelling patterns (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV 3.2(C) alphabetize a series of words to the third letter 3.3(A) use print or digital resources to determine meaning syllabication and pronunciation 3.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words</p>	<p>manipulating phonemes within base words 3.2(B) demonstrate and apply spelling knowledge by: (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables (iii) spelling compound words, contractions, and abbreviations (iv) spelling multisyllabic words with multiple sound-spelling patterns (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV 3.2(C) alphabetize a series of words to the third letter 3.3(A) use print or digital resources to determine meaning syllabication and pronunciation 3.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words 3.3(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text</p>	<p>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables (ii) spelling homophones (iii) spelling compound words, contractions, and abbreviations (iv) spelling multisyllabic words with multiple sound-spelling patterns (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV 3.3(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text</p>
<p>Shared Reading</p>	<p>3.4(A) use appropriate fluency (rate, accuracy, and prosody) when reading gradelevel text 3.6(A) establish purpose for reading assigned and self-selected texts 3.6(B) generate questions about text before, during, and after reading to deepen</p>	<p>3.6(A) establish purpose for reading assigned and self-selected texts 3.6(B) generate questions about text before, during, and after reading to deepen understanding and gain information 3.6(E) make connections to personal experiences, ideas in other texts, and</p>	<p>3.6(A) establish purpose for reading assigned and self-selected texts 3.6(B) generate questions about text before, during, and after reading to deepen understanding and gain information 3.6(C) make and correct or confirm predictions using text features,</p>

	<p>understanding and gain information 3.6(E) make connections to personal experiences, ideas in other texts, and society 3.6(I) monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions and annotating when understanding breaks down</p>	<p>society 3.6(I) monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions and annotating when understanding breaks down 3.10(A) explain the author's purpose and message within a text</p>	<p>characteristics of genre, and structures 3.6(E) make connections to personal experiences, ideas in other texts, and society 3.6(F) make inferences and use evidence to support understanding 3.6(G) evaluate details read to determine key ideas 3.6(I) monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions and annotating when understanding breaks down 3.10(A) explain the author's purpose and message within a text 3.10(B) explain how the use of text structure contributes to the author's purpose 3.10(C) explain the author's use of print and graphic features to achieve specific purposes</p>
<p>Independent Reading</p>	<p>3.5(A) self-select text and read independently for a sustained period of time 3.7(A) describe personal connections to a variety of sources, including self-selected texts 3.7(B) write a response to a literary or informational text that demonstrates an understanding of a text 3.7(D) retell and paraphrase texts in ways that maintain meaning and logical order 3.7(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating</p>	<p>3.5(A) self-select text and read independently for a sustained period of time 3.7(A) describe personal connections to a variety of sources, including self-selected texts 3.7(B) write a response to a literary or informational text that demonstrates an understanding of a text 3.7(C) use text evidence to support an appropriate response 3.7(D) retell and paraphrase texts in ways that maintain meaning and logical order 3.7(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating</p>	<p>3.7(B) write a response to a literary or informational text that demonstrates an understanding of a text 3.7(C) use text evidence to support an appropriate response 3.7(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating 3.7(F) respond using newly acquired vocabulary as appropriate 3.7(G) discuss specific ideas in the text that are important to the meaning</p>
<p>Writing * launch writers notebook</p>	<p>3.2(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words 3.11(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience</p>	<p>3.2(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words 3.11(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience</p>	<p>3.2(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words 3.11(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience</p>

	<p>using a range of strategies such as brainstorming, freewriting, and mapping</p> <p>3.11(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <p>(i) organizing with purposeful structure, including an introduction and a conclusion</p> <p>(ii) developing an engaging idea with relevant details</p>	<p>using a range of strategies such as brainstorming, freewriting, and mapping</p> <p>3.11(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <p>(i) organizing with purposeful structure, including an introduction and a conclusion</p> <p>(ii) developing an engaging idea with relevant details</p> <p>3.11(D) edit drafts using standard English conventions, including:</p> <p>(i) complete simple and compound sentences with subject-verb agreement</p> <p>(ii) past, present, and future verb tense</p> <p>(iii) singular, plural, common, and proper nouns</p> <p>(ix) capitalization of official titles of people, holidays, and geographical names and places</p> <p>(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series</p> <p>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p>	<p>using a range of strategies such as brainstorming, freewriting, and mapping</p> <p>3.11(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <p>(i) organizing with purposeful structure, including an introduction and a conclusion</p> <p>3.11(D) edit drafts using standard English conventions, including:</p> <p>(i) complete simple and compound sentences with subject-verb agreement</p> <p>(iii) singular, plural, common, and proper nouns</p> <p>(viii) coordinating conjunctions to form compound subjects, predicates, and sentences</p> <p>(ix) capitalization of official titles of people, holidays, and geographical names and places</p> <p>(x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series</p> <p>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p> <p>3.11(E) publish written work for appropriate audiences</p> <p>3.12(D) compose correspondence such as thank you notes or letters</p>
Research	3.13(A) generate questions on a topic for formal and informal inquiry		
Assessments	Weekly Unit Assessments from MyView Beginning of the Year Assessments: MAP Writing Samples	Weekly Unit Assessments from MyView Writing Samples	MyView Unit 1 Assessment Weekly Unit Assessments from MyView Writing Samples
ELPS	<p>c.1A: use prior knowledge and experiences to understand meanings in English</p> <p>c.1B: monitor oral and written language production and employ self-corrective techniques or other resources</p> <p>c.1D: speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)</p> <p>c.2A distinguish sounds and intonation patterns of English with increasing ease;</p>		

	<p>c.2B: recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters</p> <p>c.2C: learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p> <p>c.2D: monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed</p> <p>c.3A: practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible</p> <p>c.3B: expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication</p> <p>c.3C: speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired</p> <p>c.4A: learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words</p> <p>c.4B: recognize directionality of English reading such as left to right and top to bottom</p> <p>c.4C: develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials</p> <p>c.4D: use pre reading supports such as graphic organizers, illustrations, and pre taught topic-related vocabulary and other pre reading activities to enhance comprehension of written text</p> <p>c.4E: read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned</p> <p>c.5A: learn relationships between sounds and letters of the English language to represent sounds when writing in English</p> <p>c.5B: write using newly acquired basic vocabulary and content-based grade-level vocabulary</p> <p>c.5C: spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p>		
<p>2nd 9 Weeks</p>			
	<p>Unit 2: Science Patterns <i>How do plants and animals live together?</i> <i>Genre Focus: Informational</i></p>		<p>Unit 3: Humanities <i>What makes a hero?</i> <i>Genre Focus: Historical Fiction</i></p>
Time	12 Days	12 Days	10 Days
Literacy Routines/ Word Study	<p>3.2(A) demonstrate and apply phonetic knowledge by:</p> <p>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; the letter R-controlled syllables; and final stable syllables</p> <p>(iv) decoding words using knowledge of syllable division patterns such as VCCV,</p>	<p>3.2(A) demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en</p> <p>(iii) decoding compound words, contractions, and abbreviations</p> <p>(v) decoding words using knowledge of prefixes</p>	<p>3.2(A) demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en</p> <p>(v) decoding words using knowledge of prefixes</p> <p>(vi) decoding words using knowledge of suffixes, including how they can change base</p>

	<p>VCV, and VCCCV with accent shifts manipulating phonemes within base words</p> <p>3.2(B) demonstrate and apply spelling knowledge by:</p> <p>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables</p> <p>(ii) spelling homophones</p> <p>(iv) spelling multisyllabic words with multiple sound-spelling patterns</p> <p>(v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV</p> <p>3.3(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text</p>	<p>3.2(B) demonstrate and apply spelling knowledge by:</p> <p>(iv) spelling multisyllabic words with multiple sound-spelling patterns</p> <p>(vi) spelling words using knowledge of prefixes</p> <p>3.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words</p> <p>3.3(C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful</p>	<p>words such as dropping e, changing y to i, and doubling final consonants</p> <p>3.2(B) demonstrate and apply spelling knowledge by:</p> <p>(iv) spelling multisyllabic words with multiple sound-spelling patterns</p> <p>(vi) spelling words using knowledge of prefixes</p> <p>(vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</p> <p>3.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words</p> <p>3.3(C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful</p>
<p>Shared Reading</p>	<p>3.6(B) generate questions about text before, during, and after reading to deepen understanding and gain information</p> <p>3.6(D) create mental images to deepen understanding</p> <p>3.6(E) make connections to personal experiences, ideas in other texts, and society</p> <p>3.6(F) make inferences and use evidence to support understanding</p> <p>3.6(G) evaluate details read to determine key ideas</p> <p>3.6(I) monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions and annotating when understanding breaks down</p> <p>3.10(A) explain the author's purpose and message within a text</p> <p>3.10(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific</p>	<p>3.6(A) establish purpose for reading assigned and self-selected texts</p> <p>3.6(B) generate questions about text before, during, and after reading to deepen understanding and gain information</p> <p>3.6(C) make and correct or confirm predictions using text features, characteristics of genre, and structures</p> <p>3.6(D) create mental images to deepen understanding</p> <p>3.6(E) make connections to personal experiences, ideas in other texts, and society</p> <p>3.6(F) make inferences and use evidence to support understanding</p> <p>3.6(G) evaluate details read to determine key ideas</p> <p>3.6(H) synthesize information to create new understanding</p> <p>3.8(A) infer the theme of a work, distinguishing theme from topic</p> <p>3.8(B) explain the relationships among the major and minor characters</p>	<p>3.6(D) create mental images to deepen understanding</p> <p>3.6(E) make connections to personal experiences, ideas in other texts, and society</p> <p>3.6(F) make inferences and use evidence to support understanding</p> <p>3.6(G) evaluate details read to determine key ideas</p> <p>3.6(H) synthesize information to create new understanding</p> <p>3.8(A) infer the theme of a work, distinguishing theme from topic</p> <p>3.8(B) explain the relationships among the major and minor characters</p> <p>3.8(C) analyze plot elements, including the sequence of events, the conflict, and the resolution</p> <p>3.8(D) explain the influence of the setting on the plot</p> <p>3.9(A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as</p>

	<p>purposes (multimodal/digital) 3.10(F) discuss how the author's use of language contributes to voice</p>	<p>3.8(C) analyze plot elements, including the sequence of events, the conflict, and the resolution 3.8(D) explain the influence of the setting on the plot 3.10(A) explain the author's purpose and message within a text 3.10(B) explain how the use of text structure contributes to the author's purpose 3.10(C) explain the author's use of print and graphic features to achieve specific purposes 3.10(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes 3.10(E) identify the use of literary devices, including first- or third- person point of view 3.10(F) discuss how the author's use of language contributes to voice</p>	<p>folktales, fables, fairy tales, legends, and myths 3.10(A) explain the author's purpose and message within a text 3.10(B) explain how the use of text structure contributes to the author's purpose 3.10(C) explain the author's use of print and graphic features to achieve specific purposes 3.10(D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes 3.10(E) identify the use of literary devices, including first- or third- person point of view 3.10(F) discuss how the author's use of language contributes to voice</p>
<p>Independent Reading</p>	<p>3.7(B) write a response to a literary or informational text that demonstrates an understanding of a text 3.7(C) use text evidence to support an appropriate response 3.7(F) respond using newly acquired vocabulary as appropriate 3.7(G) discuss specific ideas in the text that are important to the meaning</p>	<p>3.7(B) write a response to a literary or informational text that demonstrates an understanding of a text 3.7(C) use text evidence to support an appropriate response 3.7(D) retell and paraphrase texts in ways that maintain meaning and logical order</p>	<p>3.7(B) write a response to a literary or informational text that demonstrates an understanding of a text 3.7(C) use text evidence to support an appropriate response 3.7(D) retell and paraphrase texts in ways that maintain meaning and logical order 3.7(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating 3.7(G) discuss specific ideas in the text that are important to the meaning</p>
<p>Writing</p>	<p>3.2(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words 3.11(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping</p>	<p>3.2(D) write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words 3.11(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping</p>	<p>3.11(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping 3.11(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure,</p>

	<p>3.11(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion (ii) developing an engaging idea with relevant details 3.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity 3.11(D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement (iv) adjectives, including their comparative and superlative forms (v) adverbs that convey time and adverbs that convey manner (viii) coordinating conjunctions to form compound subjects, predicates, and sentences (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words 3.11(E) publish written work for appropriate audiences 3.12(C) compose argumentative texts, including opinion essays, using genre characteristics and craft</p>	<p>3.11(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion (ii) developing an engaging idea with relevant details 3.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity 3.11(D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement (vi) prepositions and prepositional phrases (viii) coordinating conjunctions to form compound subjects, predicates, and sentences (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p>	<p>including an introduction and a conclusion (ii) developing an engaging idea with relevant details 3.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity 3.11(D) edit drafts using standard English conventions, including: (vi) prepositions and prepositional phrases (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words 3.11(E) publish written work for appropriate audiences 3.12(A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft</p>
<p>Research</p>	<p>3.13(A) generate questions on a topic for formal and informal inquiry 3.13(B) develop and follow a research plan with adult assistance 3.13(C) identify and gather relevant information from a variety of sources 3.13(E) demonstrate understanding of information gathered</p>		

	<p>3.13(F) recognize the difference between paraphrasing and plagiarism when using source materials</p> <p>3.13(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results</p>		
Assessments	<p>Weekly Unit Assessments from MyView</p> <p>Writing Samples</p>	<p>MyView Unit 2 Test</p> <p>Weekly Unit Assessments from MyView</p> <p>Writing Samples</p>	<p>Weekly Unit Assessments from MyView</p> <p>Writing Samples</p> <p>Middle of the year MAP</p>
ELPS	<p>c.2A distinguish sounds and intonation patterns of English with increasing ease;</p> <p>c.2B: recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters</p> <p>c.2C: learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p> <p>c.2D: monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed</p> <p>c.2I: demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.</p> <p>c.3A: practice producing sounds of newly acquired vocabulary, such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible</p> <p>c.4A: learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words</p> <p>c.4B: recognize directionality of English reading such as left to right and top to bottom</p> <p>c.5A: learn relationships between sounds and letters of the English language to represent sounds when writing in English</p> <p>c.5B: write using newly acquired basic vocabulary and content-based grade-level vocabulary</p> <p>c.5C: spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p>		<p>c.2D: monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed</p> <p>c.2G: understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p> <p>c.2H: understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations</p> <p>c.3D: speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency</p> <p>c.3E: share information in cooperative learning interactions</p> <p>c.4C: develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials</p> <p>c.4D: use pre reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre reading activities to enhance comprehension of written text</p> <p>c.4I: demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details</p>

		<p>in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs</p> <p>c.5B: write using newly acquired basic vocabulary and content-based grade-level vocabulary</p> <p>c.5C: spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p>	
3rd 9 Weeks			
	<p>Unit 3: Humanities (Continued) <i>What makes a hero?</i> <i>Genre Focus: Historical Fiction</i></p>	<p>Unit 4: Social Studies <i>How do communities change over time?</i> <i>Genre Focus: Biography</i></p>	
Time	15 Days	15 Days	7 Days
Literacy Routines/ Word Study	<p>3.2(A) demonstrate and apply phonetic knowledge by:</p> <p>(i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en</p> <p>(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; the letter R-controlled syllables; and final stable syllables</p> <p>(iii) decoding compound words, contractions, and abbreviations</p> <p>(iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts</p> <p>manipulating phonemes within base words</p> <p>(vi) 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</p> <p>3.2(B) demonstrate and apply spelling knowledge by:</p>	<p>3.2(A) demonstrate and apply phonetic knowledge by:</p> <p>(v) decoding words using knowledge of prefixes</p> <p>(vi) 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</p> <p>3.2(B) demonstrate and apply spelling knowledge by:</p> <p>(vi) spelling words using knowledge of prefixes</p> <p>(vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</p> <p>3.3(A) use print or digital resources to determine meaning, syllabication, and pronunciation</p> <p>3.3(C) identify the meaning of and use words with affixes such as im- (into),</p>	<p>3.2(A) demonstrate and apply phonetic knowledge by:</p> <p>(v) decoding words using knowledge of prefixes</p> <p>(vi) 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</p> <p>3.2(B) demonstrate and apply spelling knowledge by:</p> <p>(vi) spelling words using knowledge of prefixes</p> <p>(vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</p> <p>3.3(A) use print or digital resources to determine meaning, syllabication, and pronunciation</p> <p>3.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning</p>

	<p>(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables</p> <p>(ii) spelling homophones</p> <p>(iii) spelling compound words, contractions, and abbreviations</p> <p>(v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV</p> <p>(vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</p> <p>3.2(C) alphabetize a series of words to the third letter</p> <p>3.3(A) use print or digital resources to determine meaning, syllabication, and pronunciation</p> <p>3.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words</p> <p>3.3(C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful</p> <p>3.3(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text</p>	<p>non-, dis-, in- (not, non), pre-, -ness, -y, and -ful</p>	<p>words</p> <p>3.3(C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful</p>
<p>Shared Reading</p>	<p>3.8(A) infer the theme of a work, distinguishing theme from topic</p> <p>3.8(C) analyze plot elements, including the sequence of events, the conflict, and the resolution</p> <p>3.8(D) explain the influence of the setting on the plot</p> <p>3.9(B) explain rhyme scheme, sound devices, structural elements such as stanzas in a variety of poems</p> <p>3.9(D) recognize characteristics and</p>	<p>3.6(B) generate questions about text before, during, and after reading to deepen understanding and gain information</p> <p>3.6(C) make and correct or confirm predictions using text features, characteristics of genre, and structures</p> <p>3.6(E) make connections to personal experiences, ideas in other texts, and society</p> <p>3.6(F) make inferences and use evidence to support understanding</p>	<p>3.6(B) generate questions about text before, during, and after reading to deepen understanding and gain information</p> <p>3.6(C) make and correct or confirm predictions using text features, characteristics of genre, and structures</p> <p>3.6(E) make connections to personal experiences, ideas in other texts, and society</p> <p>3.6(F) make inferences and use evidence to support understanding</p>

	<p>structures of informational text, including: (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding 3.9(E) recognize characteristics and structures of argumentative text (i) identifying the claim (iii) identifying the intended audience or reader 3.10(A) explain the author’s purpose and message within a text 3.10(B) explain how the use of text structure contributes to the author’s purpose 3.10(C) explain the author’s use of print and graphic features to achieve specific purposes 3.10(D) describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes 3.10(F) discuss how the author’s use of language contributes to voice 3.10(G) identify and explain the use of hyperbole</p>	<p>3.6(G) evaluate details read to determine key ideas 3.6(H) synthesize information to create new understanding 3.9(D) recognize characteristics and structures of informational text, including: (i) [recognize] the central idea with supporting evidence (ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding (iii) [recognize] organizational patterns such as cause and effect and problem and solution 3.9(F) recognize characteristics of multimodal and digital texts 3.10(A) explain the author’s purpose and message within a text 3.10(B) explain how the use of text structure contributes to the author’s purpose 3.10(C) explain the author’s use of print and graphic features to achieve specific purposes</p>	<p>3.6(G) evaluate details read to determine key ideas 3.8(A) infer the theme of a work, distinguishing theme from topic 3.8(B) explain the relationships among the major and minor characters 3.8(C) analyze plot elements, including the sequence of events, the conflict, and the resolution 3.8(D) explain the influence of the setting on the plot 3.9(C) discuss elements of drama such as characters, dialogue, setting, and acts 3.10(A) explain the author’s purpose and message within a text 3.10(B) explain how the use of text structure contributes to the author’s purpose 3.10(C) explain the author’s use of print and graphic features to achieve specific purposes 3.10(D) describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes 3.10(E) identify the use of literary devices, including first- or third- person point of view 3.10(F) discuss how the author’s use of language contributes to voice</p>
<p>Independent Reading</p>	<p>3.7(B) write a response to a literary or informational text that demonstrates an understanding of a text 3.7(C) use text evidence to support an appropriate response 3.7(G) discuss specific ideas in the text that are important to the meaning</p>	<p>3.7(B) write a response to a literary or informational text that demonstrates an understanding of a text 3.7(C) use text evidence to support an appropriate response 3.7(D) retell and paraphrase texts in ways that maintain meaning and logical order 3.7(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating</p>	<p>3.7(B) write a response to a literary or informational text that demonstrates an understanding of a text 3.7(C) use text evidence to support an appropriate response 3.7(D) retell and paraphrase texts in ways that maintain meaning and logical order 3.7(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating 3.7(G) discuss specific ideas in the text that are important to the meaning</p>

<p>Writing</p>	<p>3.11(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping 3.11(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion (ii) developing an engaging idea with relevant details 3.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity 3.11(D) edit drafts using standard English conventions, including: (i) complete simple and compound sentences with subject-verb agreement (ii) past, present, and future verb tense (vii) pronouns, including subjective, objective, and possessive cases (viii) coordinating conjunctions to form compound subjects, predicates, and sentences (x) punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series 3.11(E) publish written work for appropriate audiences 3.12(C) compose argumentative texts, including opinion essays, using genre characteristics and craft</p>	<p>3.11(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping 3.11(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion (ii) developing an engaging idea with relevant details 3.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity 3.11(D) edit drafts using standard English conventions, including: (v) adverbs that convey time and adverbs that convey manner (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words 3.12(B) compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft</p>	<p>3.11(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping 3.11(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction and a conclusion (ii) developing an engaging idea with relevant details 3.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity 3.11(D) edit drafts using standard English conventions, including: (xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words 3.12(A) compose literary texts, including personal narratives and poetry, using genre characteristics and craft</p>
<p>Research</p>	<p>3.13(A) generate questions on a topic for formal and informal inquiry 3.13(B) develop and follow a research plan with adult assistance 3.13(C) identify and gather relevant information from a variety of sources 3.13(E) demonstrate understanding of information gathered</p>	<p>3.13(A) generate questions on a topic for formal and informal inquiry 3.13(C) identify and gather relevant information from a variety of sources 3.13(E) demonstrate understanding of information gathered</p>	

	<p>3.13(F) recognize the difference between paraphrasing and plagiarism when using source materials</p> <p>3.13(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results</p>		
Assessments	<p>MyView Unit 3 Test</p> <p>Weekly Unit Assessments from MyView</p> <p>Writing Samples</p>	<p>Weekly Unit Assessments from MyView</p> <p>Writing Samples</p>	<p>MyView Unit 4 Test</p> <p>Weekly Unit Assessments from MyView</p> <p>Writing Samples</p>
ELPS	<p>c.2D: monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed</p> <p>c.2G: understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p> <p>c.2H: understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations</p> <p>c.3D: speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency</p> <p>c.3E: share information in cooperative learning interactions</p> <p>c.4C: develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials</p> <p>c.4D: use pre reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre reading activities to enhance comprehension of written text</p> <p>c.4I: demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and</p>	<p>c.2C: learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p> <p>c.2G: understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p> <p>c.2I: demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.</p> <p>c.3D: speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency</p> <p>c.3E: share information in cooperative learning interactions</p> <p>c.3G: express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics</p> <p>c.4D: use pre reading supports such as graphic organizers, illustrations, and pre taught topic-related vocabulary and other pre reading activities to enhance comprehension of written text</p> <p>c.4G: demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs</p> <p>c.5B: write using newly acquired basic vocabulary and content-based grade-level vocabulary</p> <p>c.5C: spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p> <p>c.5D: edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired</p> <p>c.5F: write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired</p>	

	<p>details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs</p> <p>c.5B: write using newly acquired basic vocabulary and content-based grade-level vocabulary</p> <p>c.5C: spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p>		
4th 9 Weeks			
	<p>Unit 5: Science <i>How does the world challenge us?</i> <i>Genre Focus: Informational</i></p>		
Time	20 Days	15 Days	
Literacy Routines/ Word Study	<p>3.2(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; the letter R-controlled syllables; and final stable syllables (iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts manipulating phonemes within base words (v) decoding words using knowledge of prefixes (vi) 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 <p>3.2(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (vi) spelling words using knowledge of prefixes (vii) spelling words using knowledge of 	<p>3.2(A) demonstrate and apply phonetic knowledge by:</p> <ul style="list-style-type: none"> (v) decoding words using knowledge of prefixes (vi) 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 <p>3.2(B) demonstrate and apply spelling knowledge by:</p> <ul style="list-style-type: none"> (vi) spelling words using knowledge of prefixes 3.3(A) use print or digital resources to determine meaning, syllabication, and pronunciation 3.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words 	

	<p>suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants</p> <p>3.3(A) use print or digital resources to determine meaning, syllabication, and pronunciation</p> <p>3.3(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words</p> <p>3.3(C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful</p>		
<p>Shared Reading</p>	<p>3.6(B) generate questions about text before, during, and after reading to deepen understanding and gain information</p> <p>3.6(E) make connections to personal experiences, ideas in other texts, and society</p> <p>3.6(F) make inferences and use evidence to support understanding</p> <p>3.6(G) evaluate details read to determine key ideas</p> <p>3.6(H) synthesize information to create new understanding</p> <p>3.9(D) recognize characteristics and structures of informational text, including:</p> <p>(i) [recognize] the central idea with supporting evidence</p> <p>(ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding</p> <p>(iii) [recognize] organizational patterns such as cause and effect and problem and solution</p> <p>3.9(F) recognize characteristics of multimodal and digital texts</p> <p>3.10(A) explain the author's purpose and message within a text</p> <p>3.10(B) explain how the use of text</p>	<p>3.6(E) make connections to personal experiences, ideas in other texts, and society</p> <p>3.6(F) make inferences and use evidence to support understanding</p> <p>3.6(G) evaluate details read to determine key ideas</p> <p>3.6(H) synthesize information to create new understanding</p>	

	<p>structure contributes to the author's purpose</p> <p>3.10(C) explain the author's use of print and graphic features to achieve specific purposes</p>		
Independent Reading	<p>3.7(B) write a response to a literary or informational text that demonstrates an understanding of a text</p> <p>3.7(C) use text evidence to support an appropriate response</p> <p>3.7(D) retell and paraphrase texts in ways that maintain meaning and logical order</p> <p>3.7(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating</p>	<p>3.7(B) write a response to a literary or informational text that demonstrates an understanding of a text</p> <p>3.7(C) use text evidence to support an appropriate response</p> <p>3.7(D) retell and paraphrase texts in ways that maintain meaning and logical order</p> <p>3.7(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating</p> <p>3.7(G) discuss specific ideas in the text that are important to the meaning</p>	
Writing	<p>3.11(A) plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping</p> <p>3.11(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <p>(i) organizing with purposeful structure, including an introduction and a conclusion</p> <p>(ii) developing an engaging idea with relevant details</p> <p>3.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity</p> <p>3.11(D) edit drafts using standard English conventions, including:</p> <p>(v) adverbs that convey time and adverbs that convey manner</p> <p>(xi) correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</p> <p>3.12(B) compose informational texts, including brief compositions that convey</p>	<p>3.11(B) develop drafts into a focused, structured, and coherent piece of writing by:</p> <p>(i) organizing with purposeful structure, including an introduction and a conclusion</p> <p>(ii) developing an engaging idea with relevant details</p> <p>3.11(C) revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity</p>	

	information about a topic, using a clear central idea and genre characteristics and craft		
Research	<p>3.13(A) generate questions on a topic for formal and informal inquiry</p> <p>3.13(C) identify and gather relevant information from a variety of sources</p> <p>3.13(E) demonstrate understanding of information gathered</p>	<p>3.13(A) generate questions on a topic for formal and informal inquiry</p> <p>3.13(B) develop and follow a research plan with adult assistance</p> <p>3.13(C) identify and gather relevant information from a variety of sources</p> <p>3.13(D) identify primary and secondary sources</p> <p>3.13(E) demonstrate understanding of information gathered</p> <p>3.13(F) recognize the difference between paraphrasing and plagiarism when using source materials</p> <p>3.13(G) create a works cited page</p> <p>3.13(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results</p>	
Assessments	<p>Weekly Unit Assessments from MyView</p> <p>Writing Samples</p> <p>MyView Unit 5 Test</p>	<p>Research Project</p> <p>End the Year: RAP</p> <p>Writing Samples</p>	
ELPS	<p>c.1H: develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations.</p> <p>c.2I: demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.</p> <p>c.3E: share information in cooperative learning interactions</p> <p>c.3G: express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics</p> <p>c.4F: use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p> <p>c.4J: demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences</p>		

	<p>and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs</p> <p>c.5D: edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired</p> <p>c.5F: write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired</p>	
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ATTACHMENT SD2

Discipline Policy

Provide the school's proposed discipline policy.

Insert material behind this page.

Also include this cover page with submission.

Expectations for Student Conduct

The mission of Celebrate Dyslexia Schools is to provide a safe and secure learning environment to gain meaningful, and personalized learning opportunities for all students to reach their full potential as productive members of the community. To achieve that mission, CDS must be an environment that is safe, secure and free from disruption. Students are expected to demonstrate behavior appropriate to CDS's learning environment, to treat other students, school personnel, and visitors to CDS with respect. As such, each student is expected to:

- Behave in a responsible and respectful manner.
- Demonstrate courtesy and respect for others, especially other students, and school personnel.
- Attend classes and required CDS activities and events regularly and on time.
- Prepare for each class and complete assignments on time.
- Respect the rights and privileges of other students and school personnel in person and online.
- Respect and care for CDS property and facilities.
- Turn off cell phones or other electronic media during instructional time, and otherwise follow policies related to use of technology.
- Cooperate with CDS personnel in maintaining safety, order, and discipline.
- Dress appropriately in accordance with CDS's dress code.
- Review and comply with the Student Handbook and other school and campus rules.
- Obey classroom rules and classroom expectations.
- Refrain from verbal or written acts of bullying whether in person or online.
- Avoid violations of the CDS' Student Code of Conduct.

Parent cooperation is essential to achieving CDS's mission and ensuring that students learn in a safe, secure and positive environment. Parental involvement and cooperation are vital in the discipline process. Parents should understand and be familiar with the Student Code of Conduct, ensure that his or her child understands and seeks to comply with this Student Code of Conduct, and assist CDS in counseling students regarding appropriate behavior.

PROHIBITED CONDUCT

The following conduct constitutes a violation of the Student Code of Conduct. Any student found to have engaged in such conduct shall be subject to one or more disciplinary consequences as identified within the Student Code of Conduct.

1. General Student Behavior

- Cursing, using offensive language, name calling, ethnic, racial or gender slurs, other derogatory statements, or yelling.
- Disrespectful behavior towards adults.
- Failure to follow directives.
- Disruption of instruction or other school activities or operations.
- Unexcused or excessive tardiness that affects instructional learning.
- False statements or false accusations.
- Bullying, including cyberbullying.
- Teasing, or targeting other students.
- Inappropriate cell phone or electronic media use.

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2. Violation of School Rules and Policies

- Failure to comply with the Student Handbook, or other school or campus rules.
- Leaving the classroom, school building, mandatory school activities or events, or adult supervision without permission.
- Skipping a class period or other mandatory activity, in whole or in part, without permission.
- Violation of school or campus policies or rules related to the use of electronic media, including personal or school-owned electronic devices (e.g., cell phones, tablets, game systems, computers, cameras), or CDS's network or Internet connection.
- Truancy or other failure to attend school without excuse.
- Defacing, destroying or otherwise modifying School property without authorization.
- Taking photographs, or making video or audio recordings of students, employees, or other persons without the consent of the other person.
- Soliciting or attempting to solicit another student to violate the Student Code of Conduct, school policies and rules, or the law.
- Taking steps toward violation of the Student Code of Conduct even if the act is not completed, as determined by appropriate School administrator.
- Failing to follow school directives and classroom rules and expectations.
- Disobeying rules and expectations regarding school transportation.
- Inappropriate or unauthorized use of school property, including posting or distributing literature or materials without school authorization.

3. Violent, Illegal, and Other Serious Offenses

- Possession of prohibited items.
- Conduct which meets the elements of a criminal offense, as determined by CDS.
- Physical, verbal, or sexual harassment of others.
- Inappropriate physical or sexual behavior, including jokes, comments, gestures or unwelcome physical conduct or contact.
- Hazing or initiations.
- Participation in a gang, soliciting or attempt to solicit participation in a gang.
- Possessing, distributing, using or being under the influence of tobacco products, electronic cigarettes, drugs, alcohol, or controlled substances, including prescription drugs if the student has not been prescribed the drugs or is taking the drugs in excess of the dosage specified by the prescription;
- Possessing drug paraphernalia.
- Stealing, lying, cheating, or copying the work of another without authorization (plagiarism);
- Deliberately, and without school authorization, accessing, damaging, or altering school data and records, including but not limited to confidential records, electronic data, networks, or systems.
- Violence of any kind, including dating violence.
- Fighting.

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- Gambling.
- Setting or attempting to set a fire.
- Inappropriate or indecent exposure of body parts.
- Retaliation of any form against other students or CDS personnel.
- Possession or distribution of pictures, text messages, electronic messages, or other material of a sexual or obscene nature.
- Endangering the health or safety of others.
- Other conduct as identified within CDS' Student Code of Conduct.

*CDS maintains a Zero Tolerance Policy for Violent and Illegal Actions including fighting, bringing drugs or alcohol on campus, damaging school property or participating in illegal activities. These actions will result in immediate unenrollment and possible law enforcement involvement.

DETERMINING APPROPRIATE DISCIPLINE

Depending on the nature and severity of the offense, discipline may be issued by the student's classroom teacher, campus administrator, or administrator's designee, in accordance with CDS' Student Code of Conduct. To make a determination of misconduct or issue disciplinary consequences under Student Code of Conduct, the authorized CDS employee must have a reasonable belief that the student engaged in the suspected conduct.

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

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

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

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

INVESTIGATION OF DISCIPLINE ISSUES

To determine whether a violation of the Student Code of Conduct has occurred, campus administrators or other authorized individuals may investigate. Investigations of student misconduct may involve, but are not limited to, interviews of other students, employees and adults, review of school surveillance footage, review of relevant documents, review of information on school-owned computers, verification of tips received from other individuals, gathering of physical evidence, contact of or cooperation with law enforcement agencies and officials. Law enforcement may be contacted and informed of student conduct which may constitute a criminal offense.

Students should have no expectation of privacy with respect to CDS-owned property. Lockers, desks, and other items provided for student use remain CDS property, and students do not have a reasonable expectation of privacy in CDS property or in personal items placed inside CDS property. CDS administrators or other authorized personnel may monitor and search student desks and lockers for any reason. CDS officials may search any CDS property, including school property that is within a student's possession or otherwise being used by a student, at any time, with or without notice to the student and without consent. CDS officials may confiscate any items found during a search, including prohibited items, dangerous items or other items that violate CDS policy.

A student's person or property may be searched by authorized school officials if the official has a reasonable belief that the search will result in the discovery of evidence of a violation of the Student Code of Conduct or of the law. Any personal property which is brought onto school property or to a school-sponsored or school-related activity or event, on or off school property, may be subject to search (e.g., student cell phone, backpack, personal computer, purse, car, etc.).

DISCIPLINE OF STUDENTS WITH SPECIAL NEEDS

Students eligible for services under the Individuals with Disabilities in Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 (Section 504) are subject to discipline under those laws and in accordance with the provisions of this Student Code of Conduct.

CDS may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any student with a disability under Section 504 who is currently engaging in the illegal use of drugs or in the use of alcohol to the same extent that CDS would take disciplinary action against nondisabled students. The due process procedures afforded under Section 504 do not apply to disciplinary action for the use or possession of illegal drugs or alcohol. However, a student who is eligible for special education under the IDEA should have a manifestation determination review conducted to address any use or possession of illegal drugs or alcohol if such conduct could result in a change of placement.

Any disciplinary action that would constitute a "change in the placement" of a student receiving Section 504 or special education services requires a student's Admission, Review, and Dismissal (ARD) committee to conduct a manifestation determination review in order to determine whether the

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student's conduct was a manifestation of his or her disability. A manifestation determination review (MDR) should be held as soon as possible, but not later than 10 school days after the decision is made to change the student's placement. A change in placement occurs if a student is:

1. Removed from the student's current educational placement for more than ten consecutive school days; or,
2. Subjected to a series of removals that constitute a pattern because:
 - a. The series of removals total more than ten school days in a school year;
 - b. The student's behavior is substantially like the student's behavior in the previous incidents that resulted in the series of removals; and,
 - c. Additional factors exist, such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

A student who has not been determined eligible for special education services and who has engaged in behavior that violates the Student Code of Conduct is entitled to the protections under the IDEA regarding discipline of a student with special needs described above if CDS has knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.

Refer to the Celebrate Dyslexia School Handbook for more information regarding special education services.

TYPES OF DISCIPLINE

Available disciplinary consequences include:

- Parent conference.
- Verbal correction.
- Counseling.
- Conference with teacher or administrator.
- Education/training.
- Improvement plan.
- Parent Conference
- School-related assigned tasks or duties.
- Loss or restriction of privileges (e.g., eligibility to hold special positions, exemption from exams, etc.);

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- Consequences related to student participation in extracurricular activities, including removal, suspension, or restriction of participation.
- Removal from class to campus office.
- Confiscation of items.
- Detention.
- In-School Suspension.
- Another alternative placement.
- Out-of-School Suspension.
- Expulsion.

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

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

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

DETENTION / IN-SCHOOL SUSPENSION

A student may be assigned to one or more sessions of detention or placed in in-school suspension (ISS) for engaging in prohibited conduct under this Student Code of Conduct. The student's parent or guardian will be notified by phone and in writing of the student's conduct and assignment to detention or in-school suspension. Detention will be held outside of the instructional day, either before or after school. In-school suspension will require the student to report to the in-school suspension classroom for all or part of one or more school days. While in in-school suspension, the student will be provided the appropriate class assignments and will be expected to complete those assignments as if the student were in the regular classroom.

OUT-OF-SCHOOL SUSPENSION

A student may be suspended for one or more school days for engaging in prohibited conduct under CDS' Student Code of Conduct. The student's parent or guardian will be notified by phone and

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in writing of the student's conduct and the length of the period of suspension. A student may not be suspended for more than three consecutive school days. During a period of suspension, the suspended student may not enter onto school property or participate in or attend school-sponsored or school-related events or activities. The student's teachers will provide assignments that the student will be expected to complete during the period of suspension. Student assignments or other class work completed during a period of suspension will be accepted for grading if completed by the due date provided.

REASONS FOR EXPULSION

A student may be expelled from CDS if he or she is found to have committed any of the acts listed below.

1. **Weapons.** The student used, exhibited, or possessed any of the following while on school property or while attending a school-sponsored or school-related activity on or off school property:
 - a. A firearm;
 - b. A location-restricted knife;
 - c. A club; or,
 - d. A prohibited weapon.
2. **Violent Conduct.** The student engaged in conduct that contains the elements of the following offenses within the Texas Penal Code, regardless of location:
 - a. Aggravated assault, sexual assault, aggravated sexual assault, arson, murder, capital murder, criminal attempt to commit murder or capital murder, indecency with a child, aggravated kidnapping, aggravated robbery, manslaughter, criminally negligent homicide, or continuous sexual abuse of a child or children;
 - b. Assault against another student, an employee, or a volunteer of CDS.
 - c. Deadly conduct.
 - d. A Title V felony under the Penal Code.
3. **Disruptions.** The student engaged in conduct that contains the elements of the following offenses within the Texas Penal Code, regardless of location:
 - a. False alarm or report or terroristic threat involving a public school.
 - b. An offense related to an abusable volatile chemical.
 - c. Breach of computer security if the conduct involves accessing a computer network, or computer system owned by or operated on behalf of a public school and the student knowingly alters, damages, or deletes school district property or information or commits a breach of any other computer, computer network, or computer system;
 - d. Criminal mischief if the conduct is punishable as a felony.
 - e. Public lewdness or indecent exposure.
4. **Drugs and Alcohol.** The student engaged in conduct that contains the elements of the following offenses within the Texas Penal Code:
 - a. On school property, at school-sponsored or school-related event, or within 300 feet of school property:
 - i. Sells, gives, or delivers to another person or possesses, uses, or is under the

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- influence of any amount of marijuana, dangerous drug, or alcoholic beverage.
- b. Regardless of location:
 - i. Sells, gives, delivers to another person or possesses or uses or is under the influence of marijuana or a dangerous drug, as defined by the Health and Safety Code, if the conduct is punishable as a felony.
 - ii. Sells, gives, delivers to another person an alcoholic beverage, as defined by the Alcoholic Beverage Code, commits a serious act or offense while under the influence of alcohol or possesses, uses, or is under the influence of an alcoholic beverage, and the conduct is punishable as a felony.
5. Bullying. The student, regardless of location:
- a. Engages in bullying that encourages a student to commit or attempt to commit suicide.
 - b. Incites violence against a student through group bullying; or
 - c. Releases or threatens to release intimate visual material of a minor or a student who is 18 years of age or older without the student's consent.
6. Other. The student, while on campus or at a school-sponsored or school-related event, on or off campus:
- a. Engages in conduct that constitutes a felony.
 - b. Commits an assault.
 - c. Commits frequent violations of this Student Code of Conduct that cause significant disruption to CDS environment or substantial interference with the instructional process.

EXPULSION PROCESS

If CDS administrator or administrator's designee determines that the student's conduct warrants expulsion, the administrator shall provide written notice to the parent, guardian, or adult student of the proposed expulsion of the student. The written notice shall also include the reason(s) for the proposed expulsion and the date, time, location and procedure for the expulsion hearing. The student is entitled to a hearing with the campus administrator during which the student and/or the student's representative (e.g., parent, guardian, attorney, other) will have the opportunity to review and present evidence and information. The campus administrator may place reasonable restrictions on the conduct of the hearing, including the length of the presentations. At the end of the hearing, the campus administrator may issue a decision immediately or may wait until a later date to communicate a decision. The administrator shall send written communication of the decision to the parent, guardian. If the administrator determines that expulsion is appropriate, the written decision "Expulsion Order" shall include the length of the term of expulsion.

The parent or guardian may choose to voluntarily waive the right to an expulsion hearing by signing a hearing waiver form provided with the notice of proposed expulsion. If the hearing is waived, the administrator will review the relevant evidence and issue a written decision to the parent as described above.

CDS will notify the independent school district in which the student resides of the student's expulsion within three business days of the Expulsion Order.

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TERMS OF EXPULSION

The period of expulsion may be determined by many factors, including the severity of the conduct and the existence of a continuing risk of harm to other students and employees if the student could return. An expulsion may be temporary or permanent. A temporary expulsion may range in length from 4 school days to one calendar year. A permanent expulsion allows CDS to deny future admission to the student based on consideration of the student's past disciplinary history. In each instance, the Expulsion Order must explain the circumstances which justify the length of the expulsion.

During a period of expulsion, the student is prohibited from entering onto any school property and attending any school-sponsored or school-related events. Failure to comply with this prohibition will result in the filing of criminal trespass charges against the student. Except as otherwise required by law, students will not receive educational services or receive course credits during a period of expulsion.

DISCIPLINE APPEAL PROCESS

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

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

TRUANCY

State compulsory attendance law requires that every child at least ages 6 and younger than 19 years of age attend school. CDS enforces the compulsory attendance laws by ensuring the regular attendance of currently enrolled students through the application of truancy prevention measures and, if necessary, referral of students to truancy court.

A student's absence is excused if the absence is specifically authorized by school policy or rule or is otherwise approved by the campus administrator. Any absence that is not excused shall be considered an unexcused absence. CDS will provide written notice to parents if their student has incurred three unexcused absences (including partial day absences) in a four-week period.

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Before CDS makes a referral to truancy court, CDS's Truancy Prevention Facilitator will create and oversee the implementation of truancy prevention measures for the student which shall include one of the following:

1. The creation of a behavior improvement plan that includes a specific description of required or prohibited behavior, the period of the plan's effectiveness (not to exceed 45 days), and penalties for additional absences.
2. School-based community service; or,
3. Referral to counseling, mentoring, teen court, community-based services, or other services to address the student's truancy.

A student will be considered "truant" if the student fails to attend school, without excuse, on 10 or more days or parts of days within a six-month period in the same school year. A student, who is at least 12 years of age and younger than 19 years of age, may be referred to truancy court within 10 days of the student's 10th unexcused absence. In rare occasions, parents may also be subject to prosecution for criminal negligence if the parent fails to secure the student's attendance as further detailed below.

CDS will not refer a student to truancy court if the student's truancy is the result of pregnancy, foster care, homelessness, or because the student is the principal income earner for their family and instead may offer additional counseling for the student.

BULLYING

Bullying is strictly prohibited, and Celebrate Dyslexia Schools may implement a variety of different techniques – both educational and disciplinary in nature – to eliminate bullying between students.

In accordance with 85th Legislature, Texas Senate Bill 179, students may face disciplinary consequences for bullying conduct that:

1. occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. 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; or,
3. is considered 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.

Students who engage in certain bullying behavior may be expelled from Celebrate Dyslexia Schools. Any student who, after an investigation, is found to be a victim of bullying and used reasonable self-defense in response to the bullying will not be subject to disciplinary action on the

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basis of the student's reasonable use of self-defense.

Students are encouraged to report an alleged incident of bullying immediately to Principal or to any teacher, counselor, or other campus employee. Reports may be made orally or in writing, and reports may be made anonymously. Students or parents may contact the principal to obtain a form that may be used to submit the report but use of a form is not required to make a report. Refer to Celebrate Dyslexia Student Handbook or Principal for additional information. No student or other person shall retaliate against any other student or other person who reports bullying. CDS will promptly launch an investigation into the reported incident pursuant to Celebrate Dyslexia Student Handbook. CDS will notify the parent(s) of the alleged victim on or before the third business day after the incident is reported and the parent(s) of the alleged bully within a reasonable amount of time after the incident pursuant to Celebrate Dyslexia Student Handbook.

Pursuant to the Celebrate Dyslexia Student Handbook students who are victims of bullying, witnesses of bullying, or who engage in bullying have the following counseling options available: request time with the counselor or principal.

The principal or a designated staff member may report acts of bullying that constitute assault or harassment to the local law enforcement office.

DEFINITIONS

The following definitions are provided to further detail and define the terms of this Student Code of Conduct. The Board of Trustees shall have final authority to interpret or amend any terms or provisions within this Student Code of Conduct.

Abusable volatile chemicals: Those substances listed in Tex. Health & Safety Code § 485.001.

Alcoholic Beverage: Those substances as defined in Tex. Alco. Bev. Code, Ann. § 1.04.

Assault: Intentionally, knowingly, or recklessly causing bodily injury to another.

Bullying: A single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that (1) has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; (2) is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student; (3) materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or (iv) infringes on the rights of the victim at school. Bullying includes cyberbullying.

Cyberbullying: Bullying that is done using any electronic communication device, including a cell phone or other phone, a computer, a camera, e-mail, an Internet website, or any other Internet-based communication tool. Cyberbullying includes conduct that occurs off school property or outside of a school-sponsored or school-related activity if it (1) interferes with a student's educational opportunities, or (2) substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

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Club: An instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death by striking a person with the instrument, including a blackjack, nightstick, mace, and tomahawk.

Controlled substance: Substances as defined in Chapter 481 of the Texas Health & Safety Code or 21 U.S.C. § 801 et seq.

Deadly conduct: Recklessly engaging in conduct that places another in imminent danger of serious bodily injury or knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Electronic media: Refers to all forms, kinds and types of electronic devices, communication systems, networks, software, websites, and any other technology resources including, but not limited to, social media, text messaging, instant messaging, electronic mail (e-mail), Web logs (blogs), electronic forums (chat rooms), video-sharing or file sharing Web sites, cellular telephones, portable electronic devices, computers.

False alarm or report: Knowingly initiating, communicating, or circulating a report of a present, past, or future bombing, fire, offense, or other emergency that is known to be false or baseless and that would ordinarily: (1) cause action by an official or volunteer agency organized to deal with emergencies; (2) place a person in fear of imminent serious bodily injury; or (3) prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm (federal): (1) any weapon, including a starter gun that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; (2) the frame or receiver of any such weapon; (3) any firearm muffler or firearm weapon; or (4) any destructive device, such as an explosive, incendiary, or poison gas bomb, or grenade.

Firearm (state): Any device designed, made, or adapted to expel a projectile through a barrel by using the energy generated by an explosion or burning substance or any device readily convertible to that use.

Gang: An organization, combination, or association of persons composed wholly or in part of students that: (1) seeks to perpetuate itself by taking in additional members on the basis of the decision of the membership rather than on the free choice of the individual, or (2) that engages in illegal and/or violent activities. In identifying gangs and associated gang attire, signs, or symbols, CDS will consult with law enforcement authorities.

Harassment: Threatening to cause harm or bodily injury to another, engaging in sexually intimidating conduct, causing physical damage to the property of another, subjecting another to physical confinement or restraint, maliciously taking any action that substantially harms another's physical or emotional health or safety, alone or in combination with other conduct prohibited by School policy, rules or the Student Code of Conduct.

Hazing: Any act, occurring on or off campus, by one person alone or acting with others, directed against a student, that endangers the mental or physical health or safety of a student for the purposes of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization or group. Consent to or acquiescence in the hazing activity does not excuse the student

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of responsibility for the misconduct.

Intimate visual material: visual material that depicts a person: (1) with the person's intimate parts exposed; or (2) engaged in sexual conduct.

Location-restricted knife: A knife with a blade over 5 and one-half inches.

Paraphernalia: Any article or device used or intended for use to inject, ingest, inhale, or otherwise introduce marijuana, a controlled substance, or a dangerous drug into the human body, including but not limited to roach clips, rolling papers, needles, baggies with residue, razor blades, bong and pipes.

Possession: Regardless of the student's knowledge or intent to possess the item, to have in or on: (1) a student's person or in the student's personal property, such as the student's clothing, purse, or backpack; (2) in any vehicle used by the student for transportation to or from school or school-related activities, such as an automobile, truck, motorcycle, or bicycle; or (3) any other school property used by the student, such as a locker or desk.

Prohibited item: Includes but is not limited to (1) alcoholic beverages, marijuana, controlled substances, or dangerous drugs; (2) paraphernalia; (3) prohibited weapons; (4) any other item prohibited by this Student Code of Conduct.

Prohibited weapons: Includes the following items: armor-piercing ammunition, chemical dispensing device, explosive weapon, firearm silencer, knuckles, machine gun, short-barrel firearm, switchblade knife, or zip gun, taser gun.

Retaliation: Harming or threatening to harm another: (1) on account of their service as a School employee or volunteer, (2) to prevent or delay another's service to CDS, or (3) because the person intends to report a crime or violation of this Student Code of Conduct.

Self-defense: When the person who is not the aggressor in an encounter uses the minimum force required to remove himself or herself from immediate danger of harm. Actions that escalate or continue the encounter will not be considered self-defense.

Sexual harassment: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that has the purpose or effect of unreasonably interfering with a student's performance or creates an intimidating, hostile, or offensive educational environment.

Soliciting: Requesting, commanding, or attempting to induce another student to engage in specific conduct that would constitute a violation of the Student Code of Conduct, and with the intent that a violation of the Student Code of Conduct be committed.

ATTACHMENT G1

Organizational Bylaws

Provide the proposed bylaws for the charter school's governing board or the existing bylaws of the sponsoring entity.

Insert material behind this page.

Also include this cover page with submission.

**BYLAWS
OF
CELEBRATE DYSLEXIA SCHOOLS**

WHEREAS, the initial Board of Directors of Celebrate Dyslexia Schools (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 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 “Celebrate Dyslexia Schools”.

1.02 OFFICE: The principal office of the Corporation will be located at 845 Proton Road, San Antonio, Texas 78258.

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 Chairman, Secretary, or by any one or more Board members with the consent of the Chairman 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 Chairman and as presented in the notice of the meetings. However, the Chairman may modify the order of business. The agenda shall identify all matters to be presented to and considered by the Board. Matters not disclosed in the agenda and meeting notice available to the public shall not be deliberated or be considered by the Board, except as permitted by the Texas Open Meetings Act.

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 Chairman 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.

MEETINGS & RECORDS GENERALLY

2.09 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 Chairman in good order any Corporation monies, books, records, minutes, lists, documents, contracts or other property of the Corporation in his or her custody or control.

2.10 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 2.14 herein. Any Board vacancies shall not be counted in determining a majority called for by these Bylaws.

2.11 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.

2.12 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 2.09 herein.

2.13 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.

2.14 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

2.15 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.

2.16 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 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 Chairman. 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 Chairman 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 by each respective Director, subject to Articles 3.03 and 3.06 herein.

3.05 **VACANCY**: The Chairman of the Board will appoint Directors to fill vacancies. Each Director appointed or designated to fill a vacancy on the Board of Directors will hold office for the 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 Chairman 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 Chairman of the Board, a Vice-Chairman of the Board, and a Secretary/Treasurer 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 Chairman of the Board at its annual meeting.

4.03 CHAIRMAN: The Chairman of the Board will preside at all meetings of the Board of Directors. The Chairman will have other powers and duties not inconsistent with these Bylaws as may be assigned by the Board. The Vice-Chairman will have the powers and duties of the Chairman in his absence.

4.04 SECRETARY: A Secretary will act under the direction of the Chairman and in his absence, have the duties and powers of the Chairman. A Secretary will have other duties and powers as the Chairman 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 Chairman, Vice-Chairman 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 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 Chairman.

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 Chairman.

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 Chairman 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 Chairman 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.

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: Except as otherwise provided in the Certificate of Formation, and subject to the power of the Board to amend or repeal these Bylaws, these Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority vote, provided that written notice setting forth in detail the proposed Bylaws revisions with explanations for the change is given at least three days previously. In the case of an emergency, which must be explained in the notice, two hours notice of a proposed

amendment may be given to all Directors, and the Bylaws may be amended upon the unanimous vote of all Directors.

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.

As approved by Unanimous Written Consent of the Board of Directors dated September 20, 2021, pursuant to the BOC.

ATTACHMENT G2

Code of Ethics Conflict of Interest Policy

Provide the following:

- Governing board's proposed Code of Ethics
- Governing board's proposed Conflict of Interest policy

Insert material behind this page.

Also include this cover page with submission.



Code of Ethics Policy

1. Introduction

The Board of Directors of Celebrate Dyslexia Schools (“CDS”) have a number of duties and responsibilities that they are charged to carry out. The CDS Board does not take this responsibility lightly and is committed to maintaining the highest legal and ethical standards in the method of CDS business, and in protecting the integrity and reputation of CDS, the CDS Board and all CDS employees, volunteers, and programs.

2. Conflicts of Interest

A. Definitions for General Conflict Interest Provisions. As defined by 19 TAC §100.1132, the following terms shall have the following meaning:

1. **Local public official.** 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.).
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:
 - a. 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
 - b. 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.** A local public official is considered to have a substantial interest under this section if a person related to the official in the third degree by consanguinity or affinity, as determined under Government Code, §§573.021-573.025, and §100.1113 of this title (relating to Relationships By Consanguinity or By Affinity), has a substantial interest under this section.

B. Statement on State Law. CDS, its Officers, and Directors shall comply with Tex. Educ. Code Ann.. Ch. 12, and 19 TAC §§ 100.1131–100.1135 governing conflicts of interest among charter school and charter holder board members and officers. The rules are including, but not limited to the following below:

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C. Employees Serving on the Board.

1. Directors and Officers of CDS shall comply with Tex. Loc. Gov't Code Ann., Chapter 171 in the manner provided by the conflict of interest provisions described in 19 TAC §§ 100.1131–100.1135.
2. Officer of CDS, in accordance of 19 TAC § 100.1001 (16), is the 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 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 CDS.
3. The CDS 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 (19 TAC § 100.1001 (17)).
4. A Central Administration Officer for the CDS is a person charged with the duties of, or acting as, a Chief Operating Officer, director, or assistant director of the charter holder or the CDS, including one or more of the following functions (19 TAC § 100.1001 (18)(A-J):
 - 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 CDS Board's or the CDS's 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 CDS Board or the CDS regarding the selection of personnel of the CDS 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 CDS Board, as its administrative manager;

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- f. preparing or submitting a proposed budget to the charter holder CDS Board or CDS (except for developing budgets for a CDS 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 CDS 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 a CDS School operated by CDS, based on the indicators adopted under TEC, §39.053 and §39.054, or other indicators adopted by CDS in its open-enrollment charter; or,
 - j. organizing the central administration of the CDS Board.
5. A Campus Administration Officer for the CDS is a person charged with the duties of, or acting as, a principal or assistant principal of an CDS campus, including one or more of the following functions (19 TAC § 100.1001 (19) (A-F):
- a. approving teacher or staff appointments for a CDS 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 CDS campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter;
 - c. developing budgets for a CDS 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 CDS campus;
 - e. assigning, evaluating, or promoting personnel assigned to a CDS 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

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suspension of an employee assigned to a CDS 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 the Board. (19 TAC § 100.1001 (20))
7. Conflicts of Interest and Board Member Compensation Exception: Compensated board members generally prohibited. Except as provided by this section, a person who receives compensation or remuneration from a nonprofit corporation holding an open-enrollment charter may not serve on the CDS Board of the charter holder. As used in this subsection, compensation or remuneration includes, without limitation: 19 TAC § 100.1131 (b - f)
 - a. salary, bonuses, benefits, or other compensation received by the local public official pursuant to an employment relationship;
 - b. payment of or reimbursement for personal expenses of the local public official, excluding reimbursement for allowable travel expenses;
 - c. credit extended to the local public official by the charter holder or charter school;
 - d. the local public official's personal use of property paid for by the charter holder or charter school;
 - e. in-kind transfers of property to the local public official; and
 - f. all other forms of compensation or remuneration to the local public official.
8. Conflict of Interest Exceptions.
 - a. If each CDS school operated by CDS has received a satisfactory rating, as defined by 19 TAC § 100.1022(b)(2)(B) (relating to Standards to Revoke and Modify the Governance of an Open-Enrollment Charter), for at least two of the preceding three school years, then charter school employees may serve on the governing body of the CDS Board in accordance.
 - b. Existing charter holders partly grandfathered. If a 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 academic or financial ratings to determine whether it has received a satisfactory rating for at least two of the preceding three school years, then charter school employees may serve on the governing body of the charter holder.
9. Exception to prohibition on compensated board members. An employee of CDS may serve as a member of the governing body of CDS if:

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- a. only employees of CDS, and not employees of the CDS Board, serve on the governing body of the CDS Board;
- b. the only compensation or remuneration received by the board member is salary, bonuses, benefits, or other compensation received pursuant to the employment relationship with the charter school;
- c. CDS employees do not constitute a quorum of the CDS Board or any committee of the CDS Board; and
- d. all CDS employees serving on the CDS Board comply with all conflicts of interest provisions.

D. Conflicts Requiring an Affidavit and Abstention from Voting. Affidavit and abstention are required according to 19 TAC § 100.1133 (a - c) and in the following situations:

1. If a local official has a substantial interest in a business entity or in real property, the official shall file, before a vote, decision, or other action on any matter involving the business entity or the real property, an affidavit stating the nature and extent of the interest, 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. Affidavit must be filed. The affidavit described above is filed with the Secretary of the Board of Directors.
3. Abstention excused. If a local public official is required to file and does file an affidavit, the local public official is not required to abstain from further participation in the matter requiring the affidavit if:
 - a. the local public official is a member of the governing body of the charter holder or the charter school, and
 - b. a majority of the members of the governing body of which the local public official is a member is composed of persons who are likewise required to file and who do file affidavits of similar interests on the same official action.

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- E. Separate Vote on Budget Item.** (19 TAC § 100.1134 (a - b))
1. Separate vote required. The CDS Directors shall take a separate vote on any budget item specifically dedicated to a contract with a business entity in which a Director or Officer of the governing body of the charter holder has a substantial interest.
 2. Abstention is required. Except as provided above and in 19 TAC § 100.1133, the affected member may not participate in that separate vote. The member may vote on a final budget if:
 - a. the member has complied with the above-stated requirements; and,
 - b. the matter in which the member is concerned has been resolved.
- F. Statement on Federal Law.** CDS is a tax-exempt organization and has adopted this Conflict of Interest Policy ("policy") for the purpose of protecting its interests when contemplating any transaction or arrangement that might: (1) benefit the private interest of an officer or director of the Organization; or (2) result in a possible excess benefit transaction as described in Section 4958 of the Internal Revenue Code and 26 CFR § 53.4958 (the "federal tax rules") This policy is intended to supplement, but not replace, any applicable state or federal law governing conflicts of interest applicable to tax-exempt and charitable organizations.
- G. Interested Person.** Any Director or Officer, employee, or member of a committee with powers delegated by the CDS 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 CDS has a transaction or arrangement;
 - b. a compensation arrangement with CDS, or with any entity or individual with which CDS has a transaction or arrangement; or
 - c. a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which CDS is negotiating a transaction or arrangement.
 2. Compensation includes 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.

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H. 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 herein.

I. Conflict of Interest Procedures

1. Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of a financial interest and be given the opportunity to disclose all material facts to the directors and officers of CDS Board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists. A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate CDS Board decides that a conflict of interest exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining CDS Board members shall decide if a conflict of interest exists.

3. Steps to Address a Conflict of Interest

- a. An interested person may make a presentation to CDS Board, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of CDS Board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, CDS Board shall determine whether the CDS can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, CDS Board shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in CDS's best interest, for its own benefit, and whether it is fair and reasonable.

4. Violations of the Conflicts of Interest Policy

- a. If CDS Board has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

Celebrate Dyslexia Schools

- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, CDS Board determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

5. **Documentation.** The minutes of CDS Board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and CDS Board's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

6. **Compensation.**

- a. A voting member of CDS Board who receives compensation, directly or indirectly, from CDS for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the CDS for services is precluded from voting on matters pertaining to that member's compensation.
- c. A voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the CDS, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

3. **Nepotism**

- A. **Nepotism Prohibited.** A Nepotism laws generally will apply. CDS will have to understand the provisions, prohibitions, and exceptions outlined by 19 TAC §§100.1111-100.1116. A Director of the governing body of CDS, a member of the governing body of CDS, and an officer of CDS who retain final authority to select and terminate charter school employees shall comply with Government Code, Chapter 573.
- B. **General Nepotism Definitions.** The following words and terms, when used in this division, shall have the following meaning, unless the context clearly indicates

Celebrate Dyslexia Schools

otherwise.

1. Public official--a member of the governing body of a charter holder, a member of the governing body of CDS, or an officer of CDS who retains final authority to select and terminate CDS employees.
2. Candidate--a person who applies for, seeks, is nominated for, or is considered for selection, appointment, employment or in any other manner to be made a member of the governing body of CDS, a member of the governing body of CDS, or an officer of CDS.
3. Charter Position:
 - a. an office, employment, function, or duty that is to be directly or indirectly compensated from state funds received by CDS after September 1, 2001; or,
 - b. a member of the governing body of CDS that receives state funds after September 1, 2001, or a member of the governing body or an officer of CDS operated by CDS.
4. Degrees of relationship. Except as specifically provided by 19 TAC §§100.1111-100.1116, this division applies to relationships within the third degree by consanguinity or within the second degree by affinity.

C. Relationships by Consanguinity or By Affinity. 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. Tex. Gov't Code Ann., § 573.022 and 19 TAC §100.1113 (a-e).

1. Method of computing degree of relationship. The degree of a relationship is computed by the civil law method.
2. Determination of consanguinity. Two individuals are related to each other by consanguinity 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 parent for this purpose.
3. Computation of degree of consanguinity. The degree of relationship by consanguinity between an individual and the individual's descendant is determined by the number of generations that separate them.
 - a. A parent and child are related in the first degree, a grandparent and grandchild in the second degree, a great-grandparent and great-grandchild in the third degree, and so on.
 - b. If an individual and the individual's relative are related by consanguinity, but neither is descended from the other, the degree of relationship is determined

Celebrate Dyslexia Schools

by adding: (i) the number of generations between the individual and the nearest common ancestor of the individual and the individual's relative; and, (ii) the number of generations between the relative and the nearest common ancestor.

- c. An individual's relatives within the third degree by consanguinity are the individual's: (i) parent or child (relatives in the first degree); (ii) brother, sister, grandparent, or grandchild (relatives in the second degree); and, (iii) great-grandparent, great-grandchild, aunt who is a sister of a parent of the individual, uncle who is a brother of a parent of the individual, nephew who is a child of a brother or sister of the individual, or niece who is a child of a brother or sister of the individual (relatives in the third degree).

4. **Determination of Affinity.** Two individuals are related to each other by affinity if they are married to each other, or if the spouse of one of the individuals is related by consanguinity to the other individual.

- a. 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 that marriage is living, in which case the marriage is considered to continue as long as a child of that marriage lives.

- b. Applies only until the youngest child of the marriage reaches 21 years of age.

5. **Computation 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.

- a. 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. An individual's relatives within the third degree of affinity are: (i) anyone related by consanguinity to the person's spouse within the first or second degree; and, (ii) the spouse of anyone related to the person by consanguinity in one of the ways named in this section.

D. Nepotism Exceptions.

1. The nepotism prohibition does not apply to an appointment or employment of a bus driver by a charter school if:

- a. the charter school is located wholly in a county with a population of less than 35,000; or,
- b. the charter school is located in more than one county and the county in which the largest part of the charter school is located has a population of less than 35,000.

2. The nepotism prohibition does not apply to an appointment or employment of a

Celebrate Dyslexia Schools

personal attendant by a public official for attendance on the public official who, because of physical infirmities, is required to have a personal attendant.

3. The nepotism prohibition does not apply to an appointment or employment of a substitute teacher.
4. A nepotism prohibition described by 19 TAC §100.1114(a) does not apply to the hiring, selection, appointment, confirmation, or vote for the hiring, selection, appointment, or confirmation of an individual to a charter position if:
 - a. the individual was employed in the position immediately before the public official to whom the individual is related in a prohibited degree became a public official, by whatever means; and
 - b. that prior employment of the individual was continuous for at least: (i) 30 days, if the public official is an officer of CDS; (ii) six months, if the public official is a member of the governing body of CDS; or, (iii) one year, if the public official is a member of the governing body of CDS.

E. Prohibition against deliberation or voting on continued relative. If an individual continues in a position, the public official to whom the individual is related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, confirmation of the appointment or reappointment, employment, reemployment, change in status, compensation, or dismissal of the individual if that action applies only to the individual and is not taken regarding a bona fide class or category of employees. 19 TAC §100.1115(a-c)

F. Enforcement of Nepotism Prohibitions.

1. Removal by charter holder. An individual who violates the Nepotism Prohibitions or relating to Nepotism Exceptions shall be removed from the individual's position by CDS Board. Failure to comply with this subsection is a material charter violation. 19 TAC §100.1116 (a-b)
 - a. The removal must be made in accordance with the removal provisions in the articles of incorporation and bylaws of CDS, if applicable, the terms of the open-enrollment charter, any applicable local policies, and state and federal law.
 - b. 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 individual if the official knows the individual is ineligible.
2. Removal by Attorney General. A Director or Officer violating the nepotism prohibitions may also be removed from the individual's position by suit brought by the Attorney General pursuant to Tex. Gov't Code Ann. § 573.082.

G. Delegation of Hiring Authority. The CDS Board may delegate final authority to the

Celebrate Dyslexia Schools

CDS Superintendent. The 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 or Superintendent within the degree as described in Tex. Gov't Code Ann., § 573.002; or,
2. The public official holds the appointment or confirmation authority as a member of a state or local board, the legislature, or a court and the individual is related to another member of that board, legislature, or court within a degree described by Tex. Gov't Code Ann., § 573.002.

4. Confidentiality

- A. Confidentiality Statement.** CDS staff and CDS Board members shall ensure that all information that is confidential or that is not publicly available is not to be disclosed inappropriately. As well as all nonpublic information that is acquired on third parties by CDS personnel is to be treated as confidential and cannot be disclosed or used to solicit business for self or others, or for any social or political benefit.

5. Disclosure and Annual Review

- A. New Directors and Officers.** Each new Director and Officer will participate in an online training of this Policy. Upon completion will be provided a certification of completion and a copy of the policy manual. Each member will be provided an electronic copy of the policy manual yearly and upon receipt will complete an acknowledgment of receipt online.
- B. Periodic Review.** As required by Texas Education Code (TEC), §12.119(b), TEA collects information about CDS board members and school officers each year.
1. Annual governance reporting forms are usually made available in September. CDS must submit governance reporting forms by December 1 of each year.
 2. Governance reporting forms are submitted electronically through the Charter School Tracking System (CSTS) in TEAL.
 3. One form must be completed for each board member and charter school officer.
 4. The CDS superintendent must approve all forms in order to complete the submission process.

CELEBRATE DYSLEXIA SCHOOLS CONFLICT OF INTEREST POLICY

Article I

Purpose

The purpose of the conflict of interest policy is to protect Celebrate Dyslexia Schools' (the "Organization") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II

Definitions

Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a.** An ownership or investment interest in any entity with which the Organization has a transaction or arrangement,
- b.** A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c.** A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.
- d.** Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III

Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all

material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV

Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- a.** The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b.** The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V

Compensation

- a.** A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- b.** A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.
- c.** No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI

Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a.** Has received a copy of the conflicts of interest policy,
- b.** Has read and understands the policy,
- c.** Has agreed to comply with the policy, and
- d.** Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII

Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a.** Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b.** Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII

Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

As approved by Unanimous Written Consent of the Board of Directors dated September 20, 2021, pursuant to the BOC.

ATTACHMENT G3

Board Member Résumés Disclosure Affidavits

For each member of the proposed school's governing board, provide a résumé and a notarized Board Member Disclosure Affidavit. See next page.

All prompts and response boxes must be completed on the affidavit.

Note: Applicants must ensure that each board member individually provides her/his own personal response as substantial repetition among and between affidavit responses will be subject to this application's Plagiarism Policy and may cause an application to be removed from consideration.

Insert material behind this page.

Also include this cover page with submission.

GENERATION 28 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

Name of Sponsoring Entity:

CONTACT INFORMATION

Full Legal Name:

Home Mailing Address:

Phone Number:

Email Address:

Response boxes will automatically expand after text is entered.

KNOWLEDGE AND EXPERIENCE

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

Do you currently serve or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation? If yes, identify all entities and dates of service below.

DISCLOSURES

Yes Do you plan to contract or seek future employment with the sponsoring entity, the charter school, or any management company of the school?
 No

If yes, describe the nature of employment and all compensation you expect to receive.

Yes Are you (or your spouse) affiliated with any individual(s), organization(s), educational service provider(s), or management organization(s) that may conduct business with the proposed charter school?
 No

If yes, describe the precise nature of the relationship(s).

Yes Are you (or your spouse) partners or majority shareholders in a businesses/organization that may conduct business with the proposed charter school?
 No

If yes, identify all applicable businesses/organizations.

- Yes Are you affiliated with any business/organizations entrusted with the care and supervision of lawful
 No minors and/or wards of a governmental entity?

If yes, provide a name of the business/organization and description of the specific demographics served. Identify all formal complaints, investigations, and/or litigation that have involved the business/organization referenced. Describe the nature of the claim, current status, findings, and/or ruling.

- Yes Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent,
 No child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within 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?

If yes, describe the precise nature of the relationship.

- Yes Will any relative(s) within the third degree of consanguinity or affinity be employed by or receive any
 No compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

If yes, describe the precise nature of the relationship.

- Yes Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in
 No TEC § 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

If yes, identify the offense and date of conviction.

CERTIFICATION

I, Jasmin Dean, 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
(Blue ink)

[Signature]

Date 10/10/22

State of Texas

County of Bexar

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

Subscribed and sworn to before 10th day of October, 2022.

(Notary Public) [Signature]

(Seal)

My commission expires 2/1/2023



Jasmin Ann Dean

Experience

Celebrate Dyslexia, July 2019- present

Assignment: Founder and Executive Director

Responsibilities include overseeing the administration, programs, strategic plan, fundraising, marketing and community outreach.

Partnered with Whiteboard Exhibits to travel Beautiful Minds: Dyslexia and the Creative Advantage

Current Collaborations include: DoSeum, Magik Theatre, City Education Partners, Various ISDs throughout San Antonio, Don Winn and Cardboard Box Adventures, Deep Vellum, International Dyslexia Association Austin, Decoding Dyslexia Central Texas, SA Charter Moms, Yale Center for Dyslexia and Creativity, Gordon Hartman Multi Accessibility Center, Microsoft Store Community Development, Magik Theatre and Houston Health Museum

Westover Hills Orthopaedics, July 2018-present

Assignment: Practice Manager

Build strong relationships within the medical community with a goal of establishing referral base for a thriving orthopaedic surgery practice

Maintain brand including website and printed materials

Manage staff of 8 people with HR and payroll responsibilities

University of Texas at San Antonio, July 2001-July 2002

Assignment: Media Relations Advisor

Beats included the departments and events in the College of Liberal and Fine Arts, President's Office, Alumni Affairs, and Sports Department

Responsibilities included public relations, consultant on university-wide marketing committee, articles contributed to the Sombrilla Magazine.

Resigned to husband's military reassignment to Germany

San Antonio Sports Foundation, August 2000-June 2001

Assignment: San Antonio Local Organizing Committee for the 2002 Women's Final Four, Liaison between the Local Organizing Committee, the City of San Antonio, and the NCAA,

Responsibilities include public relations, merchandise, coordinator of special events, hospitality, lodging, citywide decorations, edit bi-weekly newsletter,

Conducted ad sales for the 2001 NCAA Men's Midwest Regional Championship Guide and Program. Results revealed that San Antonio ranked second in the nation for the 2001 NCAA Men's Midwest Regional Championship Guide sales.

Awards and Boards

2020-2021 Northside Education Foundation Pillar of Trustworthiness

Magik Theatre Executive Board

Celebrate Dyslexia Schools - Board Chair

Additional Experience

City Education Partners EdVent Fellow 2020

City Education Partners EdLaunch Fellow 2021-2022
Social Venture Partners San Antonio Fellow 2021-2022
Wife and Mother of three boys

Education

University of Texas at San Antonio, San Antonio, TX

Degree: PhD, in progress

Emphasis: Interdisciplinary Learning and Teaching

Cognate: Reading and Literacy

University of Texas at San Antonio, San Antonio, TX

Degree: Master of Music, December 2000

Emphasis: Piano Performance

Thesis: Recital Document – Discussion of Selected Piano Works

Cumulative GPA: 4.0

University of Texas at San Antonio, San Antonio, TX

Degree: Bachelor of Music, December 1999

Emphasis: Music Marketing

Cumulative GPA: 3.83

Languages

Proficient in speaking Arabic

GENERATION 28 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

Name of Sponsoring Entity:

CONTACT INFORMATION

Full Legal Name:

Home Mailing Address:

Phone Number:

Email Address:

Response boxes will automatically expand after text is entered.

KNOWLEDGE AND EXPERIENCE

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

Advancing literacy success for all is my calling as an educator. It is essential that children with dyslexia be identified early, and provided with therapy that is aligned to the science of reading research. I view serving on this board as an opportunity to advance the science behind how children learn to read by collaborating on the use of Neuhaus Education Center's resources and our vast body of knowledge and experience to position this charter school for success. Dyslexia is not a gift for children who are experiencing barriers to receiving the services they need for a life full of purpose and opportunity. The biodiversity of the dyslexic mind when nurtured with the proper instruction and social emotional supports is vast. Many of the answers we need to challenging problems within society could be answered through the creativity of those with dyslexia who see problems uniquely, and who craft solutions in ways that others cannot see. I believe this school could become an incubator for novel approaches to reaching children with dyslexia, as well as those who are experiencing other barriers to becoming fully literate contributing members of society, which will then make dyslexia a gift for a child who benefits from receiving evidence-based instruction.

Do you currently serve or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation? If yes, identify all entities and dates of service below.

I have served on the board of the Houston health museum in Houston, Texas with a focus on impact on student learning and family support when I served as assistant Superintendent of Curriculum, Instruction and Assessment for the Houston Independent School district. I also served on the board for the Texas Council of Women School Executives Region IV chapter, and am now a past president of that organization.

DISCLOSURES

- Yes Do you plan to contract or seek future employment with the sponsoring entity, the charter school, or any management company of the school?
- No

If yes, describe the nature of employment and all compensation you expect to receive.

- Yes Are you (or your spouse) affiliated with any individual(s), organization(s), educational service provider(s), or management organization(s) that may conduct business with the proposed charter school?
- No

If yes, describe the precise nature of the relationship(s).

I serve as the President and CEO of Neuhaus Education Center. No services have been established at this time. We will offer access to our nationally accredited curriculum, professional learning and coaching as deemed appropriate by the board and staff.

- Yes Are you (or your spouse) partners or majority shareholders in a businesses/organization that may
 No conduct business with the proposed charter school?

If yes, identify all applicable businesses/organizations.

- Yes Are you affiliated with any business/organizations entrusted with the care and supervision of lawful
 No minors and/or wards of a governmental entity?

If yes, provide a name of the business/organization and description of the specific demographics served. Identify all formal complaints, investigations, and/or litigation that have involved the business/organization referenced. Describe the nature of the claim, current status, findings, and/or ruling.

- Yes Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent,
 No child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within 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?

If yes, describe the precise nature of the relationship.

- Yes Will any relative(s) within the third degree of consanguinity or affinity be employed by or receive any
 No compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

If yes, describe the precise nature of the relationship.

- Yes Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in
 No TEC § 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

If yes, identify the offense and date of conviction.

CERTIFICATION

I, TRACY LYNN WHITE WEEDEEN, 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
(Blue ink)

Tracy Lynn White Weeden Date 10-28-2022

State of TEXAS

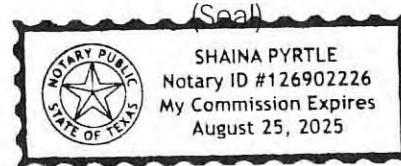
County of HARRIS

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

Subscribed and sworn to before 28 day of OCTOBER, 2022.

(Notary Public) [Signature]

My commission expires 8-25-25



TRACY LYNN WEEDEN

Neuhaus Education Center

Email: [REDACTED]

PROFESSIONAL WORK EXPERIENCE

PRESIDENT & CEO

July 2015 to present

Neuhaus Education Center, Bellaire, TX

- Oversee the operations of the non-profit organization
- Collaborate with the Board
- Plan strategically to scale the work of NEC nationally to support the application of structured literacy at all tiers of instruction
- Provide consultation to district leaders on a national basis to map time, talent, and funding prior to activating a strategic, multi-year plan with the goal of powerfully sustainable literacy transformation as the intended outcome for all students

EXECUTIVE DIRECTOR OF LEARNING SUPPORT & ACADEMIC PLANNING

Scholastic Achievement Partners, Houston, TX

2011 to 2015

- Delivered data analytic services and strategic planning with district leaders nationally
- Engaged in the national launch of a root-cause analysis process structured through “learning supports”
- Partnered to build courses, and prepare consultants for the national launch through collaboration with national thought leaders with a focus on family and community engagement

DIRECTOR OF ACADEMIC PLANNING

Scholastic Achievement Partners, Houston, TX

2011 to 2015

- Provided curriculum, instruction, assessment, and analytic consulting to districts on a national level
- Served as a distinguished speaker at national conferences for Scholastic as well as a variety of state organizations
- Presented to boards of education on pertinent data reports and initiative updates to support strategic communication of district superintendents

EDUCATIONAL CONSULTANT

International Center for Leadership in Education, Houston, TX

Feb. - Oct. 2011

- Served on a national basis as a consultant for school districts preparing for the higher rigor demands of the STARR test and upcoming Next Generation Assessments

ASSISTANT SUPERINTENDENT FOR CURRICULUM, INSTRUCTION AND ASSESSMENT

Houston Independent School District, Houston, TX

2005 to 2011

- Provided oversight for elementary and secondary curriculum departments for the development of curriculum support through the Early Childhood, English Language Arts, Math, Science, Social Studies, Educational Technology, Fine Arts, Health and Physical Education Departments for the production of high-quality teaching and learning resources
- Strategically planned with the director of curriculum and department managers for scalable teacher professional development on curriculum, instruction, and assessment tools
- Developed television programming such as a live elementary math show and a talk show to highlight curriculum initiatives
- Guided decisions for multi-million-dollar budgets to support initiatives such as full-day pre-k and textbook adoption processes
- Collaborated with the Mayor's office, university, and business partners to enrich academic support for students through unique program offerings
- Involved in strategic planning at a national and international level on key grant initiatives, including an I-3 grant that was recently funded in partnership with the National Science Resource Council with the Smithsonian.
- Served as the summer school liaison for the work of Teach for America in select HISD schools. Collaborated with district partners for academic enrichment experiences for students
- Took the lead in planning collaboratively for district-wide Summer School programming. Planned and presented the Summer School budget to the district Cabinet
- Orchestrated the organization of Summer School support with the help of my curriculum team as well as other departments and facilitated meetings with Summer School Principals to communicate essential information for a successful Summer School launch
- Developed unique summer school offerings collaboratively with interested business partners and non-profits for summer school enrichment opportunities for students

ASSISTANT PRINCIPAL FOR CURRICULUM AND INSTRUCTION

Katy Independent School District, Memorial Parkway Junior High, Katy, TX 2003-2005

- Responsible for all curriculum planning for the campus as well as planning and presenting campus staff development activities to address targeted areas of need for teachers. Staff development included analysis of standardized testing data, training on enhancing professional communication, classroom management, developing critical thinking skills of students, teaching strategies, and coordinating and supporting book study groups on relevant topics based on teacher data
- Provided individualized support through guiding teacher reflection on professional practice across the curriculum. Developed intervention tutorial programs to improve student academic performance for all student groups through a Saturday School
- Served as a liaison to all educational stakeholders with concerns relative to academic achievement of students
- Connected students with academic programs to increase student success based on individual needs
- Assisted grade level principals with discipline issues linked to chronic challenges impacting the long-term academic success of students

RECRUITER & INTERVIEW SPECIALIST

- Promoted to Coordinator of Personnel Development/Personnel
Katy Independent School District, Katy, TX 1994-1999
- Maintained and established programs that provided professional enrichment for future teachers, district substitutes, and aspiring administrators such as the Summer Internship Program for aspiring teachers and the Grow Your Own Teacher Program for high school students interested in the profession, which dynamically increased applicant flow
 - Presented at universities across the country on topics that were relevant to student teachers to market KISD giving the district a competitive edge through recruitment efforts
 - Supervised the KISD Substitute Office and researched, implemented, and evaluated the introduction of a computerized substitute system
 - Supported hiring efforts of principals through the identification of a high-quality applicant pool
 - Developed strategies to increase minority applicants and maintained a computerized system to track increases in minority applicants/employees

ENGLISH TEACHER

- Katy Independent School District, Mayde Creek High School, Katy, TX 1993-1994
- Taught sophomore and junior English classes

ENGLISH TEACHER

- Katy Independent School District, Katy High School, Katy, TX 1992-1993
- STARS (Students-at-Risk), GED, and Senior English Teacher
 - Served as a team teacher to at-risk sophomore English students in a double-blocked English and reading classroom setting. Piloted a GED program for at-risk students and taught senior English

ENGLISH/THEATRE/RADIO & TV ANNOUNCING TEACHER

- Detroit Board of Education, Mackenzie High School, Detroit, MI 1987-1991
- Taught sophomore English process-writing classes in collaboration with University of Michigan faculty
 - Conducted fundraising for and production of school plays for theatre students
 - Taught beginning, intermediate, and advance drama courses
 - Served as the liaison for Alley Theatre mentor program for theatre arts students

EDUCATION

- Ed.D. - ADMINISTRATION & SUPERVISION December 2003
University of Houston, Houston, TX
- MASTER OF EDUCATION - ADMINISTRATION & SUPERVISION December 1995
University of Houston, Houston, TX
- BACHELOR OF LIBERAL ARTS December 1986
Major – Speech Communications, Minor – English
University of Detroit, Detroit, MI

LICENSES AND CERTIFICATIONS

LIFE – MID MANAGEMENT CERTIFICATION

State of Texas, Austin, TX

LIFE – PROVISIONAL SECONDARY ENGLISH (GRADES 6-12)

State of Texas, Austin, TX

LIFE – PROVISIONAL SECONDARY SPEECH COMMUNICATIONS (GRADES 6-12)

State of Texas, Austin, TX

RECENT PROFESSIONAL DEVELOPMENT CERTIFICATION & ACTIVITIES

Panelist – The Future of Literacy is Digital – Benetech (October 2021)

Presenter – Enacting the Science of Reading: From Systems to Classroom Practice – SIPPS Symposium (October 2021)

Keynote – Transforming the Family Tree through Literacy - ORTLi Fall Virtual Symposium (October 2021)

Keynote – Transforming the Family Tree through Literacy – Ruth Harris Dyslexia Symposium (September 2021)

Presenter – Literacy, the Currency of the 21st Century – MEGA Conference (July 2021)

Presenter – This is Where we Shine – Raise Your Hand Texas Leadership Symposium (February 2021)

Presenter – The Delicate Dance Between Grace and Truth While Scaling the Science of Reading for All – Plain Talk Conference (February 2021)

Keynote – The Reading League (January 2021)

Moderator – The Vision for a Common Data Management System – Mayor’s Office of Adult Literacy (January 2021)

Presenter – Race, Class, Power and Reconciliation – Tomball ISD (September 2020)

Presenter – Transforming the Family Tree through Literacy, A Leadership Perspective – Raise Your Hand Texas Leadership Symposium (February 2020)

Speaker – Warrior Women – Texas Council of Women School Executives Midwinter Conference (January 2020)

Moderator – Paving the Way – International Dyslexia Association Annual Conference (November 2019)

Keynote Speaker – Harris County Department of Education Dyslexia Day (2019)

Keynote Speaker in support of city-wide literacy initiative (100x202– Fort Worth Independent School District (2016)

Scholastic National Literacy Conference Presenter (2012-2015)

Mississippi School Board – Keynote Speaker - Three Mississippi Data Trends That Will Impact Your School Board Decisions for the Next Three Years (February 2015)

Colorado Association of School Executives – Distinguished Speaker (July 2014)

Colorado Association of School Executives – Keynote Speaker (October 2013)

Gary Community School Corporation – School Opening Keynote Speaker (August 2014)

Certified LoTi (Levels of Teaching Innovation) Trainer with a focus on school improvement through digital age best-practices

Texas Council of Women School Executives – Administrative Interview Skills Workshop (Summer 2001 & 2002)

Texas Council of Women School Executives – Presenter – Preparing for the Next Wave of Change – Preparing Students to be College and Workforce Ready (2011)

Texas Council of Women School Executives – Key Note Speaker for Region IV Chapter – Presenter at Annual Conference on Spring Branch ISD Partnership with ICLE for Leadership Development (2014)

Served on International Strategic Planning Committee for National Science Resource Council in Washington, D.C. (2010)

Reading First Presentation – Implications for Large Urban Districts (2009)

Educational Consultant – Katy I.S.D. – Leadership Academy Presenter on Interviewing Skills. Also conducted mock interviews and provided individualized coaching for participants. (1999-2004)

Presenter on Interview Skills for the 2001 Houston Independent School District Leadership Academy

Consultant to Ed Publishing and Consulting – Tutoring and Training groups of 6 – 100 in preparation for the Texas Examination of Education Standards Exam (2000-2004)

Trainer - Professional Development EXCET for Katy Independent School District Personnel Office (Fall 2001)

Presenter at Texas Association of Personnel Administrators – How to Enhance Minority Recruitment Efforts (Winter Conference 1998)

Scholarship Recipient for Study at Oxford University - Plays in Performance (Summer 1984)

HONORS AND AWARDS

Recipient of Educational Leadership Outstanding Dissertation Award	2003-2004
<i>An Analysis of Policies and Politics in Relationship to Issues of Race Class and Power through the Use of the Interpersonal Recall Process</i>	
University of Houston Distinguished Alumni	2020

AFFILIATIONS AND POSITIONS

ADVISORY BOARD MEMBER

□ BENETECH	2021-PRESENT
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HBU TEACHER ADVISORY COUNCIL	2020-PRESENT
ADVISORY BOARD MEMBER	
<input type="checkbox"/> MAYOR’S OFFICE FOR ADULT LITERACY	2020-PRESENT
BOARD MEMBER AND CURRENT BOARD PRESIDENT (2018-2019)	
<input type="checkbox"/> TEXAS COUNCIL OF WOMEN SCHOOL EXECUTIVES	2017-2019
MEMBER OF THE PRESIDENT’S CIRCLE/CURRENT MEMBER	2016-2017
GREATER HOUSTON PARTNERSHIP	2015-PRESENT
PRESIDENTS CIRCLE	2016-2017
MEMBER OF FORT BEND CHAMBER OF COMMERCE	2018-2019
BOARD MEMBER	
<input type="checkbox"/> JOHN P MCGOVERN MUSEUM OF HEALTH & MEDICAL SCIENCE	2008-2011
COUNCIL MEMBER	
<input type="checkbox"/> URBAN LITERACY LEADERSHIP COUNCIL	2007-2009

PUBLICATIONS

“Holiday Reading Encourages Learning,” Houston Business Journal, December 2019

GENERATION 28 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

Name of Sponsoring Entity:

CONTACT INFORMATION

Full Legal Name:

Home Mailing Address:

Phone Number:

Email Address:

Response boxes will automatically expand after text is entered.

KNOWLEDGE AND EXPERIENCE

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

Do you currently serve or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation? If yes, identify all entities and dates of service below.

DISCLOSURES

Yes Do you plan to contract or seek future employment with the sponsoring entity, the charter school, or any management company of the school?

No

If yes, describe the nature of employment and all compensation you expect to receive.

Yes Are you (or your spouse) affiliated with any individual(s), organization(s), educational service provider(s), or management organization(s) that may conduct business with the proposed charter school?

No

If yes, describe the precise nature of the relationship(s).

Yes Are you (or your spouse) partners or majority shareholders in a businesses/organization that may conduct business with the proposed charter school?

No

If yes, identify all applicable businesses/organizations.

Yes Are you affiliated with any business/organizations entrusted with the care and supervision of lawful minors and/or wards of a governmental entity?

No

If yes, provide a name of the business/organization and description of the specific demographics served. Identify all formal complaints, investigations, and/or litigation that have involved the business/organization referenced. Describe the nature of the claim, current status, findings, and/or ruling.

- Yes 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 within 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?

If yes, describe the precise nature of the relationship.

- Yes Will any relative(s) within the third degree of consanguinity or affinity be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

If yes, describe the precise nature of the relationship.

- Yes Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC § 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

If yes, identify the offense and date of conviction.

CERTIFICATION

I, Shereen Radusca, 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 (Blue ink) S. Radusca

Date 9/23/22

State of Texas

County of Bexar

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

Subscribed and sworn to before 23 day of September, 2022.

(Notary Public) Renee Affolter Baki (Seal)

My commission expires 05/09/2024



SHEREEN H. RADUSCA

Education

HARVARD UNIVERSITY, John F. Kennedy School of Government • Cambridge, MA
Masters Degree in Public Policy with concentrations in housing and real estate, June 2001

UNIVERSITY OF TEXAS AT AUSTIN • Austin, Texas
BA in African and African-American Studies and Plan II Liberal Arts, May 1998

Expertise

- Program Management, Development, and Execution
- Knowledge Management, Change Management, Process Development, and Training
- Development of metrics and Key Performance Indicators
- Public-Private Partnerships and Real Estate Finance
- Real Estate Portfolio and Asset Management, Negotiations and Restructures
- Policy Analysis, Development, and Implementation
- Financial Analysis and Risk Management

Experience

7/15 - present

JONES LANG LASALLE • San Antonio, TX

Senior Vice President supporting AFCEC Housing Privatization Program

- Lead advisory efforts for multiple AFCEC branches with responsibilities for Housing Privatization, providing strategic guidance and programmatic recommendations at the Directorate, Division, Branch Chief and Staff levels
- Lead transformation efforts to develop new and enhance existing oversight programs
- Lead, coordinate and manage day to day operations, taskers, research, policy/program/project analysis, briefings, stakeholder meetings and assignments in support of audits and data calls from USAF, OSD, OMB, and GAO
- Develop and present strategic recommendations for multiple AF reorganization efforts, helping to minimize risk to AFCEC's daily operations and maintain high levels of service to internal and external AFCEC stakeholders
- Review and analyze portfolio data, triage interventions, identify possible courses of action, and provide recommendations that mitigate risk to government investments and assets
- Lead QA/QC efforts on JLL deliverables, including development of reporting templates, standardized metrics, Key Performance Indicators, and program processes
- Collaborate with staff to document and capture best practices and lessons learned
- Provide management oversight, coaching and development opportunities for a team of 25 employees located in various offices across the county
- Lead all housing privatization training efforts, develop training programs and materials, execute training events, and create interactive learning experiences
- Lead development of white papers on various topics of interest to AF leaders, staff and residents in order to standardize guidance on key issues

7/08 – 6/15

JONES LANG LASALLE • San Antonio, TX

Vice President supporting AFCEC Housing Privatization Program Branch Chief

- Provided portfolio management oversight services to Air Force for \$8B privatized housing portfolio with 54,000 units at 60+ project locations across the US
- Developed & monitored portfolio performance and trends, regularly briefed senior leaders
- Provided financial and operational oversight of assets throughout entire lifecycle, including ground up development, occupancy, and capital improvements
- Led and participated in negotiations to restructure complex projects; completed first Government Direct Loan Administrative Workout ever executed within the DOD
- Developed program guidance and maintained knowledge management system

12/06 – 7/08

JONES LANG LASALLE • San Antonio, TX

Associate supporting AFCEE Housing Privatization Project Managers

- Provided asset management services for first grouped project, spanning four AF installations
- Coordinated and delivered transition training for property management and Air Force housing management office staff
- Reviewed annual operating and capital budget and provided budget recommendations
- Monitored Key Performance Indicators in construction, operations, and finance
- Developed compliance testing process and elevation protocol to minimize and mitigate risks
- Conducted property inspections to evaluate compliance and provide training
- Developed financial reforecast model to evaluate ability to meet long term goals
- Successfully restructured first grouped project, right-sizing senior loan and reducing scope of work to re-align with reduction in demand due to mission changes
- Monitored construction progress and assisted in development of construction oversight processes to proactively identify and mitigate risk

5/02 – 11/06

RECAPITALIZATION ADVISORS • Boston, MA

Associate

- Provided acquisition, disposition and asset management services to non-profits and private investors, with focus on financial analysis and modeling complex subsidy programs
- Acquisition advisor on preservation and rehab of 700 multi-family units developed under HUD's Section 236 program via tax-exempt bonds, IRP decoupling, Low Income Housing Tax Credits, and Enhanced Vouchers in Michigan and Georgia
- Co-developer on acquisition and rehab of a 30-property multifamily portfolio regulated and financed through Rural Development's Section 515 Program in Washington State
- Disposition advisor on 35-property multifamily portfolio regulated and financed by HUD's Section 236, 221d4, Section 8, and RD's Section 515 subsidy programs in North Carolina.
- Asset manager for 13 inner city multifamily properties regulated by Section 8, MassHousing, and Low Income Housing Tax Credits in Boston

7/01 – 4/02

McCORMACK BARON SALAZAR • St. Louis, MO

Project Manager

- Supported development of affordable housing projects in Midwest region
- Evaluated financial feasibility for HOPE VI, LIHTC new construction projects
- Prepared state and federal LIHTC applications and coordinated town hall meetings
- Worked with multi-disciplinary team to plan mixed-finance / mixed-income development

Fellowships

Public Policy and International Affairs Fellow, University of Maryland, 1996-1998

Public policy immersion at the University of Maryland. Led an initiative teaching leadership skills to high school students for the National Foundation for Teaching Entrepreneurship.

Coro Fellows in Public Affairs, St. Louis, MO, 1998-1999

Provided consulting services to private and public sector organizations; participated in seminars emphasizing leadership, teamwork, critical thinking, and creative problem solving.

Atlanta Neighborhood Development Partnership, Atlanta, GA, 2000

Secured and managed a contract with Fannie Mae Foundation to identifying strategies for creating and retaining wealth in low-income communities. Developed a road map for creation of a state Housing Trust Fund which later came to fruition.

Publications

Chapter 5: Administrative Notice 4010, Preservation of Affordable Rural Housing: A Practitioner's Guide to the Sec 515 Program, Local Initiatives Support Coalition, March 2005.

"Overcoming Barriers to Preservation: How and When Non-Profits can Acquire At Risk Affordable Housing," Policy Analysis Exercise, <http://recapadvisors.com>, 2001

GENERATION 28 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

Celebrate Dyslexia School

Name of Sponsoring Entity:

Celebrate Dyslexia Schools

CONTACT INFORMATION

Full Legal Name:

Jillian Duran

Home Mailing Address:

[REDACTED]

Phone Number:

[REDACTED]

Email Address:

[REDACTED]

Response boxes will automatically expand after text is entered.

KNOWLEDGE AND EXPERIENCE

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

I have deep knowledge of PEIMS and Texas student data/State Accountability as well as an understanding of school finance.

Do you currently serve or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation? If yes, identify all entities and dates of service below.

No additional schools. Board member for Andy Mireles Charitable Foundation from 2011-present.

DISCLOSURES

Yes Do you plan to contract or seek future employment with the sponsoring entity, the charter school, or any management company of the school?
 No

If yes, describe the nature of employment and all compensation you expect to receive.

Yes Are you (or your spouse) affiliated with any individual(s), organization(s), educational service provider(s), or management organization(s) that may conduct business with the proposed charter school?
 No

If yes, describe the precise nature of the relationship(s).

Yes Are you (or your spouse) partners or majority shareholders in a businesses/organization that may conduct business with the proposed charter school?
 No

If yes, identify all applicable businesses/organizations.

Yes Are you affiliated with any business/organizations entrusted with the care and supervision of lawful minors and/or wards of a governmental entity?
 No

If yes, provide a name of the business/organization and description of the specific demographics served. Identify all formal complaints, investigations, and/or litigation that have involved the business/organization referenced. Describe the nature of the claim, current status, findings, and/or ruling.

- Yes 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 within 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?

If yes, describe the precise nature of the relationship.

- Yes Will any relative(s) within the third degree of consanguinity or affinity be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

If yes, describe the precise nature of the relationship.

- Yes Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC § 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

If yes, identify the offense and date of conviction.

CERTIFICATION

I, Jillian Duran, 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
(Blue ink)

Jillian Duran

Date

10/28/22

State of

Texas

County of

Bexar

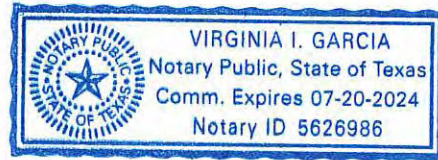
On this day, Jillian Duran (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 28th day of October, 2022.

(Notary Public) Virginia I. Garcia

(Seal)

My commission expires 7/20/2024



JILLIAN DURAN

SKILLS AND INTERESTS

- Passion for all things quantitative, with an ability to bring a numbers-driven mindset to everything I do
- Self-starter and fast learner with exceptional process improvement and project management skills
- History of identifying a problem or inefficiency and proposing solutions, often before other team members have recognized the issue
- Demonstrated ability to multi-task and prioritize to produce high-quality work while meeting tight deadlines

WORK EXPERIENCE

INDEPENDENT CONSULTANT

January 2019 - present

- Assist clients with a variety of tasks including strategic planning, financial management, data analysis, and general administration and operations.
- At City Education Partners, serve as high-level support to the CEO for all tasks related to financial management, funder response, grantee management, data tracking and analysis, and board governance. I began working with CEP as a consultant on a strategic planning contract and have grown my role over time to be an integral part of the day-to-day operations. Responsibilities include:
 - Scorecard creation and maintenance
 - Cash flow management and forecasting
 - Monthly Board and funder reporting (including accomplishments and Financial reports)

MEVY VALADEZ, CPA

Accountant/Bookkeeper, November 2018 – Present (part-time)

- Maintain monthly books for clients including reconciling bank accounts and creating journal entries to produce accurate and current Financial Statements.
- Implemented new payment system, customer billing system and paperless work paper system. These changes have led to increased efficiency, timelier and more accurate client billing and faster turnaround for outstanding customer payments.

KIPP SAN ANTONIO

Director of Data, July 2016 – June 2018; Data and Accountability Manager October 2014 – June 2016

- Created processes and tools to streamline and standardize data tasks across the organization.
- Collected and analyzed student academic data to report performance to leadership and work with schools to identify areas for improvement.
- Designed dashboards and reports and provided training for school and regional leadership to have "self-service" access to data.
- Managed team (1 direct plus 6 indirect reports) responsible for all aspects of registration/enrollment, data collection, compliance and analysis, and state compliance reporting for large Charter Management Organization with 6 schools and 3,000+ students.
- Participated in cross-functional committees to develop new attendance zone and sibling enrollment policies for KIPP San Antonio and to determine the feasibility of opening additional schools.
- Worked with Finance Team to create analysis of attendance and enrollment and introduce new procedures for budget recapture based on performance against goals.

- Contributed to hiring across the organization by creating and administering exercises to test candidate data proficiency, including while hiring for leadership roles.
- Nominated by the Regional Leadership Team and received Carabiner award for excellent service to the organization.

GRANT THORNTON LLP

Manager, August 2013 – September 2014; Senior Consultant, August 2009 – July 2013; Consultant, July 2007 – July 2009

Provided managerial consulting support to various clients primarily in the public sector. Served as manager of a rapidly growing team with responsibility for compliance with corporate, state and federal regulations. Adept at working on multiple projects and responding to multiple client and/or supervisor requests at once. Directly supervised team of 4 with indirect responsibility for an additional 10 resources. Work included strategic planning, communications and change management, training development and dissemination, data gathering, reporting and analysis, policy and procedure development, business process/organizational improvement, performance management, budget creation and monitoring support. Selected assignments/accomplishments include:

- Researched state and federal law and best practices to develop procurement procedures for the Texas General Land Office.
- Provided facilitation support and subject matter expertise in the development of the Pension Benefit Guaranty Corporation IT strategic plan.
- Developed a comprehensive set of performance measures for the Pension Benefit Guaranty Corporation Office of Information Technology, allowing employees to track and report progress toward annual performance goals.
- Served as Deputy Project Manager on a large grants compliance project with a budget of over \$5,000,000. Created templates and policies and procedures to standardize work products for team of 15 people, resulting in faster and better work products that are frequently praised by the client. Project management duties included ad-hoc reporting and weekly financial analysis.
- Developed Excel budgeting tool for the US Department of Health and Human Services (HHS) that uses matrix mathematics to properly distribute internal costs, set rates that recover those costs and eliminate subsidies between customers and internal departments. Created business case to prove utility to HHS.
- Created decision methodology for the Executive Office for US Attorneys to choose best IT investments to purchase with limited budget.
- Created budget procedures for Yale University, eliminating several redundant processes and streamlining budget formulation.
- Developed cash management procedures for Morehouse College that minimize fraud and strengthen internal controls.
- Received award for excellent client service - nominated by manager for attention to detail and exceeding performance targets.

EDUCATION

GEORGETOWN UNIVERSITY, Washington, DC

Bachelor of Arts, Mathematics

GENERATION 28 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

Name of Sponsoring Entity:

CONTACT INFORMATION

Full Legal Name:

Home Mailing Address:

Phone Number:

Email Address:

Response boxes will automatically expand after text is entered.

KNOWLEDGE AND EXPERIENCE

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

I serve on the board of the non-profit TEAMability. This organization provides severely disabled children the long-term specialized services they need, with no financial burden to their families. Our organization's work also includes the family of each child in the program for a comprehensive approach and to ensure success. This experience provides me the awareness to understand the communities we serve, how to ensure the organization's governance is in order so that the organization can continue and allow the experts to execute to the best of their ability. In addition, through my board participation as secretary of the TEAMability board I understand the importance of strong board governance.

I have an extensive background in strategic communications, advocacy, stakeholder engagement, and issues management. These include experience and skills in

- Building strategic partnerships and strong working relationships with internal and external stakeholders.
- Developing a strong understanding of clients' business models and ecosystems.
- Supporting stakeholders' understanding of business and community matters occurring within the region.
- Identifying and understanding stakeholder needs and creating message content to increase outreach effectiveness.
- Managing issues through proactively identifying, monitoring, and resolving through a risk adverse perspective.
- Measuring performance and impact by continuously tracking school and community matters through outreach practices and other engagement activities such as surveys.
- Developing and recommending strategies and tactics for short and long-term initiatives based on regularly communication with a wide range of stakeholders.
- Managing programs including planning, organizing and execution of small and large-scale meetings and outreach events.

Do you currently serve or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation? If yes, identify all entities and dates of service below.

DISCLOSURES

- Yes Do you plan to contract or seek future employment with the sponsoring entity, the charter school, or any management company of the school?
 No

If yes, describe the nature of employment and all compensation you expect to receive.

- Yes Are you (or your spouse) affiliated with any individual(s), organization(s), educational service provider(s), or management organization(s) that may conduct business with the proposed charter school?

If yes, describe the precise nature of the relationship(s).

- Yes Are you (or your spouse) partners or majority shareholders in a businesses/organization that may conduct business with the proposed charter school?

If yes, identify all applicable businesses/organizations.

- Yes Are you affiliated with any business/organizations entrusted with the care and supervision of lawful minors and/or wards of a governmental entity?

If yes, provide a name of the business/organization and description of the specific demographics served. Identify all formal complaints, investigations, and/or litigation that have involved the business/organization referenced. Describe the nature of the claim, current status, findings, and/or ruling.

- Yes 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 within 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?

If yes, describe the precise nature of the relationship.

- Yes Will any relative(s) within the third degree of consanguinity or affinity be employed by or receive any compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

If yes, describe the precise nature of the relationship.

- Yes Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in TEC § 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

If yes, identify the offense and date of conviction.

CERTIFICATION

I, Alfred Brewer II, 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
(Blue ink)

[Handwritten Signature]

Date

10-25-22

State of

Texas

County of

Bexar

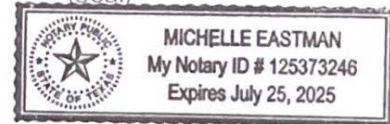
On this day, Alfred Brewer II (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 25 day of October, 2022.

(Notary Public) [Handwritten Signature]

My commission expires 7-25-2025

(Seal)



Alfred Breuer

Trade Development • International Relations • Government Relations
Industry/Association Relations • Community Engagement • Strategic Planning • Writing

PROFESSIONAL HISTORY

City of San Antonio, San Antonio, TX

September 2022 – Present

International Economic Development Manager

Economic Development:

- Develops, directs, and monitors programs and initiatives promoting San Antonio's role in international business dealing with the import/export trade, including the Casa San Antonio Program and Sister City programs.
- Develops strategy and executes foreign investment generation initiatives in partnership with greater SATX in alignment with existing trade and investment strategy.
- Develops, designs, and implements business and investment promotion programs and strategies in alignment with San Antonio target industry sectors.
- Represents COSA at international conferences, conducts seminars related to attracting foreign investment to San Antonio in collaboration with non-governmental partners.
- Supervises Casa San Antonio's trade and business workplan and outcomes.

Federal Reserve Bank of Dallas, San Antonio, TX

September 2019 – September 2022

Outreach Advisor - Community Engagement

Strategic Communications and Outreach:

- Responsible for actively seeking and building stakeholder engagement within central and south Texas
 - Build strategic partnerships and strong working relationships with internal and external stakeholders such as government officials, financial institutions, Chambers of Commerce, industry associations, and professional organizations
 - Represent the Dallas Fed at several San Antonio and Corpus Christi chambers of commerce
 - Manage programs including planning, organizing and execution of small and large-scale meetings and outreach events
- Develop and execute strategic engagement and communication/marketing plans to promote Federal Reserve vision, resources, and activities, including a focus on small business and supplier diversity
 - Draw on stakeholder understanding to identify and create optimal programming, message content and timing
 - Work closely with leadership and other business partners to deliberately map out, identify, and target programs and audiences
- Continuously track business, community and economic issues through outreach practices and other engagement activities such as surveys
 - Monitor trends, analyze economic data, and produces issue analysis in key sectors such as financial services, hi-tech, tourism, and retail, real estate, healthcare, among others
- Measure performance and impact of stakeholder engagement initiatives and programs with continued focus on the organization's reputation (e.g., execution of large external perception study)
- Provide superior support and communication through briefings and reports to senior leadership on regional economic and industry issues through briefings and presentations
- Communicate complex monetary policy matters in concise simple language for broad stakeholder groups

Hill + Knowlton Strategies, Austin, TX

October 2017 – August 2019

Principal (Account Supervisor) - Corporate / Public Affairs

Strategic Communications:

- Served as a day-to-day lead on several workstreams for Fortune 500 companies
 - Focus: corporate sustainability efforts, advocacy and awareness campaigns, stakeholder engagement and issues and reputation monitoring
- Developed strong understanding of diverse set of client business models and ecosystems
- Exercised strategic thinking to develop and execute multi-stakeholder communication programs
- Identified stakeholder needs and created message content to increase outreach effectiveness
- Supervised and coached junior team members, delegated tasks and ensured accuracy in client deliverables

Texas House of Representatives, Austin, TX

January 2017 – June 2017

Legislative Director for State Rep. Terry Canales

Legislative/Public Policy:

- Drafted, researched, monitored legislation and ushered Member's bills through the legislative process, including one substantive NAFTA-related trade resolution
- Responsible for nearly 20 pieces of legislation for State Rep. Terry Canales
- Recommended strategies and tactics for short and long-term legislative planning based on regularly communication with government agencies, industry associations, constituents and other legislative offices
- Supported Representative's work on the Energy Resources and Criminal Jurisprudence Committees
- Led legislative staff, oversaw work assignments, resolved constituent matters in a diplomatic and timely manner

De La Calle, Madrazo, Mancera, S.C., Mexico City, Mexico

June 2015 – September 2015

MBA Intern

Quantitative Analysis:

- Developed framework for public policy proposal and co-designed program to determine optimal number of public schools in Mexico to improve educational level, yet reduce costs
 - Est. cost-savings of 300 million USD for middle schools

National Pork Producers Council (NPPC), Washington, DC

2009 – 2014

Deputy Director for International Affairs

Strategic Planning:

- Analyzed complex economic data and developed trade-policy analyses, in collaboration with contracted consultants, to protect the national economic interest of the U.S. pork industry
- Collaborated with pork and agriculture companies to develop global trade policy position recommendation to support the USDA and USTR development of strategies for U.S. business facilitation and exports

Stakeholder Relationship Management (Government Relations):

- Built and maintained relationships with members/staff of U.S. Congress, U.S. government agencies, and embassy officials to promote U.S. pork industry trade policies and resolve trade disputes
- Acted as liaison between NPPC and other agricultural organizations and coalitions (ex. American Farm Bureau Federation and the U.S. Chamber of Commerce's U.S. Coalition for TPP) focusing on trade initiatives
- Developed alliances/coalitions and coordinated activities of the Agricultural Coalition for Trade (60+ agricultural and business groups) that lobbied the U.S. Congress on trade initiatives

Communication:

- Prepared and presented briefings and presentations on trade policy updates, new policy positions, and recommendations to senior leadership and key stakeholders
- Collaborated with communications department and contracted advocacy firms to develop and implement media campaigns that included press conferences, op-eds and other media materials
- Composed weekly and quarterly updates to be distributed to NPPC membership

Organization and Planning:

- Developed and coordinated activities of coalitions that lobbied the U.S. Congress on trade initiatives
- Supported the American Pork Export Trading Company: drafted yearly grant proposal to fund foreign market research
- Organized and managed small and large-scale meetings and events:

Market Research/Analysis:

- Became a subject matter expert on a number of issues to draft policy positions, talking points, and articles (Please see www.choicesmagazine.org/magazine/pdf/cmsarticle_291.pdf)
- Conducted short and long-term research projects using third-party empirical trade information and pollical analyses to understand trade flows and identify potential export or trade barriers
- Researched import and export data on current and emerging markets and drafted trade-policy analysis related to U.S. job creation

U.S. House of Representatives, Washington, DC

December 2008 – July 2009

Intern for Congressman Henry Cuellar

Customer Service/Elected Official Support:

- U.S. Capitol tours and responded to questions/concerns by correspondence, phone and in person
- Drafted speeches on behalf of the Congressman to convey positions to Congress
- Managed daily activities of the Congressional Pro-Trade Caucus to promote U.S. free trade agreements

U.S. Commercial Service, U.S. Department of Commerce ITA, San Antonio, TX

January 2007 – September 2008

Rural Export Contractor (International Trade Specialist)

Business Development/Export Support:

- Served in the U.S. Commercial Service - San Antonio office as the Rural Export Contractor. This was a contractor position that conducted the duties of an international trade specialist
- Supported trade missions to various maquilas resulting in new business for 10-15 businesses
- Conducted market research and disseminated trade information and materials on government products and services to U.S. businesses and associates

EDUCATION

MBA, General Management, IPADE, Mexico City, Mexico

MA, International Commerce and Policy, George Mason University, Arlington, Virginia

BA, Spanish, Minor, Southwestern and Mexican Studies, Austin College, Sherman, Texas

ORGANIZATIONS

Celebrate Dyslexia Schools, Board Member

TEAMability, Board Member

San Antonio Stock Show and Rodeo, Public Affairs Committee

GENERATION 28 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

Name of Sponsoring Entity:

CONTACT INFORMATION

Full Legal Name:

Home Mailing Address:

Phone Number:

Email Address:

Response boxes will automatically expand after text is entered.

KNOWLEDGE AND EXPERIENCE

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

My technology background is extensive, and extends into Educational Technology. As an early member of Apple Computer's iPod and mobile devices team and Microsoft Surface, I have a deep and rich understanding of technology ecosystems. Thus, I can help the school define the best approach to balance the use of technology with traditional educational practices and pedagogy. Moreover, because of my companies work in Foundational Literacy, I have an extensive network in Academia including Harvard, MIT, Stanford, and University of Chicago. In addition, I have experience applying for grants for NSF, and can help the school think about appropriate government grants across the broader set of Government grant awarding agencies such as Department of Education, NIH, NSF, etc.

Do you currently serve or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation? If yes, identify all entities and dates of service below.

DISCLOSURES

Yes Do you plan to contract or seek future employment with the sponsoring entity, the charter school, or any management company of the school?
 No

If yes, describe the nature of employment and all compensation you expect to receive.

Yes Are you (or your spouse) affiliated with any individual(s), organization(s), educational service provider(s), or management organization(s) that may conduct business with the proposed charter school?
 No

If yes, describe the precise nature of the relationship(s).

Yes Are you (or your spouse) partners or majority shareholders in a businesses/organization that may conduct business with the proposed charter school?
 No

If yes, identify all applicable businesses/organizations.

- Yes Are you affiliated with any business/organizations entrusted with the care and supervision of lawful
 No minors and/or wards of a governmental entity?

If yes, provide a name of the business/organization and description of the specific demographics served. Identify all formal complaints, investigations, and/or litigation that have involved the business/organization referenced. Describe the nature of the claim, current status, findings, and/or ruling.

- Yes Is any relative within the third degree of consanguinity (i.e., your parent, grandparent, great-grandparent,
 No child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) or within 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?

If yes, describe the precise nature of the relationship.

- Yes Will any relative(s) within the third degree of consanguinity or affinity be employed by or receive any
 No compensation or remuneration from the sponsoring entity, charter school, or the management company of the charter school?

If yes, describe the precise nature of the relationship.

- Yes Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in
 No TEC § 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

If yes, identify the offense and date of conviction.

CERTIFICATION

I, Wilroetric Hackett, 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 (Blue ink) *Wilroetric Hackett*

Date November 09, 20

State of WASHINGTON

County of KING

On this day, 11/04/2022, WILROETRIC HACKETT (name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before 4th day of November, 2022.

(Notary Public) *[Signature]*

My commission expires 01/01/2027



Roger Hackett

Residence: Bellevue, WA
Phone: [REDACTED] Cell: [REDACTED]

Professional Summary

Over 20 years experience including program/product management work successfully launching products at Microsoft, Network Appliance and Apple. Core competencies include mobile technology consulting, defining and designing innovative customer experiences, writing product requirement documents, leading business analysis and development efforts, delivering products to market in high stakes environments. Known for delivering innovative software, services, and hardware products to market on time every time.

- Market and competitive analysis
 - Business Development
 - Developing products and services
 - Strong communication and interpersonal skills
 - Experienced in Multilingual and international product and service launches
 - Product management and customer facing roles at Microsoft, Apple, and Network Appliance
 - Executive Reviews presentations and process improvement
-
- **Professional Experience**

Ryan and Robbie, Bellevue, WA Mar. 2009-Present

President

- Authored content for books, mobile software applications, animation, website. Sold over 1000 books across Barnes and Noble, Amazon, and company website.
- Built a talented team of former Disney animator, Book Designer, Voice artists, and developers.
- Developed Roadmap, Revenue Forecasts, Business Objectives, and Business Plans to launch the first book for Ryan and Robbie – met and exceeded all expectations!
- Went on TV six times to promote the book across multiple states. TV Spots were aired both in the USA, and Canada over traditional broadcast, and spots were seen internationally through Facebook and Youtube. This led to an increased awareness of the Ryan and Robbie brand, and brought Library Distributors, Retail Partners, and Web Partners such as Amazon, Barnes and Noble, Boston Public Library, and Apple on Board.
- Manage Marketing, Sales, Distribution, Partners, and PR Team to launch books and complete book signings and speaking events with Barnes and Noble, Amazon, Paypal, and Facebook.
- Author of Ryan and Robbie book series, Ryan and Robbie's Bike Ride adventure, Ryan and Robbie and the Kung Fu Baby
- Planned and completed nationwide tour for first book, including Brooklyn Park Slope Barnes and Noble, Barnes and Noble Honolulu, Barnes and Noble Raleigh N.C., etc.
- See more here –
<http://www.facebook.com/#!/pages/Ryan-and-Robbie/13451051963>

**Meteorcomm LLC (BNSF, Union Pacific, CSX, NS – Joint Venture),
Renton, WA Aug. 2010-March 2012**

Principal Product Manager

- Managed Core Product Management relationship with technology and Supply Chain executives of the Owner Railroads. Developed and presented to key working groups, and board members. Attended sales and product meetings, dinners, and testing to facilitate deals.
- Managed Product Management function for Software Defined Radio, and Positive Train Control IT infrastructure. This included the Back Office integration, Railroad track radios, and Locomotive radios. Led owner and customer discussions to develop a product strategy that met all parties' needs. This allowed the firm to achieve first customer shipment three years ahead of the government-mandated schedule.
- Developed productization and production strategy for the firm, and guided the company in its partnership strategy. On Boarded three key firms that allowed the company to mature its development processes for higher scale manufacturing processes. This allowed the firm to receive board approval to be selected as the primary source for the solution.
- Hired and facilitated hiring Supply Chain manager, and Director of Manufacturing after acting in the Director of Manufacturing role for 9 months.

Microsoft Surface, Redmond, WA Oct. 2006-March 2009

Senior PM/Lead HW Program Manager Microsoft Surface (Acting HW product manager)

- Managed Product Management function for nine months before product management team officially transitioned to our group, and co-wrote product requirements document for a future generation of the product with Director of Hardware, and enabled team to develop a demo that was presented to Bill Gates and Steve Ballmer. This led to an increase in budget to move forward with technology development efforts and ultimate investment in a strategic technology partner as part of an overall Microsoft technology strategy.
- Developed competitive landscape, technology roadmap, and worked closely with the two largest software divisions within the company to build a Multi-touch strategy that led to a multimillion dollar investment in N-trig and compelling software scenarios for future products.

Network Appliance, Inc**Sunnyvale, CA Sept. 05-Sep 06****Lead Software Engineering Program Manager/Product Manager**

- Led customer interviews with Top Enterprise accounts, provided technical and product vision for User Interaction Design methodology to deliver new class of products that historically the company had never delivered.
- Chaired Engineering and Product Management strategy meeting for six months at NetApp to create clear software product strategy with VP of Product Management
- Managed a series of projects within multiple product lines, and operations. Worked with executive leadership team to formalize program management role within NetApp. Identified interviewed, and mentored new program managers in multiple regions including Sunnyvale, the east coast, and India.
- Modeled the role for other program managers/product managers by creating MRD, Roadmaps, and overall engagement the company and through key partnerships e.g. IBM and VMware.

Apple Computer, Inc**Cupertino, CA Aug. 03-Jun 05****Technical Team Lead (Lead Program manager), iPod (February 2004 – Jul 2005)**

- Developed product requirements document for the product and worked with product marketing to plan new features based on technology trends and competitive landscape.
- Worked with Product marketing to analyze customer requirements and create business and product requirements for iPod Photo, iPod Video and iTunes to critical acclaim and phenomenal success.
- Chaired meetings to clear ramp blocking issues with internal groups, and facilitated key design tradeoffs to complete project on time and to critical acclaim
- Chaired Executive review meetings throughout each phase of the program to get management sign off on features, budget, schedule, financials, and performance metrics
- Communicated key risks to executive management and internal groups, and worked with internal groups and external vendors on innovative solutions and swift resolution
- Developed close relationships with key technology groups including input devices, Displays, operations, product management, Industrial Design, and had team-to-team meetings to maintain clear focus on roles, responsibilities, and execution.

Hardware Engineering Program Manager, iPod (August 2003 – February 2004)

- Managed Technology due diligence for input devices including Fingerworks patent review, and acquisition proposal with outside legal council, that enabled core IP for the iPhone
- Managed Hardware development life cycle including component selection, schematic design reviews, hardware firmware integration meetings, engineering validation, bug reviews, engineering build reviews, second sourcing for cost reductions, vendor quality improvement reviews and visits. This work led to great success of the iPod family
- Held checkpoint reviews according to Apple New product process and represented Hardware in Program reviews with cross division executives for sign off on program plans.
- Managed Core Technologies to develop 2nd sources and improved protocols and firmware for key modules e.g. track pad, disk drive, and display. This led to improved performance within the product line, as well as a technology roadmap that was achievable in next generation products on a tight schedule and high volumes.

Toshiba Corporation**Nashville, TN Feb. 03-Aug. 03****Consultant, High Definition DirecTV Set Top Box**

February 2003 – August 2003

Nashville, TN

- Program managed HW, Firmware, and Manufacturing team while managing up, across, inside and out of Toshiba Corp to complete product development, test, and

manufacturing processes to completion within 6 months establishing a company first of delivering hardware from a U.S. team in Nashville.

Digital 5 Corporation (Start Up) South San Francisco, CA **Jul. 02-Jan. 03**

Business Development/FAE Reported to VP of Sales)

- Managed business development function with vendors and OEM's to deliver award winning Best of CES product

Microsoft Corporation Mountain View, CA **Mar. 00-Apr. 02**

Hardware Test Lead, WebTV (May 2000 – April 2002)

- Managed QA lab and automated test lab to deliver Ultimate TV

US Army Germany and USA 1996-1999

Army Corps of Engineers

Education

B.S., Electrical Engineering, Boston University, Boston, MA	1997-1999
Master's coursework Human Computer Interaction, University of Washington, Seattle GPA 3.6	2009
EMBA, Core Classes Wharton School, University of Pennsylvania (San Francisco)	2010-2011
Master's Management Harvard, University	2016-2018

GENERATION 28 BOARD MEMBER BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

Name of Sponsoring Entity:

CONTACT INFORMATION

Full Legal Name:

Home Mailing Address:

Phone Number:

Email Address:

Response boxes will automatically expand after text is entered.

KNOWLEDGE AND EXPERIENCE

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

Do you currently serve or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation? If yes, identify all entities and dates of service below.

DISCLOSURES

Yes Do you plan to contract or seek future employment with the sponsoring entity, the charter school, or any management company of the school?
 No

If yes, describe the nature of employment and all compensation you expect to receive.

Yes Are you (or your spouse) affiliated with any individual(s), organization(s), educational service provider(s), or management organization(s) that may conduct business with the proposed charter school?
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 No

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If yes, provide a name of the business/organization and description of the specific demographics served. Identify all formal complaints, investigations, and/or litigation that have involved the business/organization referenced. Describe the nature of the claim, current status, findings, and/or ruling.

- Yes 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 within 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?

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- Yes Have you ever been convicted of a misdemeanor involving moral turpitude; a felony; an offense listed in
 No TEC § 37.007(a); or an offense listed in Article 62.01(5) Code of Criminal Procedure?

If yes, identify the offense and date of conviction.

CERTIFICATION

I, Claudia T. Garcia, 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 (Blue ink) Claudia T. Garcia

Date 10-20-2022

State of Texas

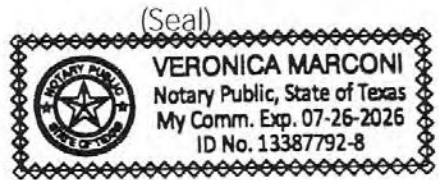
County of Bexar

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

Subscribed and sworn to before 20 day of October, 2022.

(Notary Public) Veronica Marconi

My commission expires 7-26-2026



Claudia Treviño García, PhD
One UTSA Circle
San Antonio Texas, 78249

Assistant Professor of Instruction (API)

Educational Background

Doctorate in Culture, Language and Literacy (2016)
University of Texas at San Antonio

Master of Arts in Bilingual Education (2000)
University of Texas at San Antonio

Bachelor of Arts in Interdisciplinary Studies (1993)
University of Texas at San Antonio

Professional Employment History

- **Assistant Professor of Instruction** (February 1, 2019-Present)
- **East Central Independent School District**
 - Salado Intermediate-4th Grade Dual Language Teacher (August 2012-September 2013)
 - **Dual Language, ESL, & World Languages Coordinator** (September 2013-January 2019)
- **Bilingual Education and ESL Specialist: Edgewood ISD** (2010-2012)
- **UTSA Academy for Teacher Excellence Assistant Director** (College of Education and Human Development) (August 2008-September 2010)
- **Induction Year Specialist: UTSA Academy for Teacher Excellence** (July 2005-August 2008)
- **Title VII Grants Coordinator: UTSA Department of Bicultural Bilingual Studies** (August 2005-August 2008)
- **Adjunct Professor: University of Texas at San Antonio**
 - Summer 2004: Foundations of Bilingual Education
 - Fall 2004: Approaches to Teaching to Mathematics
- **San Antonio Independent School District (1993-2005) Bilingual Education Teacher**
 - Stephen F. Austin Elementary- 4th Grade Bilingual Education Teacher (1993-1994)
 - Bella Cameron Elementary- 3rd grade monolingual Teacher (1994-1995)
 - Storm Elementary (1995-2005)
 - Teacher (3rd grade bilingual) 1995-1996
 - Teacher (5th grade bilingual) 1996-1997
 - Teacher (1st grade bilingual) 1997-1999
 - Teacher (1st/2nd split grade bilingual) 1999-2001
 - Teacher (2nd grade bilingual) 2001-2005

Awards and Honors

San Antonio Area Association Bilingual Education Administrator of the Year (March 2013)

Scholarship Activities Summary

International and National Referenced/Peer-reviewed Journal Articles

Flores, B. B., Hernández, A., **Garcia, C. T.**, & Claey's, L. (2011). Teacher Academy Learning Community's Induction Support: Guiding teachers through their zone of professional development. *Journal of Mentoring and Tutoring: Partnership in Learning*. **Impact factor is 0.93 and there are 26 citations.**

Non-peer Reviewed Publications

Mata, E., Rodríguez, M. E., Claey's, L., Fraga, L., García, C. T., Guerra, N. S, Flores, B. B., Clark, E. R., & Villarreal, A. (2010). *Becoming culturally efficacious: Induction mentor modules handbook*. Academy for Teacher Excellence, University of Texas at San Antonio. Available from: <http://moodle.ate.utsa.edu/moodle19/course>

Article Submitted for Publication

Flores, B. B. with Abundis, A., **García, C. T.**, & Santillan, L. (2022). ReFraming our work: Critical bicultural-bilingual pedagogues. College of Education and Human Development, University of Texas at San Antonio.

Book Chapters

Swoyer, J., Claey's, L., Flores, B. B., **Garcia, C.T.**, Juárez, L. M., Santillán, L., & Sohn., L. N. (2020). Mentoring the mentors: Developing culturally efficacious educators within a residency model. In P. E. Bernhardt, T. Conway, & G. Richardson (Eds.), *Collaborative Models for Clinical Practice: Reflections from the Field*. Lanham, MD: Rowman & Littlefield.

El Renacer de Maestros Bilingües: Exploring Culturally Responsive Pedagogy and Culturally Efficacious Dispositions. (2017) In Flores, B. B. and Clark, E. R. *Despertando el Ser: Transforming Latino Teachers, Identities, Consciousness and Beliefs* (pp.173-186). Peter Lang Publishing, Inc.

Apprenticeship: Affirming Consciousness within Learning Communities. (2011) In Flores, B. B., Sheets, R. H., Clark, E. R. *Preparing teachers for bilingual student populations: Educar para transformar* (pp. 230-234). Routledge: A Taylor and Francis Group.

Paper Presentations

Flores, B. B., **Garcia, C. T.** & Claeys, L. (2008). Induction Support for Guiding Teachers through Their Zone of Professional Development- Academy for Teacher Excellence. NABE Conference, February 18-21st, 2008, Austin, Texas

Flores, B. B., Claeys, L., **Treviño-García, C.** & Hernández, A. (2007). Exploring the effectiveness of the Teacher Academy Learning Community's induction support with first year teachers. Texas Association for Teacher Educators Summer Conference, Austin, Texas, June 9, 2007.

Conference/Professional Presentations

- Growing Culturally Efficacious Dual Language Teachers: Un compromiso con la equidad. La Cosecha Dual Language Conference. Albuquerque, New Mexico, November 10-13, 2021.
- Bridging Theory to Practice Through Culturally Efficacious University-School Partnerships, Texas Association of Teachers Educators Conference, Online Conference (TxATE), June 15, 2021.
- Becoming a Culturally Efficacious Educator. Texas Association of Bilingual Education (TABE) Conference, El Paso, Texas, October 26, 2021.
- The Evolution of an Evidence-based Culturally Efficacious Evaluation & Support System for Clinical Teachers, Consortium of State Organizations for Texas Teacher Education Conference (CSOTTE), October 11, 2021
- Cultivating a Culturally Efficacious TEA-Vetted Teacher Residency, Consortium of State Organizations for Texas Teacher Education Conference (CSOTTE), October 11, 2021
- The Evolution of a Culturally Efficacious Bilingual Teacher Residency Partnership, Consortium of State Organizations for Texas Teacher Education Conference (CSOTTE), October 11, 2021
- “¿Qué leen los estudiantes en matemáticas?”; Integrating Jamboard with Mathematical Biliteracy Practices on Digital classrooms. National Association for Bilingual Education, April 29, 2021.
- Culturally Efficacious University-School Partnerships, Diversifying Teacher Workforce, April 20, 2021.
- Cultural Efficacy: The Unifying Fiber of UTSA's Educator Preparation Program, San Antonio Area Association Bilingual Education (SAAABE) Conference, February 26, 2021
- Dual Language/Bilingual Residency Model, San Diego Dual Language Conference, January 30, 2021.
- As an Educator, What Does Cultural Efficacy Look Like, Sound Like, and Feel Like to You?, International Conference on Education and Social Justice, December 4, 2020.
- Preparation for Certification Assessment: Lessons Learned from edTPA Pilot Year One, Texas Association for Bilingual Education Conference July 2020, Online Conference.
- Creative and collaborative solutions: Teachers CAN and DO fieldwork in online environments, Clinical Teachers, Consortium of State Organizations for Texas Teacher

Education (CSOTTE) Virtual Conference, October 19, 2020

- Unidos: Building Quality Dual Language Programs through Strategic Partnerships, Texas Association for Bilingual Education (TABE) Conference, Corpus Christi, Texas October 18, 2019.
- edTPA Pilot Implementation UTSA 2.0 Bilingual Residency 2.0, Texas Association for Bilingual Education Conference (TABE), Corpus Christi, Texas October 16, 2019
- Growing Dual Language Students: The East Central Way K-12. San Antonio Area Association for Bilingual Education (SAAABE), San Antonio, Texas, May 8, 2015.
- What Does It Mean to Become a Culturally Efficacious Teacher? San Antonio Area Association for Bilingual Education (SAAABE), San Antonio Texas. May 2, 2014.
- Growing Dual Language Students: The East Central Way. National Association for Bilingual Education (NABE), Las Vegas, Nevada, March 6, 2015.
- Preparing Dual Language Students K-12. Texas Association for Bilingual Education Conference (TABE), McAllen, Texas. October 15, 2014.

Invited to Present

- Institute Opening Speaker: Cultural Efficacy & Identity as an Agent of Change, Teacher Academy Learning Community Summer Institute, University of Texas at San Antonio, May 17, 2021
- Diving into the TEKS, Teacher Academy Learning Community Summer Institute, University of Texas at San Antonio, May 24, 2021
- Lesson Planning Resources, Teacher Academy Learning Community Summer Institute, University of Texas at San Antonio, May 24, 2021
- Student Advocacy and Teaching Philosophy, Teacher Academy Learning Community Summer Institute, University of Texas at San Antonio, May 26, 2021.
- Keynote Speaker: The Journey of a BESO Student: De maestra bilingüe a profesora, National Association for Bilingual Education (NABE) BESO SIG, (virtual presentation) April 27, 2021.
- Keynote Speaker: Historical Foundations of BESO, National Association for Bilingual Education (NABE) BESO SIG, (virtual presentation) April 27, 2021.
- Keynote Speaker: A Rewarding Career in Teaching: Becoming a Bilingual Education Teacher, South San Antonio ISD Special Programs Symposium, San Antonio Texas, October 26, 2019.
- Keynote Speaker: A Rewarding Career in Teaching: Becoming a Bilingual Education Teacher, UTSA ATE Summer Bridging Institute, July 2018.
- Sheltered Instruction, UTSA ATE Summer Bridging Institute, July 2018.
- C-SCOPE: TEKS Resource Center, Academy for Teacher Excellence Research Center, June 2018.
- What to Look For in an Effective Bilingual Classroom, University of Texas at San Antonio English Language Learner Summit, San Antonio, Texas March 27, 2015.
- Becoming a Culturally Efficacious Teacher. Region 20 Service Center Dual Language Conference, San Antonio, Texas, November 6, 2014.

Granting Activities

Innovation Pilot Grant

Grant Type: Public Service

Granting Agency: US PREP

Project Dates: May 15, 2021- May 2022

Project Title: Culturally Efficacious Mentor Modules

Total amount requested and awarded: \$100,000

Intellectual Property

Clinical Teacher Evaluation and Support System (CTESS)

The CTESS is an observation rubric that was developed by the UTSA EPP Residency Assistant Professors of Instruction (API) Team, which I am a part of. I facilitated the development of Domains 4 (Professional Responsibilities and Dispositions) and 5 (Cultural Efficacy). The CTESS is currently utilized to measure UTSA Clinical Teachers' (CTs) growth in 5 Domains (Planning, Instruction, Learning Environment, Professional Responsibilities and Dispositions, and Cultural Efficacy). This rubric, guides the discussion between the API and the CT after a formal observation based on evidence and provides the CT feedback which is then utilized to create goals for the on-going refinement of their skills in the aforementioned Domains. The CTESS was first developed in Spring of 2019 and has evolved in the past couple of years. (The Title above is linked for rubric access).

Culturally Efficacious Mentor Modules

In my work as an Assistant Professor of Practice (API), I facilitated the development of the Culturally Efficacious Mentor Modules that will guide mentor teachers through the process of reflecting on and understanding what it means and how to be a Culturally Efficacious Agent of Change. Each module is designed to unpack each of the three elements of our EPP's Culturally Efficacious framework- knowledgeable, professional, and community-based. This work provides mentor teachers with a Culturally Efficacious Professional Learning Community (CE-PLC) creating a space for collaboration, critical dialogue, critical reflection, and support, ultimately creating a cadre of mentor teachers who model, coach, and guide clinical teachers through the implementation of culturally efficacious pedagogical practices. The modules were created during the Spring of 2021 (The title above is linked to the Modules page).

Teaching Activities

Courses Taught (Undergraduate)

BBL 4033 Assessment, Learning and Motivation in Bilingual Classrooms

BBL 4073 Language Arts in a Bilingual Program

BBL 4063 ApproCAHES TO CONTENT Based Learning

BBL 4403 Approaches to Teaching Mathematics EC-6

ESL 3023 Second Language Teaching and Learning in EC-6
CI 4923 Internship in Education
CI 4613 Clinical Teaching EC-6

Courses Taught (Graduate)

BBL 6946 Instructional Internship in Teaching

Service Activities

UTSA College of Education and Human Development Committees/Task Forces

- Senate Bill 1882 Research Grant Committee Member (August 2021-present)
- EC-6 , Middle & Secondary Planning Committee (August 2021-present)
- COEHD Dyslexia Research Committee Member (April 2021-present)
- Culturally Efficacious Mentor Modules Development (January 2021-2021-present)
- edTPA Curriculum Alignment Committee (November 2020-present)
- Clinical Teaching Curriculum Alignment Committee (January 2019-present)

University of Texas at San Antonio

- UTSA Downtown Mural Artist Selection Committee (December 2021-present)

Professional Memberships

- San Antonio Area Association for Bilingual Education
- Texas Association for Bilingual Education
- Texas Association of Teacher Educators
- Consortium of State Organization for Texas Teacher Education

Professional Service

- Texas Association for Bilingual Education (TABE) Executive Board Member (Treasurer) (2021-2023)
- Sage Journal Publication Reviewer: Journal of Educational Leadership (May 2021)
- San Antonio Area Association for Bilingual Education Board Member and Vice President and Conference Proposal Committee Chair (2021-2023)
- San Antonio Area Association for Bilingual Education Board Member Secretary and Conference Proposal Committee Chair (2019-2021)
- San Antonio Area Association for Bilingual Education Board Member Parliamentarian and Conference Proposal Committee Chair (2017-2019)
- Texas Education Agency Vetted Residency Program Status Application Team (June 2021)
- Testified at State Board of Education Certification Hearing on edTPA Pilot, Austin Texas, October 8, 2021

Community Service

- San Antonio Independent School District Bonham Academy Principal Interview Team, October 5, 2021
- Las Palmas Leadership School for Girls Board Member (November 2019-Present)
- East Central Independent School District Spanish Spelling Bee Judge, November 1, 2021
- East Central Independent School District Spanish Spelling Bee Judge, November 16, 2020
- East Central Independent School District Spanish Spelling Bee Judge, November 20, 2019
- Region 20 Spanish Spelling Bee Judge, February 11, 2020.
- Las Palmas Leadership School International Day of the Girl Guest Speaker, October 9, 2020
- Harlandale Independent School District Spanish Spelling Bee Judge, November 16, 2019

Professional Development

- COEHD Leadership Academy: Growing Leaders Today Inaugural Cohort 1 (July 2021-Present)
- ACUE- Effective Teaching Practices (In progress)
- Project Based Learning 101, July 20-22, 2021
- US PREP Curriculum Design Retreat: Clinical Teaching, March 24-25, 2021
- US PREP Curriculum Design Retreat: Clinical Teaching, June 16-17, 2021
- US PREP Curriculum Design Retreat: Clinical Teaching, October 26-27, 2021
- Raise Your Hand Texas: Using Data for Continuous Improvement, May 6, 2021
- Texas Opportunity Culture Symposium, April 30, 2021
- National Association for Bilingual Education, April 27-29, 2021
- San Antonio Area for Bilingual Education, February 26, 2021
- La Cosecha Conference (2019-2021)
- US PREP Curriculum Design Retreat: Clinical Teaching, March 24-25, 2021
- US PREP Curriculum Design Retreat: Clinical Teaching, October 21-22, 2020
- US PREP Curriculum Design Retreat: Clinical Teaching, June 17-18, 2020
- Dual Language Institute for Leaders (NABE 2016)
- Literacy Squared Institute, Puebla, Mexico (2016 & 2018) -Dr. Kathy Escamilla
- Teaching for Biliteracy NABE Pre-Institute (2017)-Cheryl Urow
- Connecting Content and Language Trainer of Trainer Series (2017)- Dr. Eugenia Mora Flores
- Identifying Critical Content in Curriculum (UT-IPSI 2017 and 2018)
- Higher Education Institute Presenter and Attendee, Texas Association for Bilingual Education Conference, Corpus Christi, Texas October 16, 2019

Newspaper and Radio Interviews

- Texas Public Radio (TPR) Guest Speaker on The Source: San Antonio Schools Face High Demand For Dual-Language Learning, Interview October 2, 2019
<https://www.tpr.org/show/the-source/2019-10-02/san-antonio-schools-face-high-demand-for-dual-language-learning>
- Newspaper Interview for the San Antonio Express News: Doubling Down on Dual Language Programs in San Antonio, September 22, 2019
<https://www.expressnews.com/news/education/article/doubling-down-dual-language-programs-in-san-antoni-14434903.php>
- Newspaper Interview for the San Antonio Express News: Even in a Bilingual City, Bilingual Teachers in Short Supply, July 20, 2015
<https://www.expressnews.com/news/local/article/Even-in-a-bilingual-city-bilingual-teachers-in-6395588.php>
- Newspaper Interview for the San Antonio Express News: Sponsors Sought to Get Local Champs to National Spanish Spelling Bee, May 9, 2014
<https://www.mysanantonio.com/news/education/article/Sponsors-sought-to-get-local-champs-to-national-5466092.php>

ATTACHMENT L1

Superintendent Résumé

The applicant has **identified** a candidate for the role of Superintendent.

If the applicant has identified a candidate for the role of Superintendent:

- Provide a professional résumé for any identified candidate.

The applicant has **not identified** a candidate for the role of Superintendent.

If the applicant has not identified a candidate for the role of Superintendent:

- Provide a sample job description/posting for the Superintendent position.

Insert material behind this page.

Also include this cover page with submission.

Job Summary

The candidate selected for Superintendent/Principal must unequivocally demonstrate and believe in the mission of Celebrate Dyslexia Schools to serve a historically underserved community by educating dyslexic children through evidence-based intervention in an enriching, emotionally safe environment. The Superintendent not only needs to be a strong leader but needs to remove barriers to education on every stakeholder level and strive to facilitate a stress-free environment for all in the school's ecosystem. Experience giving and rating the effectiveness of professional development as well as maintaining all accountability throughout the staff is critical. Our Superintendent and principal will be a combined position that is both responsible for board relationships, overseeing the local education agency (LEA), serving as a communication point between TEA and LEA, as well as principal duties including operations of the campus.

The Superintendent will ensure that CDS will be a technologically innovative model and incubator for best practices that lead the dyslexic community, through the integration of structured literacy, social emotional support, and providing opportunities to lift the entire family into literacy through systems and processes that will overcome generational poverty and the school-to-prison pipeline. By including strategic local and national thought partners, this work will add to the dyslexic community's body of knowledge and saturate the San Antonio community with well trained teachers and educated students who become skilled readers.

Key Responsibilities (What You'll Do):

- Evaluating overall performance of the school as well as bringing proposed solutions to problems that arise to the board
- Assuming administrative responsibility over all aspects of the school, leadership of planning, and operations
- Hire and Supervision of leadership team
- Institutes disciplinary actions that need to take place regarding employees and staff
- Manages contracts
- Prepares proposed budgets to the board and recommends policies to be adopted by the board.
- Clearly articulates the mission and vision of the campus and continuously bridges relationships with families and community organizations.
- May perform other responsibilities as assigned

Reporting Relationships: This position will report to the Board and will have direct reports. Number of direct reports will grow as Celebrate Dyslexia School grows year over year.

Required Qualifications (Who You Are)

- Completed or in the process of obtaining the Superintendent Certification Program, or 10 years' experience in education leadership position for a campus or district
- 2 years classroom experience
- Proven record of team building
- Recent trauma informed training, experience to facilitate the unique needs of dyslexic students
- Fluent communication in Spanish

Preferred Qualifications

- Classroom experience teaching dyslexic students, with demonstrated improved student outcomes
- 5 or more years classroom experience
- Experience in operations, such as school law, compliance, finance, curriculum, and accountability
- An understand the landscape of education in San Antonio, but also the larger discussion happening in our State and nation about dyslexic students
- Superintendent Certification
- Fluent written ability in Spanish

Benefits (What We Offer)

- Salary Range \$90,000 – \$110,000, with retention incentive
- Competitive benefits package to include paid time off, health, dental, vision, life insurance and contribution to teacher retirement system.
- As a public school in the state of Texas, Celebrate Dyslexia Schools participates in the Teacher Retirement System (TRS). All employees are eligible upon hire and years of service will transfer from any current or previous TRS employer.

Job Conditions

- Full Time
- Overtime Eligibility: Exempt (Not eligible)
- Working Conditions: Normal office environment. Extended work hours may be required based on need. May require local travel.
- Start up district with one proposed campus beginning with 210 students for grades 4-5. One additional grade per year will be added with the capacity of 105 students per year through the 8th grade.

Application Process

CDS is a proposed Generation 28 Charter School. We are looking for interested candidates to interview. Hiring is contingent upon Charter approval June 2023. Interview will consist of phone screening, interview invitation, observation through pilot and community meetings, reference checks and vote by CDS Board.

Materials to Submit

A letter of interest to include a statement of purpose can be submitted in video or written format, an updated resume, copy of acquired certificates (if applicable), and any additional submissions reflecting past work.

Disclaimer

Celebrate Dyslexia Schools is a proposed Generation 28 Charter School through the State of Texas. Employees will qualify for Texas Retirement System benefits.

Celebrate Dyslexia Schools (CDS) is an equal opportunity employer and does not discriminate against employees or applicants on the basis of race, religion, color, national origin, ancestry,



physical disability, mental disability, medical condition, pregnancy, marital status, sex, age, sexual orientation, military and veteran status, registered domestic partner status, genetic information, gender, gender identity, gender expression, or any other characteristic protected by applicable law. CDS celebrates diversity and is committed to creating an inclusive culture where everyone feels challenged, appreciated, respected, and engaged.

ADA: The above statements cover what are generally believed to be principal and essential functions of this job. Specific circumstances may allow or require some people assigned to the job to perform a somewhat different combination of duties.

Access Application: <https://forms.gle/EmAJd69CcidPUJUP7>

#superintendent
#dyslexia
#celebratedyslexiaschool
#celebratedyslexia
#principal
#school
#nowhiring
#sanantonio

ATTACHMENT L2

Superintendent Evaluation Tool

Provide any superintendent evaluation tool that has 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.**



No responsive documents are being provided. The TASB tool will be used.

Insert material behind this page.

Also include this cover page with submission.

ATTACHMENT L3

Leadership Team Résumés

- The applicant has **not identified** candidates for any leadership team positions. No responsive documents are being provided.
- The applicant has **identified** candidates for the instructional leadership team.
- The applicant has **identified** candidates for the operational leadership team.
- The applicant has **identified** candidates for the financial leadership team.

Provide a professional résumé for all identified leadership team candidates. Provide all résumés for leadership team members who have been selected. Clearly indicate the position that is associated with each résumé.

Insert material behind this page.

Also include this cover page with submission.

ATTACHMENT L4

Leadership Team Evaluation Tool

Provide any leadership evaluation tool that has 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.**

No responsive documents are being provided. T-PESS will be used.

Insert material behind this page.

Also include this cover page with submission.

ATTACHMENT OP1

Organizational Charts

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**.

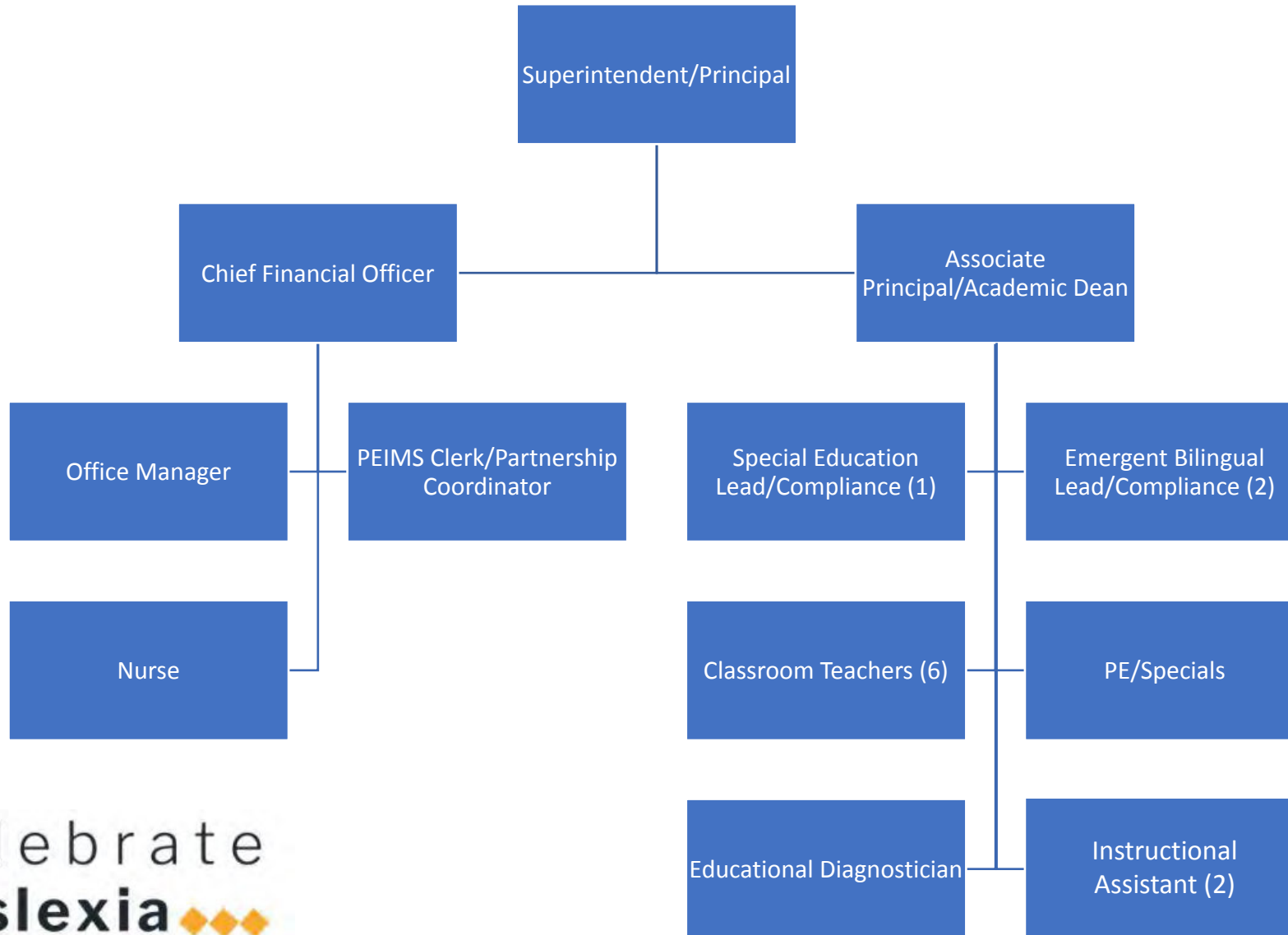
If the organizational structure is not projected to change during the 5-year initial contract period, include a statement to indicate that the same organizational chart will apply in Year 1, Year 3, and at full capacity.

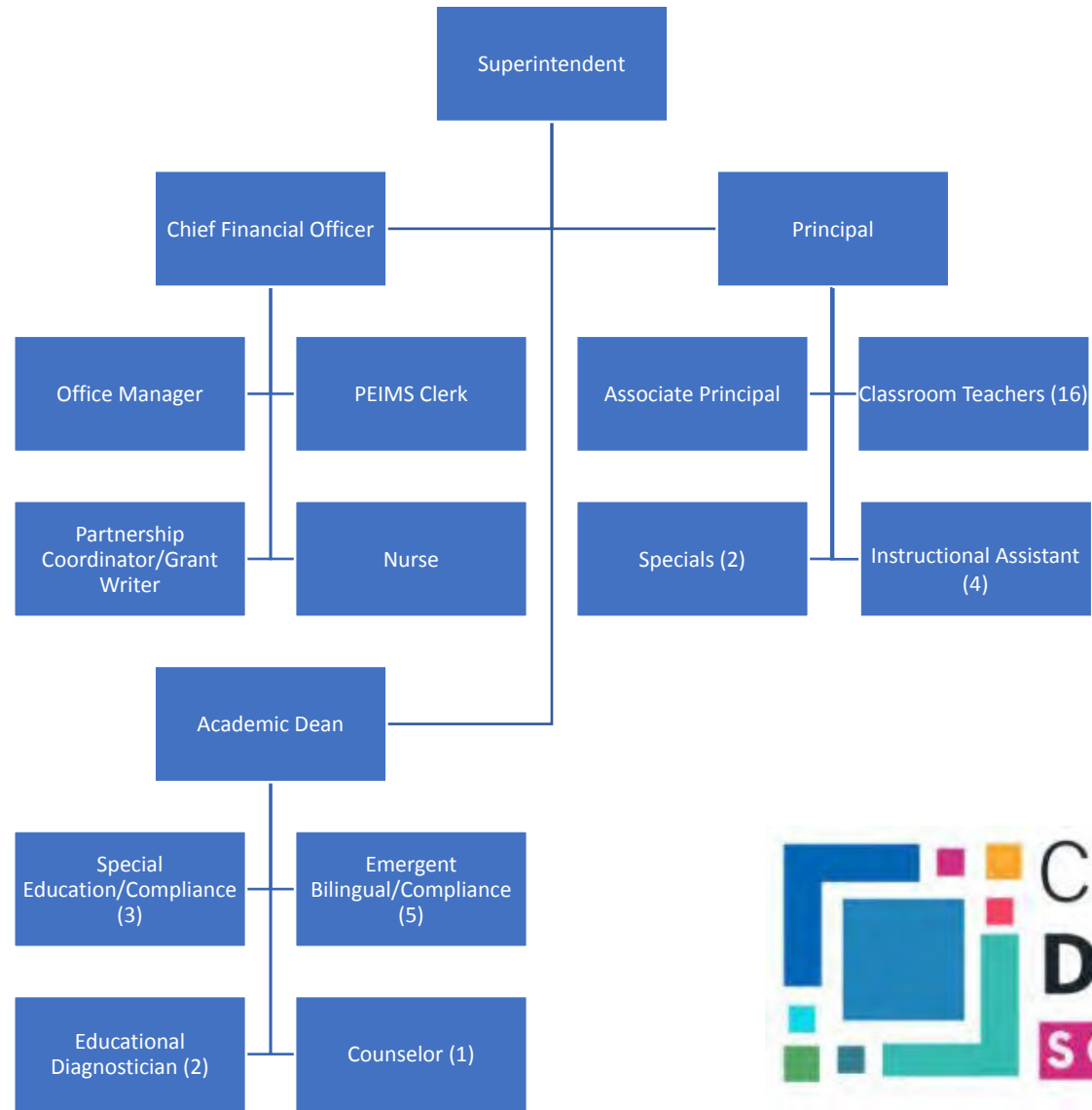
Each organizational chart must clearly delineate the roles and responsibilities of—and lines of authority and reporting among—the governing board, staff, any related bodies (such as advisory bodies or parent-teacher councils), and any external organizations that will play a role in managing the school. The organizational charts must clearly document the lines of authority and reporting within the charter school.

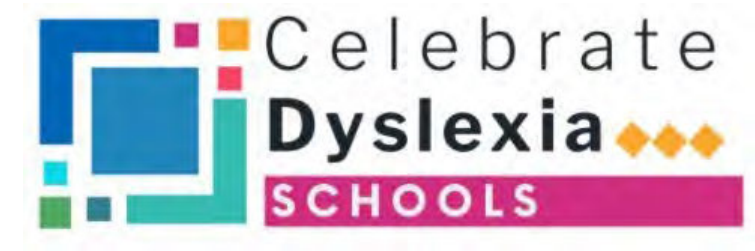
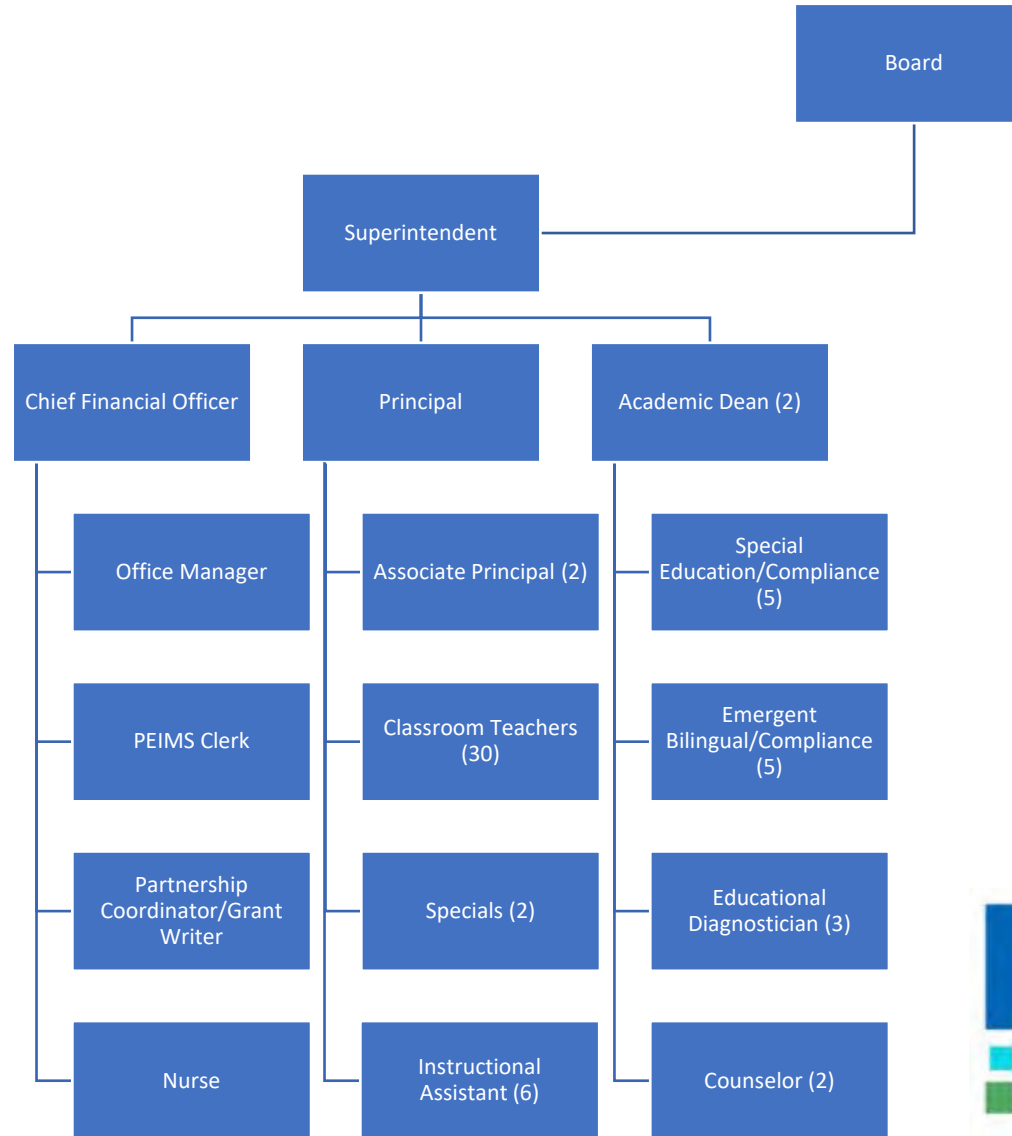
All positions listed on the organizational charts must be noted on the Staffing Chart provided in Attachment OP2 and have a corresponding Staff Profile (Human Resources) Form submitted in Attachment OP3.

Insert material behind this page.

Also include this cover page with submission.







ATTACHMENT OP2

Staffing Chart

Complete the staffing chart template on the next page. It must include staffing projections for each year during the initial contract period (Years 1-5) and at full capacity.

The staffing chart should align with the organizational charts submitted in Attachment OP1 and the Staff Profile (Human Resources) Forms submitted in Attachment OP3.

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 role)
- 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.)

All of the general staffing categories listed above should be included. Position titles can be modified or added as needed. Every position for which a Staff Profile (Human Resources) Form was submitted in Attachment OP3 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 levels (elementary, middle, high) that apply to the proposed charter school.

Insert material behind this page.

Also include this cover page with submission.

ATTACHMENT OP2

Staffing Chart

Central Office Staff						
POSITION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	AT CAPACITY
Superintendent	1	1	1	1	1	1
Chief Financial Officer	1	1	1	1	1	1
Associate Principal	1	1	1	1	2	2
Academic Dean	0	1	1	2	2	2
Total Central Office Staff FTEs	3	4	4	5	6	6

Elementary School Staff

Grades included:

POSITION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	AT CAPACITY
Principal	0	0	1	1	1	1
Partnership Coordinator	1	1	1	1	1	1
PEIMS Clerk	0	1	1	1	1	1
Office Manager	1	1	1	1	1	1
Nurse	1	1	1	1	1	1
Counselor	0	1	1	2	2	2
SPED Lead Teacher/Compliance Officer	1	2	3	4	5	5
Emergent Bilingual Lead/Compliance Officer	2	3	5	5	5	5
PE/Specials	1	1	2	2	2	2
Classroom Teacher	6	11	16	21	30	30
Education Diagnostician	1	2	2	3	3	3
Instructional Assistant	2	3	4	5	6	6
Total School FTE Staff for this Grade Cluster	16	27	38	47	58	58

Middle School Staff

Grades included:

ATTACHMENT OP2

Staffing Chart

POSITION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	AT CAPACITY
Insert position						
Total School FTE Staff for this Grade Cluster						

Click to remove a row from the table above.

High School Staff

Grades included:

POSITION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	AT CAPACITY
Insert position						
Total School FTE Staff for this Grade Cluster						

Click to remove a row from the table above.

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	AT CAPACITY
Total Full-Time Staff						

ATTACHMENT OP3

Staff Profile (HR) Forms

Using the template provided on the next page, complete a Staff Profile Form for all paid positions required to operate the proposed school in year one and at full capacity. Staff Profile Forms should be submitted for each position listed on the staffing chart (Attachment OP2).

Ensure that the submission includes all positions necessary to operate the proposed school during the start-up year, the first year of operation, and at full capacity.

Additional Staff Profile Forms can be added by clicking the button that reads "Add a Staff Profile Form."

Insert material behind this page.

Also include this cover page with submission.

ATTACHMENT OP3

Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

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 NA.

Proposed Location (City and County):

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	Salary Range
San Antonio ISD	015907	San Antonio	62,287	\$61,306 - \$89,382
Harlandale ISD	015904	San Antonio	18,948	\$71,770 - \$100,133
Fort Sam Houston ISD	015914	San Antonio	1,548	\$64,960 - \$87,493

ATTACHMENT OP3

Staff Profile (HR) Forms

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

1. Provide training and consult with school staff on the following: implementation of IEPs, IAPs, specially designed instruction, appropriate accommodations and or modifications, and behavioral strategies.
2. Conduct dyslexia evaluations and report findings and recommendations to the ARD or Section 504 Committees.
3. Assist campus testing administrator with the administration of the State assessment to ensure students with disabilities are receiving all required testing accommodations.
4. Monitor all ARD paperwork to include: data collection on IEP goals, completion of the IEP progress report cards, and ensuring all ARD paperwork is archived in the IEP Management System.
5. Assist campus leadership to ensure that ARD/IEP and Section 504 process and the quality of programs for students receiving special education or Section 504 are in compliance with Federal, State, and Local requirements.
6. Perform special education audits and gather State Performance Plan data to submit to TEA.
7. Act as ARD designee and facilitate ARD committee meetings in the development of IEPs.
8. Provide professional development and follow-up for campus administration, teachers, and instructional assistants.
9. Use effective communication skills, written and oral, to present information accurately and clearly to students, parents, and staff.
10. Articulate Celebrate Dyslexia School's mission to the community and solicit its support in realizing mission.

ATTACHMENT OP3

Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

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 NA.

Proposed Location (City and County):

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	Salary Range
San Antonio ISD	015907	San Antonio	62,287	\$83,032 - \$110,152
Harlandale ISD	015904	San Antonio	18,948	\$76,096 - \$106,173
Fort Sam Houston ISD	015914	San Antonio	1,548	\$77,970 - \$105,099

ATTACHMENT OP3

Staff Profile (HR) Forms

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

1. Assist in the preparation, implementation and administration of budgets and budget amendments in accordance with TEA guidelines conjunction with district administration.
2. Ensure the campus's chart of accounts and financial transactions for the entire campus are in compliance with Generally Accepted Accounting Principles, the TEA Financial Accountability System Resource Guide and other applicable State and Federal regulations.
3. Monitor all campus accounts and makes necessary adjustments to ensure budgets & expenditures are in TEA compliance for PEIMS submission.
4. Utilize financial/accounting systems to prepare financial documents for the Board, administrators and outside entities.
5. Assist in the preparation and presentation of budget and accounting policies, procedures and processes for the campus.
6. Act as a liaison between departments and campuses to provide budget guidance and cost accounting information.
7. Monitor all payroll accounts, process corrections for payroll transactions, maintain account codes and jobs in the leave/substitute calling system.
8. Analyze the financial details of past, present, and expected operations of assigned areas in order to identify budget development opportunities.
9. Direct, supervise, and evaluate the activities of purchasing, payroll, accounts payable, data center, school activity office, accounting staff, district treasurer, and budget implementation.
10. Articulate Celebrate Dyslexia School's mission to the community and solicit its support in realizing mission.

ATTACHMENT OP3

Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

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 NA.

Proposed Location (City and County):

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).

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Fort Sam Houston ISD	015914	San Antonio	1,548	\$77,970 - \$105,099

ATTACHMENT OP3

Staff Profile (HR) Forms

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

1. Participate in development and evaluation of all educational (gifted and talented) and dyslexia programs.
2. Participate in the development of campus improvement plans and dyslexia support sessions with staff, parents, and community members.
3. Help principal develop and use information systems to maintain records to track progress on campus performance objectives and academic excellence indicators.
4. Observe employee performance, record observations, and conduct evaluation conferences. Serve as second appraiser for designated teacher appraisal system.
5. Assist principal in interviewing, selecting, and orienting new staff.
6. Will train COHORTs of teachers to obtain therapy and practitioner level of expertise
7. Support and train campus staff on appropriate dyslexia interventions, differentiation techniques for those at risk, and enrichment for gifted and talented students. Develop strategies to accommodate and enrich student needs more effectively.
8. Ensure that all staff and programs comply with federal and state laws, State Board of Education rules, and board policy.
9. Develop a program of study that meets the individual needs, interests, and abilities of gifted students based on the district's goals and objectives.
10. Articulate Celebrate Dyslexia School's mission to the community and solicit its support in realizing mission.

ATTACHMENT OP3

Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

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 NA.

Proposed Location (City and County):

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	Salary Range
San Antonio ISD	015907	San Antonio	62,287	\$83,032 - \$110,152
Harlandale ISD	015904	San Antonio	18,948	\$76,096 - \$106,173
Fort Sam Houston ISD	015914	San Antonio	1,548	\$77,970 - \$105,099

ATTACHMENT OP3

Staff Profile (HR) Forms

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

1. Participate in development of campus improvement plans with staff, parents, and community members.
2. Observe employee performance, record observations, and conduct evaluation conferences. Serve as second appraiser for designated teacher appraisal system.
3. Assist principal in interviewing, selecting, and orienting new staff.
4. Help to develop a student discipline management system that results in positive student behavior and supports learning.
5. Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable.
6. Conduct conferences on student and school issues with parents, students, and teachers.
7. Demonstrate awareness of school-community needs and initiate activities to meet those needs.
8. Ensure that all staff and programs comply with federal and state laws, State Board of Education rules, and board policy.
9. Articulate Celebrate Dyslexia School's mission to the community and solicit its support in realizing mission.
10. Perform other related duties as assigned.

ATTACHMENT OP3

Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

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 NA.

Proposed Location (City and County):

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	Salary Range
San Antonio ISD	015907	San Antonio	62,287	\$29,881 - \$44,822
Harlandale ISD	015904	San Antonio	18,948	\$29,297 - \$42,159
Fort Sam Houston ISD	015910	San Antonio	1,548	\$28,420 - \$41,412

ATTACHMENT OP3

Staff Profile (HR) Forms

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

1. Responsible for supervising office operations, supporting the maintenance of customer databases, and providing secretarial support to the Chief Financial Officer
2. Will provide quality customer service with internal and external stakeholders using effective in-person, telephone and email etiquette
3. Help with event and meeting preparations, as well as attend and assist as needed.
4. Maintain accurate phone, email and visitor records and address inquiries in a timely manner
5. Maintain Texas Electronics Records Exchanges (TREx), Registrations and Permanent Records Folders (PRFs).
6. Process and input daily attendance and modifications per campus procedures.
7. Maintain and accurately file student enrollment/withdrawal documents, and other federal, state, and local documents to include the free and reduced lunch application forms.
8. Stand in as interpreter when necessary.
9. Assist with data entry activities associated with student records, enrolling students, researching historical data, and testing.
10. Perform other related duties as assigned.

ATTACHMENT OP3

Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

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 NA.

Proposed Location (City and County):

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	Salary Range
San Antonio ISD	015907	San Antonio	62,287	\$27,202 - \$34,331
Harlandale ISD	015904	San Antonio	18,948	\$27,427 - \$39,505
Fort Sam Houston ISD	015910	San Antonio	1,548	\$25,659 - \$ 36,540

ATTACHMENT OP3

Staff Profile (HR) Forms

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

1. Coordinate the collection, integration, and formatting of all data required for PEIMS submission according to Texas Education Agency PEIMS Data Standards.
2. Work cooperatively with campus, business office, and personnel office staff to collect, organize, and format data required to submit district PEIMS data according to prescribed state deadlines.
3. Run edits, reports, and verification checks on data to ensure accuracy of information. Distribute edits and reports to appropriate staff for analysis, verification, and correction.
4. Submit complete and accurate PEIMS data in Texas Education Agency (TEA)-prescribed format to education service center (ESC) for processing using computer terminal or personal computer.
5. Compiles and submits TEA required PID Enrollment Tracking (PET) data weekly, as well as reviewing and researching PET reports.
6. Responsible for PID reporting: (Personal Identification Database) error percentage standards as described in the PEIMS Data Standards.
7. Responsible for assigning Texas State Service ID's for all state approved courses as described in the PEIMS Data Standards.
8. Responsible for the Data quality in compliance with Performance Based Monitoring.
9. Provides guidance to campuses regarding TEA required reports such as the Campus Summary Report, Attendance Verification Report, Enrollment Verification Report and Student Detailed Report
10. Perform other related duties as assigned.

ATTACHMENT OP3

Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

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 NA.

Proposed Location (City and County):

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
San Antonio ISD	015907	San Antonio	62,287	\$53,912 - \$77,255
Harlandale ISD	015904	San Antonio	18,948	\$56,427 - \$80,367
Fort Sam Houston ISD	015910	San Antonio	1,548	\$48,500 - \$56,354

ATTACHMENT OP3

Staff Profile (HR) Forms

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

1. Provides direct, one on one care to students with special needs to include toileting and diaper changing to students as needed.
2. Provides direct basic care, minor first aid, and minor emergency care for ill and injured students and staff; according to established District Policy and Procedures, within the LVN scope of practice.
3. Participates in health teaching to promote, attain, and maintain optimum health and education for staff, students and community.
4. Participates in the formulation, development, modification, implementation and evaluation of the student health care plan based on physician's orders and individual student needs necessary for the safety and well being of the students.
5. Administer medication to students and maintain accurate log of medications dispensed.
6. Compile, maintain, and file all physical and computerized reports, records, and other documents required, including accurate, updated health records on all students.
7. Assists with health screening of the students, which may include help in scheduling, organizing and documenting height, weight, blood pressure, vision, hearing, scoliosis and Acanthosis Nigrican screenings as required by the Texas Department of State Health Services, Texas Education Agency, and District Policy.
8. Maintain clinic supply inventory and request supplies as needed.
9. Perform routine clerical duties including answering telephone and maintaining daily nursing documentation.
10. Perform other related duties as assigned.

ATTACHMENT OP3

Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

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 NA.

Proposed Location (City and County):

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
San Antonio ISD	015907	San Antonio	62,287	\$28,928 - \$33,629
Harlandale	015904	San Antonio	18,948	\$26,306 - \$37,932
Fort Sam Houston ISD	015910	San Antonio	1,548	\$23,504 - \$32,996

ATTACHMENT OP3

Staff Profile (HR) Forms

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

1. Maintain a cleaning schedule that will include cleaning of floors, chalkboards, wastebaskets, windows, furniture, equipment and restrooms.
2. Keep school building and grounds, including sidewalks, driveways, parking lots and play areas neat and clean.
3. Comply with local laws and procedures for storage and disposal of trash.
4. Maintain an inventory of cleaning supplies and equipment and request additional supplies as needed.
5. Perform lunchroom set up including arranging tables and chairs and moving furniture or equipment within building for special events as directed by the campus administrator.
6. Perform preventative maintenance to ensure the comfort, health and safety of students and staff.
7. Regulate heat, ventilation, and air conditioning systems to provide appropriate temperatures and ensure economical usage of fuel, water and electricity
8. Follow established procedures for locking, checking and safeguarding facilities.
9. Follow established procedures to meet high standards of cleanliness, health and safety and reports any conditions that are not correctable to supervisor immediately.
10. Perform other related duties as assigned.

ATTACHMENT OP3

Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

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 NA.

Proposed Location (City and County):

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required: +"/>

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Name of District	CDN	Located in (City)	# of Students	Salary Range
San Antonio ISD	015907	San Antonio	62,287	\$55,609 - \$63,076
Harlandale ISD	015904	San Antonio	18,948	\$56,400 - \$69,756
Fort Sam Houston ISD	015910	San Antonio	1,548	\$56,500 - \$70,250

ATTACHMENT OP3

Staff Profile (HR) Forms

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

1. Develop and implement lesson plans that fulfill the requirements of the district's curriculum program and support the selected dyslexia program.
2. Prepare lessons that reflect accommodations for differences in student learning styles.
3. Present subject matter according to guidelines established by TEA, board policies and administrative regulations.
4. Work cooperatively with administrators, team leaders, department coordinators, content specialists and other staff as needed to meet curriculum objectives.
5. Utilize curricula that reflect the diverse educational, cultural, and linguistic backgrounds of the students served.
6. Work cooperatively with special education teachers to modify curricula as needed for special education students according to guidelines established in Individual Education Plans (IEP).
7. Conduct ongoing assessment of student achievement through formal and informal testing.
8. Manage student behavior in accordance with Student Code of Conduct and student handbook.
9. Participate in staff development activities (CALT Training) to improve job-related skills.
10. Articulate Celebrate Dyslexia School's mission to the community and solicit its support in realizing mission.

ATTACHMENT OP3

Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

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 NA.

Proposed Location (City and County):

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required: +"/>

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Name of District	CDN	Located in (City)	# of Students	Salary Range
San Antonio ISD	015907	San Antonio	62,257	\$55,609 - \$63,076
Harlandale ISD	015904	San Antonio	18,948	\$56,400 - \$69,756
Fort Sam Houston ISD	015910	San Antonio	1,548	\$56,500 - \$70,250

ATTACHMENT OP3

Staff Profile (HR) Forms

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

1. Develop and implement lesson plans that fulfill the requirements of the district's curriculum program and support the selected dyslexia program.
2. Prepare lessons that reflect accommodations for differences in student learning styles.
3. Present subject matter according to guidelines established by TEA, board policies and administrative regulations.
4. Work cooperatively with administrators, team leaders, department coordinators, content specialists and other staff as needed to meet curriculum objectives.
5. Work cooperatively with special education teachers to modify curricula as needed for special education students according to guidelines established in Individual Education Plans (IEP).
6. Utilize curricula that reflect the diverse educational, cultural, and linguistic backgrounds of the students served.
7. Conduct ongoing assessment of student achievement through formal and informal testing.
8. Manage student behavior in accordance with Student Code of Conduct and student handbook.
9. Participate in staff development activities (CALT Training) to improve job-related skills.
10. Articulate Celebrate Dyslexia School's mission to the community and solicit its support in realizing mission.

ATTACHMENT OP3

Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

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 NA.

Proposed Location (City and County):

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	Salary Range
San Antonio ISD	015907	San Antonio	62,287	\$55,609 - \$63,076
Harlandale ISD	015904	San Antonio	18,948	\$56,400 - \$69,756
Fort Sam Houston ISD	015910	San Antonio	1,548	\$56,500 - \$70,250

ATTACHMENT OP3

Staff Profile (HR) Forms

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

1. Develop and implement lesson plans that fulfill the requirements of the district's curriculum program and support the selected dyslexia program.
2. Provide developmentally appropriate instruction that will facilitate the acquisition of English language, literacy, and cognitive academic language and skills.
3. Present subject matter according to guidelines established by TEA, board policies and administrative regulations.
4. Work cooperatively with administrators, team leaders, department coordinators, content specialists and other staff as needed to meet curriculum objectives.
5. Attend ARD's and Section 504 meetings for ESL/LEP students and serve on LPAC committees throughout the year.
6. Utilize curricula that reflect the diverse educational, cultural, and linguistic backgrounds of the students served.
7. Provide EL students with authentic opportunities to simultaneously develop language and discourse; analytic and problemsolving skills; and competency in academic subjects such as reading, mathematics, science, and social studies.
8. Manage student behavior in accordance with Student Code of Conduct and student handbook.
9. Participate in staff development activities (CALT Training and TELPAS) to improve job-related skills.
10. Articulate Celebrate Dyslexia School's mission to the community and solicit its support in realizing mission.

ATTACHMENT OP3

Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

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 NA.

Proposed Location (City and County):

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	Salary Range
San Antonio ISD	015907	San Antonio	62,287	\$55,609 - \$63,076
Harlandale ISD	015904	San Antonio	18,948	\$56,400 - \$69,756
Fort Sam Houston ISD	015910	San Antonio	1,548	\$56,500 - \$70,250

ATTACHMENT OP3

Staff Profile (HR) Forms

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

1. Establish and enforce rules for behavioral and procedures for maintaining a productive and well-discipline learning environment.
2. Adapt teaching methods and instructional materials to meet students' varying needs and interests.
3. Plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate.
4. Present subject matter according to guidelines established by Texas Education Agency, board policies, and administrative regulations.
5. Work cooperatively with special education teachers to modify curriculum as needed for special education students according to guidelines established in Individual Education Plans (IEP).
6. Create classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students.
7. Communicate student strengths and challenges to parents according to campus/district guidelines.
8. Manage student behavior in accordance with Student Code of Conduct and student handbook.
9. Assume responsibility for extracurricular activities as assigned. Sponsor outside activities approved by the campus principal.
10. Articulate Celebrate Dyslexia School's mission to the community and solicit its support in realizing mission.

ATTACHMENT OP3

Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

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 NA.

Proposed Location (City and County):

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
San Antonio ISD	015907	San Antonio	62,287	\$59,796 - \$87,181
Harlandale ISD	015904	San Antonio	18,948	\$61,083 - \$85,223
Fort Same Houston ISD	015910	San Antonio	1,548	\$59,479 - \$81,606

ATTACHMENT OP3

Staff Profile (HR) Forms

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

1. Implements the district guidance program as described in the District Comprehensive Guidance Program Framework.
2. Counsels students individually and in groups to assist their personal, social, educational and career development.
3. Teaches guidance curriculum lessons.
4. Consults with teachers, parents and school administrators to assist students' healthy development.
5. Coordinates resources for student development.
6. Consults with teachers and campus administrators regarding guidance and advisement issues.
7. Assists in planning and evaluation of the guidance program.
8. Participates in the school's educational program in roles which utilize guidance and counseling knowledge and skills
9. Pursues relevant professional development.
10. Articulate Celebrate Dyslexia School's mission to the community and solicit its support in realizing mission.

ATTACHMENT OP3

Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

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 NA.

Proposed Location (City and County):

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
San Antonio ISD	015907	San Antonio	62,287	\$63,420 - \$92,465
Harlandale ISD	015904	San Antonio	18,948	\$60,208 - \$84,002
Fort Sam Houston ISD	015910	San Antonio	1,548	\$59,840 - \$80,597

ATTACHMENT OP3

Staff Profile (HR) Forms

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

1. Develops, manages, schedules, and implements home, school, community, and volunteer partnership opportunities for the school and the district and communicates these opportunities to families, community members, businesses, and local media.
2. Coordinates services to provide a variety of family and community involvement opportunities, including meetings, trainings, and volunteer opportunities.
3. Creates, develops, implements and submits communication tools for the school, community and the district, including newsletters, fliers, social media sites, and press releases. This includes providing information about the school, activities and volunteer opportunities.
4. Acts as a liaison between the school and families, the community and outside community organizations and businesses.
5. Coordinates various volunteer events, after school classes/events, enrichment opportunities and family and community events independently and/or jointly with parent organizations as needed.
6. Promotes family and community engagement by organizing events. Examples of these events include; open house, building tours, and other community activities.
7. Collects and processes appropriate volunteer paperwork and maintains the school volunteer database.
8. May represent the District/School by participating in a variety of community events
9. Provides information and assistance to families and the community about a variety of programs. Some examples of these programs are the weekend kids' meal program, before/after school care, resource library, and supply, clothing, and food pantries.
10. Articulate Celebrate Dyslexia School's mission to the community and solicit its support in realizing mission.

ATTACHMENT OP3

Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

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 NA.

Proposed Location (City and County):

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
San Antonio ISD	015907	San Antonio	62,287	\$122,937 - \$173,560
Harlandale ISD	015904	San Antonio	18,948	\$128,773 - \$174,221
Fort Sam Houston ISD	015910	San Antonio	1,548	\$122,492 - \$170,178

ATTACHMENT OP3

Staff Profile (HR) Forms

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

1. Implement and administer District and campus policies and procedures that are in compliance with all federal, state, and local regulations.
2. Develop, implement, and monitor the campus operating budget; monitor all activity accounts; operate within the budget.
3. Will work in partnership with the Board of Trustees, staff, students, parents, and community to build a climate of transparency, unity, mutual trust, accountability and cooperation.
4. Will demonstrate high expectations for Celebrate Dyslexia students, faculty, and staff, and will integrate new dyslexia ideas and technological concepts into the District with the desire to take a great school and make it even better.
5. Utilize excellent interpersonal, communication, and political skills to assume an active leadership role in the city, region and state on funding, infrastructure and other education-related issues while handling the challenges of growth, finances and political influence.
6. Is a community leader with a reputation as an open, approachable, ethical, and enthusiastic personality who is involved in and visible throughout the District and community.
7. Will motivate staff and students, bolster morale and generate enthusiasm while still successfully establishing, delegating and maintaining authority holding staff accountable in supervising employees at all levels including goals, evaluations, and growth utilizing the components of effective personnel policies, procedures and practices.
8. Promote parental and community involvement in Celebrate Dyslexia Schools, including site-based committees, student/teacher/parent organizations, booster clubs, and other opportunities.
9. Ensure the Student Code of Conduct and discipline management system are administered consistently to promote equity and to support positive student behavior
10. Articulate Celebrate Dyslexia School's mission to the community and solicit its support in realizing mission.

ATTACHMENT OP3

Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

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 NA.

Proposed Location (City and County):

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
San Antonio ISD	015907	San Antonio	62,287	\$23,936 - \$27,826
Harlandale ISD	015904	San Antonio	18,948	\$26,180 - \$35,201
Fort Sam Houston ISD	015910	San Antonio	1,548	\$20,570 - \$29,172

ATTACHMENT OP3

Staff Profile (HR) Forms

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

1. Assist with individual or small group instructional activities outlined by the teacher or teaching team and work with students to develop academic skills.
2. Assist with supervision and monitoring of students, instruction or activities inside the classroom environment, including support with physical needs and personal care.
3. Assist with the preparation of instructional materials, paperwork and record keeping.
4. Assist teachers in implementing program objectives that support developmental, behavioral and academic student performance.
5. Assist in managing student behavior, including crisis intervention, physical management of disruptive students and inappropriate behaviors, as needed.
6. Follow an established work schedule that includes instructional assignments and student support services.
7. Assist with the supervision and monitoring of students throughout the school day outside of the classroom, including the cafeteria, playground, physical education classes, boarding and exiting the bus, on community-based activities and other assigned activities.
8. Keep informed of and comply with state, district, and school regulations, including daily attendance, punctuality and confidentiality.
9. Use effective communication skills with students, parents and district personnel.
10. Articulate Celebrate Dyslexia School's mission to the community and solicit its support in realizing mission.

ATTACHMENT OP3

Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

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 NA.

Proposed Location (City and County):

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
San Antonio ISD	015907	San Antonio	62,287	\$74,819 - \$105,964
Harlandale ISD	015904	San Antonio	18,948	\$77,874 - \$107,539
Fort Sam Houston ISD	015910	San Antonio	1,548	\$81,060 - \$109,620

ATTACHMENT OP3

Staff Profile (HR) Forms

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

1. Implement and administer campus policies and procedures that are in compliance with all federal, state, and local regulations.
2. Develop, implement, and monitor the campus operating budget; monitor all activity accounts; operate within the budget.
3. Will work in partnership with the Superintendent, staff, students, parents, and community to build a climate of transparency, unity, mutual trust, accountability and cooperation.
4. Will demonstrate high expectations for Celebrate Dyslexia students, faculty, and staff, and will integrate new dyslexia ideas and technological concepts into the District with the desire to take a great school and make it even better.
5. Utilize excellent interpersonal, communication, and social skills to foster the mission of CDS and build a relationship with the community.
6. Is a leader with a reputation as an open, approachable, ethical, and enthusiastic personality who is involved in and visible throughout the campus and community.
7. Will motivate staff and students, bolster morale and generate enthusiasm while still successfully establishing, delegating and maintaining authority and holding staff accountable.
8. Promote parental and community involvement in Celebrate Dyslexia Schools, including site-based committees, student/teacher/parent organizations, booster clubs, and other opportunities.
9. Ensure the Student Code of Conduct and discipline management system are administered consistently to promote equity and to support positive student behavior.
10. Articulate Celebrate Dyslexia School's mission to the community and solicit its support in realizing mission.

ATTACHMENT OP3

Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

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 NA.

Proposed Location (City and County):

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	Salary Range
San Antonio ISD	015907	San Antonio	62,287	\$113,185 - \$151,495
Harlandale ISD	015904	San Antonio	18,948	\$128,773 - \$174,221
Fort Sam Houston ISD	015910	San Antonio	1,548	\$122,492 - \$170,178

ATTACHMENT OP3

Staff Profile (HR) Forms

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

1. Implement and administer District and campus policies and procedures that are in compliance with all federal, state, and local regulations.
2. Develop, implement, and monitor the District operating budget; monitor all activity accounts; operate within the budget.
3. Will work in partnership with the Board of Trustees, staff, students, parents, and community to build a climate of transparency, unity, mutual trust, accountability and cooperation.
4. Will demonstrate high expectations for Celebrate Dyslexia students, faculty, and staff, and will integrate new dyslexia ideas and technological concepts into the District with the desire to take a great school and make it even better.
5. Utilize excellent interpersonal, communication, and political skills to assume an active leadership role in the city, region and state on funding, infrastructure and other education-related issues while handling the challenges of growth, finances and political influence.
6. Is a community leader with a reputation as an open, approachable, ethical, and enthusiastic personality who is involved in and visible throughout the District and community.
7. Will motivate staff and students, bolster morale and generate enthusiasm while still successfully establishing, delegating and maintaining authority holding staff accountable in supervising employees at all levels including goals, evaluations, and growth utilizing the components of effective personnel policies, procedures and practices.
8. Promote parental and community involvement in Celebrate Dyslexia Schools, including site-based committees, student/teacher/parent organizations, booster clubs, and other opportunities.
9. Ensure all TEA and Federal guidelines are implemented consistently in the District to promote equity and access to all students, staff, and community members.
10. Articulate Celebrate Dyslexia School's mission to the community and solicit its support in realizing mission.

ATTACHMENT OP3

Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

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 NA.

Proposed Location (City and County):

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
San Antonio ISD	015907	San Antonio	62,287	\$61,306 - \$89,382
Harlandale ISD	015904	San Antonio	18,948	\$71,770 - \$100,133
Fort Sam Houston ISD	015914	San Antonio	1,548	\$64,960 - \$87,493

ATTACHMENT OP3

Staff Profile (HR) Forms

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

1. Provide training and consult with school staff on the following: implementation of IEPs, IAPs, specially designed instruction, appropriate accommodations and or modifications, and behavioral strategies.
2. Conduct dyslexia evaluations and report findings and recommendations to the ARD or Section 504 Committees.
3. Assist campus testing administrator with the administration of the State assessment to ensure students with disabilities are receiving all required testing accommodations.
4. Monitor all ARD paperwork to include: data collection on IEP goals, completion of the IEP progress report cards, and ensuring all ARD paperwork is archived in the IEP Management System.
5. Assist campus leadership to ensure that ARD/IEP and Section 504 process and the quality of programs for students receiving special education or Section 504 are in compliance with Federal, State, and Local requirements.
6. Perform special education audits and gather State Performance Plan data to submit to TEA.
7. Act as ARD designee and facilitate ARD committee meetings in the development of IEPs.
8. Provide professional development and follow-up for campus administration, teachers, and instructional assistants.
9. Use effective communication skills, written and oral, to present information accurately and clearly to students, parents, and staff.
10. Articulate Celebrate Dyslexia School's mission to the community and solicit its support in realizing mission.

ATTACHMENT OP3

Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

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 NA.

Proposed Location (City and County):

Minimum Qualifications Required:

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Certification Required:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
San Antonio ISD	015907	San Antonio	62,287	\$83,032 - \$110,152
Harlandale ISD	015904	San Antonio	18,948	\$76,096 - \$106,173
Fort Sam Houston ISD	015914	San Antonio	1,548	\$77,970 - \$105,099

ATTACHMENT OP3

Staff Profile (HR) Forms

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

1. Assist in the preparation, implementation and administration of budgets and budget amendments in accordance with TEA guidelines conjunction with district administration.
2. Ensure the campus's chart of accounts and financial transactions for the entire campus are in compliance with Generally Accepted Accounting Principles, the TEA Financial Accountability System Resource Guide and other applicable State and Federal regulations.
3. Monitor all campus accounts and makes necessary adjustments to ensure budgets & expenditures are in TEA compliance for PEIMS submission.
4. Utilize financial/accounting systems to prepare financial documents for the Board, administrators and outside entities.
5. Assist in the preparation and presentation of budget and accounting policies, procedures and processes for the campus.
6. Act as a liaison between departments and campuses to provide budget guidance and cost accounting information.
7. Monitor all payroll accounts, process corrections for payroll transactions, maintain account codes and jobs in the leave/substitute calling system.
8. Analyze the financial details of past, present, and expected operations of assigned areas in order to identify budget development opportunities.
9. Direct, supervise, and evaluate the activities of purchasing, payroll, accounts payable, data center, school activity office, accounting staff, district treasurer, and budget implementation.
10. Articulate Celebrate Dyslexia School's mission to the community and solicit its support in realizing mission.

ATTACHMENT OP3

Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

Position Title:

Reports to:

Salary Range:

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Proposed Location (City and County):

Minimum Qualifications Required:

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Experience Required:

Certification Required:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
San Antonio ISD	015907	San Antonio	62,287	\$83,032 - \$110,152
Harlandale ISD	015904	San Antonio	18,948	\$76,096 - \$106,173
Fort Sam Houston ISD	015914	San Antonio	1,548	\$77,970 - \$105,099

ATTACHMENT OP3

Staff Profile (HR) Forms

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

1. Participate in development and evaluation of all educational (gifted and talented) and dyslexia programs.
2. Participate in the development of campus improvement plans and dyslexia support sessions with staff, parents, and community members.
3. Help principal develop and use information systems to maintain records to track progress on campus performance objectives and academic excellence indicators.
4. Observe employee performance, record observations, and conduct evaluation conferences. Serve as second appraiser for designated teacher appraisal system.
5. Assist principal in interviewing, selecting, and orienting new staff.
6. Will train COHORTs of teachers to obtain therapy and practitioner level of expertise
7. Support and train campus staff on appropriate dyslexia interventions, differentiation techniques for those at risk, and enrichment for gifted and talented students. Develop strategies to accommodate and enrich student needs more effectively.
8. Ensure that all staff and programs comply with federal and state laws, State Board of Education rules, and board policy.
9. Develop a program of study that meets the individual needs, interests, and abilities of gifted students based on the district's goals and objectives.
10. Articulate Celebrate Dyslexia School's mission to the community and solicit its support in realizing mission.

ATTACHMENT OP3

Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

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 NA.

Proposed Location (City and County):

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Certification Required:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
San Antonio ISD	015907	San Antonio	62,287	\$83,032 - \$110,152
Harlandale ISD	015904	San Antonio	18,948	\$76,096 - \$106,173
Fort Sam Houston ISD	015914	San Antonio	1,548	\$77,970 - \$105,099

ATTACHMENT OP3

Staff Profile (HR) Forms

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

1. Participate in development of campus improvement plans with staff, parents, and community members.
2. Observe employee performance, record observations, and conduct evaluation conferences. Serve as second appraiser for designated teacher appraisal system.
3. Assist principal in interviewing, selecting, and orienting new staff.
4. Help to develop a student discipline management system that results in positive student behavior and supports learning.
5. Ensure that school rules are uniformly observed and that student discipline is appropriate and equitable.
6. Conduct conferences on student and school issues with parents, students, and teachers.
7. Demonstrate awareness of school-community needs and initiate activities to meet those needs.
8. Ensure that all staff and programs comply with federal and state laws, State Board of Education rules, and board policy.
9. Articulate Celebrate Dyslexia School's mission to the community and solicit its support in realizing mission.
10. Perform other related duties as assigned.

ATTACHMENT OP3

Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

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 NA.

Proposed Location (City and County):

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
San Antonio ISD	015907	San Antonio	62,287	\$29,881 - \$44,822
Harlandale ISD	015904	San Antonio	18,948	\$29,297 - \$42,159
Fort Sam Houston ISD	015910	San Antonio	1,548	\$28,420 - \$41,412

ATTACHMENT OP3

Staff Profile (HR) Forms

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

1. Responsible for supervising office operations, supporting the maintenance of customer databases, and providing secretarial support to the Chief Financial Officer
2. Will provide quality customer service with internal and external stakeholders using effective in-person, telephone and email etiquette
3. Help with event and meeting preparations, as well as attend and assist as needed.
4. Maintain accurate phone, email and visitor records and address inquiries in a timely manner
5. Maintain Texas Electronics Records Exchanges (TREx), Registrations and Permanent Records Folders (PRFs).
6. Process and input daily attendance and modifications per campus procedures.
7. Maintain and accurately file student enrollment/withdrawal documents, and other federal, state, and local documents to include the free and reduced lunch application forms.
8. Stand in as interpreter when necessary.
9. Assist with data entry activities associated with student records, enrolling students, researching historical data, and testing.
10. Perform other related duties as assigned.

ATTACHMENT OP3

Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

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 NA.

Proposed Location (City and County):

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
San Antonio ISD	015907	San Antonio	62,287	\$27,202 - \$34,331
Harlandale ISD	015904	San Antonio	18,948	\$27,427 - \$39,505
Fort Sam Houston ISD	015910	San Antonio	1,548	\$25,659 - \$ 36,540

ATTACHMENT OP3

Staff Profile (HR) Forms

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

1. Coordinate the collection, integration, and formatting of all data required for PEIMS submission according to Texas Education Agency PEIMS Data Standards.
2. Work cooperatively with campus, business office, and personnel office staff to collect, organize, and format data required to submit district PEIMS data according to prescribed state deadlines.
3. Run edits, reports, and verification checks on data to ensure accuracy of information. Distribute edits and reports to appropriate staff for analysis, verification, and correction.
4. Submit complete and accurate PEIMS data in Texas Education Agency (TEA)-prescribed format to education service center (ESC) for processing using computer terminal or personal computer.
5. Compiles and submits TEA required PID Enrollment Tracking (PET) data weekly, as well as reviewing and researching PET reports.
6. Responsible for PID reporting: (Personal Identification Database) error percentage standards as described in the PEIMS Data Standards.
7. Responsible for assigning Texas State Service ID's for all state approved courses as described in the PEIMS Data Standards.
8. Responsible for the Data quality in compliance with Performance Based Monitoring.
9. Provides guidance to campuses regarding TEA required reports such as the Campus Summary Report, Attendance Verification Report, Enrollment Verification Report and Student Detailed Report
10. Perform other related duties as assigned.

ATTACHMENT OP3

Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

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 NA.

Proposed Location (City and County):

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
San Antonio ISD	015907	San Antonio	62,287	\$53,912 - \$77,255
Harlandale ISD	015904	San Antonio	18,948	\$56,427 - \$80,367
Fort Sam Houston ISD	015910	San Antonio	1,548	\$48,500 - \$56,354

ATTACHMENT OP3

Staff Profile (HR) Forms

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

1. Provides direct, one on one care to students with special needs to include toileting and diaper changing to students as needed.
2. Provides direct basic care, minor first aid, and minor emergency care for ill and injured students and staff; according to established District Policy and Procedures, within the LVN scope of practice.
3. Participates in health teaching to promote, attain, and maintain optimum health and education for staff, students and community.
4. Participates in the formulation, development, modification, implementation and evaluation of the student health care plan based on physician's orders and individual student needs necessary for the safety and well being of the students.
5. Administer medication to students and maintain accurate log of medications dispensed.
6. Compile, maintain, and file all physical and computerized reports, records, and other documents required, including accurate, updated health records on all students.
7. Assists with health screening of the students, which may include help in scheduling, organizing and documenting height, weight, blood pressure, vision, hearing, scoliosis and Acanthosis Nigrican screenings as required by the Texas Department of State Health Services, Texas Education Agency, and District Policy.
8. Maintain clinic supply inventory and request supplies as needed.
9. Perform routine clerical duties including answering telephone and maintaining daily nursing documentation.
10. Perform other related duties as assigned.

ATTACHMENT OP3

Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

Position Title:

Reports to:

Salary Range:

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Proposed Location (City and County):

Minimum Qualifications Required:

Education Required:

Experience Required:

Certification Required:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
San Antonio ISD	015907	San Antonio	62,287	\$55,609 - \$63,076
Harlandale ISD	015904	San Antonio	18,948	\$56,400 - \$69,756
Fort Sam Houston ISD	015910	San Antonio	1,548	\$56,500 - \$70,250

ATTACHMENT OP3

Staff Profile (HR) Forms

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

1. Develop and implement lesson plans that fulfill the requirements of the district's curriculum program and support the selected dyslexia program.
2. Prepare lessons that reflect accommodations for differences in student learning styles.
3. Present subject matter according to guidelines established by TEA, board policies and administrative regulations.
4. Work cooperatively with administrators, team leaders, department coordinators, content specialists and other staff as needed to meet curriculum objectives.
5. Utilize curricula that reflect the diverse educational, cultural, and linguistic backgrounds of the students served.
6. Work cooperatively with special education teachers to modify curricula as needed for special education students according to guidelines established in Individual Education Plans (IEP).
7. Conduct ongoing assessment of student achievement through formal and informal testing.
8. Manage student behavior in accordance with Student Code of Conduct and student handbook.
9. Participate in staff development activities (CALT Training) to improve job-related skills.
10. Articulate Celebrate Dyslexia School's mission to the community and solicit its support in realizing mission.

ATTACHMENT OP3

Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

Position Title:

Reports to:

Salary Range:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
San Antonio ISD	015907	San Antonio	62,257	\$55,609 - \$63,076
Harlandale ISD	015904	San Antonio	18,948	\$56,400 - \$69,756
Fort Sam Houston ISD	015910	San Antonio	1,548	\$56,500 - \$70,250

ATTACHMENT OP3

Staff Profile (HR) Forms

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

1. Develop and implement lesson plans that fulfill the requirements of the district's curriculum program and support the selected dyslexia program.
2. Prepare lessons that reflect accommodations for differences in student learning styles.
3. Present subject matter according to guidelines established by TEA, board policies and administrative regulations.
4. Work cooperatively with administrators, team leaders, department coordinators, content specialists and other staff as needed to meet curriculum objectives.
5. Work cooperatively with special education teachers to modify curricula as needed for special education students according to guidelines established in Individual Education Plans (IEP).
6. Utilize curricula that reflect the diverse educational, cultural, and linguistic backgrounds of the students served.
7. Conduct ongoing assessment of student achievement through formal and informal testing.
8. Manage student behavior in accordance with Student Code of Conduct and student handbook.
9. Participate in staff development activities (CALT Training) to improve job-related skills.
10. Articulate Celebrate Dyslexia School's mission to the community and solicit its support in realizing mission.

ATTACHMENT OP3

Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

Position Title:

Reports to:

Salary Range:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
San Antonio ISD	015907	San Antonio	62,287	\$55,609 - \$63,076
Harlandale ISD	015904	San Antonio	18,948	\$56,400 - \$69,756
Fort Sam Houston ISD	015910	San Antonio	1,548	\$56,500 - \$70,250

ATTACHMENT OP3

Staff Profile (HR) Forms

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

1. Develop and implement lesson plans that fulfill the requirements of the district's curriculum program and support the selected dyslexia program.
2. Provide developmentally appropriate instruction that will facilitate the acquisition of English language, literacy, and cognitive academic language and skills.
3. Present subject matter according to guidelines established by TEA, board policies and administrative regulations.
4. Work cooperatively with administrators, team leaders, department coordinators, content specialists and other staff as needed to meet curriculum objectives.
5. Attend ARD's and Section 504 meetings for ESL/LEP students and serve on LPAC committees throughout the year.
6. Utilize curricula that reflect the diverse educational, cultural, and linguistic backgrounds of the students served.
7. Provide EL students with authentic opportunities to simultaneously develop language and discourse; analytic and problemsolving skills; and competency in academic subjects such as reading, mathematics, science, and social studies.
8. Manage student behavior in accordance with Student Code of Conduct and student handbook.
9. Participate in staff development activities (CALT Training and TELPAS) to improve job-related skills.
10. Articulate Celebrate Dyslexia School's mission to the community and solicit its support in realizing mission.

ATTACHMENT OP3

Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

Position Title:

Reports to:

Salary Range:

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Proposed Location (City and County):

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Education Required:

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Certification Required:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
San Antonio ISD	015907	San Antonio	62,287	\$55,609 - \$63,076
Harlandale ISD	015904	San Antonio	18,948	\$56,400 - \$69,756
Fort Sam Houston ISD	015910	San Antonio	1,548	\$56,500 - \$70,250

ATTACHMENT OP3

Staff Profile (HR) Forms

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

1. Establish and enforce rules for behavioral and procedures for maintaining a productive and well-discipline learning environment.
2. Adapt teaching methods and instructional materials to meet students' varying needs and interests.
3. Plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate.
4. Present subject matter according to guidelines established by Texas Education Agency, board policies, and administrative regulations.
5. Work cooperatively with special education teachers to modify curriculum as needed for special education students according to guidelines established in Individual Education Plans (IEP).
6. Create classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students.
7. Communicate student strengths and challenges to parents according to campus/district guidelines.
8. Manage student behavior in accordance with Student Code of Conduct and student handbook.
9. Assume responsibility for extracurricular activities as assigned. Sponsor outside activities approved by the campus principal.
10. Articulate Celebrate Dyslexia School's mission to the community and solicit its support in realizing mission.

ATTACHMENT OP3

Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

Position Title:

Reports to:

Salary Range:

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Certification Required:

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Name of District	CDN	Located in (City)	# of Students	Salary Range
San Antonio ISD	015907	San Antonio	62,287	\$59,796 - \$87,181
Harlandale ISD	015904	San Antonio	18,948	\$61,083 - \$85,223
Fort Same Houston ISD	015910	San Antonio	1,548	\$59,479 - \$81,606

ATTACHMENT OP3

Staff Profile (HR) Forms

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

1. Implements the district guidance program as described in the District Comprehensive Guidance Program Framework.
2. Counsels students individually and in groups to assist their personal, social, educational and career development.
3. Teaches guidance curriculum lessons.
4. Consults with teachers, parents and school administrators to assist students' healthy development.
5. Coordinates resources for student development.
6. Consults with teachers and campus administrators regarding guidance and advisement issues.
7. Assists in planning and evaluation of the guidance program.
8. Participates in the school's educational program in roles which utilize guidance and counseling knowledge and skills
9. Pursues relevant professional development.
10. Articulate Celebrate Dyslexia School's mission to the community and solicit its support in realizing mission.

ATTACHMENT OP3

Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

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 NA.

Proposed Location (City and County):

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	Salary Range
San Antonio ISD	015907	San Antonio	62,287	\$63,420 - \$92,465
Harlandale ISD	015904	San Antonio	18,948	\$60,208 - \$84,002
Fort Sam Houston ISD	015910	San Antonio	1,548	\$59,840 - \$80,597

ATTACHMENT OP3

Staff Profile (HR) Forms

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

1. Develops, manages, schedules, and implements home, school, community, and volunteer partnership opportunities for the school and the district and communicates these opportunities to families, community members, businesses, and local media.
2. Coordinates services to provide a variety of family and community involvement opportunities, including meetings, trainings, and volunteer opportunities.
3. Creates, develops, implements and submits communication tools for the school, community and the district, including newsletters, fliers, social media sites, and press releases. This includes providing information about the school, activities and volunteer opportunities.
4. Acts as a liaison between the school and families, the community and outside community organizations and businesses.
5. Coordinates various volunteer events, after school classes/events, enrichment opportunities and family and community events independently and/or jointly with parent organizations as needed.
6. Promotes family and community engagement by organizing events. Examples of these events include; open house, building tours, and other community activities.
7. Collects and processes appropriate volunteer paperwork and maintains the school volunteer database.
8. May represent the District/School by participating in a variety of community events
9. Provides information and assistance to families and the community about a variety of programs. Some examples of these programs are the weekend kids' meal program, before/after school care, resource library, and supply, clothing, and food pantries.
10. Articulate Celebrate Dyslexia School's mission to the community and solicit its support in realizing mission.

ATTACHMENT OP3

Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

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 NA.

Proposed Location (City and County):

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	Salary Range
San Antonio ISD	015907	San Antonio	62,287	\$122,937 - \$173,560
Harlandale ISD	015904	San Antonio	18,948	\$128,773 - \$174,221
Fort Sam Houston ISD	015910	San Antonio	1,548	\$122,492 - \$170,178

ATTACHMENT OP3

Staff Profile (HR) Forms

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

1. Implement and administer District and campus policies and procedures that are in compliance with all federal, state, and local regulations.
2. Develop, implement, and monitor the campus operating budget; monitor all activity accounts; operate within the budget.
3. Will work in partnership with the Board of Trustees, staff, students, parents, and community to build a climate of transparency, unity, mutual trust, accountability and cooperation.
4. Will demonstrate high expectations for Celebrate Dyslexia students, faculty, and staff, and will integrate new dyslexia ideas and technological concepts into the District with the desire to take a great school and make it even better.
5. Utilize excellent interpersonal, communication, and political skills to assume an active leadership role in the city, region and state on funding, infrastructure and other education-related issues while handling the challenges of growth, finances and political influence.
6. Is a community leader with a reputation as an open, approachable, ethical, and enthusiastic personality who is involved in and visible throughout the District and community.
7. Will motivate staff and students, bolster morale and generate enthusiasm while still successfully establishing, delegating and maintaining authority holding staff accountable in supervising employees at all levels including goals, evaluations, and growth utilizing the components of effective personnel policies, procedures and practices.
8. Promote parental and community involvement in Celebrate Dyslexia Schools, including site-based committees, student/teacher/parent organizations, booster clubs, and other opportunities.
9. Ensure the Student Code of Conduct and discipline management system are administered consistently to promote equity and to support positive student behavior
10. Articulate Celebrate Dyslexia School's mission to the community and solicit its support in realizing mission.

ATTACHMENT OP3

Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

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 NA.

Proposed Location (City and County):

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	Salary Range
San Antonio ISD	015907	San Antonio	62,287	\$23,936 - \$27,826
Harlandale ISD	015904	San Antonio	18,948	\$26,180 - \$35,201
Fort Sam Houston ISD	015910	San Antonio	1,548	\$20,570 - \$29,172

ATTACHMENT OP3

Staff Profile (HR) Forms

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

1. Assist with individual or small group instructional activities outlined by the teacher or teaching team and work with students to develop academic skills.
2. Assist with supervision and monitoring of students, instruction or activities inside the classroom environment, including support with physical needs and personal care.
3. Assist with the preparation of instructional materials, paperwork and record keeping.
4. Assist teachers in implementing program objectives that support developmental, behavioral and academic student performance.
5. Assist in managing student behavior, including crisis intervention, physical management of disruptive students and inappropriate behaviors, as needed.
6. Follow an established work schedule that includes instructional assignments and student support services.
7. Assist with the supervision and monitoring of students throughout the school day outside of the classroom, including the cafeteria, playground, physical education classes, boarding and exiting the bus, on community-based activities and other assigned activities.
8. Keep informed of and comply with state, district, and school regulations, including daily attendance, punctuality and confidentiality.
9. Use effective communication skills with students, parents and district personnel.
10. Articulate Celebrate Dyslexia School's mission to the community and solicit its support in realizing mission.

ATTACHMENT OP3

Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

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 NA.

Proposed Location (City and County):

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	Salary Range
San Antonio ISD	015907	San Antonio	62,287	\$74,819 - \$105,964
Harlandale ISD	015904	San Antonio	18,948	\$77,874 - \$107,539
Fort Sam Houston ISD	015910	San Antonio	1,548	\$81,060 - \$109,620

ATTACHMENT OP3

Staff Profile (HR) Forms

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

1. Implement and administer campus policies and procedures that are in compliance with all federal, state, and local regulations.
2. Develop, implement, and monitor the campus operating budget; monitor all activity accounts; operate within the budget.
3. Will work in partnership with the Superintendent, staff, students, parents, and community to build a climate of transparency, unity, mutual trust, accountability and cooperation.
4. Will demonstrate high expectations for Celebrate Dyslexia students, faculty, and staff, and will integrate new dyslexia ideas and technological concepts into the District with the desire to take a great school and make it even better.
5. Utilize excellent interpersonal, communication, and social skills to foster the mission of CDS and build a relationship with the community.
6. Is a leader with a reputation as an open, approachable, ethical, and enthusiastic personality who is involved in and visible throughout the campus and community.
7. Will motivate staff and students, bolster morale and generate enthusiasm while still successfully establishing, delegating and maintaining authority and holding staff accountable.
8. Promote parental and community involvement in Celebrate Dyslexia Schools, including site-based committees, student/teacher/parent organizations, booster clubs, and other opportunities.
9. Ensure the Student Code of Conduct and discipline management system are administered consistently to promote equity and to support positive student behavior.
10. Articulate Celebrate Dyslexia School's mission to the community and solicit its support in realizing mission.

ATTACHMENT OP3

Staff Profile (HR) Forms

Name of Sponsoring Entity:

Name of Proposed Charter School:

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 NA.

Proposed Location (City and County):

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	Salary Range
San Antonio ISD	015907	San Antonio	62,287	\$113,185 - \$151,495
Harlandale ISD	015904	San Antonio	18,948	\$128,773 - \$174,221
Fort Sam Houston ISD	015910	San Antonio	1,548	\$122,492 - \$170,178

ATTACHMENT OP3

Staff Profile (HR) Forms

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

1. Implement and administer District and campus policies and procedures that are in compliance with all federal, state, and local regulations.
2. Develop, implement, and monitor the District operating budget; monitor all activity accounts; operate within the budget.
3. Will work in partnership with the Board of Trustees, staff, students, parents, and community to build a climate of transparency, unity, mutual trust, accountability and cooperation.
4. Will demonstrate high expectations for Celebrate Dyslexia students, faculty, and staff, and will integrate new dyslexia ideas and technological concepts into the District with the desire to take a great school and make it even better.
5. Utilize excellent interpersonal, communication, and political skills to assume an active leadership role in the city, region and state on funding, infrastructure and other education-related issues while handling the challenges of growth, finances and political influence.
6. Is a community leader with a reputation as an open, approachable, ethical, and enthusiastic personality who is involved in and visible throughout the District and community.
7. Will motivate staff and students, bolster morale and generate enthusiasm while still successfully establishing, delegating and maintaining authority holding staff accountable in supervising employees at all levels including goals, evaluations, and growth utilizing the components of effective personnel policies, procedures and practices.
8. Promote parental and community involvement in Celebrate Dyslexia Schools, including site-based committees, student/teacher/parent organizations, booster clubs, and other opportunities.
9. Ensure all TEA and Federal guidelines are implemented consistently in the District to promote equity and access to all students, staff, and community members.
10. Articulate Celebrate Dyslexia School's mission to the community and solicit its support in realizing mission.

ATTACHMENT OP4

Teacher Evaluation Tool

Provide any teacher evaluation tools 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.**

No responsive documents are being provided. T-TESS will be used.

Insert material behind this page.

Also include this cover page with submission.

ATTACHMENT OP5

Annual Calendar and School Schedule

Provide the proposed **annual 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.

Also, provide a proposed **school schedule** for a sample day and a sample week. Include any planned scheduling for accelerated student learning.

Insert material behind this page.

Also include this cover page with submission.

2024-2025 CDS School Calendar

June 2024						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
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July 2024						
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August 2024						
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September 2024						
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October 2024						
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November 2024						
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December 2024						
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January 2025						
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February 2025						
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March 2025						
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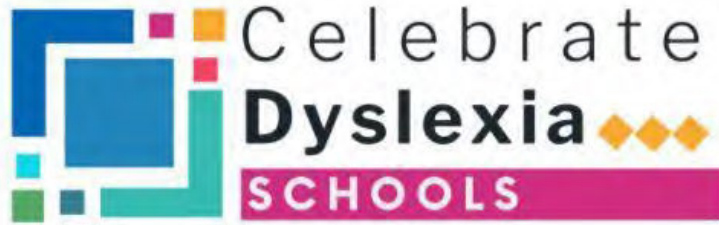
April 2025						
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May 2025						
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25	26	27	28	29	30	31

LEGEND:	 First/Last day of school	 Holiday (No Teachers/No students)	 End grading period
	 Staff development/no students	 Tentative STAAR dates	 Teacher Dyslexia Cohort/PD
	 Parent/Teacher meetings	 Camps/504 and IEP meetings	

 June 10-28: Teacher Dyslexia training Cohort	 January 13: Staff Development	
 July 15-August 2: IEP/504 Summer Camp	 February 17: President's Day	
 August 5-9: Teacher PD	 February 20-21: Staff Development	
 August 12: First day of School	 March 10-14 Spring Break	
 September 2: Labor Day	 March 28: Staff Development	
 October 7-8: Staff Development	 April 21: Easter Monday	
 October 9-11: Fall Break	 May 2: Battle of the Flowers	
 November 25-26: Staff Development	 May 23: Last day of School	
 November 27-29: Thanksgiving Break	 TELPAS Testing: Feb 17-Mar 28	
 December 23-January 3: Winter Break	 Late April - Early May STAAR Grades 3-8 Math, Reading, Science and Social Studies	

Day Schedule 7:45-4:30
 Minutes per day: 495
 167 days of classroom time
 82,665 min



**Celebrate Dyslexia School Master Schedule
2024**

Time	2nd Grade	2nd Grade b
7:45	Morning Affirmation /School News	Morning Affirmation/ School News
8:15	8:15-9:00 Science/Social Studies	8:15-9:00 Science/Social Studies
8:45		
9:00	9:00-10:00 ELA	9:00-10:00 Math
9:30		
10:00	10:00-10:30 Recess	10:00-10:45 Rotation
10:15		
10:30	10:30-11:00 ELA/Writing	10:45-11:15 Recess
10:45		
11:00		
11:15	11:00-12:00 Math	11:15-11:45 Accelerated Learning
11:30		
12:00	12:00-12:30 Lunch	11:45-12:30 ELA
12:15		
12:30	12:30-1:15 Rotation	12:30-1:00 Lunch
12:45		
1:00		
1:15	1:15-1:45 Recess	1:00-1:45 ELA/Writing
1:30		
1:45	1:45-2:15 Accelerated Learning	1:45-2:15 Recess
2:00		
2:15	2:15-2:45 STEM	2:15-2:45 STEM
2:30		
2:45	2:45-3:30 Dyslexia Intervention	2:45-3:30 PE/Dance
3:00		
3:15		
3:30	3:30-4:15 PE/Dance	3:30-4:15 Dyslexia Intervention
3:45		
4:00		
4:15		
4:30	Dismissal	Dismissal

Texas Education Code section 21.404 guarantees each classroom teacher a planning period. Specifically, each classroom teacher is entitled to at least 450 minutes within each two-week period for instructional preparation including parent-teacher conferences, evaluating students' work, and planning. A planning period may not be less than 45 minutes within the instructional day. During a planning period, a classroom teacher may not be required to participate in any other activity. Tex. Educ. Code § 21.404.



2024-2025 CDS School Calendar

June 2024						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
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July 2024						
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August 2024						
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September 2024						
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October 2024						
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27	28	29	30	31		

November 2024						
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December 2024						
Su	Mo	Tu	We	Th	Fr	Sa
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January 2025						
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February 2025						
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March 2025						
Su	Mo	Tu	We	Th	Fr	Sa
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April 2025						
Su	Mo	Tu	We	Th	Fr	Sa
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May 2025						
Su	Mo	Tu	We	Th	Fr	Sa
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

LEGEND:	 First/Last day of school	 Holiday (No Teachers/No students)	 End grading period
	 Staff development/no students	 Tentative STAAR dates	 Teacher Dyslexia Cohort/PD
	 Parent/Teacher meetings	 Camps/504 and IEP meetings	

 June 10-28: Teacher Dyslexia training Cohort	 January 13: Staff Development
 July 15-August 2: IEP/504 Summer Camp	 February 17: President's Day
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 August 12: First day of School	 March 10-14 Spring Break
 September 2: Labor Day	 March 28: Staff Development
 October 7-8: Staff Development	 April 21: Easter Monday
 October 9-11: Fall Break	 May 2: Battle of the Flowers
 November 25-26: Staff Development	 May 23: Last day of School
 November 27-29: Thanksgiving Break	 TELPAS Testing: Feb 17-Mar 28
 December 23-January 3: Winter Break	 Late April - Early May STAAR Grades 3-8 Math, Reading, Science and Social Studies

Day Schedule 7:45-4:30
Minutes per day: 495
167 days of classroom time
82,665 min



Celebrate Dyslexia School Master Schedule 2024

Time	2nd Grade	2nd Grade b
7:45	Morning Affirmation /School News	Morning Affirmation/ School News
8:15	8:15-9:00	8:15-9:00
8:45	Science/Social Studies	Science/Social Studies
9:00	9:00-10:00	9:00-10:00
9:30	ELA	Math
10:00	10:00-10:30	10:00-10:45
10:15	Recess	Rotation
10:30	10:30-11:00	10:45-11:15
10:45	ELA/Writing	Recess
11:00	11:00-12:00	11:15-11:45
11:15	Math	Accelerated Learning
11:30	12:00-12:30	11:45-12:30
12:00	Lunch	ELA
12:15	12:30-1:15	12:30-1:00
12:30	Rotation	Lunch
12:45	1:15-1:45	1:00-1:45
1:00	Recess	ELA/Writing
1:15	1:45-2:15	1:45-2:15
1:30	Accelerated Learning	Recess
1:45	2:15-2:45	2:15-2:45
2:00	STEM	STEM
2:15	2:45-3:30	2:45-3:30
2:30	Dyslexia Intervention	PE/Dance
2:45	3:30-4:15	3:30-4:15
3:00	PE/Dance	Dyslexia Intervention
3:15	Dismissal	Dismissal
3:30		
3:45		
4:00		
4:15		
4:30		

Texas Education Code section 21.404 guarantees each classroom teacher a planning period. Specifically, each classroom teacher is entitled to at least 450 minutes within each two-week period for instructional preparation including parent-teacher conferences, evaluating students' work, and planning. A planning period may not be less than 45 minutes within the instructional day. During a planning period, a classroom teacher may not be required to participate in any other activity. Tex. Educ. Code § 21.404.

ATTACHMENT OP6

Admission and Enrollment Policy

Provide a draft of the proposed 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](#) and [Texas Education Code §12.1173](#).
- 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 as provided in [Texas Education Code §12.111\(a\)\(5\)\(B\)](#). 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.

Insert material behind this page.

Also include this cover page with submission.



Admissions and Enrollment Policy

1. Admissions

- A. Policy of Non-Discrimination.** Pursuant to Tex. Educ. Code Ann., § 12.111(5), Celebrate Dyslexia Schools (“CDS”) prohibits discrimination in the application of its admission policy on the basis of sex, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the child would otherwise attend in accordance with the Tex. Educ. Code Ann.
- B. Eligibility for Enrollment.** CDS is a charter school focused on grade levels second grade to sixth grade. To be eligible for enrollment in CDS, a child must be six years of age on or before September 1st and live in the CDS approved geographic boundaries.
- C. Application Period.** CDS’ admission application period is from October 3rd through January 1st, inclusive. A notice of the application deadline will be placed on the CDS website. The notice will be published on the site for the duration of the Application Period.
- D. Exclusion from Admission.** In accordance with applicable law and regulations of the Texas Education Agency, CDS reserves the right to exclude any student from admission who has a documented history of a criminal offense, a juvenile court adjudication, or discipline problems contemplated by Tex. Educ. Code Ann., Chapter 37, Subchapter A.
- E. Acceptance Procedure (Lottery System).** Applications for admission must be submitted using the current TEA Charter Student Admission form, as promulgated by the Texas Education Agency. Except as set forth elsewhere herein, an application must be actually received by CDS during the Application Period to be eligible for consideration.
- 1. Application.** After the Application Period closes, CDS will review the applications received and compare them to the number of spots available by grade level. If there are more applications for admission than available positions/seats in the school, CDS will conduct a lottery process in accordance with Tex. Educ. Code Ann., § 12.117. Student applications will then be selected randomly using a computer program until the available spots are filled. The remaining applications will then continue to be drawn randomly to create a waitlist. If a vacancy arises, the next student’s name on the list will be offered the vacant position. This process will continue until all vacant spots are filled. In the case of a vacancy after the waitlist is exhausted, then students with a completed application will be accepted on a first-come, first served basis.

Celebrate Dyslexia Schools

2. **Accepted by Lottery.** Students selected for an available spot will be notified and instructed to complete the enrollment process, which shall include providing the following documents to CDS:
 - a. Student's birth certificate, or other document suitable as proof of the child's identity;
 - b. copies of the student's records from the school most recently attended; and,
 - c. immunization records, as required by Tex. Educ. Code Ann., § 38.001 (Immunization; Requirements; Exceptions), in the case of a child required under that section to be immunized, proof as required by that section showing that the child is not required to be immunized, or proof that the child is entitled to provisional admission under that section and under rules adopted under that section.
3. **Late Application.** Applications received after the Application Period has closed will be accepted for consideration in the case of a vacant spot becoming available with no waitlist.
4. **Returning Students and/or Siblings.** Returning students are exempted from the lottery if they notify CDS of their intent to return for the succeeding school year before the close of the Application Period. Biological and/or legally adopted siblings of returning students are also exempt from the lottery if they apply within the Application Period and notify CDS of their status as a sibling prior to the close of the Application Period.

2. Enrollment

- A. **Eligibility.** The Superintendent or designee will develop procedures to ensure that upon enrollment, a student is entitled to enroll in CDS. The Superintendent or designee will verify the student's grade level and ensure they meet the requirements for residency.
- B. **Required Documentation.** Once a student enrolls, the Superintendent or designee will make a genuine effort to secure all records and required documentation pertaining to the student.
 1. **Student Records.** CDS will utilize the Texas Records Exchange (TREx), a system is a web-based software application designed for the exchange of electronic student records as mandated by the 79th Legislature, 3rd Called Session, 2006 (House Bill 1). By utilizing the TREx application, CDS will be able to electronically request and receive student records for students who have attended Texas public schools.

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2. **Residency Records.** CDS will verify a student's residency by the parent's submission of any of the following documents:
 - a. Mortgage documents or tax bill that indicates parent's name and property address;
 - b. Lease or rental agreement that indicates the complex name, manager's name, phone number for contact of manager, and both the parent's and student's name as residing there; and,
 - c. Mail from a government regulated agency, utility company, financial institution, or paycheck within the last 60 days that shows parent's name and address.
 3. **Immunization.** CDS will verify a student's immunization by a statement from a licensed physician or an immunization record issued by the Texas Department of Health in compliance with Tex. Educ. Code Ann., § 38.001.
- C. **Residency For Enrollment.** CDS serves the academic needs of students from second grade to eighth grade. The Superintendent or Superintendent's designee shall ensure upon enrollment that the students meets that residency requirements as outlined by Tex. Educ. Code Ann., § 25.001(a)(b)(1-10), including establishing that:
1. the student and either parent reside within the geographic boundary served by CDS;
 2. the student does not reside within the geographic boundary served by CDS but has a parent who does and that parent is a joint or the sole managing conservator or possessory conservator of the student;
 3. the student and the student's guardian or other person having lawful control of the person under a court order reside within the geographic boundary served by CDS;
 4. the student has established a separate residence under Tex. Educ. Code Ann., § 25.001(d), the person's presence within the boundary is not for the primary purpose of participation in extracurricular activities, and the person has not engaged in conduct for which exclusion permitted and deemed warranted by the Superintendent, or Superintendent's designee;
 5. the student is homeless and protected under the McKinney-Vento Homeless Assistance Act, regardless of the residence of the student, of either parent, or of the person's guardian or other person having lawful control of the person;
 6. the student is a foreign exchange student placed with a family that resides within the geographic boundary served by CDS by a nationally recognized foreign

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exchange program, unless the governing board has applied for and been granted a waiver by the commissioner under Tex. Educ. Code Ann., § 25.001(e);

7. the student resides at a residential facility that is located within the geographic boundary served by CDS;
 8. the student resides within the geographic boundary served by CDS and either is 18 years old or older or has had the disabilities of minority removed;
 9. the student does not reside within the geographic boundary served by CDS but whose grandparent: (i) resides within the geographic boundary served by CDS; and, (ii) provides a substantial amount of after-school care for the student; or,
 10. the student is placed in foster care by an agency of the state or a political subdivision, and person's foster parents reside within the geographic boundary served by CDS.
3. **State Conservatorship Liaison.** The CDS counselor is appointed as the liaison for the Department of Family and Protective Services (“DFPS”) to facilitate the enrollment in CDS or the transfer to another public school for any child is under the conservatorship of the state.
- A. Pursuant to Tex. Educ. Code Ann., § 25.001(g) a student who was enrolled in a primary or secondary public school before the student entered the conservatorship of the Department of Family and Protective Services and who is placed at a residence outside the attendance area for the school or outside the school district is entitled to continue to attend the school in which the student was enrolled immediately before entering conservatorship until the student successfully completes the highest grade level offered by the school at the time of placement without payment of tuition. The student is entitled to continue to attend the school regardless of whether the student remains in the conservatorship of the department for the duration of the student's enrollment in the school.
4. **Equal Educational Opportunity.** CDS promotes a diverse group of students and faculty. Through our guiding principle that respect and consideration for all individuals promotes a positive learning environment, CDS and CDS School Board uphold the principles of equal opportunity as they affect faculty and students in all aspects of school life. As such the CDS School Board has adopted the following policies to be enforced:
- A. **Policy of Equal Opportunity.** No person shall be excluded from participation in, denied the benefits of, or subjected to discrimination, harassment, or retaliation in any CDS program on the basis of age; race, color, or national origin; sex, gender, or gender identity; or disability, or relationship or association with an individual with a disability; or any other basis protected by law.

Celebrate Dyslexia Schools

- B. Discrimination Prohibited.** Each employee, officer and Board member of CDS shall comply with the following federal regulations: Age Discrimination Act of 1975, 42 U.S.C. 6101 et seq. (“Age Act”); title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d et seq. (“Title VI”); title IX of the Education Amendments of 1972, 20 U.S.C. 1681 et seq. (Title IX”); § 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (“§ 504”); and part B of the Individuals with Disabilities Education Act, 20 U.S.C. 1411 et seq. (“IDEA”).
- C. Special Education and § 504.** CDS will not deprive any eligible student participation or services in special education or § 504 program as provided by IDEA or § 504. CDS will provide student with disabilities under special education or § 504 services as authorized by law.
- D. Dissemination of Policy.** CDS will take all necessary steps to notify prospective applicants for admission, students and parents, and all professional organizations holding professional agreements with CDS, that it does not discriminate and that it is required by the Age Act, Title IX, IDEA and § 504 not to discriminate in such manner. Such notification shall contain such information as required by federal regulations implementing these laws.
1. CDS will include a statement of the policy in each announcement, bulletin, web site, catalog, or application form which is made available to any person in connection with the recruitment of students.
 2. CDS will distribute without discrimination each publication and ensure that all those that facilitate admission and recruitment are informed and follow all policies.
- E. Coordinator.** CDS has designated the principal as the Title IX coordinator for students to coordinate its efforts to comply with Title IX of the Education Amendments of 1972. The Title IX coordinator’s contact information can be found in the student handbook and on the CDS web site. This coordinator shall also be responsible for coordinating efforts to comply with the ADA, § 504, the Age Act, and this school’s anti-discrimination and anti-bullying policy.
1. The coordinator will be trained to respond to complaints of sexual violence and how to work with gender nonconforming students and same-sex sexual violence.
 2. The coordinator is responsible for taking the lead in all investigations regarding discrimination complaints that have been filed by students. All complaints regarding alleged discrimination will be made in accordance with CDS complaint policy outlined in the student handbook.
 3. Upon investigation the principal has the authority to deem if any of the alleged acts of discrimination, bullying, harassment, or retaliation shall warrant a

Celebrate Dyslexia Schools

disciplinary action which could include expulsion. This authority is given to prevent discrimination, harassment, or retaliation of students in violation of the Age Act, Title VI, Title IX, § 504 or IDEA by an employee, another student, or a third party.

5. **Sex Discrimination in Education Programs.** CDS and CDS School Board uphold the principles that all students should be treated equally. CDS does not discriminate in its admission decisions on the basis of age; race, color, or national origin; sex, gender, or gender identity; or disability, or relationship, or association with an individual with a disability; or any other basis protected by law in the educational program or activity which it operates. Accordingly, the CDS School Board has adopted the following policies to be enforced:
 - A. **Dissemination of Nondiscrimination Policy.** CDS will include the following nondiscrimination policy on the school’s webpage; all application and recruitment materials, including newspaper ads and flyers; and in the student, and parent handbooks: **“Nondiscrimination Policy: CDS does not discriminate in its admission decisions on the basis of age; race, color, or national origin; sex, gender, or gender identity; or disability, or relationship or association with an individual with a disability; or any other basis protected by law in the educational program or activity which it operates. CDS’s point of contact for all concerns and/or complaints is the principal who is designated as the Title IX Coordinator.”**
 - B. **Recruitment Training.** CDS will train all members of the recruitment team, hiring staff, and Superintendent on the nondiscrimination policy.
 - C. **No Separate Education Programs.** CDS will not provide any course, educational programs, or activities separately on the basis of sex, or require or refuse participation on the basis of sex in health or physical education courses.
 - D. **Single-Sex Classes and Extracurricular Activities.** CDS will not exclude any student on the basis of sex from admission to a school or program unless it otherwise makes available to the student a comparable course.
 - E. **Special Exceptions.**
 1. CDS will treat all students equally including those students that do not conform to stereotypes. For example, will treat the transgender student consistent with their gender identity in all aspects of the student’s education, as required by Title IX.
 2. CDS may separate students by sex or gender when the class will deal exclusively with human development.

ATTACHMENT F1

Detailed Start-Up Plan

Provide a detailed start-up plan for Year 0 (Initial contract date– September 2024).

Insert material behind this page.

Also include this cover page with submission.



Detailed Start-Up Plan

Facilities (F) will be led by the Superintendent/Principal (SP) as well as the CDS Finance and Audit Committee. Enrollment (E) will be led by the Superintendent and the Associate Principal (AP) along with the Recruitment Committee members from the board. Talent (T) will be led by the Superintendent/Principal and the leadership team comprised of the Chief Financial Officer (CFO), Academic Dean (AD), and Special Education Coordinator (SEC), once hired. Academics will be led by the Associate Principal, Academic Dean as well as members of the academic committee from the board. Operations (O) will be led by the Superintendent/Principal, as well as the Community Partnerships and Operations members of the board. All paid personnel will be paid by their salary out of the CSP funds with the Superintendent/Principal hired first, and the others hired half way through year 0. All board members will be volunteering their time.

	Action	Individual Responsible	Timeline
Facilities			
F	Develop facilities team to include facility committee on board, SP and real estate agent	SP	August
F	Conduct a holistic facility search to identify 5-7 possible sites/buildings	Facilities Team	August-No vember
F	Conduct feasibility analysis on potential sites	Facilities Team	November - December
F	Decide on a site and submit a letter of intent	Facilities Team	January
F	Talk with three companies on financing (developers, banks, bond companies)	SP	January
F	Negotiate the lease or execute contract for purchase of land	Facilities Team	January
F	Finalize plans with architect team/MEP for building	Facilities Team	February

F	Put our RFP for builder of project	Facilities Team	February
F	Close on financing for the project	Facilities Team	March
F	Make a determination on contractor for building development or renovations	Facilities Team	March
F	File city paperwork as needed for zoning or permitting	Facilities Team	March
F	Begin construction or renovation process for facility	Facilities Team	April
F	Conduct weekly visits to the site	SP	April-May
F	Provide monitoring updates of facility renovation/build	SP	April
F	Provide monitoring updates of facility renovation/build	SP	May
F	Receive certificate of occupancy on the building	Facilities Team	June
F	Make any final adjustments/renovations to the building	Facilities team	June
F	Move into facility and install office equipment/furniture/technology	Leadership Team	June
Talent			
T	Hire Superintendent/Principal	Board	July
T	Draft job descriptions for CFO, AP, AD, SEC	SP	August
T	Develop staff and student handbook	SP	August
T	Develop recruitment process including timeline, interview questions for CFO, AP, AD, SEC and Office Manager	SP	August
T	Post job descriptions for leadership team	SP	September -December
T	Develop hiring committee for leadership team	SP	September
T	Conduct hiring process for leadership team including phone interview, task, and final interview	SP	October - December
T	Finalize job descriptions and hiring process for remaining staff	SP	November - December

T	Send offer letters to leadership team	SP	December
T	Set up systems to onboard leadership team	SP	December
T	Post job descriptions for teaching staff	AP	January
T	Develop hiring plan, timeline, strategies for teaching staff	AP	January
T	Begin the hiring for teaching staff including phone interviews, sample teach and final interviews	AP/SP	March
T	Continue hiring process for all teaching staff including special pops coordinator and sped teacher	AP/SP	April
T	Post job descriptions for all additional support staff	SP	April
T	Develop a hiring plan for remaining support staff	SP	April
T	Begin hiring process for office support staff, paraprofessionals , custodians, etc.	CFO	April
T	Complete hiring for all staff	CFO/SP	April
T	Host a staff welcome get together to begin to build culture	Leadership Team	May
Academics			
A	Make decision on student information system	SP	January
A	Review curriculum and start adapting core content	AP/AD	March
A	Secure any assessment, texts or materials that will be needed	SEC	March
A	Begin developing professional development summer plan	AP	March
A	Finish development schedule for summer pd	AP	April
A	Onboard staff and begin to share curricular materials	AP	May
A	Reach out and request special ed, LPAC folders from schools that enrolled students are coming from	SEC	May-August
A	Final run through of professional development and confirmation from contracted vendors of training materials	AP	May
A	Ensure completion of plan that outlines timeline for SPED support with ARDs	SEC	June
A	Execute successful professional development for staff	Leadership Team	June

Operations			
O	Set up payroll and benefits	SP	August
O	Finalize 5-year proforma that outlines any philanthropic need and can be bondable	SP/Board	August
O	Receive quotes for back office system for data reporting and payroll	SP	August
O	Develop a partnership for food service	SP	August
O	Research providers for staff and student technology	SP	August
O	Keep stakeholders up to date through newsletters	SP	August
O	Continue applying for grants from private and public opportunities as available	SP	August-July
O	Review and internalize budget	CFO	August
O	Secure lease on copier and other technology materials	CFO	August
O	Purchase furniture and equipment for leadership team	CFO	August
O	Create processes and handbooks around procurement for leadership	CFO	August
O	Secure credit cards and create protocol around use	CFO	August
O	Maintain records and reimbursements with CSP grant	CFO	August-July
O	Develop an operations manual with systems and procedure for staff	CFO	September
O	Review plans to ensure they are suitable for health and safety regulations	CFO	September
O	Accurate year one budget revisited and reviewed	CFO/SP	September
O	Purchase classroom furniture	CFO	April
O	Purchase additional bulk materials, office supplies and school materials	CFO	June
O	Train office staff to serve as excellent customer service representatives	CFO	March
O	Conduct staff first aid training	CFO	June
O	Purchase any additional school materials requested by	CFO	July

	teachers		
O	Finalize student schedules	AP	July
O	Successful first day of School on August 14th	Leadership Team	August
Enrollment			
E	Develop a social media plan and launch advertisements for the school	SP	August
E	Launch of enrollment application on website	SP	October
E	Follow-up with all families that had submitted letters of interest for enrollment	SP	November-February
E	Evaluate initial registration forms for zip codes and locations to determine next steps for block walking and engagement	SP	February
E	Continue enrollment of families that submitted interest forms and direct targeting	SP	March-May
E	Finalize logistics and plan for lottery	AP	February
E	Evaluate social media campaign and make alterations as needed	SP	continuous
E	Analyze enrollment data on a weekly basis to pivot on strategies	SP	February
E	Provide weekly enrollment updates to board and make a last push to recruit students	AP	May-August
E	Make introductions to community and partner organizations to begin relationship development	AP	March
E	Run lottery for primary boundaries if necessary and then overall geographic boundary	AP	March 31
E	Work with families one on one to register and map their addresses for transportation	AP	April
E	Continue building partnerships within community	AP	March-August
E	Continue registering students, while monitoring demographics to adjust plan as needed	AP	March - August
E	Confirm a fully enrolled 4th-5th grade class of 210 students while maintaining a waitlist	AP	March - August

E	Enroll students off the waitlist as necessary	AP	June-August
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Contingency Shortfall:

In the event that we have a budget shortfall, we have developed a relationship with Plains Capital Bank in which we will be considered for an open line of credit. In addition, the board will work with the Superintendent/Principal to make adjustments to the hiring of staff in year 0 so we remain financially solvent throughout the planning year. We will also step up as a board and provide support for the Superintendent/Principal so all of our metrics are still attained. Lastly, we have developed a strong fundraising plan and will continue this process throughout this upcoming spring so we have cash on hand if we need it.

ATTACHMENT F2

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;

ATTACHMENT F2

Budget Narrative

- 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.

Insert material behind this page.

Also include this cover page with submission.

Celebrate Dyslexia schools has prepared a budget for its planning year and first five years of serving students with the utmost attention on proper stewardship of state and federal funds. We will work diligently to ensure that we maximize every dollar for the benefit of our students.

Enrollment Assumptions

All assumptions documented below are shown on the *Enrollment* tab of the Financial Model. Line references in this section refer to the Enrollment tab.

We propose to open with grade 2 in Year 1 (2024-25) and add one grade per year.. Each grade will have 112 students, so our fifth year (2028-29) will have 560 students in grades 2-6 (Line 24).

For purposes of the financial model we have assumed an attendance rate of 88%, conservatively estimated to ensure funds at the level we expect. This leads to an estimated ADA of 98.6 students in Year 1, growing to 492.8 in Year 5 (Line 27).

Because our model is tailored to provide services to students with dyslexia, we believe that 80% of students will have a dyslexia diagnosis (Line 78). In addition, we know that 50% of students with dyslexia have an additional diagnosis that qualifies the student for Special Education service and funding under IDEA B. As such we have estimated that 40% of our students will have a dyslexia diagnosis without qualifying for Special Education (Line 76) and an additional 40% of students will have a diagnosis that qualifies them for Special Education (Line 44 and Line 75).

The school will not offer Career and Technology options so we have assumed zero for that section of the model (Lines 47-70). We have also assumed zero for Pregnancy Related Services (Line 80). We have used demographic data from the schools in our targeted area to project 21% of students will qualify for Bilingual/ESL services (Line 87) and 88% will qualify for Free or Reduced lunch and thus be eligible for the Compensatory Education Allotment (Line 92).

Revenue Assumptions

All assumptions documented below are shown on the *Start Up, Year 1 and Assumptions* tab of the Financial Model. Line references in this section refer to that tab.

The majority of our revenue is from State Aid. Based on our enrollment assumptions as stated above, we are projecting \$1,172,683 in Year 1. This amount will scale with enrollment as we add grade levels, rising by 100% in Year 2, 50% in Year 3, 33% in Year 4 and 25% in Year 5 (Line 17).

We are also projecting revenue from the CSP grant in the total amount of \$900,000. We have assumed that we will spend \$300,000 in Year 0, \$500,000 in Year 1 and \$100,000 in Year 2 (Line 20). This funding will be split between Planning and Implementation activities as required by CSP regulations.

In addition to the CSP grant we expect Federal revenue from three buckets of funds – the National School Lunch Program, Title I program, and IDEA-B. We have assumed the NSLP will reimburse our lunch cost of \$6/day/student for 180 days/year. We also assume Title I funding of \$680/student. Both of these buckets of funds will only apply to students who are designated as Economically Disadvantaged (88% of our total enrollment across all years). In addition we have assumed \$225 per Special Education student. Together these federal funds add up to \$183,591 in Year 1 and will scale with enrollment in Years 2-5 (Line 21).

Our final revenue source is local grant-funded revenue (Line 24). We have secured pledges from local donors for a total of \$890,000 to be used in Years 0-3. We will use \$250,000 in Year 0, \$275,000 in each of years 1 and 2, and \$90,000 in Year 3. Beginning in Year 4 we are able to balance our budget without philanthropy.

In total our revenue for Year 0 is \$550,000. Year 1 projected revenue is \$2,131,273 (Line 26). Total revenue generally scales with enrollment, with CSP funds reducing in Year 2 and going to 0 in Year 3 and local philanthropic funds going to 0 in Year 4.

Expense Assumptions

Like most schools, the majority of expenses come from personnel and facilities. Assumptions around all expenses are as follows:

Personnel

The assumptions in this section are documented on the *Personnel* tab of the Financial Model. All line references following refer to that tab.

The Principal/Superintendent will serve for the entirety of the Planning year (Year 0). We will maintain one combined role throughout our first two school years (Line 12) and split into two roles in Year 3 (Line 16).

The CFO (Line 13) and Associate Principal (Line 14) will begin in the second half of the planning year. We will have one full time employee in each position in Year 1 and then add an additional Associate Principal in Year 5.

The final staff member in our planning year will be a Partnerships Coordinator who will take the lead on student recruitment and registration in Year 0. This person will start on October 1 of Year 0 (Line 17).

We anticipate starting the rest of our administrative and support staff in the final quarter of Year 0. This includes the Office Manager, Special Ed Lead, two Emerging Bilingual leads and our Educational Diagnostician. Each of these have been budgeted at 0.25 FTE for Year 0. Our teachers were each budgeted for 3 weeks of training in Year 0. Collectively this adds up to 0.5 FTE for classroom teachers and PE/Specials Teachers. These can all be seen in column F.

Our staffing model is a teacher-centric model, with a teacher:student ratio of 10:1. As such we will have 6 lead classroom teachers in Year 1 (Line 25) along with 1 Special Education Teacher (Line 22), 2 English Language teachers (Line 23) and 1 PE teacher (Line 24). All teaching positions will scale with enrollment.

All staff salaries will increase by 1% per year (Line 10).

Other expenses

All assumptions in this section are reflected on the *Start-Up, Year 1 and Assumptions* tab of the financial model. Line references in this section refer to that tab.

Personnel salary totals depend on the assumptions documented in the personnel tab, and are shown on lines 31-56. Total personnel expenses are \$368,620 for Year 0 and \$1,228,000 for Year 1 (Line 59). Most personnel expenses remain relatively flat with the exception of a cost of living increase. The number of

teachers scale with enrollment and a few additional support staff and administrators are added in Years 2-4.

Assumptions for Payroll taxes and benefits are shown beginning on Line 62. We assume 1.45% of salaries for Medicare (Line 63), 1.75% for State Unemployment (Line 64) and 1% for Worker's Compensation insurance (Line 65). In addition we expect to pay 4% of employee salaries for health insurance (Line 68), 1.5% for dental insurance (line 69) and 0.5% for vision insurance (line 70). Lastly, we have factored in 3% for retirement contributions which includes the LEA portion of TRS (Line 72).

We have budgeted \$15,000 for a financial system in Year 0 (Line 81). We assume we will use Ascender or a similar state-authorized school business system that has modules for HR, payroll, accounting and state reporting. In Year 1 our Accounting/Audit costs rise to \$25,000 to include the engagement of an independent audit firm to conduct our required annual audit. We have budgeted \$5,000 for Year 0 and \$12,000 for Year 1 for legal expenses (Line 82). We expect accounting and legal expenses to remain flat in Years 2 – 5. Additional contracted costs are Special Education support in Year 0 (\$15,000 for LSSP services to test for Dyslexia - Line 87) and Van Drivers beginning in Year 1 (\$31,275 and increasing in Years 2 and 3 - Line 90). The final expected contracted cost is our school lunch program for which we have budgeted \$6 per student per day for 180 school days. This comes out to \$106,445 for Year 1 and scales with enrollment (Line 85).

We do not expect any additional contract costs as nurse services (Line 84), payroll services (Line 86), and Titlement services (Line 88) will be performed by hired personnel. We are not a part of an existing Charter Management Organization and will not pay a management fee (Line 83). The budgeted cost of all of these items is \$0 for all years of the financial model.

Our School Operations costs total \$41,300 in Year 0 and \$220,280 in Year 1. We assume minimal Board expenses of \$1,000 in Year 0 and \$2,500 in Years 1-5 for Board supplies such as printed materials and potentially renting space for an annual Board retreat (Line 97). Classroom supplies and materials are 0 in Year 0 and \$5,600 (\$50 per student) in Year 1. This amount scales with enrollment (Line 98). Special Education Materials are an additional \$2,250 (\$50 per special ed student - Line 99). We assume \$175 per new student for textbooks and workbooks (Line 100). For other supplies and materials we assume \$2,850 in Year 1 which is \$150 per staff member (Line 101). For Equipment and Furniture we have budgeted \$12,500 to furnish the office and other communal spaces in Year 0. This includes desks, chairs, shelves, file cabinets and printers/copiers. For Years 1 through 4 we have budgeted \$7,500 for minimal expected student equipment/furniture due to our planned facilities partnership that is already furnished. We expect to spend \$2,000 in Year 0 purchasing physical phones for the office and other campus spaces (Line 103). For technology we have budgeted \$500 per staff computer and \$150 per student device. These amounts will scale with enrollment (Line 104). For testing and assessment we assume \$15 per student per year as an administration fee for tests such as NWEA MAP (Line 105). We hope to take a number of educational field trips throughout the year, but expect that many if not all expenses can be covered by philanthropic partners. We have conservatively budgeted \$1,000 in Year 1 to cover the costs of two field trips per grade level per year at \$500/trip (Line 106). Part of the reason these costs will be minimal will be because we can use existing vans for some student transportation. We intend to use CSP funds to purchase 4 vans at \$30,000 each which we will use to run "bus" routes for some students - 4 routes in Year 1. We will add an additional van per year for years 2-4, allowing us to eventually run seven routes for students who need assistance getting to and from school (Line 107). For office costs we assumed

\$3,500 for setup in Year 0 and an additional \$200 per staff member in Years 1 and beyond (Line 109). For staff development we have budgeted a relatively modest amount of \$8,000 to primarily cover leadership development for administrators (Line 110) as well as \$3,200 for associated travel (Line 114). Most if not all Teacher PD will be provided internally by the Qualified Instructor/Academic Dean. We have also budgeted a relatively small amount for Staff and Student recruitment as we expect the unique model of Celebrate Dyslexia to attract both staff and students fairly organically. Even still, we have assumed a cost of \$2,000 in Year 0 and \$2,500 in Year 1 for staff recruitment (Line 111) and \$7,500 in Year 0 and \$6,000 in Year 1 for student recruitment (Line 112). These amounts will help us produce marketing collateral and hold small events to spread the word about both employment and enrollment opportunities. We budgeted for School Lunch in contracted services so Line 113 is 0. We do not expect to spend money on fundraising costs so line 115 is 0. Finally, we do hope to provide after school care to our families but will only do so if we can find an external partner who does this at no cost to the school. As such line 116 is 0.

Facilities

As detailed in our application we intend to enter into a partnership agreement with the Doseum which will provide a unique state-of-the art facility. Our lease/partnership agreement will be a flat monthly cost for use of designated portions of the building and which will also include janitorial services, repairs and maintenance, security, utilities and landscaping. We have budgeted \$200,000 per year for this agreement, which is in alignment with ongoing conversations we are having with Doseum leadership.

Reserves/Contingencies

We did not budget a specific amount for reserves but note that we have a large positive net income at the end of each year.

Summary and Contingency Plan

With all assumptions named above we are projecting a budget surplus of \$46,873 in Year 0 and \$122,171 in Year 1. Because we know that unforeseen expenses happen we budgeted conservatively enough to have a minimum of 35 days cash on hand at the end of each fiscal year. We also projected 88% attendance even though we expect that to be higher. Finally, we know that we can scale staffing down if for some reason enrollment is lower than expected. By Year 5 we expect to have over 60 days cash on hand available. We intend to maintain this budget surplus in our long term forecast until we determine the best use for the extra funds as we actually open the school. The budget surplus, reserves and conservative estimates on attendance and therefore state revenue also form our first-tier contingency plan in case enrollment is lower or expenses higher than projected. If lower enrollment or higher expenses are such that our reserves and surplus are not enough, we will reduce staff as necessary to maintain planned student: teacher ratios in proportion to our actual enrollment.

ATTACHMENT F4

Evidence of Financial Support

Provide evidence of financial support from intended community partners such as:

- Letters of intent/commitment;
- Memoranda of understanding; and/or
- Contracts.

Or

No responsive documents are being provided.

Insert material behind this page.

Also include this cover page with submission.



CHOOSE *to* SUCCEED

October 5, 2022

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

The Honorable
Dr. Keven Ellis
Chair of the State Board of Education
1701 N. Congress Avenue
Austin, TX 78701

Re: Commitment of Start-Up Funds to Celebrate Dyslexia Schools

Dear Commissioner Morath and Dr. Ellis:

Choose to Succeed (CtS) is a nonprofit organization working to attract the nation's top charter schools to the San Antonio, Texas area. The Choose to Succeed board of directors is pleased to pledge a one-time, contingent grant of \$50,000 to Celebrate Dyslexia Schools to meet the needs of their 2022-23 start-up year, which precedes the opening of their first campus in San Antonio in August 2024.

Relevant grant restrictions and contingencies are:

- 1) Celebrate Dyslexia Schools must maintain its 501c3 status;
- 2) Celebrate Dyslexia Schools receiving a Generation 28 charter as awarded by the Texas Education Agency;
- 3) Funds will be distributed in either 2023 or 2024, at the discretion of Choose to Succeed; and
- 4) Funds may not be used for any political campaign purposes, to carry on propaganda or otherwise attempt to influence in any manner legislation of any governmental body, to influence the outcome of any public election, to carry on directly or indirectly, any voter registration drive, or to make any payment or use of grant funds for any purpose other than charitable purposes described in section 170(c)(2)(B).

Thank you for your consideration of Celebrate Dyslexia Schools. We expect it to be a valuable educational option for San Antonio students and their families.

Sincerely,

Steve C. Lewis, Board Chair

cc: Victoria B. Rico, Director
Henry B. Gonzalez III, Director
Will Harte, Director
Nora J. Walsh, Interim CEO



Michael L. Molak
Region Chairman

October 19, 2022

Mrs. Jasmin Dean
Celebrate Dyslexia Schools
10131 West Military Dr., Suite 104
San Antonio, Tx 78251

Dear Mrs. Dean:

To confirm our earlier conversation, this Bank would be most pleased to evaluate a line of credit application by Celebrate Dyslexia Schools. We believe in the mission of your pending charter school and know that there is a great need in our community for the kind of student instruction that you will deliver. Any application for credit is subject to review and approval by our loan committee. As such, this is not a commitment to lend but rather an indication of interest in assisting Celebrate Dyslexia Schools and evaluating any credit request you may deliver.

Respectfully,

Michael L. Molak

tel 210.541.8228 fax 877.409.2634
mmolak@plainscapital.com
www.plainscapital.com
70 North East Loop 410, Suite 100
San Antonio, Texas 78216

November 1, 2022

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools initiative to open an open enrollment charter school as a part of Generation 28. Celebrate Dyslexia Schools is on a mission to Celebrate Dyslexia Schools (CDS) is on a mission to serve a historically marginalized community by educating dyslexic children through evidence- based intervention in an enriching, emotionally safe environment.

We are the parents of dyslexic children that have suffered due to a lack of awareness and training by teachers. In an effort to find community and answers for our children, we learned that we are not alone and want to be a part of the solution. We also learned that many teachers wished they knew more and didn't get the training they needed. There have been teachers along the way that were salve to our children's souls because of their understanding of dyslexia, but know that is the goal of every teacher.

In an effort to show my support of CDS, we pledge \$10,000 towards start-up costs.

The mission and vision are much needed in the San Antonio community. Intentional collaboration with others in the education space is exactly what will bring relief to the dyslexic community and will have positive effects beyond the CDS campus. With a critical need for equitable and accessible intervention, as well as increasing the capacity for training teachers, this is a model that will bring solutions to the San Antonio and dyslexic community.

Best,





October 27, 2022

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

Dear Commissioner Mike Morath:

This letter is to express our support for the authorization of Celebrate Dyslexia Schools. This effort is being led by a leader who has been driving the work around dyslexia for our community and has created a significant amount of awareness around the issues that dyslexic students face. Her model is unique, and no similar public-school option exists in our city. As the Chief Executive Officer of City Education Partners, I believe specialty schools like this create a desired contribution to our choice community and should be supported.

At City Education Partners, our vision is that all students in the urban core of San Antonio have access to a high-quality public education, so they have the ability to live choice-filled lives. Jasmin Dean and her team at Celebrate Dyslexia Schools have committed countless hours to this work and have developed a strong team of local and state experts that have supported her in the journey thus far. We are particularly excited about the opportunities for students that will come from the school being located at the Doseum. If authorized, CEP will continue to support the school's leadership team to reach the appropriate milestones necessary in year 0 to launch successfully in the fall of 2024, including supporting the recruitment of a high-quality superintendent. In recognition of our strong support for the school's authorization and launch we are pleased to make a financial pledge of \$820,000 to be used as needed for launch and operational expenses beginning immediately after authorization in Summer 2023.

Thank you for your consideration of Celebrate Dyslexia Schools and we look forward to working with their team and TEA to make this opportunity a reality for San Antonio.

Sincerely,

Dalia Flores Contreras
Chief Executive Officer
City Education Partners



CITY EDUCATION PARTNERS



Sept. 25, 2022

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Ave.
Austin, TX. 78701

Dear Commissioner Morath,

Let me introduce myself. I am a retired educator- having served as a teacher in the classroom, as an administrator and as an academic language therapist.

I am writing to share my utmost enthusiasm and support for the Celebrate Dyslexia Schools initiative to open their doors as an open enrollment charter school under the Generation 28 authorization.

The (CDS) Celebrate Dyslexia Schools is specifically designed to serve what has historically been an underserved community. Our area in San Antonio; would benefit greatly from this school that will offer a curricula of evidence based intervention techniques administered by qualified personnel, within the confines of an enriching and supportive environment.

When I was growing up in a Dallas and attending graduate school there, there existed a number of private- albeit costly schools, targeting the education of dyslexic students. It has been my personal dream, that a school in San Antonio could exist that would be devoted to the education of these intelligent but challenged students. A charter school would offer a place for students who could not afford expensive intervention, an opportunity to flourish in a school designed for their needs.

I have become acquainted with Jasmin Dean and her overwhelming devotion and quest to start a Celebrate for Dyslexia School that would be an open enrollment charter school for dyslexic students in and around the San Antonio area. I am excited to show my support!

I am pledging \$5000.00 towards start-up costs. Their mission is aligned with

the dream I had envisioned for the San Antonio area. A school would provide relief to the dyslexic community and the positive effects will extend way beyond the campus walls. CDS will stand as a beacon for both our San Antonio vicinity and most importantly, our dyslexic community.

Best Regards,

A solid black rectangular redaction box covering the signature area.

October 31, 2022

Commissioner Mike Morath
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Dear Commissioner Morath,

I am writing to express my commitment and support of the Celebrate Dyslexia Schools initiative to open an open enrollment charter school as a part of Generation 28. Celebrate Dyslexia Schools (CDS) is on a mission to educate and support children and their families by expanding use of evidence-based interventions into historically marginalized communities and by creating an enriching, emotionally safe, culturally appropriate learning environment for all students and particularly those with dyslexia.

I have the honor of serving on the CDS school board as a founding member and grew up on the Northside of San Antonio, often curious as to why a child's experience growing up on the Southside, or anywhere else in the US, could be so incredibly different from my own. Having lived in Mexico City for three years before turning ten years old and being the daughter of immigrants from the Middle East, I grew up with a frame of reference that differed significantly from the vast majority of my peers, especially at that time. And I was reminded of it, frequently. Though I personally grew up in a privileged household, I knew that those privileges were hard earned and came at a cost to my parents. It was a point that was never lost on me and has heavily influenced my life path and choices.

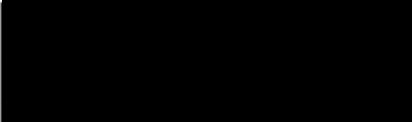
As I sought to better understand my own identity and to further explore how these vast differences came to exist, I went on to study and major in African and African-American Studies at the University of Texas. It was there that I became committed to work for racial and economic justice, and was introduced to the changes I could influence and make in the field of public policy. I also learned a pivotal lesson from my favorite professor that equity – or at least some form of it – takes money, plain and simple. After pursuing a Master's Degree in Public Policy at the Kennedy School of Government, I began a career in affordable housing and real estate finance. Putting the pieces together, one by one, to make housing affordable for struggling families is like working on a puzzle and completing each one gives me a sense of satisfaction and joy.

Similarly, Celebrate Dyslexia School is working to improve on educational strategies that are already available to the wealthy and expand them to the middle and working class, piece by piece and one at a time. Meeting the educational needs of low income families and children, particularly those that are dyslexic, will help to narrow the gaps that are unfortunately widening

in our poorest and most vulnerable communities right here at home and potentially worldwide. It's on us and everyone that cares about the future of our kids and our country to do everything we can to lift up as many people as we can and position them and ultimately all of us for a life of productivity, fulfillment and success.

In an effort to show my support of CDS, I pledge \$5,000.00 towards start-up costs. I'm so excited to be able to keep solving puzzles and help get an initiative like Celebrate Dyslexia School off the ground. It's a puzzle that I know, together we can solve.

Best,

A large black rectangular redaction box covering the signature of the sender.A smaller black rectangular redaction box covering the name of the sender.

Celebrate Dyslexia School Board Member

ATTACHMENT F5

Audit Report

NEW OPERATORS AND EXPERIENCED OPERATORS **WITHOUT** A CHARTER MANAGEMENT ORGANIZATION

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).

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; and
- Cash flow statement.

If applicable, applicants must submit the statements above even if the statements indicate a zero balance.

EXPERIENCED OPERATORS **WITH** A CHARTER MANAGEMENT ORGANIZATION

See Attachment CMO1 Financial History.

Insert material behind this page.

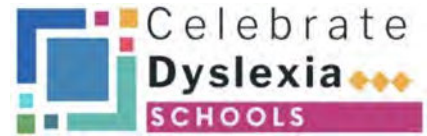
Also include this cover page with submission.

Unaudited Statement of Cash Flows



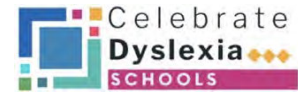
Operations		
Cash receipts from		
Foundation school program	\$	-
Grant payments	\$	-
Contributions	\$	-
Payments to vendors for good and services rendered	\$	-
Payments to charter school personnel	\$	-
Net Cash Flow from Operations	\$	-
Investing Activities		
Cash receipts from		
Purchase of land and building	\$	-
Purchase of land and building	\$	-
Net Cash Flow from Investing Activities	\$	-
Financing Activities		
Cash receipts from		
Issuance of long-term debt		
Principal payments on long-term debt		
Net Cash Flow from Financing Activities	\$	-
Net Cash Provided by Operating Activities	\$0	

Unaudited Statement of Financial Position



Assets	2022	2023
Current Assets		
Cash	-	-
Accounts receivable	-	-
Prepaid expenses	-	-
<i>Total current assets</i>	\$ -	\$ -
Total Assets		
Liabilities and Owner's Equity		
Current Liabilities		
Accounts payable	-	-
Accrued liabilities	-	-
Deferred revenue	-	-
Current portion of long-term debt	-	-
<i>Total current liabilities</i>	\$ -	\$ -
Long-Term Liabilities		
Long-term debt	-	-
<i>Total long-term liabilities</i>	\$ -	\$ -
Total Net Assets		
Total Liabilities and Net Assets		
\$0		
\$0		

Unaudited Statement of Activities



Revenue	2022	2023
Local Support	-	-
State Program Revenue		
Federal Program Revenue	-	-
Total Revenues	\$ -	\$ -
Expenses		
Program Services	-	-
Support Services		
Other	-	
Total Expenses	\$ -	\$ -
Net Income	\$0	\$0

ATTACHMENT F6

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, 2021, 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.



No documents are being provided because the sponsoring entity was incorporated after January 1, 2021. If no, skip this attachment.

Insert material behind this page.

Also include this cover page with submission.

ATTACHMENT F7

IRS Form 990, 990-N, 990-EZ

Provide the sponsoring entity's most recently filed (IRS) Form 990, Form 990-N, or Form 990-EZ. If a Form 990, 990-N, or 990-EZ is unavailable, provide a statement that explains why.

- No documents are being provided because the sponsoring entity is less than one year old.

Insert material behind this page.

Also include this cover page with submission.

Department of the Treasury
Internal Revenue Service

for Tax-Exempt Organization not Required to File Form 990 or 990-EZ

2021

Open to Public Inspection

A For the **2021** Calendar year, or tax year beginning **2021-07-01** and ending **2022-06-30****B** Check if available Terminated for Business Gross receipts are normally \$50,000 or less**C** Name of Organization: **CELEBRATE DYSLEXIA SCHOOLS****945 Pronton, San Antonio,****TX, US, 78258****D** Employee IdentificationNumber **87-2903672****E** Website:**www.celebratedyslexiaschools.org****F** Name of Principal Officer: **Jasmin Dean****319 Santa Domingo, Helotes,****TX, US, 78023**

Privacy Act and Paperwork Reduction Act Notice: We ask for the information on this form to carry out the Internal Revenue laws of the United States. You are required to give us the information. We need it to ensure that you are complying with these laws.

The organization is not required to provide information requested on a form that is subject to the Paperwork Reduction Act unless the form displays a valid OMB control number. Books or records relating to a form or its instructions must be retained as long as their contents may become material in the administration of any Internal Revenue law. The rules governing the confidentiality of the Form 990-N is covered in code section 6104.

The time needed to complete and file this form and related schedules will vary depending on the individual circumstances. The estimated average times is 15 minutes.

Note: This image is provided for your records only. Do Not mail this page to the IRS. The IRS will not accept this filing via paper. You must file your Form 990-N (e-Postcard) electronically.

ATTACHMENT CSP1

CMO Receipt of Funds

Check the appropriate box.

- The applicant is **not** affiliated with nor proposing to contract with a CMO.
- 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** on a separate page.

Insert material behind this page.

Also include this cover page with submission.

ATTACHMENT CSP2

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.

Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

BARRIERS

GROUP(S), identify below

<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 F3

Financial Plan Workbook

Complete the Financial Plan Workbook using this template. Once complete, applicants are instructed to submit this attachment as follows:

Electronic Submission

Submit the **entire** Financial Plan Workbook as an Excel file.

A reasonable planning estimate of **\$6,533** per student in grades K-12 and **\$3,266** per student in prekindergarten. These estimates account for a daily attendance rate of 80%, and should be used when planning and developing the budget.

Note: When using a school district as a baseline for the staff profile 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 Plan 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.

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
- 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

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
- 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

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

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

TRANSPORTATION 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
- 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

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**
- Columns E - F - Enter budgeted amounts for the proposed charter school in column E for the start-up year (Year 0) and
- Columns H - M - Enter the percentage increase OR decrease that is anticipated for each line item from year to year.
- Enter any notes and descriptions of assumptions that need further explanation. ****Notes must include the amounts that**

5 YR Budget Tab

- ALL revenues and expenses are automatically calculated based on the **Enrollment, Personnel, and Start-Up, Y1, &**
- No data should be entered on this tab.

Financial Plan Workbook Summary

- ALL revenues and expenses are automatically calculated based on the **Enrollment, Personnel, and Start-Up, Y1, &**
- No data should be entered on this tab.

Personnel Tab

- Summary of Finances (**SOF**) tab displays the estimate for Total State Aid.
- No data should be entered on this tab.

Cash Flow Tab

- Actual cash flows are based on average attendance for each 6 week period reported to TEA. If you experience a
- No data should be entered on this tab.

Celebrate Dyslexia Schools

NEW CHARTER SCHOOL APPLICATION FINANCIAL PLAN WORKBOOK

Lead Applicant Name:	Jasmin Dean	
Contact Email:	[REDACTED]	
Contact Phone:	[REDACTED]	
Start-Up (Year 0) Fiscal Year End:	2024	Enter the 4-digit year (XXXX)
Year One Fiscal Year End:	2025	Enter the 4-digit year (XXXX)
Fiscal Year End Date:	June 30	Select date
Total School Year Minutes:	82,665	Enter the number of minutes (e.g., 75,600)

ENTER PROPOSED SCHOOL NAME



Calabrate Duclavia Schools
REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS					Notes and Descriptions of Assumptions for *Include in the notes the amounts from the CSP grant	Notes and Descriptions of Assumptions for *Include in the notes the amounts from the CSP grant
	Start-1In 2024	Year 1 2025	Start-1In 2024	Year 1 2025	Year 2 2026	Year 3 2027	Year 4 2028		
REVENUE									
TOTAL STATE REVENUES		1,229,894			100.00%	50.00%	33.00%	25.00%	
FEDERAL REVENUES									
Charter School Program (CSP) Start-Up Grant	300,000	500,000			-80.00%	-100.00%	0.00%	0.00%	
Other Federal Revenues		183,591			100.00%	50.00%	33.00%	25.00%	\$225/Special Ed student for IDEA B + \$680/student
TOTAL FEDERAL REVENUES	300,000	683,591							
TOTAL LOCAL & OTHER REVENUES	250,000	275,000			0.00%	-67.27%	-100.00%	0.00%	\$820k from City Education Partners, \$50k from
TOTAL REVENUE	\$ 550,000	\$ 2,188,484							
EXPENSES									
ADMINISTRATIVE STAFF PERSONNEL COSTS									
Executive Management	130,000	130,000							All personnel assumptions shown on Personnel tab
Instructional Management	40,000	80,000							All personnel assumptions shown on Personnel tab
Deans, Directors & Coordinators	45,333	68,000							
CFD / Director of Finance	40,000	80,000							
Operation / Business Manager	9,000	36,000							
Administrative Staff	-	-							
Other - Administrative	-	-							
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 264,333	\$ 394,000							
INSTRUCTIONAL PERSONNEL COSTS									
Teachers - Regular	25,400	381,000							
Teachers - SPED	17,500	70,000							
Substitute Teachers	-	-							
Teaching Assistants	3,545	52,000							
Specialty Teachers	4,091	60,000							
Aides	-	-							
Therapists & Counselors	-	-							
Other - Instructional	53,750	215,000							
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ 104,286	\$ 778,000							
NON-INSTRUCTIONAL PERSONNEL COSTS									
Nurse	-	56,000							
Librarian	-	-							
Custodian	-	-							Custodian and security will be included in facilities
Security	-	-							Custodian and security will be included in facilities
Other - Non-Instructional	-	-							Custodian and security will be included in facilities
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ 56,000							
TOTAL PERSONNEL EXPENSES	\$ 368,620	\$ 1,228,000							
PAYROLL TAXES AND BENEFITS									
Social Security	-	-	0.00%	0.00%	0.00%	2.00%	0.00%	0.00%	Charter will pay into TRS instead of SS
Medicare	5,345	17,806	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%	Charter will pay into TRS instead of SS
State Unemployment	6,451	21,490	1.75%	1.75%	1.75%	1.75%	1.75%	1.75%	
Worker's Compensation Insurance	3,686	12,280	1.00%	1.00%	1.00%	1.00%	1.00%	1.00%	
Custom Other Tax #1	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Other Tax #2	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
Health Insurance	14,745	49,120	4.00%	4.00%	4.00%	4.00%	4.00%	4.00%	
Dental Insurance	5,529	18,420	1.50%	1.50%	1.50%	1.50%	1.50%	1.50%	
Vision Insurance	1,843	6,140	0.50%	0.50%	0.50%	0.50%	0.50%	0.50%	
Life Insurance	3,686	12,280	1.00%	1.00%	1.00%	1.00%	1.00%	1.00%	
Retirement Contribution	11,059	36,840	3.00%	3.00%	3.00%	3.00%	3.00%	3.00%	Assumes mandatory TRS payment plus a small
Custom Fringe #1	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Fringe #2	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL PAYROLL TAXES AND BENEFITS	\$ 52,344	\$ 174,376							
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ 420,964	\$ 1,402,376							
CONTRACTED SERVICES									
Accounting / Audit	15,000	25,000			0.00%	0.00%	0.00%	0.00%	Accounting system
Legal	5,000	12,000			0.00%	0.00%	0.00%	0.00%	Accounting system and auditor
Management Company Fee					0.00%	0.00%	0.00%	0.00%	
Nurse Services					0.00%	0.00%	0.00%	0.00%	Nurse will be hired (inc. in persnrel)
Food Service / School Lunch		106,445			100.00%	50.00%	33.00%	25.00%	Assumes \$6/day per student
Payroll Services					0.00%	0.00%	0.00%	0.00%	CFD will run payroll
Special Ed Services	15,000				0.00%	0.00%	0.00%	0.00%	This is to assist with identification in summer
Titelment Services (i.e. Title I)					0.00%	0.00%	0.00%	0.00%	Once school starts all SPED services will be handled
Van drivers		31,275			33.00%	25.00%	0.00%	0.00%	Title I costs spread across other lines
					0.00%	0.00%	0.00%	0.00%	Drivers only (vans will be purchased noted below)
TOTAL	\$ 35,000	\$ 174,720							
SCHOOL OPERATIONS									
Board Expenses	1,000	2,500			0.00%	0.00%	0.00%	0.00%	Training and supplies for Board meetings
Classroom / Teaching Supplies & Materials		5,600			100.00%	50.00%	33.00%	25.00%	N/A for year 0
Special Ed Supplies & Materials		2,250			100.00%	50.00%	33.00%	25.00%	\$50/student
Textbooks / Workbooks		19,600			0.00%	0.00%	0.00%	0.00%	\$50/SPED student
Supplies & Materials other		2,850			50.00%	33.00%	25.00%	0.00%	\$175/new student - Will use combo of instructional
Equipment / Furniture	12,500	7,500			0.00%	0.00%	0.00%	0.00%	\$150/staff
Telephone	4,800	4,000			0.00%	0.00%	0.00%	0.00%	Doseum shared space setup
Technology	5,000	21,300			100.00%	50.00%	33.00%	25.00%	Covers purchases of phones + service for Admin and
Student Testing & Assessment		1,680			100.00%	50.00%	33.00%	25.00%	HRIS, Computers, Eduphoria (\$500/staff)
Field Trips		1,000			100.00%	50.00%	33.00%	25.00%	N/A for year 0
Transportation (student)		120,000			-75.00%	0.00%	0.00%	-100.00%	N/A for year 0
Student Services - other					0.00%	0.00%	0.00%	0.00%	\$500 per trip (2 per grade level) Additional field trips
Office Expense	3,500	3,800			100.00%	50.00%	33.00%	25.00%	30,000/van, 4 small or short buses in Year 1; add 1 per year in Years 2-4
Staff Development		8,000			100.00%	50.00%	33.00%	25.00%	N/A for year 0
Staff Recruitment	2,000	2,500			0.00%	0.00%	0.00%	0.00%	Office setup
Student Recruitment / Marketing	7,500	6,000			0.00%	0.00%	0.00%	0.00%	Small budget for recruiting events
School Meals / Lunch					0.00%	0.00%	0.00%	0.00%	Covers marketing collateral and events
Travel (Staff)		3,200			100.00%	50.00%	33.00%	25.00%	N/A for year 0
Fundraising					0.00%	0.00%	0.00%	0.00%	In contracted services
After School Program					0.00%	0.00%	0.00%	0.00%	Minimal travel for PD
Student Information Management System	5,000	8,500			50.00%	33.00%	25.00%	0.00%	N/A
Retention stipends					0.00%	0.00%	0.00%	0.00%	Will consider external partner at no cost to school
TOTAL SCHOOL OPERATIONS	\$ 41,300	\$ 220,280							Ascender System

Celebrate Dyslexia Schools
PROJECTED BUDGET / OPERATING PLAN

	Start-Up Year 0 2024	Year 1 2025	Year 2 2026	Year 3 2027	Year 4 2028	Year 5 2029
SUMMARY						
Total Revenue	550,000	2,188,484	3,201,968	4,330,453	5,639,802	7,049,752
Total Expenses	503,413	2,009,675	2,959,383	4,049,211	5,136,649	6,187,081
Net Operating Income (before Depreciation)	46,587	178,809	242,585	281,242	503,153	862,671
Revenue Per Pupil		19,540.04	14,294.50	12,888.25	12,588.84	12,588.84
Expenses Per Pupil		17,943.52	13,211.53	12,051.22	11,465.74	11,048.36
REVENUE						
TOTAL STATE REVENUES		1,229,894	2,459,787	3,689,681	4,907,275	6,134,094
FEDERAL REVENUES						
Charter School Program (CSP) Start-Up Grant	300,000	500,000	100,000	-	-	-
Other Federal Revenues	-	183,591	367,181	550,772	732,526	915,658
TOTAL FEDERAL REVENUES	300,000	683,591	467,181	550,772	732,526	915,658
TOTAL LOCAL & OTHER REVENUES	\$ 250,000	275,000	275,000	90,000	-	-
TOTAL REVENUE	\$ 550,000	\$ 2,188,484	\$ 3,201,968	\$ 4,330,453	\$ 5,639,802	\$ 7,049,752
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	130,000	130,000	131,300	132,613	133,939	135,279
Instructional Management	40,000	80,000	80,800	193,819	195,757	280,963
Deans, Directors & Coordinators	45,333	68,000	181,800	183,618	267,878	270,557
CFO / Director of Finance	40,000	80,000	80,800	81,608	82,424	83,248
Operation / Business Manager	9,000	36,000	36,360	36,724	37,091	37,462
Administrative Staff	-	-	-	-	-	-
Other - Administrative	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 264,333	\$ 394,000	\$ 511,060	\$ 628,382	\$ 717,089	\$ 807,509
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	25,400	381,000	705,485	1,036,422	1,373,906	1,982,351
Teachers - SPED	17,500	70,000	141,400	214,221	288,484	364,211
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	3,545	52,000	78,780	106,090	133,939	162,334
Specialty Teachers	4,091	60,000	60,600	122,412	123,636	124,872
Aides	-	-	-	-	-	-
Therapists & Counselors	-	-	72,720	73,447	148,363	149,847
Other - Instructional	53,750	215,000	363,600	510,050	592,423	598,347
TOTAL INSTRUCTIONAL PERSONNEL COSTS	\$ 104,286	\$ 778,000	\$ 1,422,585	\$ 2,062,642	\$ 2,660,752	\$ 3,381,963
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	56,000	56,560	57,126	57,697	58,274
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other - Non-Instructional	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ -	\$ 56,000	\$ 56,560	\$ 57,126	\$ 57,697	\$ 58,274
TOTAL PERSONNEL EXPENSES	\$ 368,620	\$ 1,228,000	\$ 1,990,205	\$ 2,748,149	\$ 3,435,539	\$ 4,247,746
PAYROLL TAXES AND BENEFITS						
Social Security	-	-	-	54,963	-	-
Medicare	5,345	17,806	28,858	39,848	49,815	61,592
State Unemployment	6,451	21,490	34,829	48,093	60,122	74,336
Worker's Compensation Insurance	3,686	12,280	19,902	27,481	34,355	42,477
Custom Other Tax #1	-	-	-	-	-	-
Custom Other Tax #2	-	-	-	-	-	-
Health Insurance	14,745	49,120	79,608	109,926	137,422	169,910
Dental Insurance	5,529	18,420	29,853	41,222	51,533	63,716
Vision Insurance	1,843	6,140	9,951	13,741	17,178	21,239
Life Insurance	3,686	12,280	19,902	27,481	34,355	42,477
Retirement Contribution	11,059	36,840	59,706	82,444	103,066	127,432
Custom Fringe #1	-	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	\$ 52,344	\$ 174,376	\$ 282,609	\$ 445,200	\$ 487,846	\$ 603,180
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ 420,964	\$ 1,402,376	\$ 2,272,814	\$ 3,193,350	\$ 3,923,385	\$ 4,850,925
CONTRACTED SERVICES						
Accounting / Audit	15,000	25,000	25,000	25,000	25,000	25,000
Legal	5,000	12,000	12,000	12,000	12,000	12,000
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-
Food Service / School Lunch	-	106,445	212,890	319,334	424,715	530,893
Payroll Services	-	-	-	-	-	-
Special Ed Services	15,000	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-
Van drivers	-	31,275	41,596	51,995	51,995	51,995

	-	-	-	-	-	-
	-	-	-	-	-	-
TOTAL	\$ 35,000	\$ 174,720	\$ 291,485	\$ 408,329	\$ 513,709	\$ 619,888

SCHOOL OPERATIONS

Board Expenses	1,000	2,500	2,500	2,500	2,500	2,500
Classroom / Teaching Supplies & Materials	-	5,600	11,200	16,800	22,344	27,930
Special Ed Supplies & Materials	-	2,250	4,500	6,750	8,978	11,222
Textbooks / Workbooks	-	19,600	19,600	19,600	19,600	19,600
Supplies & Materials other	-	2,850	4,275	5,686	7,107	7,107
Equipment / Furniture	12,500	7,500	7,500	7,500	7,500	7,500
Telephone	4,800	4,000	4,000	4,000	4,000	4,000
Technology	5,000	21,300	42,600	63,900	84,987	106,234
Student Testing & Assessment	-	1,680	3,360	5,040	6,703	8,379
Field Trips	-	1,000	2,000	3,000	3,990	4,988
Transportation (student)	-	120,000	30,000	30,000	30,000	-
Student Services - other	-	-	-	-	-	-
Office Expense	3,500	3,800	7,600	11,400	15,162	18,953
Staff Development	-	8,000	16,000	24,000	31,920	39,900
Staff Recruitment	2,000	2,500	2,500	2,500	2,500	2,500
Student Recruitment / Marketing	7,500	6,000	6,000	6,000	6,000	6,000
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	-	3,200	6,400	9,600	12,768	15,960
Fundraising	-	-	-	-	-	-
After School Program	-	-	-	-	-	-
Student Information Management System	5,000	8,500	12,750	16,958	21,197	21,197
Retention stipends	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	\$ 41,300	\$ 220,280	\$ 182,785	\$ 235,233	\$ 287,256	\$ 303,969

FACILITY OPERATION & MAINTENANCE

Insurance	6,149	12,299	12,299	12,299	12,299	12,299
Janitorial Services	-	-	-	-	-	-
Building and Land Rent / Lease	-	200,000	200,000	200,000	400,000	400,000
Repairs & Maintenance	-	-	-	-	-	-
Security Services	-	-	-	-	-	-
Utilities	-	-	-	-	-	-
Internet	-	-	-	-	-	-
Custom Facilities Operations #1	-	-	-	-	-	-
Custom Facilities Operations #2	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	\$ 6,149	\$ 212,299	\$ 212,299	\$ 212,299	\$ 412,299	\$ 412,299

RESERVES / CONTIGENCIES

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TOTAL EXPENSES	\$ 503,413	\$ 2,009,675	\$ 2,959,383	\$ 4,049,211	\$ 5,136,649	\$ 6,187,081
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NET OPERATING INCOME (before Depreciation)	\$ 46,587	\$ 178,809	\$ 242,585	\$ 281,242	\$ 503,153	\$ 862,671
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DEPRECIATION & AMORTIZATION	-	-	-	-	-	-
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NET OPERATING INCOME (including Depreciation)	\$ 46,587	\$ 178,809	\$ 242,585	\$ 281,242	\$ 503,153	\$ 862,671
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Celebrate Dyslexia Schools
PAYMENT FORMULA EXAMPLE

Total State Aid	\$	1,229,894
Adjustments to Allotments	\$	-
Less Total Paid to Date	\$	-
FSP Remaining Balance	\$	1,229,894

Payment Month	# of Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule
September	12	8.3%	\$ 102,081
October	11	9.1%	\$ 102,631
November	10	10.1%	\$ 103,543
December	9	11.1%	\$ 102,302
January	8	12.4%	\$ 101,598
February	7	14.4%	\$ 103,354
March	6	16.6%	\$ 101,988
April	5	19.9%	\$ 101,967
May	4	25.1%	\$ 103,018
June	3	33.2%	\$ 102,061
July	2	49.7%	\$ 102,059
August	1	100.0%	\$ 103,292
Total Payments			\$ 1,229,894

Celebrate Dyslexia Schools FINANCIAL PLAN WORKBOOK SUMMARY

	Start-Up	Year 1	Year 2	Year 3	Year 4	Year 5
	2024	2025	2026	2027	2028	2029
REVENUE						
Total State Revenues		\$ 1,229,894	\$ 2,459,787	\$ 3,689,681	\$ 4,907,275	\$ 6,134,094
Federal Revenues						
Charter School Program (CSP) Start-Up Grant	\$ 300,000	\$ 500,000	\$ 100,000	\$ -	\$ -	\$ -
Other Federal Revenues	\$ -	\$ 183,591	\$ 367,181	\$ 550,772	\$ 732,526	\$ 915,658
Total Federal Revenues	\$ 300,000	\$ 683,591	\$ 467,181	\$ 550,772	\$ 732,526	\$ 915,658
Total Local and Other Revenue	\$ 250,000	\$ 275,000	\$ 275,000	\$ 90,000	\$ -	\$ -
TOTAL REVENUE	\$ 550,000	\$ 2,188,484	\$ 3,201,968	\$ 4,330,453	\$ 5,639,802	\$ 7,049,752
EXPENSES						
PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES						
Total Administrative Staff Personnel Costs	\$ 264,333	\$ 394,000	\$ 511,060	\$ 628,382	\$ 717,089	\$ 807,509
Total Instructional Personnel Costs	\$ 104,286	\$ 778,000	\$ 1,422,585	\$ 2,062,642	\$ 2,660,752	\$ 3,381,963
Total Non-Instructional Personnel Costs	\$ -	\$ 56,000	\$ 56,560	\$ 57,126	\$ 57,697	\$ 58,274
Total Payroll Taxes and Benefits	\$ 52,344	\$ 174,376	\$ 282,609	\$ 445,200	\$ 487,846	\$ 603,180
TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES	\$ 420,964	\$ 1,402,376	\$ 2,272,814	\$ 3,193,350	\$ 3,923,385	\$ 4,850,925
NON-PAYROLL RELATED EXPENSES						
Total Contracted Services	\$ 35,000	\$ 174,720	\$ 291,485	\$ 408,329	\$ 513,709	\$ 619,888
Total School Operations	\$ 41,300	\$ 220,280	\$ 182,785	\$ 235,233	\$ 287,256	\$ 303,969
Total Facilities Operations and Maintenance	\$ 6,149	\$ 212,299	\$ 212,299	\$ 212,299	\$ 412,299	\$ 412,299
Reserves / Contingencies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL NON-PAYROLL RELATED EXPENSES	\$ 82,449	\$ 607,299	\$ 686,569	\$ 855,861	\$ 1,213,264	\$ 1,336,156
TOTAL EXPENSES	\$ 503,413	\$ 2,009,675	\$ 2,959,383	\$ 4,049,211	\$ 5,136,649	\$ 6,187,081
NET OPERATING INCOME (before depreciation)	\$ 46,587	\$ 178,809	\$ 242,585	\$ 281,242	\$ 503,153	\$ 862,671
STUDENT ENROLLMENT						
Projected Student Enrollment		112	224	336	448	560
Revenue Per Pupil		\$ 19,540	\$ 14,295	\$ 12,888	\$ 12,589	\$ 12,589
Expenses Per Pupil		\$ 17,944	\$ 13,212	\$ 12,051	\$ 11,466	\$ 11,048