RFA 701-25-101

Generation 30

Subchapter D Open-Enrollment



NEW OPERATORS

Texas Education Agency
1701 North Congress Ave.
Austin TX 78701

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Attachments

Click on each attachment title to access the corresponding attachment coversheet.
Please follow the numerical order of sections when compiling the attachments.

1. Eligibility

- ✓ Articles of Incorporation
- ✓ 501(c)(3) Letter of Determination
- ✓ Evidence of Community Engagement
- ✓ Legal History

2. Planning and Performance Management

- ✓ Detailed Start-Up Plan

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- ✓ Organizational Bylaws
- ✓ Code of Ethics and Conflict of Interest Policy
- ✓ Board Member Résumés and Affidavits
- ✓ Superintendent Résumé
- ✓ Superintendent Evaluation Tool
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4. Academic Experience and Student Supports

- ✓ Proposed Discipline Policy

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- ✓ Annual Calendar and School Schedule
- ✓ Admission and Enrollment Policy

6. Finance

- ✓ Budget Narrative
- ✓ Financial Plan Workbook
- ✓ Evidence of Financial Support
- ✓ Audit Report
- ✓ Credit Report
- ✓ IRS Form 990

NEW OPERATOR

Applicant Profile

Name of Proposed Charter School:	The Museum School of East Dallas
Name of Sponsoring Entity:	The Museum School of East Dallas Inc.
Entity Type:	Entity is a 501(c)(3) Nonprofit Organization

I. Contact Information

Contact Name:
Loren Colman

Email Address:
loren.colman@tmseastdallas.com

Phone Number:
512-577-3417

Board Chair:
Dawna Duke

Superintendent:
Loren Colman

II. Facility Location(s)

Number Campuses Requested (Years 1–5):
1

Anticipated Zip Code for Each Campus (Year 1):
75228

Addresses for all known campuses (Year 1):
TBD

Alternate Locations and/or Communities (if applicable):
Present a prioritized list of alternate zip codes that would guide a new facility search if the intended location/zip code became unavailable or unfeasible. Note: All alternate zip codes must align to the proposed geographic area(s).

75223, 75150

III. Enrollment Projections (Years 1–5)

Note: Maximum enrollment and grades should not exceed projections for Year 5.

Maximum Enrollment Requested: 450

Specific Grades Requested: K-8

Year	EE 3	PK 4	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
Year 1			56	56	60	15	15									202
Year 2			56	56	56	56	15	15	24							278
Year 3			54	54	54	54	54	25	25	25	19					364
Year 4			54	54	54	54	54	54	27	27	26					404
Year 5			50	50	50	50	50	50	50	50	50					450

Applicant Profile

IV. 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.

The Museum School of East Dallas and their Founder, Loren Colman, has been fortunate to collaborate with educational organizations and community leaders (all unpaid) about bringing TMS East Dallas to fruition including:

- Engage Dallas
- Leadership ISD
- SLHA Law Firm
- Ferguson Road Initiative
- BES
- Owenwood Farm and Neighbor Space
- Brilla Public Charter Schools
- The Museum School of Avondale Estates
- North Texas Commission
- Commit
- Paula Blackmon - City Council Member for District 9 in City of Dallas
- Rosemary Perlmeter - Uplift Education Founder
- Terence Johnson - Caliber Public Schools CEO

Application Summary

Executive Summary

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.

"The Museum School of East Dallas camp was a game-changer for my daughter. She attended many other camps in the summer that we spent hundreds of dollars on, but her favorite camp by far was the museum school camp. As a neurodivergent child, she often feels misunderstood and struggles to feel accepted in traditional classrooms. But at this camp, everything changed. She talks about the learning expedition to the Trinity River Audubon Center daily; it ignited an interest in native plants she didn't know she had. She came alive with curiosity and confidence, and for the first time ever, presented her work publicly at the exhibition. She experienced true joy in learning and came home proud of what she achieved. This camp has given her, and us, so much hope for a future where she can truly thrive. We are counting down the days until the next camp, and crossing our fingers for the school to open!" – TMS Camp Parent

Proposed Community - The Museum School of East Dallas (TMS) addresses educational and economic disparities in the 75228 zip code, often called the "forgotten far East Dallas." In a campaign for a new recreation center, the phrase "It's our turn" was used—a sentiment that also applies to education. This community faces persistent challenges, including limited access to quality education, healthcare, and food. K-8 student proficiency averages 14%, far below the state's 42%, with schools suffering from overcrowding (18:1 ratios or higher), poor accountability scores, and multi-year waitlists for better options, creating an "illusion of choice." This includes two nearby schools consistently receive "Not Rated" (NR) scores below 70 ("D" or worse). TMS fills this gap with smaller class sizes (11:1), an extended day model, and innovative museum-based programming. With nearly 30% of residents below the poverty line and only 20% holding college degrees, the need for transformative options is urgent. After a 2023-24 grassroots co-design process—including 400+ surveys, five focus groups, and 50+ community events—the museum school model received overwhelming support. TMS piloted this concept with a summer camp in 2024, which served 21 students and generated a waitlist for future programs. We cannot afford to take a "wait and see" approach, hoping for other options to improve or emerge. The urgency is clear: students need access to this extended day museum model now to prepare them for success in college, career, the military, and beyond. We are not just filling a hole on a map as just another charter school on the corner; rather, we seek to create something that's innovative that truly doesn't exist yet that is a living and breathing part of our community.

Educational Philosophy and Mission Alignment - The Museum School Model enhances curriculum through intentional community partnerships, offering opportunities for immersive learning, reflection, and high-quality research and exhibitions. Aligned with the Board of Directors' philosophy, TMS believes education should be hands-on, purposeful, and deeply connected to real-world experiences, sparking curiosity and joy. This philosophy ensures learning is inclusive and interdisciplinary, allowing students to develop unique strengths while building critical thinking and durable workforce skills. The school's museum-based model transforms traditional learning into a dynamic process of exploration and discovery. Students engage in interdisciplinary projects that connect multiple subjects, making their learning meaningful and relevant. For example: Rather than teachers assigning students a research paper and subsequent presentation, at TMS, teachers will challenge students to become dramaturgs for the local children's theatre for a unit. They will be charged with researching the 1950s unto a culminating presentation to directors and cast at the end of the 9-week unit. Students will work with the theatre weekly either with a liaison coming on site or students heading to collaborate at the theatre. Everything they read and write for the unit will be unto exhibiting their learning at the end of the unit to the theater. In this experience, rather than simply pouring knowledge into a student brain, students are given the opportunity to actually become a dramaturg and embody the technical and adaptive skills needed to succeed in this challenge,

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giving purpose to the work and inherent engagement and joy. TMS enhances learning through an extended school day model, with core academic subjects (ELA/Humanities, STEM) taught from 8 AM to 12 PM, followed by a break for lunch and recess. From 1 PM to 5 PM, students engage in individualized enrichment and acceleration programs through community partnerships. Research shows students perform best in the morning when completing high-cognitive-load tasks. TMS structures its schedule accordingly, focusing morning hours on core academics and dedicating afternoons to enrichment and intervention. To ensure seamless implementation and maximum student achievement, TMS employs an Explore Coordinator to ensure the structure and fidelity of this portion of our model. This role provides rigorous alignment between enrichment and academic goals, ensuring students receive high-quality, purpose-driven experiences. This structure supports both student development and working families while providing teachers with greater flexibility. There is also a potential for over 150 cultural partnerships, connecting students to museums, art, and science in meaningful ways. This innovative model addresses opportunity gaps, preparing students to succeed academically and socially in a rapidly changing world.

Board and Leadership Capacity - Founder Loren Colman brings over two decades of experience in education, including leadership of high-performing schools in similar communities. With degrees in Special Education (UT Austin) and Education (SMU), Colman has a proven track record of managing budgets, retaining staff, and fostering family engagement. Her expertise in special education ensures TMS provides a welcoming, inclusive environment where neurodivergent students can thrive as well. Loren is one of the only educational leaders in the area whose degree is to be a SPED teacher and has had the chance to successfully put her learning into practice in multiple areas of special education and general education as a teacher, coach and leader.
The TMS board unites a carefully curated group of individuals with validated expertise and deep ties to the East Dallas community. It is composed of mission-aligned professionals with expertise in education, finance, governance, and community engagement. Key members include Dr. Dawna Duke, a lifelong East Dallas resident and former middle school principal, and Khayree Duckett, with extensive experience in government relations and facility management. This diverse team has spent 18 months in a rigorous selection process to ensure TMS's success. The governance structure of The Museum School of East Dallas ensures accountability and continuous improvement through the Charter School Performance Framework (CSPF). With committees in Governance, Academic Achievement, Finance, and Fund Development, the Board is committed to fiscal responsibility, high-quality education, and sustainable growth. A dedicated treasurer with over a decade of experience in public and charter school finance leads financial planning to ensure reserves, donor support, and positive cash flow from the start. Strategic financial planning, led by a treasurer with over a decade of public and charter school finance experience, ensures positive cash flow, reserves, and long-term growth. The Board's commitment to fiscal responsibility and building strong community partnerships underscores its dedication to fostering belonging and growth for students, families, and staff while achieving operational and academic success.

Serving Students in the Community - Students in the 75228 zip code including historically underserved communities will benefit from an intentional increase in exposure to the world around them in order to build tangible schema that will help them become better readers, writers and learners. When a family does not speak the primary language of the community or works evening shifts while facing challenges such as limited transportation resources, it can be difficult to explore the city, access its opportunities, and nurture their child's interests. The school's extended-day structure will benefit our working families by providing a later pick up time with enrichment opportunities that align with regular school hours. TMS parents are excited about picking their student up at dismissal at 5:00pm with their student having already received individualized small group tutoring, their music lesson, and attended their arts integrated STEM classes with the Arboretum. TMS will utilize high-quality instructional materials, including Wilson Fundations, Bluebonnet ELA, Stemscopes Math and Science, and McGraw Hill Social Studies, which are 100% TEKS and ELPS aligned. The TMS Board's philosophy is also a belief that students will rise to expectations set before them, preparing students for success beyond middle school. By offering advanced coursework such as English I (not currently offered), Algebra I, and Career and Technical Education (CTE) classes, the school equips students with the skills needed to excel in high school, college, careers, and the military.

Landscape

I. Geographic Area to be Served

Campus-Level Operations

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

Charter:	Elementary (3) MS (2) HS (1)	Traditional ISD:	Elementary (8) MS (3) HS (1)

Campus Growth Schedule

Number of campuses opening in each year:	Y1	1	Y2	0	Y3	0	Y4	0	Y5	0

Geographic Growth Schedule

Charter schools may enroll students from anywhere within the state of Texas, so long as they are residents within the state. Please provide a general idea of the geographic area(s) that the school will serve during the first five years of operation (community, city, region etc.).

Year 1:	75228/surrounding neighborhoods such as Casa View, Western Mesquite, Pleasant Grove
Year 2:	
Year 3:	
Year 4:	
Year 5:	

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:	Dallas ISD
Campus Name:	SS Connor

☒ 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.

County Name:	Dallas
Census Tract Number:	48113012302

Landscape

II. Demographic Projections [Year 1]

Provide the anticipated demographic percentages for the main campus that will open in Year 1. Applicants must also provide demographic data for the district of location. Data is available on the TEA Texas Academic Performance Reports website and TXschools.gov.

African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Eco. Disadv.	English Learner	At-Risk	Special Education	Gifted/ Talented
Main Charter Campus											
22%	65%	8%	0.5%	3.2%	0.1%	2.6%	80%	38%	65%	12%	10%
District of Location											
Dallas ISD											
20%	70%	6%	0.4%	1.2%	0.1%	1.3%	85%	47%	65%	11%	18%

Provide a rationale for selecting the proposed geographic area. Where demographic projections deviate significantly from the surrounding districts, explain the reasoning for the targeted student population.

Our founder selected the proposed geographic location based on her experience as an educator in East Dallas schools. This journey began in 2012 when she taught at a public school in East Dallas, where she made a profound realization of the vast needs of the classroom and the broader school community. She sought resources from the surrounding community only to find that essential resources were overwhelmingly allocated to other areas, leaving East Dallas in dire straits. This sparked a relentless quest to pursue access to high-quality education and resources for her community, which included resource scarcity across vital sectors such as health care, transportation, nutrition, and education. In collaboration with The Ferguson Road Initiative, a local nonprofit and community backbone organization, a deeper understanding of the growing inequities in what came to be known as the "forgotten far East Dallas" was gained. This realization was compounded by inadequate funding allocations despite the district's pronounced needs, as witnessed through our founder's role on the city bond subcommittee.

The juxtaposition of affluence and poverty within the community, alongside the stark contrast in educational outcomes, underscored an urgent need for change. While the nearby district offers an “illusion of choice,” the reality is the choices delivering on their promises to families come with multi-year waiting lists with limited potential to ever get in or a far drive to the western side of the city which is transportation prohibitive. It became clear that to truly transform this community, it was imperative to establish a school that offered an innovative education free of charge and that partnered with local nonprofits and cultural institutions to provide access to one-of-a-kind immersive experiences, support, and resources to close gaps in East Dallas.

When these experiences as an educator collided with her role as a parent to three young children, she became inspired by engaging other parents in the community and other community members about their wants and needs for education in the high-needs area of 75228. Our initiative represents a steadfast commitment to ensuring that the community of East Dallas is no longer overlooked but empowered to shape a brighter, more equitable future for all its residents.

Our projected enrollment numbers are based on a thorough analysis of nearby local public school data and census data for nearby neighborhoods. We have determined a number that we believe is realistic for enrollment purposes and reflective of desired grade levels collected on our “intent to enroll” (ITE) forms. Many families indicated on their ITE they would be interested in moving their entire family to the school including kids in older

Landscape

grades. There is also a shift that happens in the nearby district, as many students apply to choice/magnet schools in 3rd/4th grade and drive to the Western side of the city where schools are higher performing. Therefore, we made the intentional decision to open a small number of 3rd-4th grade spots in response to family needs from the community as well as address the need for a high-performing school on the East side of town. We plan to hire a teacher with results in multi-grade classrooms to ensure success. The goal is to target at-risk families that would benefit from educational options and access to immersive experiences within their community in order to broaden students' experiences and build essential background needed to become successful readers, writers and ultimately develop a deep love of learning.

In terms of grade level analysis, there is no access to A-rated schools in the areas with an average rating of C. While some families may settle for a B or C rating because that is all they have ever known, we insist that all students should have access to an A-rated education from kindergarten to 8th grade, building a solid foundation for high school, college, career and military readiness and success, and there are currently none in the community. The high-quality educational opportunity we are proposing will set them up for success through 8th grade so that they enter high school as some of the top-performing students in the city. Dallas ISD has many options for magnet schools and career pathways at the high school level. Therefore, we have identified the gap that needs to be addressed most urgently is a K-8th grade pathway, including strong PreK partnerships on-site at our facility.

During our community co-design process, our founder was also able to observe at various high-performing charter, traditional ISD, and private schools across the country and bring back innovative options that were reflective of what families expressed they wanted and needed through our hundreds of community survey responses as well as community events, focus groups, town halls and camp pilot. Families were able to vote at our town hall at the end of our first community co-design year and help solidify the model that they want is the museum model, with a focus on leadership and offering an extended day.

Sources
-Ferguson Road Initiative. "State of the Ferguson Road Community: A Report on Needs and Opportunities." (https://www.fergusonroad.org)
-National Alliance for Public Charter Schools. "Charter Schools and Community Engagement." (https://www.publiccharters.org)
-U.S. Census Bureau. (https://www.census.gov/quickfacts)
-Vandell, Deborah Lowe, et al. "The Study of Promising After-School Programs: Key Findings and Implications." Journal of Youth Development, vol. 4, no. 2, 2009.

Planning and Performance Management

I. Mission, Vision, Design Elements

Mission Statement

State the mission of the proposed school.

Ignite joy for learning in all K-8 grade students through an extended day museum school approach that ensures students are prepared to thrive in high school, college, career and military.

Vision Statement

State the vision of the proposed school.

Our vision is to redefine education through exciting, immersive, hands-on experiences that promote exploration and discovery, provide opportunities for reflection and lead to curated end-of-unit exhibitions. These experiences are supported by community partnerships with local cultural institutions that enhance the curriculum and give students opportunities to embody necessary transferable, durable skills for success that lead them to realize their potential and become the best version of themselves. We are not just filling brains with knowledge but providing opportunities to become what they are learning, setting a high bar of expectations. Our model has been intentionally designed to ensure that we are not only serving neuro-typical students but also those who learn differently.

Design, Guiding Principles, and Innovation

Describe the school design and guiding principles, and explain how they will encourage different and innovative learning methods and continuous improvement. Provide evidence supporting the efficacy of the proposed school design and guiding principles with the projected student population.

The Museum School of East Dallas (TMS) is founded on the innovative museum school model, using immersive, hands-on learning to enhance the curriculum through museum and other local cultural institution partnerships with an emphasis on reflection and awareness of the learning process and anchored in culminating student exhibits. Design elements were selected based on feedback from community wants and needs through a year-long community co-design process that included collecting community surveys, hosting events, focus groups, and one-on-one meetings to build a school with the community, for the community. We are building out a K-8th grade school model not only because of an expressed community need but also because we see how critical the middle school years are for students to transition to being successful in high school. In order for students to achieve success in middle school, we believe in growing and retaining students from their early years and giving all students access to an excellent education to be prepared for a successful high school experience and beyond. (This includes prioritizing on-site pre-K partnerships when choosing our facility.) At our public town hall meeting in April 2024, our community voted to bring the first Museum School in Texas to East Dallas, capitalizing on the world-class museums that are easily accessible in Dallas and providing access to a new and different way to learn. This model creates a pathway for access to amazing cultural institutions for students in high-needs communities who might historically miss out on these broader opportunities for exploration and discovery that are in their back-yard. Our community also identified a desire for an extended day school that will meet community needs in an innovative way, with all core subjects in the morning and all enrichment and acceleration classes in the afternoon taught by community partners. Therefore, TMS has adopted an extended day museum school model. The town hall also cast vision to start a series of Museum School camps that pilot the model for our community. We hosted our first Museum School Pilot Camp at a local community center in August 2024 with 21 elementary students from a diverse group of families within our community and received rave reviews.

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1. Museum School Model - We understand that children cannot aspire to what they cannot envision, which is why our educational model is centered around exposing students to varied and immersive learning experiences. These experiences not only build the foundational knowledge necessary to access high-quality instructional materials that lead to becoming strong readers, writers, and thinkers but also instill the confidence to tackle challenges and make meaningful decisions as thriving adults. The Museum School model draws inspiration from the immersive and interactive nature of museums, aiming to transform traditional classroom settings into dynamic environments that cultivate critical thinking, creativity, and a love for learning. A museum school education integrates the principles of museum-based learning into the traditional school environment, offering a unique, experiential approach to education. Additionally, the school's design leverages the seven key roles that museums play in society (Education and Learning, Preservation and Conservation, Research and Scholarship, Cultural and Social Engagement, Economic Impact, Inspiration and Creativity, and Advocacy and Awareness) to enrich the learning experience and foster a deeper connection between students, their communities, and the global landscape. Overall, a museum school education seeks to create a learning environment that is engaging, interactive, joyful, and connected to the world beyond the classroom. Key aspects of a museum school education, as presented by the National Association of Museum Schools and evidenced in museum schools nationwide include:

(A) Immersive Learning - Students learn by doing, often through projects, experiments, and activities that encourage them to interact with their environment. This approach helps give purpose to learning and students develop critical thinking and problem-solving skills by connecting classroom lessons to real-world applications. Research also underscores the effectiveness of immersive learning in improving retention rates and deepening comprehension of complex topics. These experiences also give students the opportunity to embody TMS core principles in the roles they take on in the community, such as a dramaturg, entrepreneur, or engineer. Immersive learning can take on many forms (will vary based on authentic outcomes planned per unit):

-Inquiry-Based and Cross-Curricular: Like museum exhibits that encourage visitors to explore and ask questions, museum schools emphasize inquiry-based learning. Similar to the way museums organize exhibits around themes rather than subjects, a museum school integrates multiple disciplines into cohesive learning experiences. This includes opportunities for integrated cross-curricular learning, creating meaningful and memorable experiences, particularly for Emergent Bilingual students, where the blending of skills and knowledge from different subjects makes learning more relevant and connected. For example, students explore how local weather patterns impact community gardens by measuring rainfall (math), researching plant needs (science), creating informative posters (art and language arts), and presenting their findings to classmates (public speaking and social studies). Studies have also found that students engaged in interdisciplinary studies are better prepared for the complexities of the modern world with abilities to think more flexibly and adjust with changing technologies as they develop the ability to think critically and work across traditional academic boundaries.

-Hands-On, Project-Based Learning (PBL): Students receive hands-on learning opportunities during core classroom time, afternoon Explore time, and while engaging with on/off-site learning expeditions, enhancing high-quality instructional materials and providing opportunities to engage in projects that require them to apply their knowledge to solve real-world problems. These projects are designed to be interdisciplinary, allowing students to draw connections between different subject areas while working on tasks that are relevant and meaningful to their lives and communities. For instance, a project might involve students designing a sustainable garden for the school, where they apply aspects of science, mathematics, and social studies. This project would require them to research plant biology, calculate the area for planting, and understand the impact of their project on the local community. PBL fosters creativity and problem-solving skills where students work collaboratively toward a common goal.

-Outdoor Education - TMS will emphasize the importance of outdoor education as a means of engaging students with the natural world. By taking learning beyond the classroom, the school provides students with hands-on experiences that enhance their understanding of science and sustainability. Activities such as nature walks,

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outdoor science experiments, and gardening projects allow students to explore ecological concepts in a real-world setting. These experiences not only deepen students' understanding of the environment but also foster a sense of responsibility and stewardship for the planet. Research highlights the numerous benefits of outdoor education including increased environmental awareness and academic gains. Additionally, studies suggest that outdoor education programs can lead to significant gains in environmental knowledge and attitudes. Through our partnership with local community centers, there is also an opportunity to help impact a lack of food resources in this area by providing locally sourced, farm-to-table food to students during lunches, and maximize this opportunity as a learning moment during lunches.

-Community and Cultural Institution Partnerships On and Off Campus: Intentional, community immersion experiences including intentional partnerships with museums through fine arts, history, and sciences are what make the curriculum come alive. While units are designed to be flexible and adaptive, they allow students to pursue their interests and make connections while ensuring 100% of the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) are covered, as well as integrating museum learning principles. When students are given access to a foundation of exploration, they become their own curators, schools become the museum, and it produces students who are confident and joyful about their learning. We are currently capitalizing on pursuing partnerships with the over 150 museums that are accessible in North Texas alone including Frontiers of Flight Museum, George W. Bush Presidential Center, the local Children's Theater and those accessible at Fair Park. Through the unit planning process, we use the below guiding questions to guide which partners we will work with and when during the year, driving our planning for learning expeditions. Once we identify a museum as an official collaborator, we develop a regular cadence of check-ins that begins in the summer, approaching them about a specific grade level and time of year where we believe there is alignment and working through the below essential questions. This planning will include how long students will be at the museum, what they will do, and how it will connect to the classroom and be recorded in their explore journals. What materials, manipulatives, supplies would enhance this learning experience? (Example: primary and secondary sources, books, authentic materials, costumes, props, materials for a simulation/experiment/ demonstration)
-What people would enhance this learning experience?
-What experiences would enhance a student's learning?
-How will students document their learning? (Travel journals, projects, experiments, performances)
-What can students create to show their mastery of this content? (Written documents, books, pamphlets, travel guides, brochures, visual arts, performing arts, simulations, experiences)
-How can we display student learning? (Classroom/hallway displays in conjunction with parent conferences, PTO meetings, other school events, displays in community, virtual)
-How will I know students mastered learning targets? (Authentic assessments, based on projects and exhibits, rubrics, interviews)

-Service Learning: Service learning connects classroom knowledge to real-world applications through meaningful, community-based projects. For example, younger students might engage in neighborhood cleanups or create care packages for local senior centers, while older students design sustainable water systems, mentor peers in STEM workshops, or collaborate with museums to develop cultural exhibits. These hands-on experiences foster critical thinking, problem-solving, and collaboration while embodying TMS's core principles of tenacity, encouragement, and integrity. By linking academic lessons to community impact, service learning transforms education into an active, purposeful experience that empowers students to thrive academically and socially while making meaningful contributions to their communities.

(B) Documenting Learning and Reflection: We will purposefully keep track of student learning not just through evaluating the final product but also by documenting their thinking throughout the process. Students will utilize explore journals that will document their learning and reflections throughout the process through graphic organizers, journal entries and other creative outlets. At the end of each unit, students will have compiled and curated their own guide for the unit that can be referenced, referred back to, and connected to. By the end of 8th

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grade, students will have 32 books that they themselves have created to capture their process and learning, and also monitor growth and progress of learning about relevant topics that support the strong background knowledge and schema they will bring into their literacy experience in high school. This is also tied into parent conferences, referred to as Student-Led Conferences, where students are able to keep a portfolio of their learning process and are able to present their learning documentation to parents through digital and portfolio collection. This process of reflection also leads to student continuous improvement, aware of their goals and their progress towards meeting those goals. During this documenting process, students have the opportunity to reflect on who they are becoming and future implications, with specific foci in different grade bands:
-Grades K-2: Interest Awareness - Students begin by exploring their interests through playful and engaging activities, allowing them to identify what excites them about learning.
-Grades 3-5: Strengths Awareness - As students progress, they delve into identifying their strengths and talents. This stage helps them understand how to leverage their abilities in both academic and social settings.
-Grades 6-8: Emotional Intelligence (EI) and Durable Skills - Older students build durable, transferable skills that begin to prepare them for the work force such as communication, collaboration skills, and leadership abilities. This includes navigating complex social dynamics and understanding how to work effectively in teams, preparing them for high school, college, military and future careers.

(C) Showcasing Learning: At the culmination of a unit, students will exhibit their learning by curating the representation of their learning and acting as docents to present to participants (parents, community members, etc.), resulting in students displaying their knowledge through high-level, sophisticated exhibitions. This means that we place a high value on high-quality student work. Exhibitions not only bring a high level of planning, creative and organizational skills but also provide opportunities for students to build confidence in presenting in front of others and developing their leadership presence. This approach promotes deeper engagement, encourages reflection, and fosters ownership of the learning process. When students exhibit their learning, they engage in active learning, which involves applying concepts, synthesizing knowledge, and reflecting on their understanding. Within exhibition planning, students will also have opportunities to display their learning by student-led conferences with parents, providing parents with an opportunity to receive authentic feedback on student progress in collaboration with the teacher. Exhibiting learning allows for meaningful feedback from peers, teachers, and even external audiences. Feedback encourages students to refine their understanding and skills, leading to higher achievement. When students know their work will be showcased, they often put in more effort. Exhibiting learning often requires students to explain and defend their work, which strengthens their communication and critical thinking abilities which are skills strongly correlated with academic success.

2. Extended School Day: An extended school day offers a range of benefits for students in underserved communities by providing additional time for learning, personal growth, and support. Many students in underserved areas face learning gaps due to limited access to resources outside of school. An extended day allows teachers to provide additional instructional time, offering targeted support to reinforce foundational skills and delve deeper into key subjects like literacy and math. This extra time can help ensure that all students, regardless of their background, have the opportunity to achieve academic success. Beyond academics, extended school days also allow for enrichment activities that might otherwise be inaccessible. Programs in the arts, STEM, athletics and more expose students to new skills and interests while fostering creativity, critical thinking, and teamwork. These experiences help students build confidence and talents that prepare them for success in school and beyond. An extended school day offers a balanced solution to addressing learning gaps, providing enrichment opportunities, and supporting our families, helping to ensure that all students have the tools they need to succeed academically and personally. This practical approach benefits not just students, but also their families and communities, paving the way for long-term success. TMS has also built out robust structures and systems to ensure smooth transitions, safety and high-quality, aligned content that is an extension of the school day that will be managed by our Explore Coordinator.

In a typical school day where the schedule is centered around lunch, recess and specials schedule, it can provide difficult scheduling problems ensuring that students receive all necessary instructional minutes and minimizing

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transitions. When reimagining our school day with our co-design team made up of local teachers, parents and community leaders, we decided to create a schedule that worked best for students and the structure of the school day, minimizes transitions, and maximizes teacher planning time, none of which is currently offered anywhere else in our area. Instead of students not having access to a safe or enriching after care program because its cost prohibitive and going home or to work with a family member to screen time because of the lack of safety in some neighborhoods, they will have access to an alternative option that extends opportunities and opens doors to their future.

This opportunity will give us approximately 41 extra days of instruction not only to accelerate and enrich instruction but also to immerse students in learning expeditions within the community to enhance the curriculum. We will extend learning beyond traditional school hours, offering after-school programs, tutoring, and enrichment activities to support students academically and socially within the school day. We will do this by altering the traditional teacher schedule to have all core teachers teach in the morning and have planning time and professional development in the afternoon, while enrichment teachers will be implemented through local partnerships in the afternoon, so that one teacher does not have to teach all day through the extended hours. All core content will be taught before noon in response to research showing that students perform best in the morning due to the natural circadian rhythms that influence alertness and cognitive functions that peak in the mornings.

Core Content (8:00 am – 12:00 pm) – Taught by highly qualified, certified teachers and based on research on the optimal timing for learning suggesting that students often perform better academically in the morning, particularly for subjects requiring concentration, memory, and cognitive effort. The morning is often considered the best time for subjects that require focus, critical thinking, and problem-solving, such as math and reading. A study found that students assigned to earlier periods for core subjects performed better on standardized tests. Studies also note that cognitive fatigue tends to set in during the afternoon, leading to decreased focus and productivity. This phenomenon, often referred to as the "afternoon slump," impacts students' ability to engage with challenging academic material in the afternoon.

Explore Time (1:00pm-5:00pm) – Explore time (traditionally referred to as specials or enrichment) will be taught by community partners, specialist teachers, and interventionists. All partners will be thoroughly vetted and background checked, similar to a core teacher, and ensuring alignment with TMS values and curriculum. We will extend the day so that we have more time for academic intervention, Science, Humanities, and enrichment while also having the opportunity to provide a high quality, free, extension of the school day as opposed to providing paid after care. This way families that work are able to pick their students up after the close of a traditional working day where students have already completed interventions and engaged in enrichment activities so that students are able to go home with their family after school. It also provides an opportunity to have classes like physical education, fine arts, and STEM every day as opposed to just once or twice a week with a traditional specials teacher. In the morning, teachers can focus on core academic subjects, while the afternoon can be used for personalized support, addressing areas where students may struggle. Research suggests that extended learning time can be particularly beneficial for low-achieving students, providing them with additional time to master foundational concepts. During this time, we will also be mindful of which activities are scheduled during which time block. For example, during our summer pilot, we found that our movement classes should be between the 1-4pm blocks because after 4pm students were exhausted and had difficulty participating in movement classes fully; and same went for tutoring, especially with younger students. With this in mind, we would prioritize strategically scheduling intervention/acceleration blocks and movement between the 1:00-4:00 pm time.

Increased Enrichment Opportunities - This time is also essential because we know that the inclusion of enrichment and varied activities can make the school day more engaging and enjoyable for students, fostering a more positive attitude toward learning. It also provides flexibility to make pivots as needed to provide what students and families want and need during that time. It reduces cognitive fatigue by separating academic instruction in the morning from less cognitively demanding enrichment activities in the afternoon, the extended day model helps

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students avoid burnout. Engaging in physical, artistic, or social activities in the afternoon allows students to recharge, leading to better overall health and academic performance. Research has shown that enrichment programs can improve motivation, engagement, and overall student well-being, contributing to academic achievement.

Collaboration and Continuous Improvement – This innovative school schedule will provide roughly 2-hours daily for teacher planning, collaboration and professional development. Because of this, there are only 3 full days in the year where we will close school for teacher training. We will leverage this schedule as an incentive to bring high-performing teachers who like the flexibility and increased planning time offered at TMS as well as an incentive for families who won't have to adjust their schedules for frequent half-days or increased days off for training since it is embedded in our school day. This time will also be used to collect regular feedback to progress monitor all school initiatives. Intentional time will be set apart for collaboration with explore teachers including summer planning and then weekly planning to ensure alignment with TEKS, the unit, and student mastery as they co-create unit content with Explore teachers. They will be trained to leverage the offered HQIM materials and enhance and connect them to their class. All Explore classes will have rigorous, high expectations and accountability to play their part in achieving school goals. There will also be collaboration with the operations team to ensure smooth transitions with partners transitioning in and out of the building and students transitioning to different classrooms. This will be part of a detail-oriented Memorandum of Understanding process that ensures the fidelity, rigor, and safety of our Explore programs in the afternoons.

In East Dallas, we have a community of low-income families, many of whom are emergent bilingual learners or students of color, who have been historically overlooked in educational innovation. These families want the same opportunities for their children as any other: a chance to thrive, to see a future filled with possibility, and to be prepared for high school, college, and career. There is also a high population of neurodivergent students who either are not yet identified or are struggling to find a learning environment that teaches to their unique learning needs. This includes not only students receiving special education and 504 services but also those who are gifted. TMS has been specifically designed to meet these unique learning needs with an approach that is uniquely suited for our community. The museum school model emphasizes immersive, hands-on learning experiences that engage students in meaningful, real-world discovery and leads with identifying student interest and strengths and capitalizing on them. It also provides extensive opportunities for integrated educational experiences such as art integration, which has been lacking in access at schools and research shows that increased dosage and access to can increase student achievement for all students, both neuro-typical and neurodivergent, regardless of their background. For low-income families, this also means providing access to the kinds of enriching cultural experiences, such as museums, art, and science, that are often out of reach. These experiences ignite curiosity, foster a love for learning, and help students connect their studies to the broader world, giving them a sense of purpose. For emergent bilingual students, the museum approach is especially effective. The use of visuals, storytelling, and tactile engagement helps bridge language barriers, making complex concepts accessible and fostering language development in a natural, supportive environment. When students present as docents or create exhibits, they practice public speaking, academic language, and critical thinking, skills that build confidence and prepare them for future success. These skills will also help accelerate student learning as it gives tangible purpose, background knowledge, and interest integration to be able to access the curriculum at a higher level.

TMS is tailored to meet the needs of East Dallas families who have been left behind by traditional systems. It bridges the gap for students who might otherwise fall through the cracks, providing them with immersive experiences that prepare them not only for high school but for the realities of college, military service, or career. It is about creating future leaders who are deeply rooted in their community yet prepared to adapt to a rapidly changing world. In a model that emphasizes hard work, leadership, accountability and community, it will equip students with transferable skills that are essential for workforce development and empower them to thrive independently, contribute to their communities, and meet the demands of a changing economy. This is not just about education; it is about giving our East Dallas families hope, opportunity, and a future where their children can thrive. The Museum School of East Dallas will not only honor the unique strengths of our community but also

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address the needs of families who have long been underserved. It is an investment in our children and in the future of East Dallas, rooted in the belief that every student deserves the chance to succeed. We can no longer wait to see if other options emerge; we must provide this option now to this community, to set all students on a path for success.

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II. Goal Setting

Student Outcome Goals

Identify three student outcome goals appropriate for the proposed student population that will be achieved in the first year of operation and support student success in state accountability measures. Each goal must be specific, measurable, attainable, relevant, and time-bound (SMART). Identify which domain of the state accountability system will be supported by each goal.

	Outcome Goal	Accountability Domain
Literacy	1. 50% or more of 3rd-4th grade students will receive a meets or masters rating in reading on the STAAR test by June 2027.	1
Math	2. 95% of students will move up 1 domain score in 4th grade math on STAAR by June 2027	2
Select goal type	3. 70% of 3rd-4th grade economically disadvantaged students will score approaches or higher on reading STAAR by June 2027.	3

Describe how and when the board will receive and use evaluation data to determine progress towards meeting both student outcome goals and grant program goals (identified in the Start-Up Plan section). Include any corrective actions that will be taken if progress is off schedule.

At TMS, in alignment with our core principles of tenacity and responsibility, we take full ownership in achieving the goals set forth to achieve student outcomes. These goals numerically represent the promise that we are making to our families, and this is where our core principle of integrity comes into play of doing what we say we are going to do, showing tenacity of doing whatever it takes to get students to their goals. We believe in keeping things clear and consistent when it comes to sharing progress with the board. In our first year, we will create a strategic plan covering academic, financial, fundraising, and operational goals, all measured through the Charter School Performance Framework. This plan will give us a starting point for each key area, helping us set meaningful annual goals and track progress as we work toward our mission.

Together with the Superintendent, the board will set key performance indicators (KPIs) for each area to make sure we have solid evidence of our progress. These KPIs will shape our goals for the year, and we will use a data platform with dashboards to track everything in real-time, helping the board and other stakeholders make smart, informed decisions. The Superintendent will provide monthly reports to the board that will analyze the progress towards our goals. These reports will include detailed data such as performance trends and subgroup progress, so we can identify any roadblocks and quickly adjust plans if needed. If a goal is not being met, the board will create an action plan, working closely with the Superintendent to get things back on track, with monthly check-ins to ensure we are moving in the right direction.

Our Academic Achievement Committee (AAC) will meet monthly with the Superintendent to review student performance data from assessments such as iReady and common unit tests. These meetings are an opportunity to identify any issues early, determine where support is needed, and ensure we are using resources effectively. If the school is not meeting academic targets, the board will work with the Superintendent to develop a specific plan to address gaps and stay on track.

Our AAC will continue to meet monthly with the Superintendent to review key performance data, including results from iReady assessments, common unit tests, and attendance. These meetings will serve as an early warning

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system to identify issues, allocate resources effectively, and ensure academic supports are targeted where they are most needed. If academic targets are not being met, the board will work with the Superintendent to develop a specific action plan, ensuring accountability at all levels.

To ensure consistent progress toward our ambitious student outcome goals, we will implement a comprehensive tracking system that engages the board, School Leadership Team (SLT - include operations and academics), and staff. Progress will be monitored through weekly reviews of student performance data, early identification of trends, and timely interventions to stay on track through leadership meetings and data meetings with teachers. Data from these meetings will inform the AAC and board updates, ensuring transparency and alignment. By aligning all benchmark tracking to consistent checkpoints, we will ensure clarity, focus, and efficiency in our approach. We will implement quarterly checkpoints to assess progress toward our yearly benchmarks. These dates will serve as critical points for analyzing data, reflecting on trends, and making necessary adjustments. The same timeline will apply for each of our five goals, creating alignment across grade levels and subjects. The quarterly benchmarks will occur at the end of October, January, April, and June, with a final evaluation of progress in June aligned with STAAR and end-of-year assessments.

Our Finance Committee (FC) will prioritize entering year 0 with an adequate cash flow balance to ensure that as we submit expenses for reimbursement from the CSP grant, which we know this timeline can vary, that we are on track in terms of our purchasing timelines and meeting all CSP grant goals. Progress towards CSP goals will be evaluated in weekly finance meetings initially since this will be our main source of funding. This will help us keep a close watch on expenses and cash flow to prepare for a strong day 1 opening. Weekly meetings will continue the first quarter of year 1 as we track expenses through the first 30 days of school as well as our first initial payments from the state. This way we will also be able to be proactive and pre-empt any potential barriers towards funding on the front end and make any necessary adjustment plans and course corrections to stay on track to meet all CSP goals.

The Fund Development Committee (FDC) will play a significant role in keeping TMS financially secure and sustainable. With members experienced in areas like fundraising, marketing, and grant writing, the committee will coordinate efforts with the Superintendent to manage grants, run campaigns, and engage donors. They will also connect with local businesses, community groups, and parent organizations to build support. Collaboration with the finance committee will ensure fundraising aligns with the school's financial needs, and regular coordination with the governance committee will make sure all efforts stay within legal and ethical guidelines.

The Superintendent will help align fundraising efforts with the school's educational mission, working closely with parent organizations to boost participation in events and campaigns. The committee will meet monthly to keep progress moving forward and, during busy times like annual campaigns, may meet more often to address challenges. In each meeting, they will review how close we are to fundraising goals, track grants, assess donor engagement, and monitor any risks, like donor fatigue. Monthly reports to the board will cover year-to-date progress, upcoming campaigns, and any identified challenges, keeping everyone on the same page. By staying transparent, setting clear goals, and working together, TMS will create a solid foundation for long-term success, ensuring our school continues to grow and serve the community effectively.

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Describe a system that the board will use to hold the superintendent accountable for meeting the proposed student outcome goals and grant program goals (identified in the Start-Up Plan section).

TMS board will implement a robust accountability system to ensure the Superintendent meets all student outcome goals and grant program objectives, which includes developing an ad hoc Superintendent Evaluation Committee. Since the superintendent is the board's only direct hire, they will go through a full performance evaluation every year to ensure that this employee has the utmost alignment with our mission, vision, and core principles as well as the relevant experiences, certifications and mindsets needed to successfully lead the school. This evaluation will cover critical areas such as academic results, financial management, and the overall health of the school's operations. A dedicated evaluation team made up of the board chair, academic achievement chair, and treasurer will oversee the process to make sure all key areas get the attention they need.

The board will maintain continuous oversight of student outcomes and instructional quality throughout the year by tracking key performance indicators (KPIs) tied to the school's academic goals. On the financial side, the treasurer will ensure budgets are followed, financial processes remain solid, and all grant requirements are met. The superintendent's efforts to maintain a positive school environment, including staff retention, strong community connections, and operational compliance, will also be reviewed during the evaluation.

The evaluation process will pull from both data analysis and real-world insights. Monthly reports will break down progress toward academic, financial, and management goals, allowing the board to spot trends early and make course corrections if needed. These regular updates will give the superintendent time to adjust and improve throughout the year. The annual review will then guide key decisions like professional development plans, strategic goals, and any necessary performance adjustments. The structure will ensure that the superintendent stays focused on achieving student success, maintaining a stable financial foundation, and fostering a healthy school culture. All evaluation materials will be stored securely using a board-approved digital system that only authorized users can access in order to keep things transparent and organized.

The board will conduct the Superintendent's annual performance evaluation using the Texas Association of School Boards (TASB) Superintendent Evaluation Tool, a research-based framework aligned with best practices. This comprehensive tool assesses key areas such as community engagement, staff management, academic leadership, financial stewardship, operational efficiency, and instructional leadership. To ensure continuous improvement, key milestones and benchmarks will be established throughout the year. Reflection points at the beginning of the year, mid-year feedback sessions, and actionable steps will track progress and provide opportunities for alignment with the board's expectations and the evaluation tool's standards.

III. Performance Management and 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. If no, skip to Local Assessments [Grades 3-12].

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

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Kindergarten	Mclass phonics assessment (BOY, MOY, EOY)	All students will grow 1.5 years of reading by the end of each year.
Grade 1	Mclass phonics assessment (BOY, MOY, EOY)	All students will grow 1.5 years of reading by the end of each year.
Grade 2	Mclass phonics assessment (BOY, MOY, EOY)	All students will grow 1.5 years of reading by the end of each year.
Kindergarten	Utilize built in assessments within Bluebonnet ELA curriculum (unit assessments)	All students will master an average of 80% or more of the ELA TEKS by the end of year.
Grade 1	Utilize built in assessments within Bluebonnet ELA curriculum (unit assessments)	All students will master an average of 80% or more of the ELA TEKS by the end of year.
Grade 2	Utilize built in assessments within Bluebonnet ELA curriculum (unit assessments)	All students will master an average of 80% or more of the ELA TEKS by the end of year.
Kindergarten	Utilize built in assessments within the Stemscopes Math curriculum (unit assessments)	All students will master an average of 80% or more of the math TEKS by the end of year.
Grade 1	Utilize built in assessments within the Stemscopes Math curriculum (unit assessments)	All students will master an average of 80% or more of the math TEKS by the end of year.
Grade 2	Utilize built in assessments within the Stemscopes Math curriculum (unit assessments)	All students will master an average of 80% or more of the math TEKS by the end of year.
Kindergarten	iReady (BOY, MOY, EOY)	80% or more of students will achieve their iReady growth goal by June 2027 in reading and math.
Grade 1	iReady (BOY, MOY, EOY)	80% or more of students will achieve their iReady growth goal by June 2027 in reading and math.
Grade 2	iReady (BOY, MOY, EOY)	80% or more of students will achieve their iReady growth goal by June 2027 in reading and math.

Click to add a row to the table above. Click to remove a row from the table above.

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
Formative	3-4	Utilize built in assessments within the Stemscopes Math curriculum (unit assessments)	All students will master an average of 80% or more of the math TEKS by the end of year.

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Formative	3-4	Utilize built in assessments within Bluebonnet curriculum (unit assessments)	All students will master an average of 80% or more of the ELA TEKS by the end of year.
Summative	3-4	iReady (BOY, MOY, EOY)	80% or more of students will achieve their iReady growth goal in reading and math by June 2027 in reading and math.
Summative	3-4	Common Assessments (Mid Fall, Mid Spring)	All students will master an average of 80% or more of the reading and math TEKS by the end of year.

Click to add a row to the table above. Click to remove a row from the table above.

Academic Data Analysis

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.

At TMS, data-driven instruction is an integral part of ensuring high-expectations and that we have a clear understanding of student performance at all times, informing all necessary instructional decisions. Additionally, it will also help inform students regularly reflecting on their progress and building their capacity to reflect on their strengths and areas for growth. The strategic use of data related to students' academic progress is crucial for informing instructional decisions, driving professional development, and ultimately improving student learning outcomes. Below is the process we will follow for analyzing student data, utilizing this information for educational advancement, and identifying additional data sources for a comprehensive approach to school improvement.

Data will be collected and stored using google sheets that integrate data from iReady, school-based common assessments, curriculum assessments, and phonics scores. Staff will have access to students who have an educational need to know interest with the ability to filter for different subgroups, classrooms, and students. In data meetings, we will use premade templates adapted from Paul Bambrick's “Leverage Leadership” to guide analysis processes that lead to strategic decisions around student small groups, reteaching, intervention, and extension needs. Data meetings will also include strategically looking at student work and misconceptions protocols that are rooted in data analysis and understanding student thinking.

The Instructional Leadership Team (ILT) will identify a strategic scope and sequence for staff professional development on data-driven instruction to ensure that staff is able to analyze data for trends and implement timely, successful interventions in response to data. This includes customizing professional development activities on focused identified needs with workshops, seminars, and other on-the-job training and incorporating expert-led sessions. The scope and sequence will begin during summer professional development and be scoped out during teacher collaboration time from 1:00-3:00pm. One hour per week will be used for data meetings, one hour for training, and 30 min for coaching conversations over a 1 week period. ILT will plan and lead training based on observation trends that will link to coaching conversations to ensure a culture of feedback and continuous improvement while also setting teachers up for success so that they know clearly what is expected of them. We will collect data on standardized test scores, built-in curriculum formative and summative assessments, analyzing student work, and quizzes. We will have bi-monthly scheduled data meetings utilizing analysis and response cycles so that gaps can be identified, and we can limit the time students spend practicing miscues. A large portion of our data analysis will also be embedded into observation and feedback coaching cycles where we can analyze student performance following instructional changes for impact. Data will also be used during lesson planning and internalization meeting protocols to implement targeted interventions for students below or above grade level. There will be a clear cadence for transparency with data trends and how it is communicated to families and our governing board. We will also collect data about culture, discipline, attendance, student well-being, family and

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community input, and local and national benchmark data, which will be used to inform annual strategic planning, resource allocation, and community engagement and communication. We will establish a culture of continuous improvement with a regular review and adjustment of instructional strategies during ILT meetings based on ongoing data analysis while ensuring data privacy and ethical considerations in data handling and analysis.

IV. Start-Up Plan [Year 0]

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 Detailed Start-Up Plan.

In alignment with our core principle of integrity, TMS has a deep belief in delivering on the promises we are making to our East Dallas community. Therefore, TMS has spent intentional time in creating a start-up budget that illustrates our commitment to addressing the needs of students in our community and implementing all components of the school model and key design elements with excellence and fidelity in a mission driven school finance model. The start-up budget reflects planning and implementation activities and expenditures during Year 0 (planning year) with CSP funds of $428,720. The remaining funds for the implementation year are $471,280. In collaboration with our board, we spent time researching allowable uses for CSP funds both during the planning and implementation phases of the grant and built a conservative budget based only on CSP funds, though we continue to seek grant funds to bolster our startup and implementation plans. We strategically chose line items that would directly align with the goals of the CSP grant. As explained in Detailed Start-Up Plan Attachment and alignment with SLT roles and responsibilities, the planning year staff is responsible for executing tasks related to establishing the culture and academics, talent, enrollment, operations, financial management and oversight, and community and family engagement for the successful launch of TMS in Year 1. The costs are in alignment with local charter school expenditures in the Dallas-Fort Worth Metroplex and are allocated as follows:

Year 0 Planning Expenditures
Anticipated Personnel Expenditures Year 0: $146,900 + $32,935 (Payroll Tax and Benefits) = $179,835
See Personnel Tab
Salary, Role, & Anticipated start date
$90,000 Superintendent/Principal (N12) - FTE 12 months
$22,500 Operations Manager (N13) - hire 6 months pre-first day of school (FDOS) as .5 FTE and will start approximately Feb. 10, 2026 ($45,000 x 0.5)
$11,400 Office Manager (N15) – hire 3 months pre-FDOS as .3 FTE and will start approximately May 11, 2026 ($38,000 x 0.3)
$17,500 PEIMS/Registrar (N24) – hire 6 months pre-FDOS ($12,00) as 0.5 FTE and will start approximately Feb 10, 2026. ($35,000 x 0.5)
$5,500 SPED Coordinator (N25) - hire 3 months pre-FDOS as .1 FTE and will start approximately June 1, 2026 to complete any initial ARDs ($55,000 x 0.1)

Additional Year 0 Costs for Planning
Professional Contracted Services ($85,190)
($55,000) Finance, Audit, Accounting (E81 + 86) Full Service Back House Provider quoted with ESC Region 11 including payroll, accounting, close books monthly, cash management, accounts payable and receivable, and back house services plus independent auditor

($5,000) Legal (E82) consulting with SLHA

($15,190) SPED (E87) Tech Set-Up for ARDs/IEPs

Planning and Performance Management

($6,000 total) Training, Development (E97) and Coaching for TMS board
TEA-Required Governance Training through TCSA ($1,000)
Customized training by consultants on strategic planning, fundraising, nonprofit governance; includes travel expenses ($800)
Conference Attendance ($600 x 7 members = $4,200; board will pay their own travel/room)

($4,000) Training and Development (E110) for Superintendent, ILT, SLT and teachers
Leader Executive coaching ($1,000)

Supplies and Materials ($45,000)
($15,000) Curriculum (E100 - breakdown in assumption on O100) Planning and Set-Up ($200 per student – combined in planning and implementation) - This includes licensing, non-consumable instructional materials and resources, staff professional development, and any other pertinent equipment, classroom/curricular supplies, and assessment tools and resources in addition to all training and classroom materials
($30,000) Supplies & Materials (E101) Copier and Printer Set-Up ($5,000) and purchase initial books for school and classroom libraries ($25,000)

Other Operating Costs ($43,695)
($3,000) Staff Recruitment and Marketing Materials (E111) - advertising and events, $200 per FTE x 11 FTE + $100 per part-time position x 5
($14,000) Student Recruitment, Marketing and Community Engagement (E112) - $75 per student x 182 students, including marketing and advertising materials and events
($23,195) (E117) Ascender SIS, Enrollment and Lottery Systems Set Up
($2,500) (E118) Ed Tech - iReady Set-Up
($1,000) (E132) Possip Set-Up

Capital Outlay ($75,000)
($55,000) Lease (E127) - assuming $13 per sq ft in a 10,000 sq. ft. building with 75 sq. ft per student for 5 mos lease utilizing CSP grant.
($20,000) Repairs (E128) - Minor Facilities Upgrades with HVAC
Museum School Model ($1,500)
School Culture and Retreat ($500)
Annual Trainings ($1,000)

Year 0 Implementation Expenditures: The below items are listed under allowable expenditures for CSP funds in the implementation phase in this document, but there are exceptions that allow for them to be purchased before the first day of school, and hence are listed in the Year 0 start up budget section in the financial workbook. This means that of the $471,280 of implementation costs, $344,938 will be spent in Year 0 budget within the first 30 days.

Supplies and Materials ($25,000)
($15,000) (E100 - breakdown in assumption on O100) Curriculum Non-consumable Materials
($10,000) (E102 see breakdown in O102) Enrichment Supplies and Equipment for Explore Time

Other Operating Costs ($265,938)
($70,000) (E103, 104, 131) Technology - Set-up phones, purchase and set up all IT hardware including computers, iPad, document cameras and wifi (K-1 refurbished iPads, 2-4 Chromebooks)
($196,038) (E107) Transportation - Purchase 4 15-passenger vans

Capital Outlay ($54,000)

Planning and Performance Management

($44,000) Furniture (E102 see breakdown in O102) One time startup furniture costs
($10,000) Safety (E129) Set-Up and Purchase Health and Safety Systems
Raptor System/Background Checks
Safety Hardware

Contingency Plans: There are two exposure points for us during the start-up process (a) revenue shortfalls due to decreased actual enrollment, and (b) increased expenditures for the cost of construction and real-estate in East Dallas. This is why we have set a conservative budget at 90% enrollment.

Mitigating Risk of Decreased Enrollment - We will actively seek to convert “intent to enroll” students. We have allocated $75 per enrolled seat to engage in strategic canvassing and targeted marketing to increase the number of students applying and enrolling at TMS. We will leverage our relationships with community organizations, businesses, and faith-based organizations within our targeted geographic location in support of additional enrollments (see Community Engagement and Student Recruitment). The Board has strong ties to the community. We will utilize Board members and their professional and personal networks to actively recruit potential families should we fall short of enrollment targets. Our plan for weekly monitoring of enrollment data allows for us to make rapid iterations to recruitment and marketing strategies in advance of launching contingency plans.

Mitigating Risks of Increased Expenditures - We have conservatively projected expenditures and based assumptions on the costs of local charter schools. In concert with the Finance Committee, we will conduct a close analysis of projected versus actual expenses to ensure that we remain vigilant in monitoring costs. In addition, we will use high-quality instructional materials provided by TEA that is currently OER.

Reduction of Personnel Costs - Personnel costs are our greatest expense. Should we not obtain the projected enrollment targets, we will review personnel and job descriptions to identify where we could combine roles in a way that does not depart from the school model and key design elements. We will also consider a slight increase in the student/teacher ratio to lower the number of FTEs, thereby lowering personnel costs. We have carefully considered the effect of any mitigation strategies and contingency plans. We will not jeopardize the TMS mission, school model, and key design elements.

Contingency – Seek Additional Revenue Sources: The Lead Founder has broad grant writing experience and will apply for mission-aligned grant opportunities in which we qualify to secure additional funding for start-up, operational costs, and the costs of securing a facility. The Board Finance Committee will begin the fund development planning process immediately upon approval. Board members will leverage their networks and relationships with local foundations to secure donations and grants. We understand that a line of credit is a challenge for startup charter schools. We will leverage our relationship with local foundations to assist with this effort.

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.

Cost Area	Start-Up Activities	Planning Activity Budget	Implementation Activity Budget

Planning and Performance Management

Cost Area	Start-Up Activities	Planning Activity Budget	Implementation Activity Budget
Payroll	Planning year personnel is responsible for executing tasks related to establishing the culture and academics, talent, enrollment, operations, financial management and oversight, and community and family engagement for the successful launch of TMS in Year 1 (Superintendent/Principal, Assistant Principal, Office Manager, PEIMS) 1 FTE ($90,000) – Superintendent/Principal to lead planning efforts for TMS opening August 10, 2026 6 months ($22,500) – Operations Manager to support the Superintendent/Principal in planning for TMS opening and will roll into a FTE position for Year 1; we believe this is a reasonable estimate of time to assist in finalizing planning efforts and implementation of planning 6 months ($17,500) – PEIMS will help set up our SIS and all PEIMS reporting; we believe this is a reasonable amount of time considering we will not have students and families on campus yet and they could focus on PEIMS full-time without any distractions with a limited number of students 3 months ($11,400) – Office Manager to support planning efforts for opening TMS and will roll into a FTE position for year 1; we believe this is a reasonable estimate of time since we will not have scholars on campus year 0 which will give the office manager time to focus on helping finalize planning and implementation to be day 1 ready 3 months ($5,500) - SPED Coordinator part-time based on enrollment needs and SPED caseload, initial ARDs before school starts/within first 30 days (assuming 3 months of work - June/July/Aug = 3 hrs/student x 18 students x 3mos x $25/hr = $4,050); left cushion for a few extra hours as needed if initial numbers are larger or ARDs take longer than anticipated Taxes and Benefits ($32,935) – This includes all taxes, retirement and benefits through TRS *All year 1 salaries, 11 months salary paid from state/ federal revenue; first 30 days of implementation paid by CSP grant* Planning - $179,835 (E77) Implementation - $69,842 (total personnel tab M12-28, all personnel first pay check from first 30 days)	$179,835.00	$69,842.00

Planning and Performance Management

Cost Area	Start-Up Activities	Planning Activity Budget	Implementation Activity Budget
Professional Contracted Services	Planning $55,000 (E81+86) Finance Consulting with ESC Region 11 Payroll Accounting Back Office Provider Close Books Monthly Cash Management Accounts Payable and Receivable Auditor $5,000 (E82) Legal Consulting with SLHA $15,190 (E87) Contracted rate for special education services and e-sped set up $6,000 (E97) Training and development for Board and Superintendent: TEA-Required Governance Training through TCSA ($1,000) Customized training by consultants on strategic planning, fundraising, nonprofit governance; includes travel expenses ($800) Conference Attendance ($600 x 7 members = $4,200; board will pay their own travel/room) $4,000 (E110) Training and Development: Rosemary Perlmeter and Terrance Johnson ($1,000) Training and development for teachers: Museum School Model ($1,500) School Culture and Retreat ($500) Annual Trainings ($1,000) Implementation $1,500 (first 30 days salary) (SU, Q84 assumption) Nurse	$85,190.00	$1,500.00

Planning and Performance Management

Cost Area	Start-Up Activities	Planning Activity Budget	Implementation Activity Budget
Supplies and Materials	Planning $15,000 (combined in E100) Curriculum Planning Set-Up Non-Consumables Manipulatives $5,000 (included in E101 total) Copier and Printer Set-Up $25,000 (included in E101 total) Set-Up for and purchase for library books IMPLEMENTATION $15,000 (reflected in workbook under year 0 budget) (combined in E100) Curriculum Planning Set-Up Non-Consumables Manipulatives $10,000 (included in F101) Copier and Printer Set-Up $25,000 (included in F101) Set-Up for and purchase for library books $10,000 (reflected in workbook under year 0 budget) (included in E102 total) Enrichment Supplies for Explore Time	$45,000.00	$60,000.00

Planning and Performance Management

Cost Area	Start-Up Activities	Planning Activity Budget	Implementation Activity Budget
Other Operating Costs	Planning $3,000 (E111) Staff Recruitment and Marketing $14,000 (E112) Student Recruitment, Marketing, Community Engagement $23,195 (E117) Technology Set-Up for SIS, Enrollment and Lottery with Ascender $2,500 (E118) Educational Technology through iReady Set-Up $1,000 (E132) Family Engagement Software Possip Set-Up Implementation $70,000 (reflected in workbook under year 0 budget) (E103-104, 131 total) Phones ($1,000) iPads, Chromebooks, Projector, Doc Cam, Screen, Mount ($65,000) Network/IT Setup ($4,000) $196,038 (reflected in workbook under year 0 budget) (E107) Transportation – Purchase four 15-passenger vans $2,500 (F111) Staff Recruitment and Marketing $7,000 (F112) Student Recruitment, Marketing, Community Engagement $10,400 (F117) Technology Set-Up for SIS, Enrollment and Lottery with Ascender	$43,695.00	$285,938.00

Planning and Performance Management

Cost Area	Start-Up Activities	Planning Activity Budget	Implementation Activity Budget
Capital Outlay	Planning $55,000 (E127) Assuming $13 per sq ft in a 10,000 sq. ft. building with 75 sq. ft per student for 5 mos lease utilizing CSP grant. $20,000 (E128) Minor Facilities Upgrades Implementation $44,000 (reflected in workbook under year 0 budget) (included in E102 total) One time start up furniture costs $10,000 (reflected in workbook under year 0 budget) (E129) Set-Up and Purchase Health and Safety Raptor System/Background Checks Safety Hardware	$75,000.00	$54,000.00

Total Planning Activity Costs	$428,720.00
Total Implementation Activity Costs	$471,280.00
Total Planning + Implementation Activity Costs	$900,000.00

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.

At TMS, maintaining strong financial health is key to delivering on our commitments to students and families and ensuring long-term success beyond the initial grant period, leading to thriving families in East Dallas. We are committed to developing a strong fiscal responsibility plan as well as being strategic and proactive in how we manage resources and align our budget with our mission. One of our core principles, integrity, is top of mind when it comes to maintaining financial sustainability after the end of the grant period with a conservative budget. Here's how we plan to stay financially sound while continuing to grow and serve our community effectively:

Our Board Finance Committee will support the creation of our Fund Development Plan which will include a plan to diversify our funding sources by staying compliant with state and federal funding programs and applying for available education grants. Fundraising will also play a big role as our board will develop a five-year strategic fundraising plan after our first year, including events and campaigns to engage individual donors, businesses, and foundations, in order to build a strong donor base for long-term impact in East Dallas. With over 150 museums and cultural institutions in the Dallas area that we are pursuing partnerships with, we believe this will also give access to large pool of donors interested in supporting and advancing the arts in the Dallas area. Partnerships with local companies, organizations, and sponsors will add further financial support, along with opportunities for shared resources, like transportation or materials, with other schools. This layered approach will ensure financial

Planning and Performance Management

stability and help us grow sustainably.

On the budgeting side, we will create a detailed financial plan to match our strategic goals and focus spending on areas that directly impact student success. The finance team and school leadership will meet weekly to review budgets, track current and upcoming expenses, and quickly address any concerns. We will plan for both short-term needs, like payroll and utilities, and long-term expenses, such as technology upgrades and building maintenance. Reserve funds will also be built to cover emergencies, unexpected costs, or enrollment dips.

The board and in-house finance team will meet monthly to review all budgets/cash on hand and upcoming expenses. We will have transparent processes and procedures for monitoring cash flow and reserves, ensuring that the school can meet its short-term obligations, such as payroll and operational costs, without experiencing financial strain. We will also build adequate reserve funding to protect the school against unexpected expenses or fluctuations in enrollment or, for emergencies, capital improvements or to cover gaps in funding when state or federal payments are delayed. Managing cash flow effectively is another priority, ensuring we meet all financial obligations smoothly. Having strong financial oversight through the board's finance committee will ensure regular monitoring of key metrics like cash flow, income, and expenses, as well as conducting variance analyses to compare actual spending with the budget. Transparency is essential to building trust with stakeholders, so we will publish our budgets and financial reports regularly, seek input from families and staff, and host public meetings to keep everyone informed.

Enrollment and family retention play a big part in financial sustainability, so we will work year-round to maintain and grow student numbers. This will include open houses, community events, digital marketing, and partnerships with local organizations to spread the word about TMS. Flexible admissions will help us quickly fill open seats as they become available throughout the year. We will also prioritize family engagement and student retention through orientation events, summer programs, and regular communication with families. Our Principal will collaborate with families, teachers, and the board to create a proactive year-round Enrollment Management Plan that will ensure consistent student recruitment, retention, and engagement while adapting to fluctuations in enrollment. The SLT will plan to engage with current and prospective families throughout the year by hosting events like family picnics and meet-and-greets, continuing to maintain relationships with community organizations to keep awareness of TMS at the forefront of their minds throughout the year. We will regularly monitor student attendance and academic performance in weekly data meetings with teachers and the operations team to identify at-risk students and meet with their families to understand any concerns and offer support. We will also monitor student and parent satisfaction through quarterly surveys.

Grant renewals will also be a key focus, with the board and finance team working closely with the SLT to secure funding ahead of deadlines while searching for new opportunities from government agencies, private foundations, and corporate sponsors. Also, strong governance practices will be at the core of our financial management. The finance committee will play a key role in monitoring performance and supporting long-term planning, ensuring we remain flexible and responsive to any challenges that arise. With the right combination of strong leadership, community engagement, and sound financial practices, TMS will stay on track to meet its goals and thrive for years to come.

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 TMS board members are committed to monitoring the implementation of our start-up plan, start-up grant, and associated budget as a crucial component to ensure our success and financial accountability. Our strategic plan is as follows:

Planning and Performance Management

Clear Roles and Responsibilities: The TMS board is composed of four standing committees and an ad hoc committee. Our standing committees include: Governance, Academic Achievement, Finance, and Fund Development committees. Ad hoc committees are Community Engagement, Facilities and Safety, Curriculum and Superintendent Evaluation). The TMS ad hoc committees are composed of board members with expertise and connections in the community, real estate and HR. Regular Board Meetings: The TMS board will hold monthly public board meetings 10 months out of the year in accordance with the Public Meetings Act ensuring accountability to the public and the duties of reviewing progress and voting as needed. Performance Metrics: We have identified key performance indicators (KPIs) to measure the success of the start-up plan and grant implementation, such as enrollment numbers, student performance metrics, and operational benchmarks. We will use dashboards to visually track and report KPIs, making it easier for board members to assess progress quickly. We will conduct mid-term reviews of the start-up plan and budget to determine progress and make any necessary adjustments. We will also be flexible and willing to revise the plan and budget as needed based on performance data and changing circumstances. School Leadership will provide monthly status updates on the implementation of the academic program, the financial health of the school, start-up plan, detailing progress on specific goals and objectives through a project management dashboard.

Financial Oversight: Our finance committee will review monthly financial statements in order to monitor the budget and compare actual expenditures against the budget, identifying any discrepancies and addressing them promptly.
Grant Compliance: The TMS board will have a designated liaison that ensures that the school leadership submits regular grant reports as the grantor requires, detailing how funds are being used and the progress towards grant objectives. We will also conduct annual audits to ensure compliance with grant terms.

Risk Management: TMS will identify potential risks to implementing the start-up plan, develop mitigation strategies, and establish contingency plans to address unexpected challenges, such as funding shortfalls or delays in project timelines.

Training and Development: The TMS board will engage in annual board training as required by TEA in addition to training as needed to support the development of the governing board. Training will focus on financial oversight, grant compliance, and project management to ensure they are well-equipped to perform their duties. By implementing these strategies, a charter school board can effectively monitor the implementation of the budget, ensuring that the school stays on track to meet its goals and remains financially sound.

Start-Up Grant Program Goal

Charter School Program (CSP) Start-Up Grant - SMART Goals

Identify three to five programmatic SMART Goals that will be achieved using CSP start-up grant funds. All programmatic goals should be achieved by the beginning of year 3 and clearly support the board's student outcome goals. Include all progress measures that will be used to track each start-up goal.

	Outcome Goal	Progress Measures
Ex.	Purchase and install SMART Boards in 100% of classrooms by July 1, 2025.	

Planning and Performance Management

	Outcome Goal	Progress Measures
Goal 1	By August 2027, hire and retain a team of high quality core teachers that provide rigorous first instruction, ensuring that 50% or more of students achieve a "meets" or "masters" rating in reading and math on the STAAR test.	95%+ of teachers hired are meeting observation goals as evidenced by the Paul Bambrick waterfall, Strong Start goals. Track MOY and EOY reading and math iReady scores with 90%+ of students meeting growth goals. Maintain a 95% retention rate for teachers by conducting biannual performance reviews and satisfaction surveys.
Goal 2	By August 2027, engage with high quality professional contractors that help meet 4/5 key metric goals of academic achievement, enrollment, attendance, teacher retention, and financial management.	Achieve 100% attendance of all required trainings. Surpass ADA% and enrollment % goals with increased classroom engagement as evidenced by Paul Bambrick's Waterfall classroom engagement strategies. Increase achievement of economically disadvantaged students in 2nd-4th grade in iReady assessment, targeting a 5% increase in students reaching "approaches" or higher. Consistently keep 30 days cash on hand with a balanced budget in monthly board reports
Goal 3	By August 2027, ensure classrooms are fully equipped with literacy and math resources, enabling a 10% annual increase in students meeting or exceeding grade-level benchmarks in literacy and math assessments.	Conduct biannual inventory checks to ensure that 100% of classrooms are equipped with essential literacy and math resources. Track quarterly literacy and math benchmark scores with a target of a 10% increase in the percentage of students meeting or exceeding grade-level expectations each year. Collect teacher feedback through surveys after each assessment cycle, aiming for at least an 80% satisfaction rate on resource effectiveness.
Goal 4	By May 2027, The Museum School of East Dallas will establish and operate a specialized transportation service to meet the needs of students with disabilities and those who live within one mile of the school but are unable to walk due to a documented disability.	Ridership Tracking: Track the number of eligible students with disabilities utilizing transportation to maintain a goal of 100% participation. Attendance Data Monitoring: Monitor monthly attendance rates for students receiving transportation, aiming for 95% average daily attendance across these students. Chronic Absenteeism Reduction: Achieve a 5% annual reduction in chronic absenteeism among students with disabilities.

Planning and Performance Management

Goal 5	By August 2027, establish a safe school that receives a 90%+ score on school safety and facilities walkthrough.	Conduct monthly internal safety inspections using a standardized checklist aligned with state and district safety standards, aiming for a minimum score of 85% by August 2026 and steadily increasing to reach 90% by August 2027. Ensure that 100% of staff participate in quarterly safety training sessions and emergency preparedness drills, tracking attendance and skill competency after each session. Measure effectiveness through post-training evaluations, targeting a score of 90%+ on staff readiness by mid-2027. Administer annual safety perception surveys to students and staff to assess their confidence in school safety protocols, aiming for 85% satisfaction in 2025 and improving to 90%+ by 2027. Analyze survey results to identify any areas for improvement and adjust safety measures accordingly.

Governance, Leadership, and Talent

I. Formation, Structure, and Community

See Attachments:

- Articles of Incorporation
- Legal History
- Organizational Bylaws
- 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 Board Member Résumé and Affidavits.

Board Member	Status	City	Primary Skill Set
Dawna Duke	Voting	Dallas, TX	Educational Leadership
Jackie Arrellano	Voting	Dallas, TX	Educational Leadership
Carrie Holliday Sneed	Voting	Dallas, TX	Special Education Expert
Vilas Panicker	Voting	Dallas, TX	Finance
Khayree Duckett	Voting	Dallas, TX	Facilities
Mark Willey	Voting	Dallas, TX	Legal
Andrea Barger	Voting	Dallas, TX	Public Relations
Bibi Yasmin Katsev	Voting	Dallas, TX	Education Policy
Ollie Malone	Voting	Dallas, TX	Human Resources
William Hanhausen	Voting	Dallas, TX	Museum and Arts Expert
Jessica Hernandez	Voting	Dallas, TX	Community Engagement

Click to add a row to the table above. Click to remove a row from the table above.

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.

The governing board serves as the cornerstone of effective oversight and strategic direction for the school, ensuring it operates in alignment with its charter and all relevant federal, state, and local laws. This involves a multifaceted approach encompassing various responsibilities and processes to uphold the institution's integrity,

Governance, Leadership, and Talent

performance, and mission. At its core, the board's primary duty is to provide strategic oversight rather than leadership of the day-to-day operations of the school. It focuses on ensuring the school's long-term viability and success by monitoring compliance with its charter, Commissioner's Rules, and applicable Texas laws. This includes adopting and adhering to the TMS Code of Ethics, Conflict of Interest, and Nepotism Policy, along with upholding the organization's bylaws (Section 12.1053; 12.057; 12.1054).

Central to its oversight role is the implementation of the Charter School Performance Framework (CSPF) as mandated by the Texas Education Code (TEC) 100/1010. The CSPF serves as a comprehensive tool for measuring academic, financial, and operational performance standards. By utilizing this framework, the board can gauge progress toward established goals and benchmarks, ensuring accountability and continuous improvement. In addition to its oversight function, the board plays a crucial role in ensuring the school has exceptional leadership. This includes the hiring, evaluation, and potential termination of the Superintendent. The board fosters a trusting and collaborative relationship with the Superintendent, cultivating an environment conducive to effective leadership and operational management.

Clear delineation of responsibilities is essential for smooth governance. Organizational charts outline the lines of authority among the board, Superintendent, staff, and the broader community. This clarity facilitates efficient decision-making and communication processes, ensuring alignment with the school's overarching objectives. Regular reporting mechanisms further enhance transparency and accountability. The Superintendent provides monthly progress reports to the board, covering various aspects such as academic, financial, and operational performance aligned to the goals in the performance framework. Additionally, annual performance appraisals, guided by the Commissioner's recommended evaluation criteria, assess the Superintendent's effectiveness in key areas including governance, community relations, and academic leadership.

Professional development is integral to sustaining effective governance and leadership. The board ensures ongoing training for its members, with specific emphasis on areas mandated by Texas law such as student outcomes evaluation. New board members receive comprehensive orientation sessions, while existing members engage in annual training to enhance their knowledge and skills.

Committees serve as vital structures for focused deliberation and action. The board maintains four standing committees—Governance, Academic Achievement, Finance, and Development—each chaired by a board member and comprising individuals with relevant expertise. These committees work collaboratively with the Superintendent and stakeholders to fulfill their respective objectives, ensuring a comprehensive approach to governance and decision-making. All board members will be required to serve on a committee.
In conclusion, the governing board's multifaceted responsibilities encompass strategic oversight, leadership stewardship, compliance management, and stakeholder engagement. Through robust governance structures, clear accountability mechanisms, and ongoing professional development, the board upholds the school's mission, fosters academic excellence, and sustains its overall viability.

II. Superintendent Position Profile

Superintendent Salary Range

Salary Range [Proposed School]	$90,000 - $125,000
Salary [District of Location]	$338,000 (opportunity to earn sliding raise of up to 4% based on annual eval.)

Governance, Leadership, and Talent

Qualifications and Experience

☒ The applicant has identified a candidate to serve as the founding superintendent. If so, provide their qualifications and experience in Superintendent Resume/Job Description.

Discuss the recruitment process and why this individual is qualified to lead the proposed school in achieving its mission. Describe the leader's connection to the community and/or ability to effectively serve the anticipated population. Do NOT input a response if the applicant has not identified a proposed superintendent.

Loren Colman, the proposed Superintendent of TMS, brings a wealth of experience to the table. With the upcoming 26-27 school year marking her twentieth year in public education, she has served in various roles including Principal, Assistant Principal, mentor teacher, new teacher trainer, coach, and teacher. Each of these roles has honed her skills and prepared her to excel in the proposed position. Moreover, Mrs. Colman's deep roots in Dallas, as a product of Dallas/Fort Worth schools, as an educator and Principal in East Dallas, and as a parent of children attending East Dallas schools further solidify her connection to the community.

Loren began her career as a special education teacher in Austin, Texas, after graduating with her degree as a special education teacher from the University of Texas at Austin, at the time ranked one of the top programs preparing Special Education teachers for the workforce. Soon after, she moved to Washington, DC, to continue her teaching career. Loren had always wanted to work with children who may have odds stacked against them in various areas. Loren saw firsthand the opportunity gap in low-income communities and schools from Washington, DC, and back to the DFW area. Loren came from a family with a single mom without a college degree, where she and her siblings did not have access to enrichment and extracurricular activities as a product of the latch-key generation, which has fueled her passion to not only open a high-quality charter school but one that provides access to resources including enrichment opportunities for all students, no matter their background. Watching her mom persevere despite challenges also led to her desire early on to volunteer with special needs students and ultimately her major in college. Loren has consistently committed to working in marginalized communities to improve academic outcomes for all students, successfully and consistently meeting those goals as a teacher, teacher-leader, and school leader. After teaching for almost ten years, she consistently had the highest scores on campus and was nominated for teacher of the year. As a Principal, the schools that she led were consistently some of the highest scoring in the district across multiple measures of data, including achieving high academic outcomes, high enrollment, and attendance data, as well as parent, scholar, and teacher satisfaction scores, most recently leading the elementary school she led to being an A-rated school amidst a student population with 88% qualifying for free and reduced lunch. Loren also had over 90% staff retention throughout and after COVID amidst a national teacher shortage crisis, along with some of the highest Gallup survey teacher satisfaction scores at her previous school as a principal. Loren is an expert at building relationships with staff, families, and communities, reflecting on their value and worth as essential stakeholders in the school's success.

In addition to being a successful instructional leader, Loren is a principal with heavy ties to the community. As a principal, Loren regularly volunteered with the East Dallas backbone organization, Ferguson Road Initiative. She worked to build an extensive network of community connections to bring access to her school. She built a robust, low-cost after-school clubs program that brought in community experts to provide enrichment opportunities with over twenty clubs. Not to mention that Loren has lived in the East Dallas community, and she has wanted to start a school for over thirteen years with significant ties to the community.

Loren has her master's in education from Southern Methodist University, an intensive two-year program led in partnership with the Teaching Trust, training on the belief that we must ensure marginalized communities have great principals to make a difference. She was able to learn firsthand from successful charter school founders Rosemary Perlmeter and Ellen Wood and with high-quality coaches giving on-the-job coaching. Loren is a 2023 Build. Excel. Sustain (BES) Community Co-Design (CCD) fellow, a nationally recognized school founder incubator.

Governance, Leadership, and Talent

The prestigious fellowship is a multi-year process that allows fellows to develop their leadership skills and train to lead high-performing, community-designed public charter schools in the areas of governance, academics, culture, marketing, finance, and more. BES has supported fellows in building and sustaining over 185 high-performing schools nationwide for over twenty years. In the 3-year program, the first two years are dedicated to providing cohort-based coaching and training to ensure that TMS starts strong and sustains excellence. Loren will continue to have access to peer support from dozens of school founders nationwide after authorization including Rosemary Perlmeter, one of her professors from graduate school at SMU and founder of Uplift Education.

The board of directors is confident that with Loren's broad and robust experience in public education, her passionate commitment to the Dallas community, and her tireless work over the past years to bring TMS to fruition, that she is well-equipped to be the transformational leader needed to launch and lead a high-performing public charter school in East Dallas. This combination of character and dedication, along with her education and professional experience, have prepared her to serve the Dallas educational community well.

The starting salary for the Superintendent is $90,000, which aligns with her professional and educational experience, capacity, and leadership skills. To ensure the financial stability and successful launch of TMS, Loren will take on the dual role of Superintendent/Principal, which the board will revisit annually based on enrollment, performance, and capacity. At this time, the salary is appropriate. As a first time superintendent, Loren is also committed to having a board member with superintendent certification on her board, receiving mentoring and executive coaching, as well as pursuing her superintendent certification through Region 10.

☐ The applicant has not identified a candidate to serve as the founding superintendent. If not, provide a sample job description in 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. Do NOT input a response if the applicant has identified a proposed superintendent.

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 Superintendent Evaluation Tool.

The board is responsible for conducting an annual evaluation of the Superintendent's performance, using the TEA-recommended Texas Association of School Boards (TASB) Superintendent Evaluation Tool. This tool provides a research-based framework that assesses key performance areas, ensuring alignment with district priorities and expectations. The Superintendent will be formally evaluated once a year, before the end of the annual contract term. Additionally, the evaluation process will include key checkpoints:
Beginning of year: Reflection and goal-setting aligned with the evaluation criteria.
Mid-year progress review: A formal feedback session to assess interim progress and identify areas for immediate improvement.
End-of-year evaluation: A comprehensive review of the Superintendent's performance against established benchmarks and district goals.

The TASB Superintendent Evaluation Tool will guide the process, assessing critical areas such as:
1. Community engagement – Building meaningful relationships with stakeholders and fostering transparency.

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2. Staff management – Ensuring effective recruitment, retention, and development of district staff.
3. Academic leadership – Driving improvements in student outcomes, instructional quality, and overall academic achievement.
4. Financial responsibility – Overseeing sound financial management and resource allocation.
5. Operational efficiency – Managing district operations effectively to meet goals and ensure smooth functioning.
6. Instructional management – Aligning curriculum, instruction, and assessment with state and local standards.

The evaluation will be data-driven, leveraging various sources such as:
Student performance data (e.g., STAAR results, graduation rates).
Financial and operational reports (e.g., budget compliance, audit outcomes).
Annual staff attrition rates and survey results.
Community, family, and student feedback collected through surveys or forums.

The entire board will participate in evaluating the Superintendent, led by the Board Chair. The Chair will oversee the process, compile the written evaluation, and ensure it is maintained in the Superintendent's personnel file. The Superintendent's evaluation will align with the district's mission and vision, emphasizing high expectations for academic performance and operational excellence. Desired outcomes include:
Meeting or exceeding district goals for student achievement and progress.
Maintaining financial stability and adherence to the budget.
Positive trends in staff retention and engagement.
Strong relationships with the community, evidenced by positive feedback from families and stakeholders.

To achieve a satisfactory evaluation, the Superintendent must demonstrate measurable progress in each of these areas. Depending on the tenure of the Superintendent, a goal will be set to either meet or exceed expectations in all critical areas for the contract to be extended. Failure to meet these benchmarks or achieving a below expectations rating may result in additional support, corrective action plans, or a non-renewal of the contract. By using this structured approach, the board ensures accountability while supporting the Superintendent in leading the district to achieve its mission.

III. Staffing, Leadership and Professional Development

Staffing Structure

See Organizational Charts.

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 and all applicable qualifications. See Leadership Team Résumés.

Role/Position	Area of Oversight and Responsibilities	Qualification Requirements

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Role/Position	Area of Oversight and Responsibilities	Qualification Requirements
Principal	Responsible for overseeing all instructional, operational, and managerial tasks essential for running the school, ensuring that TMS meets its mission, vision, and student performance goals. Utilizes data to engage in continuous improvement processes. Aligns the budget, materials, and resources to advance the mission. Directly evaluates new staff members to support professional learning and growth and coaches a caseload of teachers. Manages campus culture, discipline, and attendance. Supervises the Culture Coordinator and teaching assistants. Creates the master schedule. Leads MTSS team as coordinator, leading behavior analysis and interventions. Coordinates with Operations Manager.	Minimum 3+ years teaching at-risk populations with a record of success Minimum 3+ years in direct people management leadership role with a record of success with at-risk populations Teacher certification ESL certification Principal certification
Assistant Principal	Promotes a culture of professional inquiry, reflection, and continuous improvement. Monitors student performance, performs classroom walkthroughs, and provides feedback to improve instructional practices while directly supervising staff. Leads weekly professional learning communities and development sessions, collaborating with educators to design rigorous, standards-based unit and lesson plans that align with the museum school model. Analyzes and monitors data trends and needs, measuring teacher effectiveness. Leads 504 process as coordinator. Part-time Explore Coordinator until we can hire full time year 5.	Minimum 3+ years teaching at-risk populations with a record of success Minimum 3+ years in leadership role with a record of success with at-risk populations Teacher certification ESL certification Working Towards Principal Certification
Culture Coordinator	Responsible for coordinating with Principal, AP and Operations Manager to ensure that the culture of the school reflects the vision of TMS. Also responsible for coordinating and overseeing programs and services for all special populations (students with disabilities, Emergent Bilingual, 504 plans, Dyslexia, At-Risk, and Gifted and Talented). Ensures that all programs for students with disabilities comply with federal and state laws, as well as board policies, while maintaining high standards of quality and process compliance.	Minimum 3+ years experience working in schools with special populations with ESL and SPED certifications

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Staffing Plan

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.

Strategies and Retention Plan
At the Museum School of East Dallas, every decision is guided by our mission to support thriving families within the community. To achieve our goals, having a fully staffed team is essential, and maintaining that staffing requires proactive, intentional strategies that foster a strong workplace culture and engagement. Our plan begins with year-round recruitment efforts to ensure a steady pool of qualified candidates who align with our values and mission. These efforts are supported by competitive salaries and a comprehensive benefits package that includes health insurance, retirement plans, and ongoing training opportunities. However, staff retention goes far beyond financial compensation.

We are committed to creating a supportive, inclusive work environment where every staff member feels valued and appreciated. Open communication between staff and leadership will be one of the keys to achieving this. Regular staff surveys and one-on-one check-ins will provide opportunities to gather feedback, monitor how engaged and satisfied our staff are, address concerns early, and identify ways to improve workplace satisfaction. Additionally, we will provide an open-door policy with our SLT to promote transparency and ensure that staff feel heard and supported at all levels.

Recognition of outstanding performance will play a significant role in our retention strategy. We plan to implement formal recognition programs, such as monthly or quarterly awards, shout-outs during staff meetings, and celebration events to highlight contributions and successes. Informal recognition, such as personal notes or public acknowledgments, will further reinforce a culture of appreciation.

Professional growth and career development will be prioritized to keep staff engaged and invested in their roles. We will offer regular professional learning opportunities and leadership training to support personal and professional advancement. Staff will also benefit from clear, actionable career pathways, providing them with opportunities to grow into leadership roles within the school. To ensure long-term sustainability, we will implement a distributive leadership model that empowers staff to take on leadership responsibilities gradually. This approach not only prepares them for future roles but also strengthens the school's ability to adapt and thrive as a team. By combining these strategies, consistent recruitment, a supportive culture, recognition, professional growth opportunities, and a strong leadership pipeline, we will cultivate a motivated, high-performing team that is fully equipped to make a lasting impact on our students and the East Dallas community.

Addressing Staff Turnover
We are being intentional about managing staff turnover by using exit interviews to understand why people leave. This lets us catch issues early and make improvements to create a better workplace for everyone. A key part of our approach is pairing new hires with experienced staff through our mentorship program, helping them settle in and feel supported from day one. We are also committed to being there for our team during tough times, whether they are facing personal or professional challenges, because feeling valued makes a difference. On top of that, we have developed a succession plan to identify and prepare future leaders within the school to keep things running smoothly no matter what. We will provide the training and development they need so that when leadership opportunities arise, we have people ready to step in and keep things moving without missing a beat.

Staffing Shortages
In staffing shortages, we know that having a reliable substitute teacher program is vital. We will hire one permanent substitute for teachers to work in the building, and as staff increases, we will add one more. On days they are not subbing, they will function as an additional TA on campus. We will also train our TAs to effectively cover classes in case of teacher absence. In case of emergency, we will also maintain a pool of well-trained

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substitute teachers familiar with the school's curriculum and policies to ensure that classrooms remain uninterrupted. Through a local partnership, Kokua, for long-term absences and Kelly Services for last-minute callouts. We have chosen these partnerships based on referrals from other local charter schools that have had success working with them. We will cross-train staff to handle multiple roles and implement flexible scheduling for internal coverage when absences occur. Additionally, we will look into utilizing temporary staffing agencies and establishing volunteer programs with community members and parents to provide extra support when needed. We are currently researching university partnerships with colleges of education as well as volunteer residencies through local catholic organizations.

Administrative staff will also be ready and willing to provide classroom support or support non-teaching roles, and paraprofessionals will be employed to assist with instructional duties under the supervision of certified teachers to help cover gaps. We will keep a close eye on staffing levels and needs through regular check-ins, making it easier to spot potential shortages and take action before they become a problem. By staying proactive with these strategies, the Museum School of East Dallas can maintain a fully staffed team throughout the school year. This plan addresses any turnover quickly and ensures we have reliable coverage when needed. Our overall goal is to build a stable, supportive environment that benefits both our staff and students, creating a thriving school community where everyone feels valued.

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.

The Public Education Information Management System (PEIMS) includes all data collected and maintained by TEA related to public education, such as student demographics, academic performance, personnel details, financial records, and organizational information. In May of our planning year, we will hire a PEIMS/Registrar responsible for ensuring full compliance with all data required by TEA, accuracy of all student records, and successful recruitment, enrollment, and registration processes. Based on comparisons of local district and charter schools, we will offer a competitive starting salary of $35,000, which is in the range of the starting salary at local surrounding school districts. The PEIMS/Registrar will receive ongoing professional development from ESC Region 10. We will give preference to candidates with previous experience, especially those working in charter schools.

Required Skills and Qualifications:
Experience: Minimum of 2-3 years of experience in data management, PEIMS coordination, or a related field within an educational setting.
Technical Skills: Proficiency in PEIMS software, student information systems (such as Skyward Ascender), and data analysis tools.
Attention to Detail: Strong ability to ensure data accuracy and completeness.
Communication Skills: Excellent verbal and written communication skills to collaborate with various departments, staff members, and families.
Problem-Solving: Ability to identify data discrepancies and implement corrective actions.
Organizational Skills: Strong organizational skills to manage multiple tasks and deadlines effectively.
Knowledge of TEA Reporting Standards: In-depth understanding of TEA PEIMS requirements and state reporting processes.

Preferred Qualifications:
Experience in a school district setting in Texas.
Certification in PEIMS or related data management fields.
Familiarity with Texas state educational policies and procedures.

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PEIMS Training - Preparing our PEIMS coordinator will be essential to ensure compliance with Texas Education Agency (TEA) data reporting requirements, equipping them with the necessary skills and knowledge. By engaging in the below training components, our PEIMS coordinator will be well-prepared to manage data reporting effectively, ensuring TMS is in compliance with TEA requirements. Key trainings include:

1. Understanding PEIMS and TSDS
Leverage workshops and webinars offered by regional ESCs (example: Region 11 "New PEIMS Coordinator Training Webinar" covering submission timelines, procedures, resources, and important dates) and TEA (example: Attendance Assistant App Training for PEIMS Coordinators).
PEIMS Overview: Gain a thorough understanding of PEIMS, which encompasses all data requested and received by TEA about public education, including student demographic and academic performance, personnel, financial, and organizational information.
Texas Student Data System (TSDS): Learn about TSDS, the system through which PEIMS data is submitted, including its structure and functionalities.

2. PEIMS Data Standards: Study the PEIMS Data Standards to understand the definitions, codes, formats, procedures, and dates for data collection.

3. Student Attendance Accounting Handbook: Review the Student Attendance Accounting Handbook to comprehend attendance reporting requirements and procedures.

4. Software and Data Management
Student Information Systems (SIS): Receive training on the specific SIS your school will use, focusing on data entry, management, and extraction for PEIMS reporting.
Data Validation Tools: Learn to use tools for validating data accuracy before submission.

We will also prioritize setting our PEIMS coordinator up for opportunities to network with other experienced PEIMS coordinators to share experiences and solutions as well as seek mentorship from experienced PEIMS coordinators in established charter schools.

Professional Development Schedule [Year Zero]

Budgeted Amount:	$10,000

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	Welcome to TMS, Introductions, Roles and Responsibilities	Interactive (All Staff) In-Person	SLT
Partial Day	Community Building	Off-Site	Group Dynamix
Partial Day	School Culture and Human Flourishing	In-Person	Rocky Garza

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Timeframe	Content Focus	Delivery Design	Provider
Whole Day	Community Context and Family Engagement	In-Person	Vikki Martin, Ferguson Road Initiative Jessica Hernandez, Owenwood Farm and Neighbor Space
Whole Day	Extended Day Museum Model	Hybrid	NAMS Facilitators and consultants from TMS of Avondale Estates
Whole Day	Extended Day Museum Model (includes emphasis in specific strategies for neuro-typical, neurodivergent and EB students)	Hybrid	NAMS Facilitators and consultants from TMS of Avondale Estates
Whole Day	Curriculum Training	In-Person	Bluebonnet
Whole Day	Curriculum Training	In-Person	Fundations, Stemscopes Science, MH
Whole Day	Curriculum Training	In-Person	Stemscopes Math
Whole Day	All required annual training including SPED, EB, MTSS, Title IX, Bloodborn Pathogens, Suicide prevention, Reporting Child Abuse, School Safety etc.	Hybrid	Region 10
Whole Day	All required annual training including SPED, EB, MTSS, Title IX, Bloodborn Pathogens, Suicide prevention, Reporting Child Abuse, School Safety etc.	Hybrid	Site-Based Coordinators
Whole Day	School Systems (Attendance, Grades, Parent Communication, T-TESS)	In-Person	SLT
Whole Day	School Systems (Attendance, Grades, Parent Communication, T-TESS)	In-Person	SLT
Whole Day	School Culture & Practice	In-Person	SLT
Whole Day	Work Day	Hybrid	All Staff
Whole Day	Work Day	Hybrid	All Staff

Click to add a row to the table above. Click to remove a row from the table above.

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

Each year onboarding is an essential part of TMS mission, to ensure that all stakeholders are informed and invested in the work that we are doing in the community. Because of the significance of this time to mission success, all staff will have a 10-day comprehensive induction at the start of each year (15 days

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year 1) that is built into the annual calendar as a regular part of teacher work days. Teachers will return 2 weeks (3 weeks year 1) before the school year starts and hence their teaching contract will start on the first day of training.

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.

The TMS professional learning schedule includes structured collaboration time for two hours each week, held on Tuesdays and Thursdays, co-facilitated by the Principal and Dean of Culture. This time is dedicated to fostering frequent teacher collaboration for discussing misconceptions, engaging in professional learning, conducting data analysis, examining student work, and a time for team building with colleagues.

The master assessment calendar, a comprehensive guide to our school's assessment strategy, will outline the scheduled iReady Growth assessments (administered three times per year), curriculum-based summative assessments, and annual STAAR assessments. It also highlights the importance of data analysis with dedicated professional development sessions. Following each assessment, PLC time will be dedicated to data analysis to measure student progress and identify reteaching, scaffolding, differentiation, and accelerated learning opportunities.

At the end of each quarter, teachers will engage in extended collaborative time during their 1-3pm daily planning block on M, W, F. The purpose of these days is to conduct a thorough review of student performance at the end of each nine weeks, preview upcoming units and assessments, and plan for accelerated learning opportunities for the next nine-week period.

IV. Teacher Growth and Capacity Building

Teacher Capacity Building

Identify personnel responsible for overseeing teachers' development and growth. Explain how teachers will be supported and developed each school year including mentoring, observations, and feedback. Also address any specific supports for novice teachers.

TMS has built a teacher support and retention program that will be led by our ILT. This program focuses on helping teachers grow both personally and professionally, recognizing the importance of nurturing their skills and strengths so they feel valued and fulfilled in their work. Our goal is to invest meaningfully in our educators, creating an environment where they can thrive, feel appreciated, and stay committed to our shared mission for the long run.

As part of our robust teacher support, we align with neighboring districts by offering a competitive salary and benefits package. While our ability to offer incentive pay may be limited in the first few years, we are committed to supporting the well-being of our educators in innovative ways outside of providing health insurance and retirement benefits through the Texas Teacher Retirement Service which include extended and flexible planning time as mentioned below.

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The development of our program comes as a result of a community co-design process, where we consulted experienced educators. We asked them how we can attract, support, and retain high-quality teachers, and how best to support teachers professionally and personally. Their feedback was instrumental in shaping our program. Our SLT will be responsible for overseeing teachers' development and growth through the following ways. While the below initiatives may not directly increase salary, they significantly enhance our employees' well-being, allowing them to find joy and fulfillment through wellness-centered social activities.

Comprehensive Onboarding: We offer ten days of paid professional development (fifteen year 1) before the start of the school year.

Personalized Development Plans: These development plans are led by staff choice, strengths, and interests in building their capacity in areas they are interested in.

Coaching Cycles: Consistent coaching and feedback cycles for individual professional development based on strengths and areas for growth.

Peer-to-Peer Mentoring: Novice teachers are matched with a peer educator for support.

Leadership Opportunities: Each staff member will take on a leadership role in a group that contributes to the growth of our joyful culture.

Structured Well-being Opportunities: We coordinate activities to support employee well-being, sense of belonging, voice, and agency. Examples include self-care and mindfulness activities, adult-facing emotional intelligence training, speaker series, employee recognition, and social events organized by the teacher culture committee.

Longer Lunch Breaks: We have strategically combined lunch and recess times for the entire school to where all TMS staff will enjoy extended, duty free lunch and recess times.

Extended Planning Time: We have strategically combined all potential teacher planning at the end of their core instruction time, 1:00-3:00pm, so that teachers will have multiple days a week with 2-hours of uninterrupted planning time.

Thoughtful Thursdays: Once a month, our parent group will engage with staff to celebrate and show appreciation through different intentional events planned and implemented by their group.

Teacher Evaluations

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 Teacher Evaluation Tool.

TMS believes in the dignity of all individuals and coaches teachers in an asset-based manner that supports their thriving both within and outside the profession. To this end, we have chosen to utilize the T-TESS observation rubric. Depending on grade level and staff delegation, teachers will be evaluated by their direct supervisor, the Principal, or the Assistant Principal. Administrators will attend bi-annual Region 10 trainings to ensure inter-rater reliability and clear accountability measures, with a long-term goal of applying for the Teacher Incentive Allotment, where observations will play a significant role.

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Teachers will receive formally announced observations at the beginning, middle, and end of the year, along with at least two documented informal evaluations before the middle and end-of-year evaluations. This provides frequent feedback opportunities during coaching debriefs, offering teachers a snapshot of their performance and areas for improvement to achieve their end-of-year goals. T-TESS orientation will occur three weeks after the school year begins. Within six weeks of orientation, all teachers will submit goal-setting and professional development plans to their assigned appraiser, aligning with our personalized professional learning plans for educators and staff. Teachers will identify the professional development they desire to support their internal or external growth, pending funding for outside training as well as set a goal for their rating level for the end of year. For new teachers, the goal will be to reach proficient status by the end of year. If there is a returning teacher that is consistently achieving proficiency, then we will support them in setting a goal to reach accomplished or distinguished. We have selected this outcome expectation because we believe that students deserve a teacher that is able to guide them towards achieving their goals and therefore have high expectations for the work that teachers will be expected to do at TMS.

Pre-conferences will be scheduled between teachers and appraisers to review upcoming lessons and instructional 'look fors' during the formal 45-minute observations, allowing for a more accurate measure of growth in teaching practices. Post-conferences will be held to discuss the results and findings unless waived. We will use iReady Growth, a trusted tool, to calculate student growth measures, comparing beginning, middle, and end-of-year student growth. This student growth data will be available by the end-of-year conference between the teacher and appraiser. The conference will review progress in achieving goal-setting and professional development aspirations and discuss student growth. Teachers will receive a summary report, and appraisers will retain a copy for records. The evaluation process concludes with determining goals for the upcoming school year.

Teacher Growth

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

At TMS, we prioritize fidelity to our mission and vision for high-quality teaching and learning for all students, ultimately leading to human flourishing. If a teacher is underperforming, our goal is to increase support and mind the gap, assessing whether it is a skill, competence, knowledge, capacity, or emotional intelligence gap, according to Elena Aguilar. Once the gap is identified, strategic interventions will be put in place aligned with TEA's structured approach through the Teacher Development and Support System (TDSS) ranging from minimal to highest amount of interventions including: Creating individualized plans to address areas of need; increased and more targeted professional development; providing regular, constructive feedback; increase the frequency of real-time coaching; additional day to co-plan with coach; co-teaching and modeling; pairing teachers with experienced mentors or coaches for guidance; regularly assessing progress and adjusting support as needed; additional training and observations of peer exemplars with an increased amount of feedback and one-on-one support in coaching debrief sessions.

In the event that strategic interventions are put in place with clear, documented communication and significant improvement is not made, a decision will be made to co-develop a formal learning plan to provide clarity to the teacher of timeline and goals to meet performance expectations with clear development areas outlined with rationale. During the implementation of the plan for the teacher, regular meetings will be held with the teacher, with progress updates and reflections on monitoring the progress toward meeting the goal of the plan. As teachers show improvement, we will decide whether to extend or conclude the professional learning plan. If a teacher is not demonstrating progress, the evaluator will determine the next steps. Throughout this process, while we are committed to supporting the growth of our educators, we will ensure that it does not come at the expense of our students' academic progress. Our goal is also to preserve the dignity of the human, and our goal will be to help support them in their transition after the following steps are identified, up to and including separation from the organization.

Academic Experiences and Student Supports

I. High-Quality Instructional Materials

Identify state compliant 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. Lastly, identify if the materials are currently evaluated by either the Texas Resource Review (TRR) or State Board of Education.

Content Area	Grade(s)	Instructional Material	Course(s)	Evaluation Status
Reading Language Arts	K-4	Bluebonnet Learning	ELA/Writing	**On SBOE Adoption List**
Reading Language Arts	K-2	Wilson Fundations	Phonics	**On SBOE Adoption List**
Mathematics	K-4	Stemscopes	Mathematics	**On SBOE Adoption List**
Science	K-4	Stemscopes	Science	**Currently TRR Rated**
Social Studies	K-4	McGraw Hill	Social Studies	**Currently TRR Rated**

Click to add a row to the table above. Click to remove a row from the table above.

High-Quality Instructional Materials

Explain why the instructional materials identified in the table above 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.

TMS will unapologetically provide high-quality instructional materials (HQIM) for all students to access a world-class education. We believe that this is an essential step in order to ensure that all students have access to content that will empower them to achieve mastery of the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS) and ultimately to a thriving future. It is imperative that we ensure that all educators are teaching at the same high level of quality instruction as opposed to creating curriculum that could inherently lead to more gaps. We take full responsibility for ensuring that our teachers have the content knowledge to teach TEKS/ELPS at the highest levels with fidelity and ensuring students reach mastery, which will come from high quality trainings on the implementation of curriculum that is aligned vertically and horizontally with a belief that all students can and will meet all learning outcomes.

We have established a Stakeholder Decision Making Committee (SDMC) made up of expert educators, instructional leaders and families in the community. The goal of this committee is to come together and inform important decisions of the school, one of those including the opportunity to review curriculums and give input on proposed curriculums that aligns to all Texas standards, that is HQIM, and reflective of the values of the community. Through the community nature of our school, we unapologetically invite families in to make decisions alongside and with us, empowering them to have a voice in the content being taught to their children. The curriculums chosen were Bluebonnet Learning (K-4 ELA and Writing), Wilson Fundations (K-2 Phonics), McGraw Hill Social Studies, and Stemscopes Science and Math (K-5). We chose the specific curriculums through a selection process that included the engagement of all stakeholders in a co-design process as outlined below:

Academic Experiences and Student Supports

-Co-design team leaders created a list of criteria desired and researched (HQIM) that are 100% TEKS and ELPS aligned, permissible in the state of Texas by the TEA Instructional Materials Current Adoption Bulletin, approved by SBOE, included in OER or listed on the TRR site (now IMRA), and yield results that significantly increase outcomes for students across all demographics and learning styles. For phonics curriculums, this included a significant focus on The Science of Teaching Reading (SOTR). We also prioritized reviewing open-source curriculums that would have a lower cost for the campus while still yielding high results.
-After suggestions were collected, they were shared with stakeholders through a town hall format where there were opportunities to receive copies and examples of curriculum materials to review prior to meetings, hear from curriculum developers about their curriculum on areas of alignment, teacher use, digital accessibility, and more, and then share feedback around each suggested curriculum.
-All stakeholders (families, community members, educators, faith leaders and board members) were given an opportunity to share their voices on curriculum options and then vote and share their reasoning for the ones they would choose. Heavy emphasis was given to educators in the area that had experience working with different curriculums and knowledge of curriculum adoption processes.

Below we have outlined the components of HQIM and how the curriculums we have chosen align with those components:
1. Alignment with TEKS and ELPS - We have chosen curriculums that were designed to support the language acquisition needs of Emergent Bilingual students as well as neurodivergent students on both ends of the spectrum, from those with learning disabilities all the way to gifted and talented. Students will have the opportunity to work towards mastering the academic content ensuring that they are not only gaining academic knowledge but also acquiring the necessary language skills to succeed in an English-speaking academic environment. The curriculums chosen also support teachers in supporting neurodivergent students. This included considering:
-Integration of Language Skills (listening, speaking, reading, and writing) into the content instruction so that as students learn academic subjects, they are also developing their English language skills.
-Including both content and language objectives in lessons.
-Providing scaffolding strategies, such as visual aids, graphic organizers, and sentence frames, to support EBs.
-Formative and summative assessments that evaluate both content mastery and language proficiency.
-Professional development opportunities on how to effectively integrate language instruction into their content areas including strategies for modifying instruction based on students' language proficiency levels.
Ensuring the curriculum fully adheres to the Texas Essential Knowledge and Skills, which serve as the foundation for the educational standards in Texas leaving no standard unaddressed. All textbooks, lesson plans, assessments, and other instructional materials used in the curriculum are developed or selected to cover the TEKS comprehensively. This was to ensure that student performance on state assessments are well-prepared for state assessments and set up for success in showing their learning, which is crucial for their academic success, progression, and ultimately career trajectories.

The Wilson Fundations program is a structured literacy curriculum designed for K-3 students, focusing on phonics, spelling, and handwriting. Rooted in the Science of Reading, it provides systematic, multi-sensory lessons that build foundational skills in decoding and fluency. Fundations is highly effective for general education, intervention, and English learners, with research validating its success in improving early literacy outcomes. Its structured approach aligns with TEKS and ELPS, making it a great choice for schools seeking a comprehensive, evidence-based literacy program.

2. Comprehensive and Cohesive Scope and Sequence - All programs selected cover the breadth of content specified by the TEKS, ensuring no gaps in the curriculum. Each program is structured to progress from basic to more complex concepts, fostering students' cumulative knowledge over time. Specifically, the phonics scope and

Academic Experiences and Student Supports

sequence aligns with SOTR and the math scope and sequence includes complex spiraling of conceptual math concepts. All materials are organized logically, enabling students to build on previous knowledge and apply it to new learning and supporting deeper understanding and retention of key concepts.

3. Lesson-Level Materials with Engaging Texts, Problems, and Assessments
-Engaging Texts and Multimedia: Reading and social studies programs provide a variety of engaging texts, multimedia resources, and interactive activities that cater to diverse learning styles and interests and take into account culturally relevant pedagogy, making learning more enjoyable and effective.
-Problem-Based Learning: Stemscopes emphasizes problem-based learning, where students grapple with real-world problems, thus fostering critical thinking and application of mathematical concepts.
-Formative and Summative Assessments: Each program includes a range of assessments designed to measure student understanding at different points in the learning process, enabling teachers to tailor instruction to meet students' needs.

4. Externally Validated or Research-Based
-External Validation: Many of these programs have undergone independent evaluations to validate their effectiveness in improving student outcomes. Such validation ensures that the materials meet high standards of quality and are effective in diverse classroom settings.
-Research-Based Design: These programs are developed based on current educational research, incorporating proven strategies for teaching and learning. For instance, Wilson’s literacy programs are grounded in the SOTR, while Stemscopes is based on principles that emphasize understanding and application of mathematical concepts.

Curriculum Summaries:
Wilson Fundations - Fundations is a structured literacy program designed for students in K–3, focusing on foundational reading, spelling, and handwriting skills. Grounded in SOTR, it offers a systematic, cumulative approach to teaching print concepts, phonemic awareness, phonics, and fluency. The program aligns with Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS) frameworks, offering both core instruction (Tier 1) and targeted interventions (Tier 2). Its use of multisensory techniques helps all students engage, while also addressing the needs of struggling readers early. The effectiveness of Fundations has been shown through improved student performance on literacy measures like oral reading fluency and phoneme segmentation fluency, especially among at-risk populations (Wilson Language Training).

Bluebonnet Learning - Bluebonnet Learning was selected and approved as part of the Texas new Instructional Material Review and Approval (IMRA) process. It provides free, high-quality instructional content tailored to Texas standards. The program includes comprehensive lesson plans, formative assessments, and engaging activities across multiple subject areas. These resources support personalized learning and instructional flexibility, making them valuable for educators aiming to meet diverse student needs while adhering to state learning requirements.

STEMscopes Math and Science K–4 - STEMscopes is a digital-first curriculum focused on building a deep understanding of math and science concepts through hands-on, inquiry-based learning. It offers engaging activities, interactive simulations, and formative assessments that align with Next Generation Science Standards (NGSS) and Common Core standards for math. The program emphasizes real-world applications, helping students connect classroom learning to everyday experiences. With support for differentiated instruction and integrated assessments, STEMscopes promotes academic achievement and fosters students' interest in STEM fields.

McGraw Hill Social Studies - McGraw Hill's social studies curriculum for grades K–4 introduces students to history, geography, civics, and economics through an engaging, inquiry-based approach. Lessons encourage curiosity and

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critical thinking, connecting concepts to students' everyday lives. With diverse perspectives, hands-on projects, and interactive digital tools, the curriculum supports various learning styles and includes customizable lesson plans and strategies for differentiation to ensure all students, including Emergent Bilingual, can succeed. By blending foundational knowledge with skill-building, the program prepares young learners for academic growth and active community participation.

By meeting these criteria, the curriculums that TMS has chosen are well-equipped to support our teachers in delivering comprehensive, engaging, and effective instruction that aligns with all Texas standards. The thoughtful design and validation of these materials underscore their capacity to enhance learning experiences and outcomes for students across a range of subjects and grade levels, and are also supported by all stakeholders at our school. *We do want to note that while we have and will continue to undergo our in house curriculum selection process ensuring that curriculums selected are recommended by the state and 100% TEKS/ELPS aligned, we acknowledge that recommendations by the state may change through the Instructional Materials Review and Approval (IMRA) process and recommendations made by the State Board of Education (SBOE). Pending when final lists are released and the submission of our application, we plan to ensure that we stay aligned with the final TEA/SBOE curriculum approval lists and acknowledge that changes may be made.

Sources:
Texas Education Agency. "English Language Proficiency Standards (ELPS)." Texas Education Agency, TEA ELPS.
Texas Administrative Code, Title 19, Part II, Chapter 74, Subchapter A, §74.4, "English Language Proficiency Standards." Texas Administrative Code.
Texas Education Agency. "Texas Essential Knowledge and Skills (TEKS)." Texas Education Agency, TEA TEKS.
Texas Administrative Code, Title 19, Part II, Chapter 74, Subchapter A, "Curriculum Requirements." Texas Administrative Code.

Describe the process for systematic review, adoption, continuous improvement of High-Quality Instructional Materials (HQIM) that will follow the local board policy.

In the initial design phase of TMS, we knew that bringing the community into the school design process was essential in ensuring all voices were heard. As part of the core of our vision, the continuous improvement of our curriculum is an iterative process that will need a strategic plan where we continue to review our curriculums to determine their impact and TEKS/ELPS alignment. We have created solid processes for adopting new materials to make sure we stay current and keep seeing positive results from our curriculum. After our initial design process with our co-design team, the board will develop an Ad Hoc Curriculum Committee whenever it is time for new curriculum adoptions that will lead the HQIM adoption process with support of the Superintendent. The systematic process for review and adoption of curriculum materials is outlined below:

Identify Needs and Goals: The initial step involves assessing the current instructional materials and identifying gaps or areas for improvement. This includes considering the specific needs of the student population, such as diverse learning styles, backgrounds, and language proficiencies. There will be a regular, annual process and timeline that begins with this step.

Set Evaluation Criteria: Based on the identified needs, stakeholders will establish criteria for selecting a new HQIM based on goals rooted in current HQIM components, including TEKS/ELPS alignment, comprehensive and cohesive scope and sequence, the inclusion of engaging and diverse materials, and evidence of effectiveness through external validation or research.

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Create a List of Potential Materials: Teachers will gather instructional resources that meet the school's goals and criteria. This might include textbooks, digital tools, and other learning resources from different publishers and providers.

Carefully Review Materials: A group of teachers and subject experts will go through each resource, checking if it meets the set standards. They will test some in classrooms, look out for any biases or inaccuracies, and make sure the content aligns with the latest research and best practices.

Choose the Best Fit: After the review, the curriculum team will select the materials that work best for students and align with curriculum goals. Before finalizing, we will offer a period for public feedback to gather input from families and the community.

Training and Implementation: Once the materials are chosen, teachers will get professional development to ensure they can use the new resources effectively in the classroom, maintaining consistency and staying aligned with the curriculum's intent.

Ongoing Improvement: Choosing high-quality materials is not a one-and-done process. We will continuously monitor how well the materials support student learning, making adjustments as needed throughout the year. This might involve more training, adding supplemental resources, or even re-evaluating the materials if they are not meeting expectations.

Regarding literacy materials, recent research has emphasized the importance of SOTR and choosing curriculums emphasizing phonemic awareness, phonics, fluency, vocabulary, and comprehension as a critical foundation for success in evidence-based reading practices. All educators must understand the importance of this in that literacy materials must not be chosen at random; instead, they are part of a systemic approach to literacy that must be validated by research and include best practices to meet the needs of diverse learners, including integrating writing and other literacy skills and providing teachers with the tools and resources needed to reach high-level outcomes.

The only materials that will be developed locally are enrichment courses. We are working to partner with community experts and non-profits to provide real-world, immersive opportunities for our students. We have intentionally included co-planning time with outside partners and teachers in the summer and then during weekly planning to ensure alignment with units and high-quality instructional planning and implementation. The ILT will review all enrichment materials and ensure they are aligned with best practices for those content areas, TEKS, ELPS, and any other pertinent developmental considerations. Together, we will develop a criteria rubric with our curriculum committee that will review all outside curriculums to ensure that they meet our high-quality standards as an organization and have clear outcomes for educators to be held accountable to.

II. Special Populations

Staffing Projections: Special Education

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

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Identifying and Service Special Education Students

Describe the methods for identifying, evaluating, and appropriately placing students with disabilities in the most appropriate educational setting. Without restating the federal requirements, describe how the school will meet the obligations of Child Find within the proposed model of the school.

TMS was designed and built with students with special needs in mind, knowing that our belief in public education includes employing best practices that will support all learners. TMS will tailor its methods for identifying, evaluating, and appropriately placing students with neurodivergence to align with the unique elements of our school model. The process will begin with a holistic and inclusive approach to identification. By observing students in immersive, hands-on learning environments such as project-based activities, group work, and collaborative tasks, educators can identify needs that may not surface in traditional settings. Parents will play an essential role, providing insights into students' strengths, challenges, and learning styles. This inclusive approach ensures that all aspects of a child's experience are taken into account. Evaluation methods will be specifically designed to fit the school's focus on experiential learning. Dynamic assessments will be used to evaluate how students perform in interactive and real-world contexts, such as museum visits, outdoor learning, or creative workshops. The process will emphasize strengths alongside areas of need, ensuring that each student's unique abilities are highlighted and celebrated. Families will be actively involved, sharing observations and collaborating with educators to ensure that the evaluation process reflects the child's experience both at school and at home.

Identification: One pivotal element of TMS' mission is cultivating solid partnerships with its families and the community. Parents play a crucial role in the success of our students as they are their first teacher. Identifying students with disabilities and placing them in the most suitable educational environment within TMS is a vital process that involves assessments, collaboration, and continuous monitoring. A robust approach is established to ensure regular and developmentally appropriate initial screenings of students, guaranteeing that all students are screened with fair and culturally relevant methods. Additionally, there is a procedure for recognizing developmental delays, learning difficulties, or behavioral issues from teachers, families, or healthcare professionals. In the event of concerns, there is a system for tracking and monitoring students' needs and determining the next steps. Students will be identified through our Multi-Tiered Support System (MTSS) process that is led by the ILT, initiated by teacher or parent requests, or through universal dyslexia screenings administered after Kindergarten and in the middle of 1st grade.

Child Find: TMS will comply with Child Find as a legal requirement identifying children with disabilities who may be entitled to special education services. We will actively participate in this process by:
-Conducting Awareness and Outreach: Informing the community, parents, and staff about the availability of special education services and how to request an evaluation for a child who may need these services.
-Screening and Observing: Implementing general screening measures for all students to identify those requiring further evaluation. This will include academic screenings, behavioral observations, and health screenings.
-Responding to Referrals: Our MTSS coordinator will promptly address referrals from teachers, parents, or other professionals who suspect a child has a disability by responding within 15 days of their request. This involves gathering initial information and deciding whether a comprehensive evaluation is necessary. In response to parents, a copy of procedural safeguards will be provided, and if an evaluation is warranted, they will also be provided with prior written notice and an opportunity to give written consent for the evaluation. If not, the parent will be given prior written notice of its refusal to conduct an assessment.
-Training Staff: Ensuring that educators and staff are knowledgeable about the signs of disabilities and the procedures for making referrals.
-Maintaining Records: Keeping detailed records of screenings, evaluations, and communications with parents to demonstrate compliance with Child Find obligations.

Multi-Tiered System of Support: TMS will implement a robust MTSS program with tiered instruction, monthly MTSS

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meetings during teacher planning periods with members of ILT, teachers, and specialists, and one-on-one meetings with stakeholders as needed to track student progress and interventions.
Tier 1: Students will receive high-quality in-class instruction where preventative and proactive teacher actions address student needs and lead to student success
Tier 2: Students receive targeted interventions from interventionists through daily small group instruction both in and outside of the classroom, meeting student needs and closing gaps using intervention portions included in the Tier 1 classroom curriculums.
Tier 3: Students will receive one-on-one tutoring during Explore time or during Saturday school with intensive accommodations and individualized support from partnerships with outside, high-quality vetted tutoring groups that have experience with our curriculum.

TMS is committed to utilizing data-driven decision-making by continuously monitoring and analyzing student data. Regular progress assessments will be conducted to gauge the effectiveness of interventions, and necessary adjustments will be made during monthly MTSS meetings. The MTSS team will collaborate to develop and execute interventions, review student progress, and make data-informed decisions. Parents and guardians will actively monitor their child's progress, participate in interventions, and explore ways to support learning at home, including utilizing community resources. Teachers will receive ongoing training and support to ensure the effective implementation of MTSS, focusing on evidence-based practices, data analysis, and intervention strategies. Students who do not show sufficient progress through Tier 3 interventions may be referred for a special education evaluation to determine their eligibility for additional services under IDEA or Section 504. Throughout the MTSS process, the MTSS coordinator will gather input from various stakeholders, including:
-school nurse (including hearing and vision screening)
-attendance coordinator (attendance data)
-PEIMS (report card)
-general education teachers (student work, assessment scores) past (when applicable) and present
-Parents input forms
-medical doctors (if applicable)

Students referred to 504 will communicate with our 504 coordinator, who will be the case manager and ensure the implementation of accommodations. Our goal at TMS is to ensure prevention and early intervention with a whole-child approach, using evidence-based practices and data-driven decision-making to lead to access to a world-class education.

Evaluation Process: If a student concern requires further assessment, parental consent is sought to proceed with an evaluation referral. A comprehensive evaluation is then carried out by a team of experts, including licensed specialists in school psychology (LSSP), special education teachers, speech/language therapists (SLP), occupational therapists (OT), diagnosticians, bilingual evaluators, and other professionals. The evaluation covers various aspects, such as cognitive abilities, physical abilities, emotional well-being, and academic performance. It is conducted in the student's primary language or mode of communication to ensure accuracy and fairness. The goal is to identify any disability and understand the student's needs. Specialists complete the Full Initial Individualized Evaluation (FIIE) within 45 school days. Within 30 days of its completion, an Admission, Review, and Dismissal (ARD) committee will convene to determine the evaluation results, assess the impact of any identified disability on the student's educational performance, and determine if the student qualifies for special education services with parental consent. Subsequently, within the following 30 days, the ARD committee will develop an Individualized Education Program (IEP) in compliance with state and federal laws, and parents will be given at least five days' notice for scheduling, along with up to 3 reminders. If an evaluation does not identify a student with educational needs that require special education services, the student may still receive ongoing support through a Response to Intervention (RTI) or a Multi-Tiered System of Support (MTSS).

Admission, Review, Dismissal (ARD) Committee: The ARD committee will be led by a SPED coordinator and composed of a parent or legal guardian, a general education teacher, a certified special education teacher, and a

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school administrator. The committee exists to determine if a student is eligible for special education services and has input in developing an IEP that explicitly addresses student needs based on the evaluation's findings using multiple data sources (i.e., health information, teacher input, assessments, work samples, etc.). Specific staff members will be trained in ARD meeting translations for families that require translation services as needed. Additionally, the ARD committee will collaborate with the Language Proficiency Assessment Committee (LPAC) committee for any students identified as emergent bilingual. The evaluator will explain the testing conducted and the results at the ARD, and the committee will determine if services are warranted at this time.

Sources
Individuals with Disabilities Education Act, 20 U.S.C. § 1400 (2004).
Texas Education Agency. “Child Find and Evaluation.” Texas Education Agency, tea.texas.gov, 2024, https://tea.texas.gov/academics/special-student-populations/special-education/child-find.
Vaughn, Sharon, et al. “Response to Intervention and Precision Teaching: Integration for a Comprehensive System of Early Intervention.” Journal of Learning Disabilities, vol. 44, no. 4, 2011, pp. 354–363.
Texas Education Code § 29.001, 29.003, 29.004
Texas Administrative Code Title 19, Chapter 89.1011

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

When it comes to placement, the goal will be to create flexible and supportive environments that meet each student’s needs while fostering their participation in the broader school community. Classrooms and museum-style spaces will be designed to integrate students with diverse needs, providing them with meaningful opportunities to engage in activities alongside their peers. Individualized plans will be developed to tailor programs to the student, incorporating hands-on activities like sensory-friendly museum sessions. Collaboration between special education staff, general educators, museum educators, and community partners will ensure that placements remain consistent and supportive. Monitoring and adjustment will be an ongoing process, reflecting the iterative nature of the school’s model. Formative assessments and student reflection practices will allow educators to regularly review progress and make adjustments as needed. Families, educators, and community partners will remain involved throughout, ensuring that the student’s placement aligns with their goals and the school’s principles. By integrating the school’s emphasis on experiential, community-driven learning with a robust special education framework, TMS will create a supportive environment where students with disabilities can thrive. The approach will not only provide them with the services they need but will also highlight their strengths and help them grow in ways that are deeply aligned with the school’s vision.

In our handbook, which is distributed to all families at enrollment, TMS will provide detailed information about IDEA's Child Find and free appropriate public education (FAPE) requirements. This is to ensure that families are aware of the options and obligations for assisting students with learning difficulties or those in need of, or potentially in need of, special education services. TMS will guarantee that all children with disabilities have the chance to participate and receive FAPE. We will emphasize a continuum of services catering to diverse needs, ensuring a high-quality education for all students in the Least Restrictive Environment (LRE) suitable for their needs to the greatest extent possible. Our commitment includes compliance with all state and federal mandates, such as the Individuals with Disabilities Education Act (IDEA), Title II of the American Disabilities Act (ADA), and all other relevant acts and amendments, including 504 and dyslexia. Additionally, all staff will receive training on identifying, screening, monitoring, and referring students, implementing high-quality instruction, accommodations, RTI instruction, the MTSS process, and participating in an ARD committee. Our continuum of services will be tailored to the needs of the students, including:
-Inclusion/co-teaching/push-in/mainstream
-Resource/pull-out

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-Early Childhood Special Education (ECSE)
-Functional life skills (FLS)
-Local school partnership for homebound services

Decisions will also consider the need for assistive technology and adaptive physical education. The ARD committee will consider a student's placement decision based on where the IEP goals will be best met in the LRE (inclusion, resource, self-contained, etc.) and ensure all students with disabilities have an equitable opportunity to participate in all academic programs and partnerships. Students with mild to moderate disabilities will receive similar services in the general education classroom with non-disabled peers at levels based on their individual needs to the maximum extent possible. Suppose the nature and severity of the disability is such that education in the general education classroom cannot be met satisfactorily. In that case, the ARD committee will decide if the removal from the general education environment is necessary.

All Special Educators will be certified to effectively serve in all areas in the continuum of services provided. In our first year, we will have one certified teacher and one teaching assistant. Each year, we will assess the needs of our current caseload and decide the need for additional staff members as indicated by the needs of our program. We will work with a contractor to provide related services such as speech, occupational, and physical therapy. Based on demographic data collected from the occupied district and surrounding campuses, we anticipate that 12% of our students will receive special education and related services. Ultimately, our model emphasizes flexibility, individualization, and the importance of keeping neuro-typical and neuro-divergent students within the community to the greatest extent possible.

Sources:
Texas Education Code §§ 29.001, 29.003, 29.005, 29.006.
U.S. Department of Education. “Free Appropriate Public Education (FAPE).” Individuals with Disabilities Education Act (IDEA), sites.ed.gov/idea/.
Vaughn, Sharon, and Candace S. Bos. Strategies for Teaching Students with Learning and Behavior Problems. 9th ed., Pearson, 2020.
Texas Education Agency. “Special Education in Texas.” Texas Education Agency, tea.texas.gov/academics/special-student-populations/special-education.

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

At TMS, we are focused on making sure every student gets the right support without being unfairly identified for special education. To avoid over-identifying or disproportionately placing certain student groups, we will rely on careful, data-informed practices. This means we will regularly compare enrollment patterns across race, ethnicity, gender, socioeconomic status, and emergent bilingual (EB) populations. Tools like risk ratios and composition indices will help us track trends and address any signs of over-representation, such as if a specific group is flagged more often for emotional disturbance (ED). When patterns like this appear, we will analyze the underlying causes, reflect on potential systemic issues, and take corrective action.

We will lean heavily on our multi-tiered systems of support (MTSS) and response-to-intervention (RTI) frameworks to provide early interventions before special education services become necessary. Teachers will receive hands-on training to implement tiered interventions, monitor student progress, and adjust strategies as needed. This proactive approach helps ensure that students receive appropriate support while minimizing the risk of unnecessary special education referrals. To ensure our efforts are effective, board members and school leaders will be actively involved in the ongoing evaluation of programs for special populations. Data on over-identification and representation will be reviewed during monthly MTSS meetings, where trends, outcomes, and interventions

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will be analyzed. These meetings will serve as a platform to discuss progress, highlight areas for improvement, and plan necessary adjustments. Board members will receive regular updates and data reports, ensuring transparency and accountability. ILT in collaboration with teachers will address any issues during weekly meetings, allowing for timely responses. Additionally, external reviewers will conduct periodic audits to assess compliance with the Individuals with Disabilities Education Act (IDEA) and other equity-focused standards. These audits will provide an objective assessment of our practices and offer recommendations for improvement.

If persistent patterns of over-identification are identified, targeted equity action plans will be developed. These plans will include specific goals, timelines, and accountability measures, with progress monitored by both school leaders and the board. This iterative process ensures that strategies are refined and aligned with our commitment to equity. All teachers and administrators will participate in ongoing professional development to ensure consistent, unbiased practices in IEP development and student placement. This training will equip educators to support students based on their needs rather than assumptions, fostering an inclusive and equitable learning environment. By combining internal oversight, external review, and a commitment to professional growth, TMS will build a robust framework for evaluating and improving programs designed for special populations. This comprehensive approach will help us meet legal standards, uphold our values, and ensure all students have access to the support they need to thrive.

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

At TMS, we make sure students with disabilities have a smooth transition from middle school to high school and beyond, preparing them with the skills they will need as adults. The transition planning process begins by age 14 or when students start 8th grade, giving them plenty of time to explore and fine-tune their goals for education, work, and independent living. This way, students are better prepared to move confidently into the next phase of their lives. The transition process is integrated into the student's individualized education program (IEP) with the ARD committee initiating formal discussions in collaboration with the student, family members, and key stakeholders. During this process, students take an active role, learning self-advocacy skills and participating in decision-making about their futures. The student's interests, preferences, strengths, and needs are central to shaping their transition plan, ensuring it reflects personal ambitions and realistic objectives. Through early planning, robust community partnerships, family engagement, and a student-centered approach, we ensure that our students are well-prepared to thrive in high school, post-secondary environments, and adulthood. What transition planning looks like at the Museum School of East Dallas:

We will work with students to set personalized goals for life after middle school. With guidance from the ARD committee and IEP team, students will map out plans that reflect their own ambitions, whether that is continuing education, learning a trade, finding a job, or gaining independent living skills. Starting at age 14, students will dive into pre-employment transition services (Pre-ETS). They will explore careers, create resumes, and sharpen essential transferable skills like communication and time management. We will make sure they get hands-on experience through museum-based projects, community involvement, and other real-world learning opportunities that build teamwork and problem-solving skills. We will also team up with local businesses, vocational programs, and post-secondary schools to provide internships, job shadowing, and work-study programs. These experiences will give students with disabilities a chance to explore career paths and gain skills that fit their interests.

Families are key partners in the transition process, so we will offer workshops and meetings to help parents understand available services and make informed decisions with the ARD committee. Together, we will shape

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plans that align with each student's strengths and future goals. Our staff will be fully trained on transition planning. This means they will be ready to support students every step of the way, whether it is helping them set goals, navigate services, or stay on track. Training will also cover how to develop IEPs, use community resources, and ensure students are prepared for life after high school. We will monitor each student's progress regularly, with the ARD committee meetings as needed to review and update IEPs. If goals or services need to shift, we will make adjustments to keep things on track. Our aim is to make sure every student transitions smoothly into high school and leaves prepared for whatever comes next, whether it is further education, meaningful work, or independent living. For each student, we will map out the specific graduation requirements and pathways they will follow, whether that is earning a diploma with career endorsements or completing certifications that align with their post-high school goals. Success is not just about hitting academic benchmarks—it is also about making sure students are ready for independent living and can access meaningful work or higher education opportunities that fit their interests and strengths.

Sources

Texas Education Code §§ 29.001, 29.003.
Texas Administrative Code Title 19, Chapter 89.1011.
Individuals with Disabilities Education Act, 20 U.S.C. § 1400.
Artiles, Alfredo J., et al. "Toward an Interdisciplinary Understanding of Educational Equity and Difference: The Case of the Racialization of Ability." Educational Researcher, vol. 39, no. 9, 2010, pp. 431–445.
Texas Education Agency. "Equity in Special Education." Texas Education Agency, tea.texas.gov.

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.

As part of our TMS culture to create a welcoming environment for all learning types, it is imperative that we have a clear evaluation and monitoring process to serve all students and their independent needs. We are committed to monitoring and evaluating the progress of students with mild, moderate, and severe disabilities to ensure they achieve the goals outlined in their individualized education programs (IEPs). This process involves the use of multiple data sources, including formative, summative, and aligned goal tracking progress forms, to guide decisions and make necessary instructional adjustments. Formative data will come from ongoing assessments and classroom observations, offering real-time insights into student performance. Summative data, such as end-of-unit tests, benchmark assessments, and state exams, will help us evaluate long-term academic progress.

Our approach relies heavily on collaboration among key stakeholders, including general education teachers, special education staff, specialists, Explore teachers, families and the Special Education Coordinator. This process begins at the beginning of each year during summer planning with an "Accommodations Fair," where all teachers with an educational interest meet to ensure they understand all accommodations, modifications and services for each student in their classroom receiving special education services. It is important that we do not just hand an IEP to teachers expecting they understand how to read and implement it with fidelity, rather that we ensure all teachers are aware of how to implement the IEP and all components of it. General education teachers will play a critical role by implementing accommodations and modifications, monitoring daily progress toward IEP goals, and ensuring alignment with curriculum standards. Specialists such as speech therapists and counselors will contribute expertise and provide updates on student progress. The Special Education Coordinator will oversee the entire process, ensuring that data is collected, analyzed, and discussed in regular team meetings to determine whether instructional strategies or interventions need adjustment.

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Special education teachers will be required to have specific and relevant tracking systems for goals that are aligned to metrics within IEP goals that are readily accessible and systems in place and aligned to TEKS and ELPS, as applicable to their disability. There is also weekly time specifically for general education and special education teachers to collaborate and ensure alignment between IEP goals and grade level content mastery. The school SLT will work closely with the Special Education Coordinator to develop a schedule of services that ensures all students receive support needed while also balancing their caseload in terms of ARD preparation work. All ARDs will occur during teacher planning time so that teachers won't need substitute coverage or miss instruction.

Progress toward IEP goals will be formally reviewed during annual meetings of the Admission, Review, and Dismissal (ARD) committee, where IEPs will be evaluated and revised as necessary. In addition, families will receive quarterly progress reports to keep them informed of their child's development, with more frequent updates provided as needed for students requiring closer monitoring. When students are not making adequate progress, the team will meet to adjust goals or interventions promptly.

All staff involved in supporting students with disabilities will participate in ongoing training to ensure compliance with legal standards under the Individuals with Disabilities Education Act (IDEA). These trainings will focus on effective IEP tracking, progress reporting, collaboration between general and special education staff, and communication strategies to engage families as active partners. Through this structured, collaborative, and data-driven approach, the Museum School of East Dallas will ensure that all students receive the support necessary to meet their goals and thrive academically, behaviorally, and socially.

Sources
Texas Education Code §§ 29.005, 29.003.
Texas Administrative Code Title 19, Chapter 89.1050.
Individuals with Disabilities Education Act, 20 U.S.C. § 1400.
Vaughn, Sharon, and Candace S. Bos. Strategies for Teaching Students with Learning and Behavior Problems. 9th ed., Pearson, 2020.
Texas Education Agency. "Special Education in Texas." Texas Education Agency, tea.texas.gov.

III. Emergent Bilingual Students

Staffing Projections: Emergent Bilingual Students

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

Identifying and Serving Emergent Bilingual Students

Describe the methods for identifying and appropriately placing emergent bilingual students in appropriate instructional settings, without restating state requirements.

TMS is committed to supporting emergent bilingual students and values the rich linguistic and cultural diversity they bring to our school. By leveraging our museum school model, we provide a dynamic, hands-on learning

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environment that naturally supports language acquisition and academic growth. TMS is dedicated to adhering to the necessary procedures for identifying and placing emergent bilingual students (EB), formerly known as English Language Learners (ELLs) or students learning English as a Second Language (ESL), into suitable instructional environments. Our approach prioritizes the students' academic requirements, linguistic progress, and cultural background in compliance with all local, state, and federal laws and regulations. Our process encompasses steps and techniques centering on the comprehensive evaluation of each student's capabilities and requirements. We will implement a dual role for an ESL/EB Coordinator and Interventionist to ensure efficient and effective support for our English learners (ELs). This dual role aligns with Texas Education Agency (TEA) guidelines, enabling us to maximize resources while maintaining high standards for both program compliance and student outcomes. The ESL/EB Coordinator will oversee the implementation of the ESL program, manage LPAC processes, ensure compliance with state and federal regulations, and maintain necessary documentation. At the same time, the interventionist responsibilities will focus on delivering targeted instruction and interventions to support English learners' academic success. This arrangement provides financial efficiency, as it consolidates two critical roles into one, and ensures consistency, as the same individual will intimately understand both the compliance aspects and the instructional needs of our ELs. To ensure the role is effective, this individual will be appropriately certified, trained in LPAC procedures, and well-versed in relevant regulations, such as Chapter 89 of the Texas Administrative Code. Objectivity will be safeguarded during LPAC decision-making processes by including additional team members, such as an administrator and a parent of an English learner, when necessary. This dual role not only reflects a fiscally responsible approach but also ensures that our English learners receive high-quality, consistent support in their academic and language development.

Identification: Students will first be identified through a home language survey that families will complete upon enrollment, which will help identify potential emergent bilingual students. This survey will inquire about the languages spoken at home and by the students, which currently in 75228 the most common non-English home language is Spanish (48%). The emergent bilingual (EB) teacher will conduct an initial assessment of the student's proficiency in their home language and English, evaluating listening, speaking, reading, and writing skills to assess their needs and strengths accurately. Additionally, the teacher will determine the student's academic skills in their home language to gain insight into their knowledge and abilities without language proficiency affecting the results. Using our museum-based approach, we will incorporate hands-on activities and project-based tasks into this process to assess academic strengths in a way that minimizes the impact of language barriers. This approach allows us to better understand each student's skills and abilities while engaging them in meaningful, real-world learning experiences.

A Language Proficiency Assessment Committee (LPAC) will be established before the commencement of the school year, comprising the EB teacher, the student's parents or legal guardians, and an administrator. The LPAC will convene to determine service eligibility, designate instructional supports as necessary, and include appropriate assessments and designated supports (STAAR and TELPAS). If a student is identified as emergent bilingual, the LPAC will inform and coordinate with the family in their primary language, providing details on the classification, level of proficiency, and recommended placement in the ESL program. Parents have the right to decline services; in such cases, the student will be placed in a general education classroom.

Placement: Placement options will align with our museum school philosophy and emphasize experiential learning. Instruction will use interactive and hands-on strategies, such as museum exhibits and collaborative projects, to make content accessible while supporting English language development. Instructional settings options that will be considered are:

Sheltered Instruction: Students are placed in classes where teachers use specialized strategies to make academic content accessible while they are learning English.

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Dual Language Programs: For students with sufficient proficiency in their home language, dual language programs can support continued linguistic and academic development in both languages.

Content-Based ESL Programs: Content-based ESL programs will integrate academic content and language development through project-based lessons and real-world applications.
Pull-Out or Push-In ESL Services: Provide additional English language development support through pull-out (students are taken out of mainstream classrooms for a portion of the day) or push-in (ESL teachers provide support within the mainstream classroom) programs.

Continuous Monitoring: Students will be monitored regularly in monthly LPAC meetings in all subject areas to ensure they successfully access and master the curriculum through periodic assessments to gauge English proficiency progress and adjust instructional placements as needed. The LPAC committee will review multiple data measures, including classroom grades, assessment scores, and listening, speaking, reading, and writing ratings on the ELPS rubric. Museum-based projects and other experiential activities will provide additional evidence of student growth. We will maintain open, ongoing communication with families in their preferred language about their child's progress, program options, and ways they can support learning at home. All staff will be trained on best practices for working with EB students. Our goal at TMS is to create a supportive and effective environment for emergent bilingual students, facilitating their academic success and English language development by leveraging students' linguistic and cultural assets while providing them with the tools and support they need to thrive in their new language and educational setting. Professional development for staff will focus on best practices for working with emergent bilingual students. Training will include strategies that incorporate our museum school model, such as using artifacts, exhibits, and hands-on experiences to foster language development and cultural inclusion. This ensures that all educators are equipped to support students effectively. TMS is dedicated to creating an inclusive and empowering environment for emergent bilingual students. By combining data-informed practices, family engagement, and the unique resources of our museum school model, we will help every student succeed academically, linguistically, and personally.

Sources
Texas Education Code §§ 29.052, 29.056.
Texas Administrative Code Title 19, Chapter 89.1201-89.1265.
Ovando, Carlos J., and Mary Carol Combs. Bilingual and ESL Classrooms: Teaching in Multicultural Contexts. 6th ed., McGraw-Hill, 2018.
García, Ofelia, and Jo Anne Kleifgen. Educating Emergent Bilinguals: Policies, Programs, and Practices for English Learners. 2nd ed., Teachers College Press, 2018.
Texas Education Agency. “Bilingual and ESL Programs.” Texas Education Agency, tea.texas.gov.

Outline the specific bilingual education program/model to be implemented and teacher certification requirements. Describe the research-based instructional practices and strategies that will be implemented to allow emergent bilingual students the opportunity to master grade-level academic content and develop their language proficiency in English.

TMS will use the content-based ESL program for our bilingual education model and require all teachers to be ESL certified. All educators will be trained in research-based best practices aligned with the TEKS and ELPS, embedded within the high-quality instructional materials in grade-level classroom instruction. Teachers will also know English language proficiency level descriptors and student expectations for Emergent Bilingual students (EB). All EB students will receive content area instruction from an ESL-certified English Language Arts and Reading (ELAR)

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teacher with parent approval in addition to pull-out services from our ESL teacher that will explicitly focus on English language development and acquisition as an extension to core content instruction on an as-needed basis. All students will have equitable access to all extracurricular classes, activities, and their families will have access to all school events, including community engagement events, parenting support, and more.
Best practices for Emergent Bilingual learners that all teachers will be trained on include:
-Integrated Language and Content Instruction: This approach teaches language skills in the context of academic content. It helps EBs apply new vocabulary and language structures to real-world academic tasks. They can listen, speak, read, and write at their current level of language acquisition to increase students' understanding of educational content and language. Teachers support by employing specific linguistic accommodations and supports (examples: using virtual and verbal cues, sentence stems, word banks and glossaries, visuals, graphic organizers, and explicit vocabulary instruction) to meet the affective, linguistic, and cognitive needs of EB students.
-Differentiated Instruction: Tailoring instruction to meet the varied needs of learners, including using different grouping strategies, varied assignments, and adapted materials based on students' proficiency levels.
Scaffolding: Providing structured support to help ELs reach higher levels of comprehension and skill. As students' abilities increase, the scaffolding is gradually removed to foster independence.
-Formative Assessment: Regular, informal assessments can guide instruction and provide feedback to students on their learning progress.
-Cooperative Learning: Encourages ELs to work in small groups, enhancing language learning through peer interaction.
-Use of Technology and Multimedia: Incorporating digital tools and multimedia can engage ELs more effectively and provide diverse avenues for expression and comprehension.

We will ensure that all families have access to school communication and that students progress in their home language to the greatest extent possible. We will use technology and translation services as needed to support them. Through continuous monitoring, the LPAC will convene to review all EB students and decide whether to reclassify any EB students as English proficient with parental notification and approval with two years of monitoring after reclassification.

Sources:
Echevarria, Jana, MaryEllen Vogt, and Deborah J. Short. "Making Content Comprehensible for English Learners: The SIOP Model." Pearson, 2017.
Short, Deborah J. "Integrating Language and Content Instruction: Strategies and Techniques." Center for Applied Linguistics, 2000.
Gibbons, Pauline. "Scaffolding Language, Scaffolding Learning: Teaching English Language Learners in the Mainstream Classroom." Heinemann, 2015.
Johnson, David W., Roger T. Johnson, and Edythe Johnson Holubec. "Cooperative Learning in the Classroom." Association for Supervision and Curriculum Development, 1994.
Marzano, Robert J., Debra J. Pickering, and Jane E. Pollock. "Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement." ASCD, 2001.
Heritage, Margaret. "Formative Assessment: Making It Happen in the Classroom." Corwin Press, 2010.

Discuss plans for monitoring and evaluating progress and language proficiency of emergent bilingual students and explain the process for exiting services.

The monitoring and evaluation of emergent bilingual students, often referred to as English Learners (ELs) in Texas, involves a systematic process that focuses on tracking both academic progress and language acquisition. The goal is to ensure that students are acquiring English proficiency while maintaining academic performance across

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content areas. Here's an overview of the process:

1. Initial Assessment:
In Texas, all new students who have indicated on their Home Language Survey that a language other than English is spoken at home must be assessed for English proficiency using the Texas English Language Proficiency Assessment System (TELPAS) or the Language Proficiency Assessment Committee (LPAC) guidelines.
The initial language proficiency assessment often uses tools like the Texas Primary Reading Inventory (TPRI) or Pre-LAS (for early learners) to determine their starting proficiency level.

2. Ongoing Monitoring Using TELPAS:
The TELPAS is an annual assessment designed to measure the progress of English proficiency in listening, speaking, reading, and writing. It is administered to all emergent bilingual students in grades K-12 each spring.
TELPAS assesses students' language proficiency levels on a scale of Beginning, Intermediate, Advanced, and Advanced High.
Teachers continuously collect student work samples, conduct observations, and maintain records of language development throughout the school year as part of this evaluation process. These assessments help inform instruction and guide support strategies.

3. Progress Monitoring Using Benchmarks:
In addition to TELPAS, schools often use benchmark assessments and progress monitoring tools throughout the year to track students' academic progress in core subjects like math, science, social studies, and reading.
These data points, along with TELPAS scores, allow educators to evaluate whether emergent bilingual students are on track for both academic and linguistic growth.

4. Language Proficiency Assessment Committee (LPAC) Role:
The LPAC is a crucial part of monitoring and decision-making for emergent bilingual students. The committee reviews assessment data, student progress, and other relevant information to make instructional decisions.
The LPAC must meet at least once per year to review TELPAS results and determine if students are ready to exit language support services.

Exiting Services for Emergent Bilingual Students in Texas: The process for reclassifying an emergent bilingual student as English proficient and exiting them from language support services is carefully regulated to ensure that students can succeed independently in an English-only academic setting. Here's an outline of the process:

1. Exit Criteria:
According to the Texas Education Agency (TEA), students may be considered for reclassification (exit from services) when they meet specific criteria, including:
A proficiency rating of Advanced High on the TELPAS in listening, speaking, reading, and writing.
Satisfactory performance on state academic assessments such as the STAAR (State of Texas Assessments of Academic Readiness) or STAAR Alternate 2, depending on the student's grade level.
Additional assessments that may include reading proficiency tests or other language assessments.

2. LPAC Decision-Making:
The LPAC reviews the student's academic records, TELPAS scores, and teacher evaluations to determine whether the student is ready to exit language support services.
Parents are informed and given the opportunity to participate in the decision-making process.
The LPAC ensures that students meet all state-defined exit criteria before being reclassified.

3. Monitoring After Exit:
Texas state regulations require that students who have exited language support services be monitored for a period of two years to ensure they continue to succeed without additional support.

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During this monitoring period, the LPAC continues to review the student's academic performance and standardized test scores to ensure that they are maintaining progress without needing further language support.

Sources:
Texas Education Agency. *Bilingual and ESL Programs*. TEA, https://tea.texas.gov/bilingual-esl-education.
Texas Education Agency. *LPAC Framework*. TEA, https://tea.texas.gov/student-assessment/english-language-learners/language-proficiency-assessment-committee-lpac.
Texas Education Agency. *Texas English Language Proficiency Assessment System (TELPAS)*. TEA, https://tea.texas.gov/student-assessment/english-language-learners/telpas.

IV. Early Childhood and At-Risk Students

Literacy Instruction

If offering early elementary grades, discuss the selected literacy materials and how they meet research-based best practice in the science of teaching reading. Additionally, describe the plans for monitoring the effectiveness of the materials. If not, put "N/A" in the response box below.

Bluebonnet ELA and Wilson align with the principles of the Science of Teaching Reading (STR) by focusing on how students learn to read and using proven instructional methods. Here is how the program supports these practices:

1. Phonological awareness and phonics instruction are emphasized through structured lessons that teach students to decode words by understanding letter-sound relationships. This step-by-step approach ensures students build a solid foundation for reading.

2. Vocabulary and language development are integrated through activities that expose students to new words in various contexts, supporting comprehension and promoting early literacy.

3. Comprehension strategies are developed using a gradual release model, where teachers first demonstrate strategies, guide students through practice, and then transition them to independent reading.

4. Data-driven instruction is supported through built-in assessments that provide real-time insights, allowing teachers to adjust their teaching methods and offer targeted interventions when needed.

These programs include a monitoring and evaluation plan to track student progress effectively. Regular assessments within the curriculum help measure growth in areas like phonics, fluency, vocabulary, and comprehension. Benchmark tests at key points throughout the year provide additional insights into how students are progressing toward grade-level expectations. Teacher observations and feedback are also used to adjust instruction based on how well students apply reading strategies in the classroom. The ILT will hold regular data meetings to analyze trends and ensure students who need extra support receive targeted interventions utilizing accelerated instructional resources from Bluebonnet and iReady. Families and students will provide feedback through surveys to measure engagement and satisfaction, helping ensure the program continues to meet their needs. By combining research-backed methods with continuous assessment and targeted support, Bluebonnet and Wilson will help students develop essential literacy skills while meeting Texas standards and the goals of the Science of Teaching Reading

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framework.
Sources:
Kilpatrick, David A. Essentials of Assessing, Preventing, and Overcoming Reading Difficulties. Wiley, 2015.
Nagy, William E., and Richard C. Anderson. “How Many Words Are There in Printed School English?” Reading Research Quarterly, vol. 19, no. 3, 1984, pp. 304–330.
Texas Education Code §§ 28.006, 28.0211.
Texas Education Agency. “House Bill 3 Reading Academies.” Texas Education Agency, tea.texas.gov.
“Texas Essential Knowledge and Skills for English Language Arts and Reading.” Texas Education Agency, tea.texas.gov.

Addressing the Achievement Gap

Describe how the school will meet the needs of identified at-risk and under performing students; articulate the (1) qualified staff (including ratio), (2) Multi-Tiered Systems of Support (MTSS), and (3) additional structure(s) or programs that will support students such as counseling, academic interventions, or other services.

At TMS, one of our main goals is to close learning gaps for students in East Dallas who have not always had access to a high-quality education. We take a well-rounded approach to meet the needs of at-risk, underperforming and neurodivergent students by building staff of highly qualified educators, using intentional systems, and offering targeted programs. We are focused on hiring teachers and specialists experienced in working with students facing academic challenges as well as challenges at home. A school Culture Coordinator will be on staff to provide individualized support, helping students manage stress, develop social skills, and handle personal challenges. We will offer regular staff training on strategies for engaging at-risk students and building inclusive classrooms for all learning types so that all teachers have the tools they need to make an impact. With smaller class sizes, we can keep a low student-to-staff ratio (around 1:5 in small groups), giving students more personal attention. We will offer accelerated instruction in small groups during Explore time as well as in summer programs for targeted groups, tailoring everything to meet students' academic, behavioral, and social needs using data-driven strategies. Our community-focused approach also connects students with mentors from local organizations to help them set goals, make positive choices, and stay engaged. We will also support families through workshops and resources that help them stay involved in their child’s education and well-being. Inherent in the museum model is the opportunity to practice and embody transferable skills, helping students build positive behaviors, social skills, and conflict resolution strategies. This will allow at-risk students to develop healthier patterns, stay engaged in learning, and grow academically and socially.

Staffing model recap includes:
-School Culture Coordinator
-One-to-one teacher assistants per classroom in PK-1st grade; 1 per grade level up to 5th grade

Paid Partnerships
-After School Explore Partnerships
-Summer School
-Virtual and in-person tutoring partners
-Concilio Parenting Classes

Volunteer/FREE On-site Partnerships
-Community Mentors through “You Can Mentor”
-Owenwood Farm and Neighbor Space
ESL Classes through Aspire
Tax Support

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Family Counseling Services
Utility Assistance
Monthly food and diaper drives
Transportation services

Sources:
Bryk, Anthony S., et al. Organizing Schools for Improvement: Lessons from Chicago. University of Chicago Press, 2010.
Krueger, Alan B. "Economic Considerations and Class Size." Economic Policy Institute, 2002, www.epi.org.
Herrera, Carla, et al. "The Role of Mentoring in Closing the Achievement Gap." The National Mentoring Partnership, 2016, www.mentoring.org.
Jeynes, William H. "A Meta-Analysis of the Efficacy of Different Types of Parental Involvement Programs for Urban Elementary School Students." Urban Education, vol. 41, no. 3, 2006, pp. 231-246.

Accelerated Learning and Tiered Support

Describe plans to provide supplemental accelerated instruction to support student mastery of grade-level TEKS, including staffing and schedule arrangements and high-quality materials used. Separately, for an MTSS program, in order to address learning gaps based on collected data, describe the personnel responsible for data collection, the implementation of tutoring schedules, and the plans for monitoring the effectiveness of the interventions.

Teacher training is at the heart of our accelerated learning plan. It is essential for making sure everything runs smoothly, and it touches on staffing, scheduling, and resource management. For the plan to succeed, every staff member needs to fully understand the timelines, steps, and transitions involved. To support this, we will set up a detailed onboarding process for new teachers and offer annual training to keep everyone on the same page. Our program will kick off with iReady assessments at the start of the school year. Using the results, teachers will create lesson plans that target the specific learning needs of their students. Teachers will have time set aside for collaborative planning, which we will revisit during weekly meetings to review data and make curriculum adjustments in line with TEKS. Regular refresher sessions will also ensure staff stay up-to-date on best practices for accelerated learning.

We will explore creative staffing options, including using trained instructional aides to lead small, flexible groups focused on specific learning goals. To provide more support, we will offer accelerated small groups during afternoon Explore time as well as on weekends with Saturday School, select holiday breaks, and even during summer breaks. We will also introduce high-quality educational tech tools to enhance instruction.

Through our Multi-Tiered System of Support (MTSS) framework, we will pinpoint learning gaps and address them with data-driven interventions. Our MTSS Coordinator will manage data collection and analysis, working closely with ILT to align schedules, avoid conflicts, and make sure teachers have time to collaborate effectively. Teachers will get initial and ongoing training to ensure the MTSS framework is implemented with care. The MTSS Coordinator will also handle the tiered intervention system, where the level of tutoring adjusts based on each student's needs. They will ensure we follow a steady intervention schedule so students receive the support they need without interruptions. The coordinator will stay in regular contact with the ILT and hold frequent MTSS meetings with teachers and tutors to track progress, adjust strategies, and communicate with families. For both the accelerated learning plan and MTSS to work, we will need thoughtful staffing, flexible scheduling, and high-quality TEKS-aligned materials. We will use embedded supports with Bluebonnet, Wilson, Stemscopes and iReady to ensure alignment with our accelerated intervention programs. With careful data analysis and responsive tutoring schedules, we will close learning gaps, measure progress, and adjust as needed, helping all students stay on track toward grade-level mastery.

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V. Promotion, Retention and Graduation

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 endorsement pathways, unique course offerings, or requirements that the proposed charter school will implement as part of the selected model/design. Discuss how these programs will support the school meeting accountability requirements for College, Career, and Military Readiness.

VI. School Culture, Safety, and Discipline

Communicating School Culture

Describe the vision for the school's culture that promotes a safe, positive, and productive learning environment, including any artifacts or specific practices. Explain how the proposed culture aligns with the school's mission and model.

At The Museum School of East Dallas (TMS), cultivating a safe, positive, and productive learning environment is essential to our mission of empowering all students to thrive academically. Central to this effort is fostering a culture of belonging, where students, families, and staff feel valued, supported, and inspired. We believe that a strong school culture, rooted in our core principles and intentionally designed practices, is fundamental to achieving meaningful academic and personal growth for every student.

Our culture plan begins with the principle that every student deserves to feel safe, successful, and known. We emphasize vibrant, inclusive teaching, well-structured routines, and environments that reflect intentionality and care. These values are encapsulated in our student creed and align directly with the TMS mission and model. By integrating immersive learning, deep reflection, and meaningful community connections, we cultivate joyful learners in a joyful environment. This joy does not negate hard work but intertwines with it—students striving toward their highest potential find joy in the process, and that sense of achievement fuels growth and resilience. Our cultural framework is anchored by the TMS T.H.R.I.V.E. principles. These principles guide our daily interactions, rituals, and behavioral expectations, creating a community where students and staff are inspired to bring out the best in themselves and others.

Tenacity: Keep going, even when it's hard.
Honor: Do the right thing, even when no one is looking.
Responsibility: Take care of what needs to be done.
Integrity: Be honest and keep your word.
Valor: Be brave, even when you feel scared.
Encouragement: Supporting someone to try their best.
NOTE Principles were chosen through a community co-design model allowing parents to vote on those that are important in their homes that TMS can extend upon during the school day.

We understand that culture does not develop by chance but through deliberate planning, implementation, and collaboration. Our approach begins during summer staff training, where we emphasize building strong

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relationships, establishing high expectations, and setting the tone for a consistent, predictable environment. Onboarding processes for staff, families, and community partners further ensure that all stakeholders understand and contribute to the shared vision of TMS.

TMS applies its T.H.R.I.V.E. principles not only to student culture but also to staff culture and behavior, creating a supportive and collaborative environment where educators feel valued, inspired, and empowered to excel. These principles guide how staff interact with one another, students, families, and the broader community, ensuring the school culture reflects the same expectations set for students. By embedding the T.H.R.I.V.E. principles into staff culture, TMS cultivates a cohesive, purpose-driven team that models the very behaviors and values they seek to instill in students. This intentional focus on culture fosters collaboration, mutual respect, and professional growth, ensuring that staff are not only successful but fulfilled in their work.

Tenacity: Staff model perseverance by approaching challenges with a solutions-oriented mindset, supporting one another through difficult tasks, and maintaining a commitment to continuous improvement. This includes navigating challenges collaboratively, adapting to new approaches, and staying dedicated to the school's mission, even when the work is demanding.

Honor: Teachers and staff uphold professionalism and integrity in all interactions by showing respect for colleagues, students, and families. They strive to "do the right thing" through honest communication, fair decision-making, and maintaining high ethical standards in their work.

Responsibility: Staff take ownership of their roles, ensuring that their work contributes to the success of the school community. Whether it's lesson preparation, supporting colleagues, or communicating with families, they fulfill their commitments with care and consistency.

Integrity: Honesty and trustworthiness form the foundation of staff relationships. Staff members model integrity by being transparent, reliable, and accountable to one another, fostering an environment of trust and mutual respect.

Valor: Staff demonstrate courage by taking risks to innovate, trying new teaching strategies, and openly reflecting on areas for growth. They support each other in difficult situations, speak up when needed, and remain brave in the face of uncertainty or change.

Encouragement: TMS staff embody the principle of encouragement by fostering a positive and supportive environment where every student feels seen, valued, and capable of success. Through uplifting language, celebrating progress, and modeling perseverance, staff inspire confidence and a love of learning in all students and among colleagues.

Discipline at TMS is centered on teaching, not punishment. While consequences may sometimes be necessary, our primary goal is to guide students toward positive behaviors and restore classroom culture when needed. Our approach to discipline emphasizes building strong relationships and providing replacement behaviors that help students succeed in the future. This philosophy aligns with our belief in fostering human flourishing, where every challenge is viewed as an opportunity for growth.

Artifacts and Specific Practices:
A Culture Coordinator will be hired to oversee student well-being and support the SLT in developing practices that

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promote human flourishing, community building, and trust.
Regular coaching and professional development for teachers will emphasize relationship-building, high instructional expectations, and inclusivity.
Onboarding for new staff and families will include rituals and traditions that induct them into the culture of TMS, ensuring clarity and alignment with the school's vision.
Strategic partnerships with local nonprofits will provide wraparound services, including counseling for at-risk families and students.
Cultural artifacts, such as the TMS Student Creed, daily rituals, and student exhibitions, will reinforce our core principles and foster a sense of pride and belonging.

We know that culture requires ongoing reflection and adaptation. Through community co-design sessions, surveys, and focus groups, we gathered input to shape a school environment that reflects the aspirations of East Dallas families. This collaborative approach continues through regular committee meetings, town halls, and an annual calendar of events to maintain alignment with our community's needs and values. Ultimately, our goal is to create an environment where every student is equipped to say: "I look forward to teachers challenging me to be the best version of myself. When they hold me accountable for meeting high behavior and academic expectations, I learn more." This intentional, inclusive, and proactive culture will ensure that TMS students thrive as learners, leaders, and contributors to their communities. Together, we will build a brighter future for East Dallas.

The Museum School of East Dallas Student Creed
I am a learner, an explorer, and a leader.
I embody tenacity, honor, responsibility, integrity, valor, and encouragement.
I look for the good in myself, in others, and in my community.
I am confident and proud of who I am and excited about who I am becoming.
In all things, I have a sense of possibility and a heart of gratitude.
I welcome challenges because they help me become the best version of myself.
It's not always easy, but the hard work is worth it.
I welcome mistakes as opportunities to learn and grow.
I pay attention to my thinking and I can change my mind.
I forgive myself and others, showing compassion and kindness to all living things.
I listen to others, because people want their stories to be heard.
I want to share mine, and I want to hear theirs.
I am brave, smart, strong, capable, important, enough.
I matter. I am the future.
Did you hear me? I am the future.
In the flesh. Standing right here in front of you.
I will be your doctor, teacher, leader, the one who will change the world, one idea, one action, one dream at a time.
I am The Museum School.
And together, we will build a brighter future.

Sources
Nagel, Michael C. In the Beginning: The Brain, Early Development and Learning. ACER Press, 2012.
Fullan, Michael. The Six Secrets of Change: What the Best Leaders Do to Help Their Organizations Survive and Thrive. Jossey-Bass, 2008.
Hattie, John. Visible Learning for Teachers: Maximizing Impact on Learning. Routledge, 2012.
Echevarria, Jana, et al. Making Content Comprehensible for English Learners: The SIOP Model. 5th ed., Pearson, 2017.
Texas Education Code § 37.001 – Student Code of Conduct.

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See Proposed Discipline Policy.

Campus Security Officer

Number of armed security officers at each district campus in year 1: 1

☒ By checking this box, the sponsoring entity presiding over this application and any subsequent charter operations affirm acknowledgment of all requirements of Texas Education Code, Chapter 37, Section 37.0814, relating to armed security officers at each district campus.

Discipline Data Analysis

Discuss plans, if any, to conduct analyses that will evaluate student discipline data and overidentification of any specific student group.

Each month, ILT will review discipline data tracked in Ascender through incident documentation forms (Tier 1 and 2 behaviors) and referrals (Tier 3 behaviors) to assess program effectiveness, identify areas for improvement, and how to ensure our practices are fair for every student. The goal is to prevent certain student groups from being singled out more than others and ensure that our programs are carried out equitably. We will track behaviors, subgroup trends, attendance, and feedback from school culture surveys, collecting both qualitative and quantitative data, to fully understand student behaviors. To understand the data, we will look at patterns over time; for example, how often incidents happen and whether they are increasing or decreasing compared to previous years. It is also essential to break down the data by student demographics and monitor how existing interventions are making an impact. Along the way, we will dig into root causes by gathering input through interviews, focus groups, and surveys while reviewing our policies to see if they are still effective. These regular data meetings are not just for looking at numbers, they will help us take action. We will use what we learn to identify new interventions, determine any training teachers might need, and ensure our practices are culturally responsive. Action plans will include specific goals to track progress and make improvements along the way. We will also keep the community informed by sharing updates on what is working, challenges we are facing, and how we are addressing them, building trust and accountability. During the planning year, we will choose easy-to-use data management tools to help us collect and analyze information quickly. This way, we can respond to issues right away and stay focused on creating a school environment where every student feels supported and has a fair shot to succeed.

Operations

I. Community Engagement and Student Recruitment

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 Evidence of Community Engagement.

At TMS, it is our core belief that a school should be built with the community, for the community, in order to partner with neighbors and build an excellent educational option that is responsive to the wants and needs of the community. We therefore decided to employ a community co-design model rooted in the community's context. We started with a deep dive into the needs of the far East Dallas community, specifically 75228 and surrounding, as the needs were evidenced by research from the Ferguson Road Initiative backbone organization through meetings with Vikki Martin, executive director. We also built a significant relationship with an already established community center in 75228, Owenwood Farm and Neighbor Space, and built a strong, collaborative relationship with their executive director, Jessica Hernandez. We began our work by creating a robust community engagement plan that began in September 2023, with the below goals in order to clearly identify key stakeholders in the community who will be impacted and who we should engage about being involved in the process, ensuring they align with the community's needs and aspirations.
1. Create a robust community co-design (CCD) team with various stakeholders with at least 7 members by December 2024, that engage in monthly meetings, bi-weekly check-ins along with planning and attending community engagement events.
2. Distribute a community survey for East Dallas residents that reaches a random assortment of demographics and receives at least 400 responses by April 2024.
3. Conduct 4 focus groups with a variety of stakeholders (families from all 75228 neighborhoods and surrounding, community leaders, business leaders, teachers) by April 2024 .
4. Participate, attend, and/or host 50 engagement events by May 2024.
5. Engage in a minimum of 150 one-on-one conversations with community members by May 2024.
6. Host community town hall by May 2024, presenting findings of community co-design data.
7. Onboard 3 founding board members by August 2024

Within our plan, we mapped out the scope of our initial work over the first year, backwards planning from our goals including monthly benchmark reviews and bi-weekly group check-ins with a centralized Community Engagement tracker to ensure that we were on track to meeting our goals. Our process followed the below timeline:

Sept-Dec 2023: Relationship Building and Brand Building
Benchmark Goals: 100 Surveys, 1 focus group, 25 events, 50 meetings
TMS engaged the community through one-on-one meetings and networking in order to establish trust through transparent communication, demonstrating respect for community input, and being responsive to concerns and feedback and fostering a sense of ownership and collective responsibility. We began to establish the brand with the following tasks:

(Sept) Secured a domain and website in order to share information about our co-design process, proposed key design elements, share information on lead founder and founding board, and upcoming events
(Sept) Created proposed logo, name and marketing materials organization
(Sept) Created social media presence on Facebook, Instagram and LinkedIn in order to share community photos and events, surveys, focus groups, residency documentation, excellent school visits, town hall, camp pilot, community partners and more
(Sept-Oct) Created and began implementing strategic Community Engagement Plan
(Oct) Heavily leveraged local and already established relationships to create new networking connections

Operations

(Nov-Dec) Built a community co-design team that was to meet regularly to inform the design of our innovative school model as well as serve as a foundation for the organizational structures to ensure the TMS operates, if approved, as envisioned (see letters of support in Evidence of Community Support).
(Ongoing) Collaborated with families and community members to create a community survey including several drafts and feedback to ensure that we had a survey that would be feasible to ask community members to complete, accessible in their language, and elicit responses where data could be analyzed that would elicit input on the school model, key design elements and school expectations. Advertised on CCD team and board member social media platforms as well as TMS socials, website, as well as at community events, with both digital and paper options. The survey instrument is at: https://tinyurl.com/bdhykjmm
(Ongoing) Founder hosted 50 vetting zoom/phone calls for potential founding board members.

Jan-Feb 2024: Research
Benchmark Goals: 200 Surveys, 4 focus group, 40 events, 100 meetings
Used surveys, interviews, focus groups and ethnographic studies to gather deep insights into the community's needs, preferences and challenges to visualize the experiences, feelings and motivations of different community members. Visited high quality charter schools that are achieving results doing similar work in various school models. Founder hosts 25 vetting zoom/phone calls for potential founding board members.

March-May 2024: Analysis, Ideation and Concept Development - CCD team analyzed anonymous data and organized trends to report out and facilitated team brainstorming sessions where community members and stakeholders to generate ideas and solutions together. Used hands-on activities to co-develop initial concepts collaboratively and then evaluated and prioritized ideas based on criteria such as feasibility, impact and alignment with community values. We hosted a community town hall to report our findings. Co-create founding board member interview questions that focus on expertise, mission alignment, governance and founding board member job description and expectations. Our founder co-created board member formal interview questions around mission alignment, area of expertise, connection to Dallas education, their experience with governance, and the financial responsibility, time commitment and job description expectations. She completed initial founding board member formal interviews and made 5 recommendations.

June-Aug 2024: Prototyping and Testing – Co-created a pilot of the school model with Board and CCD Team in the form of offering a free summer camp at a local community center during a week where there typically is not camp offered to help bridge the gap for families while also giving them a chance to experience the model that the community voted for. We recruited high-quality, results driven, experienced and certified teachers, established local partnerships as well as learning expedition visits for the week.

September 2024 and beyond: CCD team and board members met to reflect on pilot data, success, and upgrades to make as we received a desire from the community to continue the pilot during winter break and spring break as well as complete a year two community engagement plan based on upcoming priorities.

Community Engagement Plan Results:
-Built a significant partnership with an influential community center, Owenwood Farm and Neighbor Space, that is already functioning to meet the needs of the community by closing resource gaps in the midst of the food, medical, child care and recreational desert. Our founder and their executive director collaborated weekly throughout the year, co-planning multiple events for the community throughout and capitalizing on the synergy between the two organizations and their mission alignment. Our Founder also met with their board multiple times and hosted a meet and greet about Owenwood Farm and Neighbor space being the facility for the school. There would be space for TMS to exist there for two years, after that there would need to be an addition to their current 30,000 square foot space that includes a gym, stage, cafeteria, industrial kitchen, classroom spaces, playground, and on 10 acres that includes a farm. Jessica Hernandez, their executive director, was also integral in connecting me with other organizations to build trusting relationships within the community and get input for TMS.

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-Engaged with local organizations in the targeted geographic location including the below through word of mouth and driving around in the area:
14 neighborhood associations in East Dallas
5 faith-based organizations
Sent out introductory emails with meeting requests to 40 neighborhood associations and faith based organizations

-Hosted Town Hall Event in May 2024, in partnership with Owenwood Farm and Neighbor Space, local community center, where we reported our findings with an integrated museum school model approach of a gallery walk with feedback. Received confirmation of proposed school model from the community as well as an official name change to reflect the innovative school model. (Confirmed: museum school model, PK-8th grade in East Dallas, change name to "The Museum School of East Dallas")

-Hosted a week-long school pilot as a free camp first week in August at Owenwood Farm and Neighbor Space. We intentionally hosted the camp the week before school started and marketed it as a "Get ready for back to school" camp using the museum school model.
We accepted 2nd-4th graders and ended up having 20% 4th graders, 14% 3rd graders, 66% 2nd graders.
We posted a digital flier on our social media, in our monthly newsletter, and had several community partners share as well as our local city council member's weekly newsletter.
Twenty-one students attended all day for the entire week including our Friday Evening Community Exhibition and Community Meeting (33% African American, 33% Hispanic, 30% Caucasian, 4% Multiple Races)
81% of our students were from the directly surrounding community within a mile of our school and 86% from low-income families
We had highly qualified Humanities and STEM teachers that planned and taught our morning core blocks (8:00am-12:00pm) and 4 community partnerships (Labori Boxing, Lake Highlands School of Music, Rachel Larlee Art Studios, and The Artist Outreach Drama Class) that ran our 1:00-5:00pm blocks after our Lunch/Recess break outside from 12:00pm-1pm.
We took students on a learning expedition to the Trinity River Audubon Center where docents focused their time on learning about the Black Land Prairie that we live in and how to preserve native plants, including an opportunity to make and launch "seed balls."
At the culmination of the week, we hosted an exhibition on Friday evening for parents and community members, where families could come in and experience what students learned that week, see their artifacts, and we also invited community members to come and learn more about TMS and see it in action.
76% of parents completed our post survey, 100% said they were very satisfied with the camp experience and want to return and learn more about the school model and would be interested in other TMS camps
Anecdotally, we had several parents share with us after the camp was over that their child said it was the best camp they went to all summer and begged them to go again
Camp was funded by the Kern Family Foundation, a foundation on the East Coast that invests in and supports BES fellows.

-Surpassed our goal of 150 one-on-one community stakeholder meetings where we elicited input about the unique needs of the targeted geographic location (academic, demographic, economic, student supports, etc.) with high priority community members, local community organizations, business leaders, educators and families to increase awareness of TMS.
Surpassed our goal of attending or hosting events to over 50 events and we continue to engage and elicit future support in the below opportunities:
Greater East Dallas Economic Summit in 2023 and 2024
Tabling at many events at community centers in the area including Samuel Grand, Harry Stone, and Ridgewood Belcher Fall Festivals, Winter events, and Spring events including annual Egg Hunts, dances and back to school summer events.
Casa Linda Tree lighting with over 1,000 invitees.

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Attended the State Board of Education (SBOE) Meeting in June 2024 in order to make connections across multiple forums at varying levels of depth to share the why, details about the proposed charter school, key design elements, community outreach strategies, and to elicit support.
-Created a CCD team with 9 community members including local non-profit leaders, families, educators, and business leaders that began meeting together as a team monthly in December 2023 both virtually, in-person, as well as attending community events together. Additionally, our founder held one-on-one bi-monthly meetings with CCD team members as well. As of July 2024, the team has convened meetings over 12 times and our founder has hosted more than 50 one-on-one meetings collectively with the team.

-Met with surrounding ISD board members and district leadership to discuss the school and potential partnerships

-As of December 2024, have secured 11 board members with expertise in the following areas:
Dr. Dawna Duke - Native Texan and life long East Dallasite, brings impactful middle school principal in Dallas and founder and CEO of Stemscapes. Dawna brings a wealth of knowledge in academics and operations of how to run successful elementary and middle schools.
Jackie Arrellano - Life long East Dallasite, brings over 20+ years of experience working in early childhood, from successful teacher to prek coordinator, enrollment, recruitment and headstart expert.
Carrie Holliday Sneed - Special Education expert, specifically in the area of dyslexia, and will bring her career long educational expertise from public and private schools to support effective Special Education practices at TMS. Carrie also has deep ties to the East Dallas community, raising her own children in both public and private schools.
Khayree Duckett - Career in government relations, public policy and property management will help TMS navigate the complex landscape of obtaining a facility in East Dallas.
Vilas Panicker - career long public school finance experience with DISD and Uplift Education, and now soon-to-be Relay Graduate School of Education CFO. Vilas brings school finance expertise needed to ensure that TMS operates with positive cash flow, reserves and profits each school year with strategic long-term financial planning that will set TMS up to be a sustainable and successful organization.
Mark Willey - Native Texan and former East Dallas business owner and parent in the community, Mark brings great experience in law and business to the team to help navigate legal issues as we pursue founding TMS.
Andrea Barger - Successful branding and marketing influencer in the Dallas area that has children in East Dallas schools and is passionate about using her expertise to bring the story of TMS to the community and support successful enrollment messaging.
Bibi Yasmin Katsev - Bibi has done extensive work supporting charters in Texas and brings a wealth of knowledge and experience to help support us in this landscape as we seek to found TMS.
Dr. Ollie Malone - Experience as a successful deaf education teacher as well as human resources gives Dr. Malone unique expertise in operating effective human resource services from the corporate world and ensuring that TMS practices are effective.
William Hanhauser - William brings extensive experience in the arts and museum world. He has already made many meaningful connections with local cultural institutions and will continue to help support connecting TMS to museums in Dallas to support our model.
Jessica Hernandez - Native Texan and deeply immersed in community engagement in East Dallas. Jessica has already helped connect TMS with integral East Dallas organizations as well as open up doors to speak with families about our mission.

-Created significant online presence with over 645 followers combined on LinkedIn, Facebook, and Instagram and thousands of likes and impressions and increased engagement daily on our website with new organic visitors.

Our initial community engagement plan laid the foundation for our ongoing family engagement strategies to secure support for TMS with increasing intensity since August 2023. After our initial year of engagement, our engagement goals transitioned to focusing on four main objectives below:
1. We will continue to introduce TMS to community stakeholders in the targeted community (elected officials,

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governmental, community organizations, local businesses, residents, families, and students) *NOTE* Including a re-branding launch with new name and logo August 2024
2. We will continue working with our CCD Team. We plan to transition the team to start our official "Stakeholder Decision Making Committee" (SDMC) built of parents and community members that will transition to help with recruitment efforts in the community including founding families and Parent Ambassadors.
3. We will continue to collect community input into the school model and key design elements through community survey, focus groups and community events
4. We will continue to secure public support for the charter application for TMS (including intent to enroll, petition signatures, and letters of support)
5. We will continue researching and obtaining other funding sources through grant writing and fundraising efforts

Describe plans and strategies that will effectively support the ongoing solicitation and use of parent, family, and community engagement input for the implementation and operation of the proposed charter school.

The Museum School of East Dallas understands that the success of a charter school hinges on the active engagement of parents, families, and the broader community continuing in the co-design partnership. We will create a robust family engagement plan with input from all stakeholders to ensure that we have developed a comprehensive strategy for staying connected with families. From the outset, we will prioritize developing authentic, trusting relationships between family, school, and community. Collaboratively, we will develop a shared vision of student success and co-design authentic opportunities for collaboration. As indicated through the community engagement strategies, we have already begun intensive engagement with future TMS families, and we will continue to do so throughout the charter application process and during the planning year by implementing our plan with fidelity. We will also leverage our relationship with Owenwood Farm and Neighbor Space to connect families to community resources and engage with families at community events.

Family Onboarding Sessions: After the lottery, we will have intentional checkpoints and ongoing communication to families so that they feel connected. This includes robust family onboarding sessions where parents understand expectations, questions are answered, and they are already beginning to build a sense of belonging with their TMS community.

Maintain Consistent and Open Communication: TMS will utilize a variety of communication channels to engage our families and community including our school website, social media, newsletters and more. We will send out weekly newsletters packed with updates on school events, important dates, student achievements, applicable school information and resources. An online parent portal will provide families with easy access to their child's academic progress, attendance records, and school resources. Social media platforms will also be utilized to share updates, celebrate successes, and engage with the school community, ensuring that everyone feels connected and informed. Upon school opening, we will utilize the online parent information hub, such as Ascender, to build a parent portal for ongoing, active two-way communication on student performance, school information, and events. We will ensure that all communication is translated into the languages represented in our community and accessible to all in our school community.

In-Person Engagement: Parent engagement is at the heart of TMS events. We will regularly host face-to-face meetings, presentations, and planned events, and workshops/discussion groups to aid ongoing engagement and to build relationships. Open houses and orientation sessions at the beginning of the school year will welcome new families and provide essential information. Regular student-led conferences will offer opportunities to observe student progress and address any concerns. Family nights, filled with activities like STEM nights, reading nights, and cultural celebrations, will encourage parent and student participation, making the school a hub of family engagement. This includes making sure that our events are accessible to all emergent bilingual students and their families as well as students with special needs.
-Continued Co-Design Opportunities: TMS recognizes the importance of active parent involvement in various

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aspects of school life. A robust parent volunteer program will be established, allowing parents to contribute in classrooms, during events, and on field trips. A Volunteers in Partnership group will be organized and give parents a voice in school decision-making, providing valuable feedback on policies and initiatives. Workshops and seminars on topics like supporting student learning at home, child development, character formation and effective parenting strategies will be offered, empowering parents with knowledge and tools to support their children's education.
-Community Partnerships: As a key design element, partnerships with the local community are equally vital for the ultimate flourishing of our community. We will forge partnerships with local businesses, cultural institutions, museums and non-profits to enhance educational opportunities and resources for students as well as wrap around services. Community leaders and professionals will be invited to speak at the school and mentor students, providing real-world connections to their learning. Service-learning projects will engage students in activities that benefit the community, fostering a sense of civic responsibility and pride.
-Community Events: Events like art exhibitions, science fairs, and cultural festivals will bring the community into the school, celebrating the talents and achievements of students. An annual community resource fair will provide families with information about local services, health resources, and support programs, ensuring they have access to the resources they need.
-Community Forums: Host monthly community forums to gather input on school initiatives, discuss community needs, solicit feedback on our school model and build strong relationships with local residents. We will also provide opportunities for training through partnerships like Concilio in order to educate families about school initiatives as a parent at a TMS school.

Staff/Family Communication: We will regularly meet with all families, especially students identified as academically vulnerable (underperforming or at-risk).
-Teachers are responsible for communicating with families regularly via e-mail or class dojo with an expectation that all communication is responded to within 24-hours to ensure that they have a clear understanding of where their student is performing and areas of need. We pride ourselves on being honest with parents about both things that students are doing well and areas for improvement as well as addressing any concerns promptly and directly. Teachers will log monthly communication in the teacher communication tracker, which should include one point of positive only contact.
-The school will send a weekly newsletter to all families with upcoming dates, reminders and important information about getting involved with TMS.
-Families will receive quarterly report cards and progress reports halfway between each quarter.
-Students will have Friday folders that go home with any fliers, student work and information to be distributed.
-Any important information will be sent through email, text and fliers.

Continuous Improvement and Evaluation: One of the keys to our engagement strategy is evaluating our progress. Quarterly surveys and feedback forms will be distributed to parents and community members, gathering their input on the effectiveness of engagement strategies including suggestion boxes placed in the school that will allow for anonymous feedback. All data will be analyzed during quarterly SLT meetings and shared with the board and staff. In addition to our formal beginning and end of year parent surveys, we will create more on an as needed basis. We will analyze feedback data to identify trends, strengths, and areas for improvement, developing and implementing action plans based on this input. We will do regular reviews of engagement strategies to ensure they remain effective and relevant, with adjustments made as needed, during our quarterly family engagement benchmark meetings. Celebrating the contributions of parents, families, and community members through recognition programs, awards, and public acknowledgments will highlight the positive impact of their involvement. Through these comprehensive strategies, The Museum School of East Dallas aims to create a supportive and engaged school environment. By fostering strong partnerships with parents, families, and the community, the school will enhance the overall educational experience, ensuring that every student has the support they need to thrive.

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Student Recruitment Plan [Year 1]

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

Month/Year	Task	Target Student Group (if any)	Estimated Expense
Upon Approva	Superintendent email notifications to intent to enroll families - upon approval TMS will send an email notification to all community stakeholders on our contact list and all families and submitted "intent to enroll" forms	Intent to enroll families	$0
Upon Approva	Superintendent and Board Community Engagement Committee (CEC) will collaborate with local organizations and host educational events, such as but not limited to, summer camp collaborations (grant funded), Town Hall meetings, and information sessions; secure more partnerships.	East Dallas Families	$0 (will utilize already purchased marketing materials)
Upon Approva	Superintendent order marketing materials to use at community events to help build TMS brand	East Dallas Families	$1,000
Ongoing	The Superintendent will post social media campaigns for families to complete their letter of intent; increase interest in future enrollment via our school website and social media platforms.	East Dallas Families	$120
Aug 2025	Superintendent and board finalize all print advertising contracts and secure/approve ads for Visit East Dallas, Advocate, and D Magazine Education edition	Targeted Neighborhoods in far East Dallas	$2,130
July-Aug 2025	Superintendent set up a table at back-to-school fairs and events giving out free school supplies and collect intent-to-enrolls	Low-Income Families	$200
Sept. 2025	Strategic Canvassing – Superintendent will conduct strategic canvassing of neighborhoods near the targeted lower performing elementary campus in the geographic location and PreK centers as well as through local tutoring and related service provider centers	S. S. Connor Elementary Truett East Grand Special Education Students	$400 supplies, canvassers will be volunteers from our community codesign team
Sept. 2025	In-Person Information Session – Superintendent will announce to community that our school will officially be opening in 2025 and begin to solicit for enrollment	75228, 75218, 75227, 75223 families	$100 for coffee and snacks

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Month/Year	Task	Target Student Group (if any)	Estimated Expense
Oct 2025	Strategic Canvassing - Superintendent will conduct strategic canvassing of neighborhoods near the targeted lower performing elementary campus in the geographic location and PreK centers as well as local non-profit ESL classes at churches/community centers	Emergent Bilingual	$300 supplies, canvassers will be volunteers from our community codesign team
Spt - Oct 2025	Targeted Tabling/Canvassing - Superintendent will select and conduct targeted tabling opportunities at large community events and churches in the geographical location	Churches, daycare and elementary students in targeted geographic location	$100 per event max
Dec 2025	Superintendent will send postcards to families inviting them to our first monthly community engagement event. The mailers will go to families with children between the ages of 3-5.	Targeted low-income families and Spanish Speaking families	$300
Spt 25-Mar 26	Publicity Campaign – Superintendent and Ops Manager will conduct targeted social media ads and email marketing and paid ads launched via multiple social media platforms to support canvassing, tabling, town halls workshops and application window	Daycare and elementary students in targeted geographic location	$3,000
Oct 25-Jan 26	(2) Virtual Town Halls (TMS Admissions Process, Student Experience, Museum School Model, Enrichment) (2) Family Workshops (Goal: 4-6 events) – hosted by Superintendent	Interested and “applied” students and families; targeted zip codes	$500 per in-person event (marketing, supplies, food, activities, translation services)
Jan 26 - on	Superintendent and board host events and information sessions with early childhood facilities in Dallas, Texas, and send print materials home in scholar	At-risk PreK families	$50 per event (goal 8 events)
Nov-Feb 2026	Superintendent and board will begin application cycle on November 1st and close on February 1st to allow scholars and families to know their status of acceptance early enough to make school choice decisions.	All families	$2,000

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Month/Year	Task	Target Student Group (if any)	Estimated Expense
Feb 2026	Superintendent and Ops Manager ensure Lottery Pulled and provide On Campus Registration Support The lottery will occur within fifteen (15) days of the close of the application period, on/before February 16th, during which names will be randomly selected for each available seat. Within ten (10) days, on/before February 25th, notifications will be sent to scholars and families about the lottery via email and through the United States postal services. Superintendent and Ops Manager ensure Lottery Pulled and provide On Campus Registration Support	Spanish Speaking Families	$150 (print materials, water, snacks)
Feb 2026	Superintendent and Ops Manager - Welcome Letters sent to families accepted into lottery including TMS Pendant with social media tagging option	All families	$200 pendants from 4imprint
March 2026	In Person Registration Support hosted by Ops Manager and PEIMS	Families with limited technology access	$0
March 2026	Family Onboarding Session 1 (Virtual) – Hosted by Superintendent Topic: Mission, Vision, Core Principles and Family Engagement	All families	$0
Jan - May 26	Strategic Canvassing - Conduct strategic canvassing of daycare and elementary students in targeted locations out of completed locations; Superintendent and volunteer founding families	Low-income families	$200 for supplies
April 2026	Family Onboarding Session 2 (Virtual) Topic: School Schedule and Explore Time – hosted by Superintendent	All families	$0
Mar - July 26	Residual expenses to shore up any deficits in student recruitment processes/final student recruitment efforts – Superintendent/Board/ Ops Manager	NA	$500
May 2026	Organize families by grade and designate parent lead to coordinate group communication and summer play dates in June – Ops Manager	All families	$0
June 2026	Family Onboarding Session 3 (In-Person) Emergent Bilingual, SPED, 504 – Superintendent/SPED Coord.	All families	$200
July 2026	Family Onboarding Session 4 (In-Person) Operations and Preparing for First Day of School – Superintendent/Ops Manager	All families	$200

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Month/Year	Task	Target Student Group (if any)	Estimated Expense
July 2026	Host Back-To-School Bash where families receive TMS information, meet other families and students, take photos, receive TMS swag and more. – Superintendent, Ops Manager, Office Manager, PEIMS	All families	$500

Click to add a row to the table above. Click to remove a row from the table above.

Admission and Enrollment Period

See Admission and Enrollment Policy.

Tentative Application Window Begins/Ends: Nov 1, 2025 - March 1, 2026 Lottery Date: 2/16/2026

Provide a plan to keep the proposed school on track towards admission and enrollment goals. If needed, what steps would be taken to realign progress with the goals?

At the core of the museum school model is leveraging the strengths of our community to come together for a new school option in East Dallas. At the Museum School of East Dallas, our mission to achieve 100% enrollment by March 31, 2026, is driven by a comprehensive plan that integrates strategic recruitment, community engagement, and continuous monitoring to address challenges and adjust efforts as needed, committed to creating a thriving educational environment for all our students. TMS will utilize Ascender to streamline the admissions, enrollment, and registration processes. Ascender will allow us to conduct data collection and accurate reporting to track timeline and progress measures toward enrollment goals. Below is a detailed timeline merging key activities and milestones before and after authorization.

Pre-Authorization (January - March 2025)
Develop marketing materials and launch the initial outreach campaign, using social media, email marketing, street flags, and traditional media.
Identify parent ambassadors to assist with outreach and serve as community liaisons.
Hire operations and PEIMS roles to ensure family registration is handled efficiently and to assist with recruitment and onboarding.
We will conduct strategic canvassing of neighborhoods in the targeted geographic area, targeting PK/K students from Connor, Bayles, Truett and East Grand Prep, all in our targeted zip codes. We will reach out specifically to these campuses because of 1) low academic ratings, 2) low-income families (95+ economically disadvantaged), 3) the percentage of Emergent Bilingual students (35% and above), 4) students with disabilities (above 10%) and 5) the percentage of at-risk students (80% and above). In addition, we will select and conduct targeted tabling opportunities at large community events in the geographic location.
Host initial community events, including informational sessions and open houses, to engage families and introduce them to the school model.
Identify tabling opportunities at local events to expand awareness and engagement.
Identify parent ambassadors to support the community engagement work including participating at events

Post -Authorization Year 0
Q1 (July - September 2025)
Send email notifications to community stakeholders, prospective families, and those who submitted "Intent to Enroll" to inform them about the school's opening approval. Provide contact information for quick responses to

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inquiries.
Regular meetings to allow prospective families to explore our mission, learn about our curriculum, and experience our school culture firsthand. These events provide opportunities for parents to meet our dedicated team and other prospective students, fostering a sense of connection and trust.
Begin regular virtual open meetings and family workshops, sharing details about the enrollment process and lottery dates.
Monitor outreach effectiveness and make adjustments as needed.
Continue strategic canvassing in neighborhoods with a high percentage of emergent bilingual students and students with disabilities.
Q2 (October - December 2025)
Publicize the enrollment window through email campaigns and paid ads.
Host virtual town halls and family meetings to maintain momentum and encourage applications.
Implement targeted marketing campaigns to boost outreach in underserved communities.
Continue targeted canvassing at elementary and daycare campuses. Focus on enrolling high-need students before expanding recruitment to other areas.
Implement referral program: Our stakeholders and the parent network are integral to this effort. By involving them in the recruitment and enrollment process, we will create a robust support system that helps us reach our goals. Therefore, to further drive enrollment, we will implement a referral program, incentivizing prospective families and staff to refer new families to our school. Core families who have completed “intent to enrolls” and served in the co-design process will also play a vital role, sharing their positive experiences and encouraging potential families to join our community. Based on the pre-work during the charter application stage (i.e., the collection of Intent to Enroll forms in advance of enrollment window), we anticipate that we will collect at least 2.5 times the number of applicants for open seats for enrollment.
Open the enrollment process on Lotterease and Schoolmint platforms and begin targeted follow-up with families showing interest on Nov. 1

Q3 (January - March 2026)
Develop weekly enrollment targets by grade level and follow up with non-responsive families within seven days. We anticipate that by January 2026, we will have converted 75% of proposed student enrollment (or 113 applicants). If this is the case, it will trigger another round of strategic canvassing in other neighborhoods within the targeted geographic area and/or conducting email and telephone marketing to both intent to enroll families and the broader geographic location. In addition, we will adjust the targeted social media marketing efforts to accommodate adjustments to the enrollment process. The Superintendent will provide updated enrollment numbers in weekly team meetings and we will share updated enrollment numbers with the Board on a bi-weekly basis.
Hold a lottery on February 16, 2026, if applications exceed available seats. Notify all applicants by email with acceptance or waitlist status and provide waitlist numbers.
Monitor weekly progress using dashboards and data from Schoolmint and Lotterease, adjusting strategies based on enrollment numbers.
Provide virtual office hours to assist families with registration paperwork and answer questions.
Track enrollment progress weekly using dashboards and hold team meetings to address bottlenecks.
Monitor enrollment data and adjust marketing strategies as necessary, reallocating resources to meet goals.

Q4 (April - June 2026)
Host additional open houses and enrollment fairs to close enrollment gaps.
Continue canvassing and tabling to address any remaining recruitment needs.
Ensure families on the waitlist are kept engaged and notified of potential opening by intensifying follow-up efforts with interested families, making sure there are bi-weekly touchpoints to keep interest including newsletters, especially to those families that have already accepted the seat and complete

Prep for FDOS Y1 (July - September 2026)

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Increase communication touchpoints with accepted families, sending bi-weekly newsletters to maintain interest and confirm enrollment.
Follow up with interested families, ensuring timely completion of registration paperwork.
Conduct a final enrollment push to fill any remaining seats before October 31, 2026.
Secure additional funding through board grants and fundraising efforts to support a summer transition program, ensuring a strong start to the academic year.
Evaluate the effectiveness of the recruitment and enrollment strategy, gathering feedback from families and stakeholders.

II. School Schedule and Transportation

Daily and Weekly Schedule

See Annual Calendar and School Schedule.

Yearly Calendar [Year 1]

See Annual Calendar and School Schedule.

Student Transportation Plans

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

Describe the plan for meeting the general transportation needs of all the students at the proposed charter school. Also, identify projected budget costs and financing arrangements. If transportation will not be provided, explain how the school will ensure the school is accessible to all interested families.

The Museum School of East Dallas is focused on making sure every student can access education while staying compliant with state and federal transportation laws, like the Texas Education Code and the McKinney-Vento Act, which guarantees transportation for homeless students. However, since local ISDs do not share buses with charter schools due to local voting outcomes, we have had to develop creative solutions to keep transportation affordable and effective. Our transportation services will serve two main purposes.
1. Students with IEP Need/Expressed Medical Condition - We took into account the need for potential transportation for students receiving special education services or other medical needs. We estimate this to be a very low number, if any the first year, as we only estimate 3 moderate/severe students receiving special education services.
2. Learning Expeditions - With a max number of chaperones, we would need enough seating for 60 people for learning expeditions. We estimate that this will be the main use of transportation since we estimate multiple expeditions per unit per grade.

Therefore, we decided that using four 15-passenger vans will meet the needs of students with specific challenges, like those with special needs or those who live within a mile of school but cannot walk due to age or a guardian's disability, as well as provide adequate transportation for learning expeditions. Instead of hiring extra drivers, we will train and license current staff members to drive the vans, keeping costs down. We are also exploring both leasing and purchasing vans at auction through partnerships with local dealerships to manage expenses effectively. We estimate the following costs:
-Van Acquisition: Based on obtaining multiple quotes, leasing costs will run about $12,000 to $15,000 per year, or we can buy vans at auction for $10,000 to $12,000 each.
-Fuel and Maintenance: Fuel and maintenance costs are estimated at $10,000 to $15,000 annually, factoring in an

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average of 12,000–15,000 miles per year, fuel efficiency of 12–15 miles per gallon, and current fuel prices in Texas, along with routine maintenance like oil changes and tire replacements.
-Training and Licensing: Training and any required licenses will range from $2,000 to $4,000 a year based on research for Texas vehicles.

We are fully committed to adhering to all state and federal laws and regulations governing student transportation. All drivers will complete required training programs and obtain appropriate licenses to meet or exceed state standards for safe student transportation. The school will maintain proper insurance coverage for all vehicles and conduct regular safety inspections to ensure that vehicles remain reliable and meet regulatory requirements. To keep our vehicles in optimal condition, we will implement routine maintenance schedules and maintain detailed records of all repairs, inspections, and upgrades. Drivers and staff will also participate in regular emergency drills and training, preparing them to handle scenarios such as evacuations, medical emergencies, or vehicle malfunctions. Safety will always be a priority. We will enforce protocols such as seatbelt use, proper student supervision, and safe loading and unloading procedures. In addition, we will establish comprehensive documentation and reporting systems to track transportation-related incidents, compliance checks, and program improvements. For students with disabilities, the Special Education Coordinator will work closely with operations staff to provide appropriate accommodations, such as wheelchair accessibility and door-to-door service, in alignment with Individualized Education Programs (IEPs) and Section 504 plans.

To cover these costs, we will apply for the state transportation allotments through the Texas Education Agency for eligible students, including those with disabilities. We will also seek grants and develop partnerships with community organizations to offset costs. Fundraising efforts will further help by securing private donations focused on ensuring transportation equity. Our plan includes optimizing van routes to reduce travel times and cover high-need areas, with designated pick-up points in underserved neighborhoods. Each spring, we will survey families to make sure we understand their changing transportation needs. Additionally, we are exploring a potential partnership with Dallas Area Rapid Transit (DART) to provide free or discounted transit passes for students able to use public transportation.
Implementation Timeline
July 2025: Assess family needs through surveys.
December 2025: Partner with dealerships to lease or buy vans.
March 2026: Finalize routes and start training staff drivers.
August 10, 2026: Launch transportation services for the first day of school.

By putting these strategies in place, The Museum School ensures that transportation challenges will not stand in the way of student participation, making education accessible for all families while staying mindful of financial limits.
Sources:
Texas Education Agency. "School Transportation." TEA, https://tea.texas.gov
Texas Education Code. "Transportation and School Bus Services." Texas Legislature, https://statutes.capitol.texas.gov
U.S. Department of Education. "McKinney-Vento Homeless Assistance Act." https://www2.ed.gov

Operations

Describe the plan for meeting the required 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. Also, identify projected budget costs and financing arrangements.

TMS will offer transportation for students receiving special education and those eligible under Section 504, following all state and federal guidelines, including the Individuals with Disabilities Education Act (IDEA). Our goal is to ensure every student has the support they need to fully participate in school and its programs. For students with Individualized Education Programs (IEPs) that require transportation, we will provide personalized services. This could mean wheelchair-accessible vans, sensory-friendly settings, or having behavior specialists onboard if needed. We will also offer door-to-door service when necessary to make sure these students get to and from school without any barriers. Transportation will cover not just the school day but also extracurricular activities, field trips, and any off-campus learning. Each year, the ARD committee will review and update transportation services based on the student's changing needs. Students covered under Section 504 will receive services tailored to their individual challenges. Depending on their needs, this might include flexible pick-up and drop-off times, central pick-up points, assigned seating, or extra help when boarding. When needed, they will also have door-to-door service to make sure attendance is not affected. The school will reassess their transportation needs during annual 504 plan evaluations to keep things aligned with their current circumstances. The Special Education Coordinator, working with operations staff, will manage route planning to keep things running smoothly and efficiently. We will regularly review and fine-tune routes to minimize travel time and avoid disruptions. Early morning pick-ups and late afternoon drop-offs will be scheduled to fit around school hours and after-school programs. In case of emergencies or unexpected changes, our team will be trained to adjust routes quickly to make sure no student is left without transportation.

Sources
Individuals with Disabilities Education Act, 20 U.S.C. § 1400., Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, Texas Education Code § 42.155.
Texas Administrative Code Title 19, Chapter 89.1055 – Least Restrictive Environment and IEP Requirements.
Texas Administrative Code Title 19, Chapter 89.1096 – Special Education Transportation.
Texas Education Agency. "Special Education Transportation Guidance." Texas Education Agency, tea.texas.gov.

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).

☒ 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.**

Finance

III. Financial Plan [YEARS 1–5]

Financial History

See Attachments:

- Audit Report
- Credit Report
- IRS Form 990

Detailed Financial Plan

See Budget Narrative and Financial Plan Workbook.

Systems, Policies, and Processes

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

Establishing robust systems, policies, and processes for financial planning, accounting, purchasing, and payroll is essential for the effective and transparent management of TMS. Our integrity and credibility within our community is essential to creating a thriving school. We will work with legal and financial consultants to develop a robust plan that will ensure the viability, compliance, and financial health of TMS and will help build our Financial Policies and Procedures manual. We plan to partner with ESC Region 11, a well known charter school consulting firm that offers financial management, back office and operational services to nonprofits. They are a team of school choice advocates, accountants, former teachers, Superintendents, and school finance experts that have supported many successful charter schools in and around the Dallas area. Pending and upon authorization, we would immediately begin our contract with them July 2025 to ensure that we are on track to have a successful Year 1 opening with our finances. Below is an overview of how we plan to set up these components, including preliminary internal accounting controls and their development timeline.

Financial Planning - Transparency, accountability and integrity will be paramount to the successful implementation of our plan and in order to ensure alignment with our mission. The Superintendent and Principal will work with ESC Region 11 to ensure our budget creation is viable including reserves, which will include bringing in community input. Our work will build on the financial plan workbook (see attachment) and align with school goals, ultimately approved by our board in time to input into our planning and allocation software before Year 1 opening.
-Systems: The Superintendent will work with ESC Region 11 to identify and implement financial planning software that allows for detailed budget creation, forecasting, and tracking as well as identifying an integrated Financial Management System (FMS) to consolidate budgeting, accounting, and reporting. Will be identified and secured by March 2026.
-Policies: Within the financial plan, the Superintendent, with support from ESC Region 11, will develop a comprehensive annual budgeting process that includes input from all departments and is approved by the board and create a multi-year financial plan that aligns with the school's strategic goals and includes projections for revenue, expenses, and capital needs. This process will be finalized by May 2026 so that it is ready for implementation once the school opens for year 1.
-Processes: ESC Region 11 will initiate the budget preparation process six months before the start of the fiscal year, involving all key stakeholders. They will also meet regularly with the Superintendent to conduct monthly reviews to compare actual performance against the budget and make necessary adjustments.

Accounting - By following this structured approach, the charter school can establish a solid foundation for financial planning, accounting, purchasing, and payroll, ensuring financial sustainability and accountability from

Finance

the start.
Preliminary Internal Accounting Controls - All staff will receive pertinent training at the beginning of the school year during summer training before students return to ensure everyone is aware of all financial processes and procedures.
-Segregation of Duties: Ensure that key financial tasks (e.g., authorization, record-keeping, and reconciliation) are divided among different staff members to prevent fraud and errors.
Superintendent, Board Chair and Treasurer may sign checks.
Superintendent must approve all expenditures, Board chair or Treasurer may approve in their absence.
Reconciliation: The finance manager will approve purchases, the accountant will record the transaction, and an ESC Region 11 consultant reviews reconciliations. Reconciliations of bank accounts, credit card statements, and other financial records to detect and correct discrepancies will be submitted monthly. For account reconciliation, Business Manager compiles purchases, Principal must sign off.
For credit card purchases, Principal, Superintendent or Board chair check out credit card from Business Manager or Treasurer with the intended purchase listed. Credit card is returned to business manager with receipts within 24-hours.
-Authorization and Approval: We will implement controls requiring multiple levels of approval for significant financial transactions in a tiered approval process for expenditures above a certain threshold. For example, any purchase over $5,000 requires the finance manager's approval, while transactions over $10,000 require board approval. These authorization procedures will be reviewed annually during budget planning.
-Physical Controls: Business offices will have a safe that stores checks, cash, and credit cards. We will also ensure a camera from our security system monitors this area at all times. In the event of cash being collected, it is required to be submitted to the business manager the same day to be stored in a safe. There will be a check-in and cash counting system for if and when teachers are submitting money from parents to the business manager which includes two people counting and verifying money. These processes will be trained on and reviewed annually.
-Documentation: TMS will maintain thorough documentation for all financial transactions to ensure transparency and accountability with ESC Region 11. Their services will include maintaining detailed records of all transactions, including receipts, invoices, and approval forms. Financial documentation will also be digitized for easy retrieval and backed up regularly. Documentation will always be completed immediately for transactions and ESC Region 11 will conduct monthly reviews to ensure all documentation is up to date and reports will be made to the board.

Development Timeline for Internal Controls
Preliminary Phase (Months 1-3):
-Policy Drafting: Draft initial financial policies and procedures, focusing on key areas such as budgeting, accounting, procurement, and payroll.
-System Selection: Evaluate and select financial management and accounting systems.

Development Phase (Months 4-6):
-Policy Approval: Present draft policies to the board for review and approval.
-System Implementation: Begin implementation of selected financial systems, including training for relevant staff.

Testing Phase (Months 7-9):
-Pilot Testing: Conduct pilot testing of financial systems and processes to identify and address any issues.
-Internal Control Review: Perform an initial review of internal controls to ensure they are functioning as intended.

Finalization Phase (Months 10-12):
-Full Implementation: Fully implement all financial systems, policies, and internal controls.
-Staff Training: Train all staff members on new policies and systems.
-Audit Preparation: Prepare for the first internal audit to assess the effectiveness of the implemented controls.

Systems:
--Accounting Software: TMS finance team will work with our consultants to evaluate multiple account softwares

Finance

and decide on what is the best use for us by May 2026 that supports non-profit accounting, fund accounting, and grant tracking.
-Chart of Accounts: The finance team will develop a detailed chart of accounts tailored to the specific needs of the charter school that the admin and ops teams can reference by July 2026.
Policies: The finance team and ESC Region 11 consultants will develop all of the below policies by July 2026.
Accounting Principles: TMS will adhere to Generally Accepted Accounting Principles (GAAP) or Governmental Accounting Standards Board (GASB) guidelines.
Revenue Recognition: We will establish clear policies for recognizing revenue, particularly for grants and donations.
Expense Allocation: We will define policies for allocating expenses to ensure accurate financial reporting and grant compliance.

Processes:
Monthly Close: The finance team and ESC Region 11 consultants will develop an efficient and effective monthly close process to ensure timely and accurate financial statements by July 2026.
Audit Preparation: Will seek expertise of ESC Region 11 to prepare for an annual audit by an independent certified public accountant (CPA) firm by September 2026.

Purchasing
-Systems:
Procurement Software: The IT Consultant will work with treasurer and business manager to acquire procurement software that will manage purchase requisitions and track vendor relationships that is ready for launch by July 2026.
Vendor Management System: Treasurer and Business Manager will maintain an approved vendor database to track contracts, performance, and payments. This system will be established by July 2026 and updated quarterly with an annual performance audit.
-Policies:
Procurement Policy: The School Board will approve the procurement policy, which will be drafted by the Finance Manager, including competitive bidding and conflict-of-interest clauses. Regular training will be provided to staff regarding these policies and will be reviewed annually, with revisions as necessary to ensure compliance with regulatory changes. Establish a procurement policy that includes competitive bidding, conflict of interest provisions, and approval thresholds.
Purchase Orders: TMS will require purchase orders (PO) for all expenditures above a certain threshold to ensure proper authorization and budget compliance. The Principal and business manager will submit purchase orders which will be approved by the Superintendent or Treasurer. POs will be reviewed monthly to ensure compliance with budgetary constraints.

Payroll
-Systems:
Payroll Software: TMS Treasurer will collaborate with DDS to research and identify reliable payroll software solution (e.g., ADP, Paychex) that handles payroll calculations, tax withholdings, and compliance reporting. Payroll software should be set up by May 2026 and reviewed annually to ensure updates or enhancements meet regulatory requirements.
Time and Attendance: The Business Manager and Superintendent will collaborate to identify and implement an hour tracking system for hourly employees. The Business manager will monitor time and attendance tracking system to accurately record employee hours on a daily and weekly basis. We will establish a process for collecting timesheets, approving hours, and processing payroll in a timely manner and that timesheets are submitted at least 3 days before payday.
-Policies:
Payroll Schedule: Superintendent and Treasurer will solidify payroll schedule (e.g., bi-weekly or monthly) and ensure all employees are aware of the pay periods and payday before the year begins.

Finance

Overtime and Leave Policies: Our human resources and Superintendent will collaborate and clearly outline policies for overtime, sick leave, vacation, and other types of leave in the employ handbook. The Principal and Business manager will track daily leave, HR will provide additional support for any long-term or maternity leave. Board will review and approve policies annually.

Processes: Tax Reporting: Will work with finance team to ensure timely filing of payroll taxes and compliance with federal and state regulations. Payroll taxes are withheld from each paycheck and reported quarterly. Annual filings (W-2s, 1099s) are prepared and distributed by January 31 each year.

Sources
Texas Education Code § 12.128, 44.002, 44.004, 44.008
Texas Administrative Code Title 19, Chapter 100.1033, 100.1047, 100.1101
Texas Education Agency. Financial Accountability System Resource Guide (FASRG), tea.texas.gov.

Roles and Responsibilities

Identify the roles and responsibilities of the school's governing board, administration, and any vendors regarding school finances.

Type	Position Title(s)	Duties and Responsibilities
Governance	TMS Board of Directors	As outlined in the Structure, Formation, and Community Section, the TMS Board, with the assistance of legal counsel, will set and adopt financial policies in alignment with all federal, state and local laws and regulations governing public charter school finance. The Board will ensure sound financial management (budgeting) and oversight, including overseeing the yearly audit by an independent auditor and the preparation and adoption of the annual budget. The Board will ensure that TMS maintains legal and regulatory compliance, conduct risk management, and establish fund development.
	Board Treasurer	The Treasurer provides leadership and direction for financial management and oversight of TMS, oversees the yearly audit, and the preparation of the annual budget. The Treasurer serves as the chair of the Finance Committee. The Treasurer co-signs purchases exceeding $10,000 for the school.
	Finance Committee	The Finance Committee oversees all federal, state, local, and other compliance and reporting, ensures accurate financial records, reviews monthly financial reports and statements, and regularly reports to the full board. As detailed in Detailed Start-Up Plan Attachment, the Finance Committee will oversee operations and financial management tasks.
	Fund Development Committee	The Fund Development Committee develops and implements a fund development plan that identifies funding needs, goals for grant/fundraising, timelines, amounts, and sources of funding opportunities and will oversee fund development tasks and donor relations in the planning year.

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Type	Position Title(s)	Duties and Responsibilities
Administrative	Superintendent	As described in the Superintendent Position and the Structure, Formation, and Community Service, and Performance Management sections, the Superintendent is responsible for the financial health of TMS, and is responsible for carrying out the day-to-day financial operations of the school. The Superintendent will prepare monthly and financial management report to the TMS Board for Review. Along with ESC Region 11 and the Board, the Superintendent will develop and prepare the annual budget, ensure the timely submission of compliance and reporting,
Vendor	ESC Region 11	As budgeted in the Financial Workbook, we will secure contracted services with ESC Region 11 who will provide cost-efficient, full service finance and payroll services.

Financial Management Practices

Describe the board and superintendent's plan to align the school's financial management practices with the Charter Financial Integrity Rating System (FIRST).

At TMS, we believe financial transparency is not just a requirement, it is a responsibility. As one of our core principles, we are committed to having the utmost integrity when it comes to financial accountability practices. Our goal is to ensure every dollar is managed wisely, building trust with families, staff, and the community. The Superintendent and board will create a practical, straightforward financial plan that meets the Texas Charter Financial Integrity Rating System of Texas (FIRST) standards, aiming for a strong FIRST rating. But we will not stop there. We are committed to going beyond those standards to make sure our finances support the long-term success of the school and academic programs. Here's how we will make it happen:

Timely and Accurate Financial Reporting - The board will submit financial reports on time, meeting all Texas Education Agency (TEA) guidelines. Monthly reports and annual audits will give a clear picture of our financial health. We will hire an independent auditor each year to review our practices and catch any issues early, so we stay ahead of potential risks.

Clear and Transparent Budgeting - The Superintendent will work with the board to set a clear annual budget that reflects our mission and goals. We will gather input from teachers, families, and community members to make sure our spending aligns with priorities. The board will review the budget each month to spot any differences and make adjustments if needed, so we always stay on track.

Training and Capacity Building - Our board members will receive regular training on how the FIRST system works, so they are prepared to manage finances effectively. The Superintendent will also take part in ongoing professional development to stay up to date on best practices in school finance.

Risk Management and Stability - TMS will keep a healthy reserve fund to cover at least 60 days of operational expenses, ensuring we can weather unexpected changes in revenue. The Superintendent will conduct regular cash flow reviews that will help us balance our income and expenses so we meet every obligation on time.

Transparency with the Community - We will post financial reports, budgets, and audit results on our website, keeping everything open to families and community members. Each year, the board will host a public meeting to review the school's financial performance and FIRST rating, giving the community a chance to ask questions and stay informed.

Finance

Tracking Progress and Improving - The board will meet monthly to review our financial performance and compare it to FIRST standards, making adjustments rooted in financial data-analysis. The board will also develop a continuous improvement plan to strengthen practices like revenue growth and debt management, always keeping our focus on sustainability.

Sources:
- Texas Education Agency. “Charter FIRST.” Texas Education Agency, https://tea.texas.gov/texas-schools/accountability/financial-accountability/charter-first.
- Texas Charter Schools Association. “Financial Management for Charter Schools.” Texas Charter Schools Association, https://txcharterschools.org.

External Funding Assumptions

See Evidence of Financial Support.

Letter of Special Assurances

Name of Proposed Charter School:	The Museum School of East Dallas
Name of Sponsoring Entity:	The Museum School of East Dallas Inc.

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

DD 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.

DD 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.

DD 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.

DD The proposed charter holder assures that it has reviewed all application documents provided by the Texas Education Agency in relation to RFA 701-25-101 and is aware that applications deemed "incomplete" will not be considered.

Open Meeting Requirements

DD 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 Texas Government Code, Chapter 551.

DD Furthermore, the proposed charter holder assures that all of the following will be discussed in open meetings and only acted upon with approval of the charter holder board:

- The annual budget and all amendments to the budget,
- Any changes to job descriptions from those submitted in the application for charter, and
- Any changes in compensation that were proposed and approved in the application for charter.

Public Information Requirements

DD The proposed charter holder assures that information that is considered public requested by anyone will be provided in accordance with Texas Government Code, Chapter 552.

Criminal History Check Requirements

DD 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) Texas Code of Criminal Procedure.

Letter of Special Assurances

Annual Training Requirements

DD 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

DD 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

DD 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

DD 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.

DD 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.

DD 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.

Withdrawal and Expulsion

DD 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.

Letter of Special Assurances

DD 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.

DD 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.

DD 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.

New Charter Pre-opening Checklist

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

Federal and State Funding

DD 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.

DD 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.

DD 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), 200.208.

Federal Charter School Program Grant

DD The applicant provides assurance to adhere to all Statutory Requirements, TEA Program Requirements, and Performance Measures, as noted in the Generation 30 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.

Letter of Special Assurances

DD

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.

DD

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.

DD

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 Financial Accountability System Resource Guide (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.

DD

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.

DD

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.

DD

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.

DD

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;

Letter of Special Assurances

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;

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; and

m. may serve students in early childhood education programs or postsecondary students.

Required Disclosure

DD The proposed charter holder assures that all information subject to a required disclosure of fact(s) has been expressly provided within the Charter School Application to the extent authorized by all controlling law.

I, the undersigned, hereby certify that the governing body of the charter holder has authorized me to provide these assurances as noted by my initials on this and all previous pages.

Dawna Duke Digitally signed by Dawna Duke
Date: 2024.12.18 20:34:33 -06'00'

Electronic Signature of the Chair of the Sponsoring Entity

Articles of Incorporation or Certificate of Formation

If the sponsoring entity was incorporated prior to January 1, 2006.

- Provide the 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.

- Provide either:
  - A single page document with the Certificate of Formation filing number as provided by the Texas Secretary of State.

    Or

  - Original Certificates of Formation and Certificate of Filings as filed with the Texas Secretary of State.

Applicants may be removed from further review if the entity is not incorporated by the time of submission.

Form 202

Secretary of State
P.O. Box 13697
Austin, TX 78711-3697
FAX: 512/463-5709

Filing Fee: $25

Certificate of Formation
Nonprofit Corporation

Filed in the Office of the Secretary of State of Texas
Filing #: 805228314 09/15/2023
Document #: 1285515860002
Image Generated Electronically for Web Filing

Article 1 - Corporate Name

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

The Civic School

Article 2 – Registered Agent and Registered Office

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

OR

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

Name:
Loren Colman

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

Street Address:
914 Bridget Dr. Dallas TX 75218

Consent of Registered Agent

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

OR

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

Article 3 - Management

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

OR

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

Director 1: **Frances Maisonet**	Title: **Director**
Address: **1801 Frio Ct. Royse City TX, USA 75189**	
Director 2: **Laura Williams**	Title: **Director**
Address: **10505 Wyatt St. Dallas TX, USA 75218**	
Director 3: **Kristin Algier**	Title: **Director**
Address: **13130 Glenside Dr. Farmers Branch TX, USA 75234**	

Article 4 - Organization Structure

☐ A. The corporation will have members.

or

☑ B. The corporation will not have members.

Article 5 - Purpose

The corporation is organized for the following purpose or purposes:

The Civic School is organize for charitable and educational purposes under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

Scanned with CamScanner

Our organization will create and operate schools to help ensure all students receive a high-quality education.

Supplemental Provisions / Information

Upon the dissolution of this organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

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

Effectiveness of Filing

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

OR

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

Initial Mailing Address

Address to be used by the Comptroller of Public Accounts for purposes of sending tax information.

The initial mailing address of the filing entity is:

914 Bridget Dr.
Dallas, TX 75218
USA

Organizer

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

Loren Colman **914 Bridget Ln., Dallas, TX 75218**

Execution

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

Loren Colman
Signature of organizer.

FILING OFFICE COPY

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TEXAS SECRETARY of STATE
JANE NELSON

BUSINESS ORGANIZATIONS FILING

Please review the document displayed for accuracy. If corrections must be made press 'Edit Filing'. When complete press 'Submit Filing' to submit this filing.

Submit Filing (Fee: $25.00) | Edit Filing | Cancel Filing

Fees paid by credit card are subject to the statutorily authorized convenience fee of 2.7% of total fees.

Form 424		
Secretary of State P.O. Box 13697 Austin, TX 78711-3697 FAX: 512/463-5709 **Filing Fee: See instructions**	**Certificate of Amendment**	

Entity Information

The filing entity is a: Domestic Nonprofit Corporation

The name of the filing entity is: The Civic School

The file number issued to the filing entity by the secretary of state is: 805228314

Amendment to Name

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

The name of the filing entity is:

The Museum School of East Dallas

A letter of consent, if applicable, is attached.

Statement of Approval

The amendment has been approved in the manner required by the Texas Business Organizations Code and by the governing documents of the entity.

Effectiveness of Filing

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

☑ B. This document becomes effective at a later date, which is not more than ninety (90) days from the date of its filing by the secretary of state. The delayed effective date is: June 12, 2024

Execution

The undersigned signs this document subject to the penalties imposed by law for the submission of a materially false or fraudulent instrument and declares under penalty of perjury that the undersigned is authorized under the Texas Business Organizations Code to execute the filing instrument.

Date: June 11, 2024 Loren Colman

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

Jane Nelson
Secretary of State

Office of the Secretary of State

The undersigned, as Secretary of State of Texas, does hereby certify that the attached is a true and correct copy of each document on file in this office as described below:

The Museum School of East Dallas
Filing Number: 805228314

Certificate of Formation

September 15, 2023

In testimony whereof, I have hereunto signed my name officially and caused to be impressed hereon the Seal of State at my office in Austin, Texas on August 20, 2024.

Jane Nelson
Secretary of State

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501(c)(3) Letter of Determination

If the sponsoring entity currently has 501(c)(3) tax exempt status.

- Provide the Letter of Determination issued by the Internal Revenue Service (IRS).

If the sponsoring entity does NOT have 501(c)(3) tax exempt status.

- Provide a single page document that states "**[Sponsoring entity]** submitted all required documentation to the Internal Revenue Service on [date]. The board of **[sponsoring entity]** is aware that a final Letter of Determination must be provided to the Texas Education Agency before the commissioner of education proposes Generation 30 applicants for award. The board further understands that a failure to submit the Letter of Determination may result in removal from the application process."

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

Date:
April 29, 2024
Employer ID number:
93-3557595
Person to contact:
Name: John Winters
ID number: 91103
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 15, 2023
Contribution deductibility:
Yes
Addendum applies:
No
DLN:
26053689009803

THE CIVIC SCHOOL
914 BRIDGET LN
DALLAS, TX 75218

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.

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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

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

Date:
September 27, 2024
Employer ID number:
93-3557595
Form 990 required:
Yes
Person to contact:
Name: C. Scheuerle
ID number: 1000195228

THE MUSEUM SCHOOL OF EAST DALLAS
% LOREN COLMAN
914 BRIDGET LN
DALLAS, TX 75218

Dear Sir or Madam:

We're responding to your request dated August 27, 2024, about your tax-exempt status.

We issued you a determination letter in April 2024, recognizing you as tax-exempt under Internal Revenue Code (IRC) Section 501(c)(3).

We also show you're not a private foundation as defined under IRC Section 509(a) because you're described in IRC Sections 509(a)(1) and 170(b)(1)(A)(ii).

Donors can deduct contributions they make to you as provided in IRC Section 170. You're also qualified to receive tax-deductible bequests, legacies, devises, transfers, or gifts under IRC Sections 2055, 2106, and 2522.

In the heading, we indicated whether you must file an annual information return. If you're required to file a return, you must file one of the following by the 15th day of the 5th month after the end of your annual accounting period.

- Form 990, Return of Organization Exempt From Income Tax
- Form 990-EZ, Short Form Return of Organization Exempt From Income Tax
- Form 990-N, Electronic Notice (e-Postcard) for Tax-Exempt Organizations Not Required to File Form 990 or Form 990EZ
- Form 990-PF, Return of Private Foundation or Section 4947(a)(1) Trust Treated as Private Foundation

According to IRC Section 6033(j), if you don't file a required annual information return or notice for 3 consecutive years, we'll revoke your tax-exempt status on the due date of the 3rd required return or notice.

You can get IRS forms or publications you need from our website at www.irs.gov/forms-pubs or by calling 800-TAX-FORM (800-829-3676).

If you have questions, call 877-829-5500 between 8 a.m. and 5 p.m., local time, Monday through Friday (Alaska and Hawaii follow Pacific time).

Thank you for your cooperation.

Sincerely,

Stephen A. Martin
Director, Exempt Organizations
Rulings and Agreements

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Evidence of Community Engagement

Provide the following documents:

- Any evidence of support from intended community stakeholders and/or community partners.
- Optional Public Meeting Summary (see next page)
- Optional Public Meeting Notification

Do not provide documents that contain names of individuals under the age of 18 years old.

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ANNOUNCEMENTS

- Adoptions
- Found Items
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- Lost Items
- Notices - Business
- Notices - Personal
- Resorts, Camps, Travel
- Reunions
- Seminars
- Ski Directory
- Sports/Club Memberships

Notices - Personal

Seeking Light House Keeping & Cooking "2 meals/day" 7 days a week 9:30 -1:30 "approximately" Must have transportation 972-345-2922

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David Wayne
214-926-5621

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- Acreage, Farms and Ranches
- Commercial Real Estate
- Lake & Vacation Property
- Dallas Rentals
- Metroplex Rentals
- Out of Metroplex Rentals
- Miscellaneous Rentals

Acreage, Farms & Ranches

NOTICE
Residential rental locators are required to be licensed by the TX Real Estate Commission, Austin 800-250-8732
Locators may advertise apartment units in general terms & all units may not have the same features. The amount of rent quoted in an ad may be the starting rent for a basic unit which does not have all advertised features.

Garland

FREE RENT!
Newly Renovated: Fully furnished Apartments. No Credit Check/ Lease! Utilities & Cable INCLUDED. Stay Where You're Appreciated! Call/Email us for more information. 469-314-8689 Dallas.manager@siegelselect.com

Garland

1833 Bosque Dr Garland 75040 5bd/2ba/4carpark total renovation and new appliances $3,200/mo 214-240-9475

Lake Highlands

Skillman & Church, RISD, 1, 2, & 3bd condos For Lease, updated Great location $1,600-$2,150 negotiable No Pets, No Smokers, 214-606-1527

North Dallas

FREE RENT!
469-256-6453

HOMECENTER FOR SALE

- Acreage, Farms and Ranches
- Commercial Real Estate
- Lake & Vacation Property
- Dallas Sales
- Metroplex Sales
- Out of Metroplex Sales
- Miscellaneous Sales

Acreage, Farms & Ranches

Equal Housing Opportunity
Real estate advertised in this newspaper is subject to the amended Federal Fair Housing Act of 1968, which makes it illegal to advertise any preference, limitation or discrimination based on race, color, religion, sex, handicap , familial status or national origin or intention to make such preference, limitation or discrimination. This newspaper will not knowingly accept any advertising for real estate which is in violation of the law. For complaints call the Fair Housing Office in your city or HUD 800-669-9777.

Out of Texas



Oxford, MS house for sale 1.3 mils to The Square 3 bed/2ba, 2000 sq. ft .85 acres lot w/patio 708 s 18th Street 520K Call #601-927-5497

SE OK Land for Sale by Owner Pristine Wooded BLUFF for Home Site 39 Miles SE from Hochatown, OK 41+ Acres $339,500 Text 918-914-0549

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market

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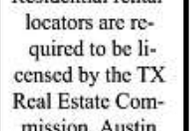
- Estate Sales
- Garage Sales
- Antiques, Art, Collectibles
- Appliances-Home
- Auction Sales
- Books, Magazines
- Building Materials
- China, Silver, Tableware
- Cooling, Heating Equip
- Crafts, Hobbies, Seasonal
- Electronics
- Farm Equipment
- Flooring, Carpet
- Furniture-Home
- Gameroom Equip
- Infant/Children Items
- Jewelry, Watches
- Lawn & Garden
- Machinery & Tools
- Medical, Handicapped
- Equipment Merchandise
- Office Equip/Furn
- Pianos, Musical
- Instruments Pools, Spas, Supplies
- Portable Buildings
- Restaurant, Bar,
- Business Fixtures Sewing Machines
- Sporting Goods
- Tickets-Sports/
- Entertainment Tickets-Travel
- Warehouse Equip
- Wearing Apparel

Auction Sales

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OPENING BID: $250,000

HELD LIVE ON-SITE:
5PM CT THURS, SEPT 26TH
8271 County Road 206, Grandview , Texas 76050

PREVIEW: NOON-2:30PM AUG 31ST & SEPT 14TH SCAN QR CODE FOR MOREINFO.
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- Legal Notices

Legal Notices

Medical Practice Closing
North Dallas Internal Medicine/Jeb S. Miers M.D.P.A
Effective Sept 30, 2024
Jeb Miers M.D.
214-696-1118
8210 Walnut Hill Ln Ste 812, Dallas, TX 75231

Bids & Proposals

NTTA
NORTH TEXAS TOLLWAY AUTHORITY
RFB 06151-NTT-00-GS-MA
Milwaukee Tools

Project Description: Purchase of Milwaukee tools for Maintenance crews.

NTTA is accepting bids until 10/11/2024 at 11:00 a.m. CT.

Vendors can register, download full project details and documents, submit questions and upload bids to NTTA's Marketplace (https://www.nttamarketplace.org).

Email bidpurchasing@ntta.org for questions on registration or use of website.

NTTA
NORTH TEXAS TOLLWAY AUTHORITY
RFB 06152-NTT-00-GS-MA
Georgia Pacific Cleaning Supplies

Project Description: Purchase of Georgia Pacific Cleaning Supplies used for Maintenance operations and stocking of consumables for janitorial services at NTTA facilities.

NTTA is accepting bids until 10/9/2024 at 11:00 a.m. CT.

Vendors can register, download full project details and documents, submit questions and upload bids to NTTA's Marketplace (https://www.nttamarketplace.org).

Email bidpurchasing@ntta.org for questions on registration or use of website.

NTTA
NORTH TEXAS TOLLWAY AUTHORITY
RFP 06161-NTT-00-GS-TM
Insurance Broker Services

Project Description: North Texas Tollway Authority (NTTA) is seeking insurance broker services for cyber, directors and officers, crime, pollution insurance, public officials' bonds and other insurance coverage as required. Services will also include consultation on coverage, placement and claim preparation.

NTTA is accepting responses until 10/11/2024 at 11:00 a.m. CT.

Vendors can register, download full project details and documents, submit questions and upload bids to NTTA's Marketplace (https://www.nttamarketplace.org).

Email bidpurchasing@ntta.org for questions on registration or use of website.

NTTA
NORTH TEXAS TOLLWAY AUTHORITY
RFB 05860-PGB-01-CN-PD
PGBT Frontage Road Drainage Improvement at Custer Road

Project Description: Installation of pipe underdrain system adjacent to frontage road to capture runoff seeping from MSE retaining walls.

The North Texas Tollway Authority (NTTA) is accepting bids for the above mentioned solicitation until 10/17/2024 at 11:00 a.m. CT. Bidders are encouraged to upload their bids to NTTA's Marketplace (https://www.nttamarketplace.org). Bids will be read at a virtual bid opening meeting on 10/17/2024 at 3:00 p.m. CT. See RFB documents for meeting details.

A virtual pre-bid conference will be held on 10/3/2024 at 9:30 a.m. CT. See RFB documents for meeting details.

Email bidpurchasing@ntta.org for questions on registration or use of website.

NTTA
NORTH TEXAS TOLLWAY AUTHORITY
RFB 05811-DNT-01-CN-TM
Dallas North Tollway Queue Warning System Construction Project

Project Description: NTTA is soliciting sealed bids for a two (2) year contract to procure and install the Queue Warning Detection System which includes Dynamic Message Signs (DMS), thermal cameras, and related ITS infrastructure as shown on the plans. The proposed Queue Warning System will be installed on the southbound direction of Dallas North Tollway (DNT) between Lemmon Ave and the exit to IH 35E.

NTTA is accepting bids until 10/10/2024 at 11:00 a.m. CT.

Vendors can register, download full project details and documents, submit questions and upload bids to NTTA's Marketplace (https://www.nttamarketplace.org).

Email bidpurchasing@ntta.org for questions on registration or use of website.

NTTA
NORTH TEXAS TOLLWAY AUTHORITY
RFB 06020-PGB-00-CN-PD
PGBT Bridge Beam Bearing Pad Replacements and Span Repositioning Repairs

Project Description: Replacing bearing pads, shifting spans back to their original location, and installing bracing to prevent future sliding in various span units of the following bridge direct connectors: SH 161 NB to SH 183 EB DC, SH 161 NB to SH 183 WB DC, IH 35E SB to PGBT EB DC, IH 35E NB to PGBT WB DC, PGBT WB to IH 35E SB DC, PGBT EB to IH 35E NB DC, PGBT WB to US 75 SB DC (Connection I) and IH 30 WB to PGBT-E NB DC.

The North Texas Tollway Authority (NTTA) is accepting bids for the above mentioned solicitation until 10/17/2024 at 11:00 a.m. CT. Bidders are encouraged to upload their bids to NTTA's Marketplace (https://www.nttamarketplace.org). Bids will be read at a virtual bid opening meeting on 10/17/2024 at 3:00 p.m. CT. See RFB documents for meeting details.

A virtual pre-bid conference will be held on 10/3/2024 at 11:30 a.m. CT. See RFB documents for meeting details.

Email bidpurchasing@ntta.org for questions on registration or use of website.

Legal Notices

Notice is hereby given that the public meeting hosted by The Museum School of East Dallas will be held via Zoom Webinar (Link: https://tinyurl.com/3fe6n7tf) on Tuesday, October 1 at 6:00pm. Join us to network, discuss your needs, and learn more about our vision for starting a museum school in East Dallas. Meeting will be hosted by our founder, Loren Colman.

Bids & Proposals

NTTA
NORTH TEXAS TOLLWAY AUTHORITY
RFB 06137-NTT-00-GS-MA
Aftermarket Medium and Heavy Duty Truck Parts

Project Description: Aftermarket automotive parts for medium and heavy duty trucks for repair and for enhancements to meet operational needs.

NTTA is accepting bids until 10/11/2024 at 11:00 a.m. CT.

Vendors can register, download full project details and documents, submit questions and upload bids to NTTA's Marketplace (https://www.nttamarketplace.org).

Email bidpurchasing@ntta.org for questions on registration or use of website.

NTTA
NORTH TEXAS TOLLWAY AUTHORITY
RFB 06099-NTT-00-CN-PD
2024 Systemwide Pavement Profiling

Project Description: Raising of concrete pavement slabs through soil densification and filling voids using a high-density polyurethane material at various locations on the NTTA roadway system. This project includes all related traffic control devices and services.

The North Texas Tollway Authority (NTTA) is accepting bids for the above mentioned solicitation until 10/17/2024 at 11:00 a.m. CT. Bidders are encouraged to upload their bids to NTTA's Marketplace (https://www.nttamarketplace.org). Bids will be read at a virtual bid opening meeting on 10/17/2024 at 3:00 p.m. CT. See RFB documents for meeting details.

A virtual pre-bid conference will be held on 10/3/2024 at 9:00 a.m. CT. See RFB documents for meeting details.

Email bidpurchasing@ntta.org for questions on registration or use of website.

Legal Notices

Miscellaneous furniture at ReadySpaces FMB LLC/ReadySpaces located at 11410 Mathis Ave. Farmers Branch, TX 75234 will be sold to the highest bidder at www.StorageTreasures.com on 10/07/24 at 5:00 PM to satisfy the owner's lien for rent in accordance with TX law. All contents sold "as is' and by unit only. Seller neither warrants title to any items sold and does not make any express or implied warranties to any item sold.

Bids & Proposals

024-036-7023 – IFB for Cypress Waters Trail - LIMITS: From South of Cypress Waters Cotton Belt Station to Existing Trail North of Olympus Blvd.

BID / PROPOSAL NOTICE Dallas County Purchasing Agent Michael Frosch 214-653-6500 will receive sealed bids/proposals electronically: https://prod.bidsync.com/dallas_county_texas until 2:00 p.m. on **THURSDAYS**. All bids will be publicly read at 2:30 P.M. on **THURSDAYS**. Bid openings can be viewed at: Join live event +1 469-208-1731 United States, Dallas (Toll) Conference ID: 836 468 627# on October 10, 2024 at 2:30 PM (CST). Solicitation packets may be obtained from Dallas County Purchasing Department by appointment only. Hard copy submittals will be received at Dallas County Purchasing Department at 500 Elm Street, Suite 5500, Dallas, TX 75202 on or prior to the due date and time.

Request for Proposals
Roadway Safety Audits and Safe Streets to Schools Plans

The North Central Texas Council of Governments (NCTCOG) is requesting written proposals from consultant firms to conduct up to sixty (60) Road Safety Audits (RSAs) for select high-injury roadway corridors targeted by the Pedestrian Safety Action Plan (PSAP) and Roadway Safety Plan (RSP) within four core counties of the Dallas-Fort Worth metropolitan region (Collin, Dallas, Denton, and Tarrant Counties). In addition, up to twenty-five (25) Safe Routes to Schools (SRTS) plans will be completed concurrently where schools are present near the high-injury RSA corridors.

Proposals must be received in-hand no later than 5:00 p.m., Central Time, on Friday, October 11, 2024, to Kevin Kokes, AICP, Program Manager, Sustainable Development, North Central Texas Council of Governments, 616 Six Flags Drive, Arlington, Texas 76011 and electronic submissions to TransRFPs@nctcog.org. The Request for Proposals will be available at www.nctcog.org/rfp by the close of business on Friday, September 13, 2024.

NCTCOG encourages participation by disadvantaged business enterprises and does not discriminate on the basis of age, race, color, religion, sex, national origin, or disability.

Sealed bids will be received by the City of Farmers Branch, at Office of the Purchasing Agent, City Hall, 1st Floor, 13000 William Dodson Parkway, Farmers Branch, Texas 75234, at which time bids duly delivered and submitted by the time and date denoted below will be publicly opened, read aloud and considered for the following:

BID # 24-48 2024 Annual Irrigation Supplies
Bids will be accepted until 2:00 p.m., C.D.S.T. September 30, 2024 in the office of the Purchasing Agent.
There will be no pre-bid meeting. The plans and specs may be acquired, upon request, electronically free of charge.

Bids submitted for this project will be publicly opened and read aloud shortly after 2:00 p.m., C.D.S.T. on September 30, 2024 in the Council Chambers, Farmers Branch City Hall, 1st Floor.

Until final award by the City of Farmers Branch, said City reserves the right to reject any and/or all bids, to waive technicalities, to re-advertise or to proceed otherwise when the best interest of said City will be realized hereby. Bids should be submitted sealed and plainly marked with the name of the project, the bid number and the date and time of opening. Late bids will not be accepted and will be returned unopened.

Sealed proposals will be received by the City of Farmers Branch, at Office of the Purchasing Agent, City Hall, 1st Floor, 13000 William Dodson Parkway, Farmers Branch, Texas 75234, at which time bids duly delivered and submitted by the time and date denoted below will be publicly opened, read aloud and considered for the following:

BID # 24-49 Housing Replacement Program
Bids will be accepted until 10:00 a.m., C.D.S.T. October 8, 2024 in the office of the Purchasing Agent.
The pre-bid meeting will be held virtually on 9/24/2024 at 10:30 a.m. The plans and specs may be acquired, upon request, electronically free of charge.

Bids submitted for this project will be publicly opened and read aloud shortly after 10:00 a.m., C.D.S.T. on October 8, 2024 in the Council Chambers, Farmers Branch City Hall, 1st Floor.

Plans, specifications and other documents may be examined and acquired electronically by bidders through the Civcast website at http://civcastusa.com . Civcast is free to all bidders to view or download plans and documents, however if the contractor requests a printed plan set, there will be a cost. Contractors are required to create an account to sign in to the website in order to access the bid. Civcast will alert bidders of any addendums to the project. If there are any questions about Civcast or the Civcast website, please contact the company by phone or email: (281)346-4577 or support@civcastusa.com .

Until final award by the City of Farmers Branch, said City reserves the right to reject any and/or all bids, to waive technicalities, to re-advertise or to proceed otherwise when the best interest of said City will be realized hereby. Bids should be submitted sealed and plainly marked with the name of the project, the bid number and the date and time of opening. Late bids will not be accepted and will be returned unopened.

INVITATION FOR BIDS

BID NUMBER RFB 69-24-19 **DATE: SEPTEMBER 20, 2024**

Formal bids received through the Bonfire website located at https://www.thecolonytx.gov/366/Bidder-Registration until 3:00 p.m., local time, Wednesday, October 16th, 2024. **There is no fee for registering or bidding on this project through Bonfire.** If hand-delivered, bids are to be turned at City of The Colony, 6800 Main Street, The Colony, Texas 75056-1133 in a sealed envelope marked with the project name/bid number and will be received until 3:00 p.m. local time, Wednesday, October 16th, 2024.

BID #RFB 69-24-19

PRE-BID AT 3:00 P.M., WEDNESDAY, OCTOBER 2nd, 2024, AT 6800 MAIN STREET, THE COLONY, TEXAS.
ALTHOUGH NOT MANDATORY, BIDDERS ARE STRONGLY URGED TO ATTEND THIS CONFERENCE.
ANY MISUNDERSTANDINGS DUE TO NON-ATTENDANCE WILL NOT BE REASON FOR LETTING A BIDDER OUT OF THE BID.

Results will be read at 3:10 p.m., Wednesday, October 16th, 2024.

The scope of work consists of installing ramps, sidewalks, retaining walls and pavement markings at three intersections along Lebanon Rd, as well as rectangular rapid flashing beacon (RRFB) foundations at two of the intersections. Existing curb & gutter will be removed and disposed of to install improvements. Sidewalks/trails shall be constructed from the crosswalks and tie into existing sidewalks/trails. Construction of sidewalk will require grading, hauling off any excess dirt, and any other work deemed necessary by the City of The Colony.

Please send no cashier checks for bid bonds, the cashier check will be sent back to the vendor and bid will not be accepted. The bidder must submit Proof of Insurance and a Bid Bond in the amount of five (5%) percent of the bid amount to Purchasing Manager (cdelossantos@thecolonytx.gov). Originals must be submitted in the bid packet OR received by the Purchasing Manager before the bid opening.
Specifications, bid proposal forms, addendums and instructions to bidders may be downloaded from the Bonfire website, also available from the offices of Shield Engineering Group, PLLC at 1600 West 7th Street, Suite 400, Fort Worth, TX. 76102, for $100.00 per set. Please call Max Aransen at (817) 504-1685 to coordinate document pick up.

Any questions regarding the bid process, procedures, plans, or specifications shall be submitted through Bonfire. All responses will be posted to Bonfire. Any addenda for this project will be posted on the Bonfire website where prospective bidders may download them. City of The Colony reserves the right to reject any or all bids, in whole or in part, to waive any informality in any bid, and to accept the bid which, in its discretion, is in the best interest of the City of The Colony.

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THAT SCRAMBLED WORD GAME
By David L. Hoyt and Jeff Knurek

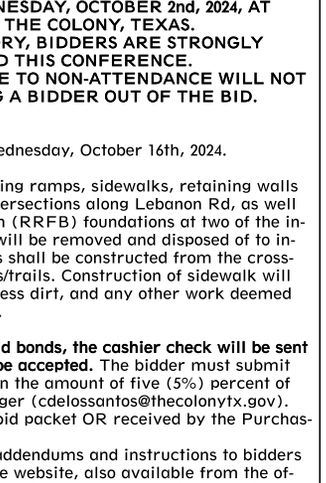
Unscramble these Jumbles, one letter to each square, to form four ordinary words.

ACCEH

ONRWS

LOERNL

LHMIEU



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Now arrange the circled letters to form the surprise answer, as suggested by the above cartoon.

"_____"

(Answers tomorrow)

Yesterday's Jumbles: BURRO ABOUT FOUGHT OXYGEN
Answer: The NFL kicker not only made lots of money during his career, but he had — FUN TO BOOT

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DN-1421

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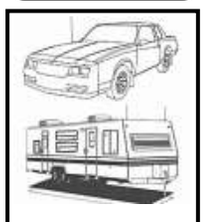
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- Lake & Vacation Property
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- Miscellaneous Rentals

Acreage, Farms & Ranches

NOTICE
Residential rental locators are required to be licensed by the TX Real Estate Commission, Austin 800-250-8732 Locators may advertise apartment units in general terms & all units may not have the same features. The amount of rent quoted in an ad may be the starting rent for a basic unit which does not have all advertised features.

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A nice furnished room w/bath mini fridge, microwave, and ceiling fan, for the right individual. All bills paid, including high speed internet, full house privileges. Backyard has 8ft security fence, patio furniture and grill. Quiet, No Pets, No Smoking, No Drama, Storage available. $750 Call/Text or leave message for Ed 972-898-1924

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Acreage, Farms & Ranches

Equal Housing Opportunity
Real estate advertised in this newspaper is subject to the amended Federal Fair Housing Act of 1968, which makes it illegal to advertise any preference, limitation or discrimination based on race, color, religion, sex, handicap , familial status or national origin or intention to make such preference, limitation or discrimination. This newspaper will not knowingly accept any advertising for real estate which is in violation of the law. For complaints call the Fair Housing Office in your city or HUD 800-669-9777.

Out of Texas



Oxford, MS house for sale
1.3 mils to The Square
3 bed/2ba, 2000 sq. ft
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708 s 18th Street 520K
Call #601-927-5497

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228 Conger Drive, Mesquite, 75149
Sept, 27, 28, 29, 10am-6pm
Great Items, Centry Safe #1330, 1910+ 5 Leg oak table with one leaf and china casters, Vintage cameras, Household Items, collectables, Clothes, Shoes, Party Gowns, Leather Jacket, coats, Books, kitchen items, gift items, vintage watches, Christmas Items, Fencing, New Floor Tile, Large Glass Italian art by designer Pier Lorenzo Salvoni.

Auction Sales

OIL & GAS MINERAL AUCTION
10/3 @ 2 PM (Online Only): Oklahoma RI, WI, & ORRI | Grant, Beckham, Custer, Dewey, Garfield, Grady, Kingfisher, Major, Pittsburg, Roger Mills, Washita & Woodward | INVESTMENT OPPORTUNITY! | **WigginsAuctioneers.com | 580.233.3066**

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- Office Equip/Furn
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- Sporting Goods
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Saturday 8:30-2:00
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AUCTION
57±AC WITH 2 AMAZING HOMES IN GRANDVIEW, TX
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HELD LIVE ON-SITE: 5PM CT THURS, SEPT 26TH
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PREVIEW: NOON-2:30PM AUG 31ST & SEPT 14TH SCAN QR CODE FOR MOREINFO. Additional Information & Photos Online
RYAN RICKLES
806-584-8954
assiterrealestate.com

Garage Sales

Garage Sales

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- Bids and Proposals
- Legal Notices

Bids & Proposals

PO#1265-9831/DO#1127334
CITY OF DALLAS CONSTRUCTION ADVERTISEMENT REQUEST FOR BIDS

Bids are required to be submitted electronically via the City of Dallas' solicitation website at https://dallascityhall.bonfirehub.com by 1:00 PM on Fridays. All bids will be publicly read at 2:00 PM on Fridays and can be viewed on the City of Dallas' website at www.dallascityhall.com (see City Meetings). Bid title, department, and date of public reading are listed below and on the City of Dallas' solicitation website at https://dallascityhall.bonfirehub.com. Unless otherwise noted in the description below the bid packet may be obtained from https://dallascityhall.bonfirehub.com. Submittals will not be accepted after the due date/time and hard copy submittals are not permissible.

CIZ24-AVI-3119 – DALLAS AIRPORT SYSTEM AIRPORT PAVEMENT MAINTENANCE

A proposal bond for five percent (5%) of the greatest amount proposed is required with the submittal of your bid proposal.

A Pre-Bid Meeting and Site Visit will be held at the Flight Deck at Dallas Love Field located at 8008 Herb Kelleher Way, Dallas, TX 75208 at 1:00 p.m. Tuesday, October 8, 2024.

Bid Packets, Plans and Specifications may be obtained beginning September 27, 2024 from the City of Dallas Bonfire site. Plans, Specifications, and all Addenda are posted to the City of Dallas Procurement Services Bonfire website.

For information regarding this project contact Trina Enejor at trina.enejor@dallas.gov. The Dallas Airport System maintains the right to reject any and all bids.

FAA REQUIRED LANGUAGE IN PUBLISHED ADVERTISEMENT FOR BIDS

Description of Proposed Work:
The intent for the Dallas Airport System Airport Pavement Maintenance project is to hire a contractor that will be required to perform partial-depth, full-depth, joint and surface repair to airport runways, taxiways, aprons, ramps, vehicle service roads, and aviation-maintained public access pavement.

Estimated $4,000,000.00 project. Project timeline is 60 months (1,825 Calendar Days).

MWBE GOAL: 32%

Title VI Solicitation Notice:
The City of Dallas Department of Aviation, in accordance with the provisions of Title VI of the Civil Rights Act of 1964 (78 Stat. 252, 42 U.S.C. §§ 2000d to 2000d-4) and the Regulations, hereby notifies all bidders that it will affirmatively ensure that any contract entered into pursuant to this advertisement, disadvantaged business enterprises will be afforded full and fair opportunity to submit bids in response to this invitation and will not be discriminated against on the grounds of race, color, or national origin in consideration for an award.

Questions Due Date/Time: October 21, 2024, at 1:00 p.m. (local time)
Pre-Bid Meeting: October 8, 2024, at 1:00 p.m. at the Dallas Love Field Flight Deck Conference Center, 8008 Herb Kelleher Way, Dallas, TX 75235.
Bid Due Date/Time: November 1, 2024, at 1:00 p.m. (local time)
Open/Reading Date/Time: November 1, 2024, at 2:00 p.m. (local time)

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Bids & Proposals

NTTA
NORTH TEXAS TOLLWAY AUTHORITY
RFB 05820-NTT-00-CN-TM
Dynamic Message Sign Gap Construction Project

Project Description: Procure and install Dynamic Message Signs (DMS) at 12 locations on Sam Rayburn Tollway (SRT), Dallas North Tollway (DNT) and President George Bush Turnpike (PGBT). The project scope also includes installation of electrical services, fiber optic connection, ground boxes, and other ITS related infrastructure items as identified in the plans and specifications.

The North Texas Tollway Authority (NTTA) is accepting bids for the above mentioned solicitation until 11/20/2024 at 11:00 a.m. CT. Bidders are encouraged to upload their bids to NTTA's Marketplace (https://www.nttamarketplace.org). Bids will be read at a virtual bid opening meeting on 11/20/2024 at 3:00 p.m CT. See RFB documents for meeting details.

A virtual pre-bid conference will be held on 10/15/2024 at 10:00 a.m. CT. See RFB documents for meeting details.

Email bidpurchasing@ntta.org for questions on registration or use of website.

Sealed proposals will be received by the City of Farmers Branch, at Office of the Purchasing Agent, City Hall, 1st Floor, 13000 William Dodson Parkway, Farmers Branch, Texas 75234, at which time bids duly delivered and submitted by the time and date denoted below will be publicly opened, read aloud and considered for the following:

BID # 24-49 Housing Replacement Program
Bids will be accepted until 10:00 a.m., C.D.S.T. October 8, 2024 in the office of the Purchasing Agent.
The pre-bid meeting will be held virtually on 9/24/2024 at 10:30 a.m. The plans and specs may be acquired, upon request, electronically free of charge.

Bids submitted for this project will be publicly opened and read aloud shortly after 10:00 a.m., C.D.S.T. on October 8, 2024 in the Council Chambers, Farmers Branch City Hall, 1st Floor.

Plans, specifications and other documents may be examined and acquired electronically by bidders through the Civcast website at http://civcastusa.com . Civcast is free to all bidders to view or download plans and documents, however if the contractor requests a printed plan set, there will be a cost. Contractors are required to create an account to sign in to the website in order to access the bid. Civcast will alert bidders of any addendums to the project. If there are any questions about Civcast or the Civcast website, please contact the company by phone or email: (281)346-4577 or support@civcastusa.com .

Until final award by the City of Farmers Branch, said City reserves the right to reject any and/or all bids, to waive technicalities, to re-advertise or to proceed otherwise when the best interest of said City will be realized hereby. Bids should be submitted sealed and plainly marked with the name of the project, the bid number and the date and time of opening. Late bids will not be accepted and will be returned unopened.

NOTICE OF SALE
COLLIN COUNTY MUNICIPAL UTILITY DISTRICT NO. 2
(A POLITICAL SUBDIVISION OF THE STATE OF TEXAS LOCATED WITHIN COLLIN COUNTY, TEXAS)

$16,265,000
UNLIMITED TAX ROAD BONDS, SERIES 2024

BIDS TO BE SUBMITTED: 10:00 A.M., CENTRAL TIME
BIDS TO BE OPENED: 1:00 P.M., CENTRAL TIME
TUESDAY, OCTOBER 8, 2024

Place and Time of Sale: The Board of Directors of Collin County Municipal Utility District No. 2 (the "District") will meet to receive and publicly read bids for the purchase of the $16,265,000 Unlimited Tax Road Bonds, Series 2024 (the "Bonds") at the designated meeting place outside the boundaries of the District, at the offices of Coats Rose, P.C., 16000 North Dallas Parkway, Suite 350, Dallas, Texas 75248 at 1:00 P.M., Central Time, Tuesday, October 8, 2024.

Address of Bids: Bids for the Bonds may be delivered to the District electronically, by telephone or delivered directly to the District in a sealed envelope, addressed to the "President and Board of Directors of Collin County Municipal Utility District No. 2," and delivered to the District's Financial Advisor, Robert W. Baird & Co. Incorporated, 4801 Woodway Drive, Suite 118-E, Houston, Texas 77056 or via email at TXSpecialDistrictBidForms@rwbaird.com, prior to 10:00 A.M., Central Time on the date of the bid opening. Any bid received after 10:00 A.M. Central Time, Tuesday, October 8, 2024, will not be accepted and will be returned unopened. All bidders must submit a signed "Official Bid Form" and a Bank Cashier's Check in the amount of $325,300 payable to the order of the District as a good faith deposit.

Information: The Bonds are more completely described in the "Official Notice of Sale" and the "Preliminary Official Statement" which may be obtained from Robert W. Baird & Co. Incorporated, 4801 Woodway Drive, Suite 118-E, Houston, Texas 77056; Financial Advisor to the District. The District reserves the right to reject any and all bids and to waive any and all irregularities except time of filing. This notice does not constitute an offer to sell the Bonds but is merely notice of sale of the Bonds as required by law. The offer to sell the Bonds will be made only by means of the "Official Notice of Sale," "Preliminary Official Statement," and the "Official Bid Form."

Board of Directors
Collin County Municipal Utility District No. 2

INVITATION FOR BIDS

BID NUMBER RFB 69-24-19 **DATE: SEPTEMBER 20, 2024**

Formal bids received through the Bonfire website located at https://www.thecolonytx.gov/366/Bidder-Registration until 3:00 p.m., local time, Wednesday, October 16th, 2024. **There is no fee for registering or bidding on this project through Bonfire**. If hand-delivered, bids are to be turned at City of The Colony, 6800 Main Street, The Colony, Texas 75056-1133 in a sealed envelope marked with the project name/bid number and will be received until 3:00 p.m. local time, Wednesday, October 16th, 2024.

BID #RFB 69-24-19

PRE-BID AT 3:00 P.M., WEDNESDAY, OCTOBER 2nd, 2024, AT 6800 MAIN STREET, THE COLONY, TEXAS.
ALTHOUGH NOT MANDATORY, BIDDERS ARE STRONGLY URGED TO ATTEND THIS CONFERENCE.
ANY MISUNDERSTANDINGS DUE TO NON-ATTENDANCE WILL NOT BE REASON FOR LETTING A BIDDER OUT OF THE BID.

Results will be read at 3:10 p.m., Wednesday, October 16th, 2024.

The scope of work consists of installing ramps, sidewalks, retaining walls and pavement markings at three intersections along Lebanon Rd, as well as rectangular rapid flashing beacon (RRFB) foundations at two of the intersections. Existing curb & gutter will be removed and disposed of to install improvements. Sidewalks/trails shall be constructed from the crosswalks and tie into existing sidewalks/trails. Construction of sidewalk will require grading, hauling off any excess dirt, and any other work deemed necessary by the City of The Colony.

Please send no cashier checks for bid bonds, the cashier check will be sent back to the vendor and bid will not be accepted. The bidder must submit Proof of Insurance and a Bid Bond in the amount of five (5%) percent of the bid amount to Purchasing Manager (cdelossantos@thecolonytx.gov). Originals must be submitted in the bid packet OR received by the Purchasing Manager before the bid opening.
Specifications, bid proposal forms, addendums and instructions to bidders may be downloaded from the Bonfire website, also available from the offices of Shield Engineering Group, PLLC at 1600 West 7th Street, Suite 400, Fort Worth, TX. 76102, for $100.00 per set. Please call Max Aransen at (817) 504-1685 to coordinate document pick up.

Any questions regarding the bid process, procedures, plans, or specifications shall be submitted through Bonfire. All responses will be posted to Bonfire. Any addenda for this project will be posted on the Bonfire website where prospective bidders may download them. City of The Colony reserves the right to reject any or all bids, in whole or in part, to waive any informality in any bid, and to accept the bid which, in its discretion, is in the best interest of the City of The Colony.

PO#1265-9830/DO#1127333
CITY OF DALLAS CONSTRUCTION ADVERTISEMENT REQUEST FOR BIDS

Bids are required to be submitted electronically via the City of Dallas' solicitation website at https://dallascityhall.bonfirehub.com by 1:00 PM on Fridays. All bids will be publicly read at 2:00 PM on Fridays and can be viewed on the City of Dallas' website at www.dallascityhall.com (see City Meetings). Bid title, department, and date of public reading are listed below and on the City of Dallas' solicitation website at https://dallascityhall.bonfirehub.com. Unless otherwise noted in the description below the bid packet may be obtained from https://dallascityhall.bonfirehub.com. Submittals will not be accepted after the due date/time and hard copy submittals are not permissible.

CIZ24-AVI-3112 – DALLAS EXECUTIVE AIRPORT STREETSCAPE ENHANCEMENTS

A proposal bond for five percent (5%) of the greatest amount proposed is required with the submittal of your bid proposal.

A Pre-Bid Meeting and Site Visit will be held at the Business Conference Center at Dallas Executive Airport located at 5303 Challenger Dr, Dallas, TX 75237, at 1:00 p.m. Monday October 7, 2024.

Bid Packets, Plans and Specifications may be obtained beginning September 27, 2024 from the City of Dallas Bonfire site. Plans, Specifications, and all Addenda are posted to the City of Dallas Procurement Services Bonfire website.

For information regarding this project contact Trina Enejor at trina.enejor@dallas.gov. The Dallas Airport System maintains the right to reject any and all bids.

FAA REQUIRED LANGUAGE IN PUBLISHED ADVERTISEMENT FOR BIDS

Description of Proposed Work:
The intent for the Dallas Executive Airport Streetscape Enhancements project is to enhance quality of life and pedestrian safety through construction of sidewalks and pedestrian lighting; develop bicycle paths with connections to existing and planned trails; develop landscape features; and create a distinct "Dallas Executive Airport" identity weaving throughout. The project will develop standards for design and construction of these enhancements and other related improvements for roadways immediately adjacent to the airport.

Estimated $3,400,000.00 project. Project timeline is 380 calendar days.

MWBE GOAL: 32%

Title VI Solicitation Notice:
The City of Dallas Department of Aviation, in accordance with the provisions of Title VI of the Civil Rights Act of 1964 (78 Stat. 252, 42 U.S.C. §§ 2000d to 2000d-4) and the Regulations, hereby notifies all bidders that it will affirmatively ensure that any contract entered into pursuant to this advertisement, disadvantaged business enterprises will be afforded full and fair opportunity to submit bids in response to this invitation and will not be discriminated against on the grounds of race, color, or national origin in consideration for an award.

Questions Due Date/Time: October 16, 2024, at 1:00 p.m. (local time)
Pre-Bid Meeting: October 7, 2024, at 1:00 p.m. at the Business Conference Center at Dallas Executive Airport located at 5303 Challenger Dr, Dallas, TX 75237
Bid Due Date/Time: October 25, 2024, at 1:00 p.m. (local time)
Open/Reading Date/Time: October 25, 2024, at 2:00 p.m. (local time)

Legal Notices

Notice is hereby given that the public meeting hosted by The Museum School of East Dallas will be held via Zoom Webinar (Link: https://tinyurl.com/3fe6n7tf) on Tuesday, October 1 at 6:00pm. Join us to network, discuss your needs, and learn more about our vision for starting a museum school in East Dallas. Meeting will be hosted by our founder, Loren Colman.

Legal Notices

If anyone knows the whereabouts of KARLA LOANY TORRES, last known address in the Shreveport, Louisiana or Dallas, Texas area, please contact Attorney Kharmen Davis-Taylor at (318) 621-9400.

Legal Notices

Medical Practice Closing
North Dallas Internal Medicine/Jeb S. Miers M.D.P.A
Effective Sept 30, 2024
Jeb Miers M.D.
214-696-1118
8210 Walnut Hill Ln Ste 812, Dallas, TX 75231

Bids & Proposals

NTTA
NORTH TEXAS TOLLWAY AUTHORITY
RFB 06151-NTT-00-GS-MA
Milwaukee Tools

Project Description: Purchase of Milwaukee tools for Maintenance crews.

NTTA is accepting bids until 10/11/2024 at 11:00 a.m. CT.

Vendors can register, download full project details and documents, submit questions and upload bids to NTTA's Marketplace (https://www.nttamarketplace.org).

Email bidpurchasing@ntta.org for questions on registration or use of website.

BID NOTICE
Archer Western Construction, LLC (AW) and Upper Trinity Regional Water District (UTRWD) are requesting proposals from qualified, responsible companies for the Tom Taylor Regional WTP Phase III Expansion Project
Package 5 – Ozone Equipment System Procurement and Delivery
Proposals may be submitted until Thursday, October 24, 2024 at 1:00 PM. Proposals shall be submitted to Shawn Durham of Archer Western on Civcast. Proposal packets and project documents may be found at https://www.civcastusa.com/publishers/586786f401ec5a1c043eb726
AW and UTRWD reserve the right to accept or reject any and all responses at its option and to waive any formalities.
This contract is contingent upon release of funds from the Texas Water Development Board and is subject to the US Iron & Steel Requirements.

NTTA
NORTH TEXAS TOLLWAY AUTHORITY
RFB 06137-NTT-00-GS-MA
Aftermarket Medium and Heavy Duty Truck Parts

Project Description: Aftermarket automotive parts for medium and heavy duty trucks for repair and for enhancements to meet operational needs.

NTTA is accepting bids until 10/11/2024 at 11:00 a.m. CT.

Vendors can register, download full project details and documents, submit questions and upload bids to NTTA's Marketplace (https://www.nttamarketplace.org).

Email bidpurchasing@ntta.org for questions on registration or use of website.

NTTA
NORTH TEXAS TOLLWAY AUTHORITY
RFB 06131-NTT-00-GS-MA
Landscape Maintenance Services

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DATE October 16, 2024

CITY OF DALLAS

To the Texas Education Agency,

I am writing to express my enthusiastic support for The Museum School of East Dallas and its founder, Loren Colman.

As a Dallas City Council member, I have had the privilege of working closely with Loren during her appointment to the Bond Subcommittee for District 9. Throughout this time, I have witnessed her unwavering dedication to our community and her innovative solutions to educational challenges. Loren's passion for education and her deep understanding of community needs make her an exemplary leader for The Museum School.

The approval of the charter for The Museum School would be a significant asset to East Dallas. The school's unique museum model offers an immersive, hands-on learning environment that enhances academic performance and enriches the socio-economic fabric of our community. By prioritizing cognitive sophistication, career exploration, and character development, The Museum School is poised to cultivate a new generation of thoughtful, well-rounded leaders prepared to navigate future challenges.

In conclusion, I fully support The Museum School of East Dallas in its mission to empower students and families to thrive in their communities and adapt to global changes. Approving the charter for this school will have a transformative impact on both the students and the broader East Dallas community.

Sincerely,

Paula C Blackmon

Dallas City Councilwoman District 9

December 15, 2024

To the Texas Education Agency,

I am writing to express strong support for The Museum School of East Dallas and its founder, Loren Colman.

I have worked closely with Loren for over a decade as the past director of an education leadership master's program at Southern Methodist University, where she was an exemplary graduate student. After graduating, Loren put what she learned into action, leading work at an urban school in Dallas. Throughout this time, I witnessed her unwavering dedication to advancing all students, even those most complicated to teach. Loren's passion for education and respect for the community will make her an exemplary leader for this school.

I am a retired educator who, years ago, went before this agency to seek a charter for what is now known as Uplift Education. The right to open a public charter school is a privilege that I took quite seriously. I believe Loren will make the most of this important opportunity to serve students and will also take the responsibilities of operating a charter school quite seriously.

By prioritizing immersive, hands-on learning, introspection, and exhibitions through the museum school approach, the school is poised to cultivate students prepared to advance socially and academically and to care about their community and the world around them. The Museum School should be a significant asset to East Dallas, offering an immersive, hands-on learning environment that enhances academic performance. I support The Museum School of East Dallas.

Sincerely,

Rosemary Perlmeter

Rosemary Perlmeter
Past (Founding) Leader of Uplift Education

FERGUSON ROAD INITIATIVE

P.O. BOX 570417 • DALLAS, TEXAS 75357 • 214.324.5116 • FERGUSONROAD.ORG

• *WE'RE RISING* •

February 21, 2024

To Whom It May Concern:

It is with great enthusiasm that I write this letter of support on behalf of Loren Colman and the Civic School.

FRI is a backbone, participatory nonprofit organization. FRI core activities include advocacy, communication, connection, and leadership. FRI excels in community, civic engagement, and civil discourse. This is one reason we are excited about the establishment of the Civic School, as our key tenants are aligned.

I met Ms. Colman when she served as principal of the White Rock Hills Uplift Preparatory school (WRHUP). During her time as principal, FRI and Uplift collaborated on projects that included community improvement and learning opportunities for students. Some of these collaborative activities included community-wide cleanup and beautification efforts and connecting the school with the City of Dallas Park & Recreation Department to explore ways the new Trinity Forest Spine Trail (that runs parallel to WRHUP) can be used as a source for environmental learning.

The residents living in Far East Dallas need school choice. Some of our area public schools are not performing at an academic level that fully prepares children for the future. Most of our families cannot afford to send their children to private schools. FRI believes the Civic School will be an affordable option that promotes a learning environment that fosters love for the child and identifies student strengths.

As a community advocate who understands the needs of the Far East Dallas community, the Civic School would be another education option for families looking for a school that promotes leadership and is committed to finding the best teachers in the city.

In conclusion, I fully support the efforts of Loren Colman and the Civic School as they seek to offer educational opportunities to meet the needs of our diverse community. We believe that approving a charter for this school will positively impact the residents of Far East Dallas.

Sincerely,

Vikki J. Martin, Executive Director

December 6, 2024

To the Texas Education Agency,

It is with tremendous enthusiasm that I write this letter of support for The Museum School of East Dallas. I have the utmost respect and confidence in the school's founder, Loren Colman, for her vision and tenacity in bringing The Museum School to Dallas.

As a Vice Provost for Dallas College and former K-8 charter school executive director and high school principal, I have a robust understanding of what makes a highly effective school, and one of the most important indicators of success is the experience, dedication, and vision of its leadership. Under Loren's leadership East Dallas will be transformed through a highly rigorous, hands-on, community driven learning school community. Loren has demonstrated an unwavering passion to education and to East Dallas as a resident, leader, and now school founder. She has engaged the community to understand their needs in developing The Museum School and designed a school with a creative lens that will bridge generational gaps. Students will thrive as they prepare to enter the workforce and the world. The approval of the charter for The Museum School would be a significant asset to East Dallas, drawing families into the school community in a way that will transform the area.

I enthusiastically support The Museum School of East Dallas in its mission to empower students and families to thrive in their communities and adapt to global changes. Approving the charter for this school will leave a lasting impact on both the students and community in East Dallas.

Sincerely,

Ahava Silkey-Jones

Ahava Silkey-Jones
Vice Provost, School of Creative Arts, Entertainment and Design | Dallas College

December 19, 2024

To: Texas Education Agency

It is with new respect that I write this letter of support on behalf of the Museum School of East Dallas and its visionary leader, Loren Colman.

As a life – long educator, I enjoy witnessing the development of leaders and institutions who directly and/or indirectly impact the educational journeys of children through transformational learning experiences. After meeting Ms. Colman, I have no doubt that her vision for her students and community will be one of the sparks for revitalizing our belief in the power of education within our schools.

Through the approval of her charter request, Ms. Colman and her team would be providing community ownership of the education outcomes for all students. Therefore, their intentional collaboration with families and community stakeholders of East Dallas to research and develop their education pathway created a shared design and investment into the success of the campus. The holistic design of the immersive, experiential learning experience will have immediate and long – term impact in the lives of all students, while also reminding all partners of their significance within the school ecosystem.

In conclusion, I fully support Ms. Loren Colman and her application for The Museum School of East Dallas as they seek to provide a one-of-a-kind K – 8 educational experiences where all students will THRIVE. Approving a charter for this school will improve the educational outcomes for all children privileged to attend and the surrounding community.

Respectfully,

Nakia Douglas
Executive Director
Dallas Education Collective

5207 McKinney Avenue | Suite 200
Dallas, Texas 75205

214.360.7830

November 5, 2024

To the Texas Education Agency:

I am writing to express my enthusiastic support for The Museum School of East Dallas and its founder, Loren Colman.

I have been involved with education in Dallas for over 20 years including serving as Chairman of Uplift Education for two years and Chairman of Momentous this past year. As such, I have the opportunity to meet great educators and leaders in the community. I had the opportunity to work with Loren while she was Dean at Uplift Education and we have stayed in touch. Loren has a passion for education and the children she leads. This coupled with her knowledge of the East Dallas community make her an exemplary leader for The Museum School.

The approval of the charter for The Museum School would be a significant asset to East Dallas. The school's unique museum model offers an immersive, hands-on learning environment that enhances academic performance and enriches the socio-economic fabric of our community. By prioritizing cognitive sophistication, career exploration, and character development, The Museum School is poised to cultivate a new generation of thoughtful, well-rounded leaders prepared to navigate future challenges.

In conclusion, I fully support The Museum School of East Dallas in its mission to empower students and families to thrive in their communities and adapt to global changes. Approving the charter for this school will have a transformative impact on both the students and the broader East Dallas community.

Sincerely,

Tony

Anthony W. Dona
Senior Advisor

Ardo Fuentes
Board Member
P: 917-992-4242
www.dallasedc.com

12/12/2024

Dear Texas Education Agency,

It is with heartfelt consideration that I write this letter of support on behalf of The Museum School of East Dallas and its founder, Loren Colman.

My connection to Ms. Colman originates from an introduction by my wife who worked under Ms. Colman during her tenure as Director of Uplift White Rock Hills Prep in East Dallas. Through my conversations with Loren, I was deeply impressed by her intelligence, integrity, and visionary attitude: qualities I believe form the foundation of effective leadership. Her virtues are further amplified by her passion for creating The Museum School, and I am confident in her ability to lead this ambitious endeavor. I wholeheartedly share her commitment to making this vision a reality.

As a board member and treasurer for the City of Dallas Economic Development Corporation, I see immense potential in The Museum School as a cornerstone for cultivating the skilled workforce Dallas needs to drive economic growth and attract new businesses. Strong schools are pivotal marketing tools for attracting companies and high-paying jobs, and I believe The Museum School could serve as a vital feeder into universities and community colleges in the Dallas area.

I fully support Loren Colman and The Museum School as they work to establish an educational program that addresses the needs of our diverse community. Approving a charter for this school will not only introduce healthy competition but also elevate educational standards across East Dallas. This initiative promises a win-win-win for students, the community, and the development of a robust local workforce to support our labor market.

Thank you for your consideration

Sincerely,

Ardo Fuentes
Board Member and Treasurer
afuentes@dallasedc.com

ELLEN WOOD
3030 McKinney Ave #1002
Dallas, Texas 75204
(214) 394-3046

December 13, 2024

To the Texas Education Agency,

It is with great enthusiasm that I write this letter in support of the Museum School of East Dallas and its founder Loren Colman.

I have known Loren Colman for a decade, first meeting her when she applied for the Aspiring Principals program at Southern Methodist University (SMU) that I helped create as a co-founder of Teaching Trust, a non-profit that supported building new pipelines and professional learning for school leaders (2010-2020). Loren was one of the top school leaders in the program's fifth cohort (2015-2017) and then led Uplift Education's White Rock Hills school as Dean and Director for the last eight years before becoming a BES Fellow in order to design an independent charter school.

Through all these strong leadership experiences, Loren has created the Museum School with the vision and community support to serve as a high-quality school option in an area that wants a different school experience providing more exploration time in an extended school day, deep community partnerships to help further student experiential learning, and differentiated scheduling for families and staff.

In conclusion, I fully support the efforts of Loren Colman and her founding team at the Museum School of East Dallas as they seek approval of this school designed to cultivate leadership skills that bring a joy of learning, empowers students to thrive in their communities and adapt to global changes through college and career. I am in full support of high-quality public school options and believe that approving a charter for the Museum School of East Dallas will further that goal.

Sincerely,

Ellen Wood

Ellen Wood
Public Education Advocate
Wood.ellen@gmail.com

December 13, 2024
Texas Education Agency

Para la Agencia de Educación en Texas (TEA),

Somos los pastores Arturo y Maria Mireles de la Iglesia de Dios Faro de Luz ubicada en el área este de Dallas. Tenemos mas de 20 años sirviendo y extendiendo recursos a esta comunidad en diferentes áreas tales como: clases de inglés, escuela para padres, consejería prematrimonial, banco de comida, escuela Biblica de verano para los niños, orientación inmigratoria, consejería bíblica, alcances para poblaciones perjudicadas como: personas sin hogar, víctimas de violencia doméstica, sobrevivientes de trata de personas, segundas oportunidades para personas reconstruyendo sus vidas, y mas.

Amamos nuestra comunidad y hemos aceptado el llamado y responsabilidad que Dios nos ha dado en Isaías 9:2 que dice, “El pueblo que andaba en tinieblas vio gran luz…”. Nuestra misión es brillar la luz de Jesús en nuestra comunidad donde hemos visto mucha necesidad y pocos recursos que existen para mejorarlo. Sabemos que solos no podemos hacer un cambio para bien sino que incluirá asociarnos y apoyar organizaciones que se alinean con nuestro llamado y misión para el beneficio de nuestra comunidad.

Loren Colman comparte este mismo amor y llamado con nosotros y por ese motivo escribimos esta carta para expresar nuestro apoyo para la escuela “The Museum School” que estará abriendo en el área este de Dallas próximamente. Había oído de la Señora Colman y su interes por las familias, su dedicacion por pelear por su bienestar, y el compromiso que toma para estar por ellos pero cuando pudimos conectarnos y conocernos en persona, pudimos comprobar que ella sirve de verdad y con intención.

Como pastores de la Iglesia de Dios “Faro de Luz” por 34 años, nosotros extendemos nuestro apoyo a la Señora Loren Colman para la futura escuela, “The Museum School” que estará ubicada en el este de Dallas. Creemos que esta escuela junto con el liderazgo de la Señora Loren Colman será un gran beneficio para las familias de nuestra comunidad en los temas de educación estudiantil, recursos para padres, e involucramiento comunitario. Gracias por tomar su tiempo para leer esta carta. Si tiene cualquier pregunta o comentario, siéntase en confianza de contactarnos.

En el Servicio del Señor,

Arturo y Maria Mireles
Pastores

972-270-1603 11215 Ferguson Road Dallas, TX 75228 pastoramireles56@gmail.com

journey

December 5, 2024

To the Texas Education Agency,

It is my privilege to express support on behalf of The Museum School and founder Loren Colman as a valuable asset to the East Dallas community.

When I first met Loren, it was obvious that she possesses an unwavering passion to create a school that offers quality education and is locally connected. Not only does she have a successful past in education, even more so, she has a compelling vision for the future. I believe in Loren and her vision to offer a unique environment for learning which will address the individual needs of each child and provide them an educational experience they otherwise would not have.

The East Dallas community is one of great diversity and there is a definite need for educational models that challenge the status quo and provide diverse opportunities to learn and grow. While there are great schools in our neighborhood, I am confident that The Museum School will provide yet another opportunity to cultivate a brighter future both for individual students and our community as a whole.

In conclusion, I fully support the efforts of The Museum School, as they seek to support an educational program designed to create a one of a kind educational experience. I believe that approving a charter for this school will make East Dallas a better place to live and learn.

Sincerely,



Jonathan Odom
Lead Pastor

469.399.0559 **PHONE**
PO Box 38649 Dallas, TX 75238 **MAILING ADDRESS**
9999 Ferguson Rd. Dallas TX 75228 **PHYSICAL ADDRESS**
www.journeydallas.org **URL**

the HUMAN IMPACT

December 5, 2024

To the Texas Education Agency,

It is with joy that I write this letter of support on behalf of Loren Coleman and The Museum School of East Dallas.

I have been a friend of Loren's for almost a decade and watched her unwavering commitment to education. She has led not only students but staff and done so with skill, grace, vision, and heart. She is dedicated to education and to the wellbeing of our children—intellectually but also emotionally and mentally. She has the utmost character and integrity in her leadership and her vision.

The city needs additional schools where the leadership understands the importance of caring for our students holistically. Providing greater equity to our students and opportunities for first-class education is just and right, and I believe this school will increase Dallas' service to our students, who are the next generation of leaders and civil servants.

In conclusion, I fully support the efforts of Loren Coleman and The Museum School of East Dallas as they seek to support an educational program designed to provide opportunities for exploration, discovery and cultivate leadership skills that bring a joy for learning, and empowering students to thrive in their communities. We believe that approving a charter for this school will positively impact students, their families, and the community at large.

Sincerely,

Elisabeth Jordan
CEO/Founder, The Human Impact

Vista Bank

Subject: Letter of Commitment/Support for The Museum School of East Dallas

To the Texas Education Agency,

I am writing to express my enthusiastic support for The Museum School of East Dallas and its founder, Loren Colman.

As Senior Vice President of Vista Bank, I have had the privilege of working closely with Loren in the community of South Dallas as well as having her as our client at the bank. Throughout this time, I have witnessed her unwavering dedication to our community and her innovative solutions to educational challenges. Loren's passion for education and her deep understanding of community needs make her an exemplary leader for The Museum School.

The approval of the charter for The Museum School would be a significant asset to East Dallas. The school's unique museum model offers an immersive, hands-on learning environment that enhances academic performance and enriches the socio-economic fabric of our community. By prioritizing cognitive sophistication, career exploration, and character development, The Museum School is poised to cultivate a new generation of thoughtful, well-rounded leaders prepared to navigate future challenges.

In conclusion, I fully support The Museum School of East Dallas in its mission to empower students and families to thrive in their communities and adapt to global changes. Approving the charter for this school will have a transformative impact on both the students and the broader East Dallas community.

Sincerely,

Vista Bank

Lubbock Smith
Senior Vice President & Director of Community Development and Vista Outreach
214.890.6735
3225 Martin Luther King Jr Blvd. • Dallas • TX • 75210

Kayla M. McCaffrey
7016 La Vista Drive, Dallas TX 75214
KMMCCAFFREY6@GMAIL.COM

December 6, 2024

To The Texas Education Agency,

It is with great enthusiasm, confidence, and excitement that I write this letter of support on behalf of The Museum School of East Dallas and its founder, Loren Coleman.

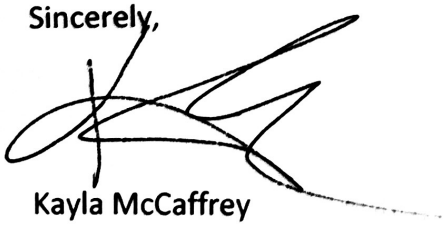
I had the pleasure of meeting Loren nearly ten years ago through our shared volunteer interests. At the time, we were both attending a fundraiser that was raising money for microfinance initiatives in Latin America. I immediately knew that Loren was someone with whom I could enjoy meaningful conversation, and over the years have enjoyed watching her build both her family, and her career.

I myself am not from Dallas, and moved here in 2011 for work from Seattle, Washington. I have spent my entire career working within the nonprofit sector, and therefore have a fond appreciation for our teachers – those in the both the public and private sectors. The motivation for teachers to excel in their professions is much different than the motivation for a banker to excel in her career. I know that Loren has a keen ability to understand the nuances of school administration that most professionals do not possess. Further, and perhaps most importantly, she has always exhibited a profound calling to dive deep into her communities and make them better.

Loren's career, values, and experience make her an outstanding match for the educational needs of our East Dallas community. The Museum School would positively benefit families and our children, having a ripple effect on generations to come.

Our family fully supports the efforts of The Museum School of East Dallas and Loren Coleman as they seek to support an educational program designed to prepare our children for a globalized and complex world. We believe that approving a charter for this school will transform our community and lift up our families.

Sincerely,



Kayla McCaffrey
VP Operations, Paper for Water
COO, McCaffrey Family Household

Honorable Cristal Retana Lule

Former Elected Official and Community Advocate

December 5, 2024

To the Texas Education Agency:

My name is Cristal Retana Lule, former elected official and healthcare executive in Dallas, and it is with pleasure that I write this letter of support for the Museum School of East Dallas and its founder, Loren Colman.

As a board member for Engage Dallas, I have had the pleasure of knowing Loren as part of her participation in our Engage Dallas Leadership cohort. This cohort is a competitive leadership program focused on fostering synergies, improving collaboration, and providing steadfast support to professional leaders in Dallas who are making waves in their respective industries. Loren has been an amazing asset to our cohort and her passion for education and supporting children and families resonates in everything she does.

As a mom, former city councilmember and someone who serves on education boards, I truly believe education is power. By having a school like the Museum School in our community, it gives families the opportunity to put their kids in a school that focuses on character building, leadership development and career exploration.

In conclusion, I fully support Loren and her passion to bring the Museum School of East Dallas to our community. I hope you will join me in support of their charter designation as their mission to empowering students to thrive and adapt to global changes would be an amazing asset to Dallas

Sincerely,



The Honorable Cristal Retana Lule

12/5/2024

To Whom It May Concern,

It is with great enthusiasm that I write this letter of support for The Museum School of East Dallas. This innovative school represents an invaluable opportunity to provide families in our community with access to a high-quality, student-centered education that fosters creativity, leadership, and academic excellence.

The Museum School of East Dallas stands out for its unique approach to learning, combining academic rigor with hands-on, immersive experiences that inspire curiosity and critical thinking. This model not only equips students with the skills needed to succeed in a dynamic world but also strengthens the fabric of our community by encouraging collaboration and civic engagement.

The approval of this school's charter would address an urgent need in East Dallas for more accessible educational opportunities. By creating an environment where students are empowered to grow both academically and personally, The Museum School of East Dallas is poised to become a vital resource for families and a driver of long-term community success.

In conclusion, I fully support The Museum School of East Dallas and its mission to empower students and families. I believe that approving the charter for this school will have a transformative impact on our community, creating pathways for student achievement and fostering a brighter future for all.

Sincerely,



Community Engagement Leader in East Dallas

December 9, 2024

To the Texas Education Agency:

I am writing with great enthusiasm to support Loren Coleman, founder of The Museum School of East Dallas, in her efforts to establish a school that will serve the East Dallas community.

As the Managing Director of Leadership Programs at the Dallas Regional Chamber (DRC), I have a deep appreciation for the vital role education plays in driving economic success. The DRC is committed to strengthening the educational pipeline from early childhood through K-12 and beyond. My own experience as a former teacher has given me firsthand insight into the importance of high-quality, affordable education that equips students for future challenges and opportunities.

I first met Loren Coleman as a fellow participant in the 11th cohort of Engage Dallas (formerly Mayor's Star Council), a program dedicated to empowering young leaders to positively impact local government and strengthen our community through authentic relationships. Loren quickly stood out as an invaluable asset to our class. She consistently brought innovative ideas and demonstrated an unwavering commitment to solving educational challenges.

Loren's vision for The Museum School of East Dallas reflects her deep understanding of the East Dallas community and her passion for creating opportunities that meet its unique needs. She has shown remarkable dedication by hosting listening sessions and community events to ensure the school's mission aligns with the aspirations of local families. Her ability to engage stakeholders and her commitment to empowering students are evidence of her exceptional leadership and thoughtful approach.

I wholeheartedly support Loren Coleman and The Museum School of East Dallas in their pursuit of a charter to establish an educational program that will empower students to thrive in their communities and adapt to global changes. This school has the potential to uplift the East Dallas community and serve as a model for school choice, positively impacting students and their families.

Thank you for considering this opportunity to invest in the future of our children and our community.

Sincerely,



Olympia Newman
Managing Director of Leadership Programs, Dallas Regional Chamber

December 3, 2024

To the Texas Education Agency,

It is with great enthusiasm that I write this letter of support on behalf of Loren Colman and The Museum School of East Dallas.

As the Executive Director for Teach For America, I have had the privilege of getting to know our education leaders and our alumni from our program. Loren has been an exceptional alumnus of Teach For America, showing her resilience and leadership in and outside of the school building. Her passion of educational equity and opportunities for all students truly resonates and is witnessed by her dedication to the East Dallas community. I am eager and excited for the opportunities she will provide for the future students at The Museum School of East Dallas.

The approval of a charter for The Museum School would positively impact the East Dallas community. The school is surrounded by an abundance of resources within the Dallas community that want to see it thrive and succeed for students. The community it will serve will benefit from its unique offerings, further enriching students and families.

In conclusion, I fully support the efforts of Loren Colman and The Museum School of East Dallas as they seek to support an educational program designed to empower students and families to thrive in their communities and adapt to global changes. We believe that approving a charter for this school will positive impact the East Dallas community.

Sincerely,



Bibi Yasmin Katsev
Executive Director
Teach For America Dallas-Fort Worth

VELA | WOOD

ATTORNEYS AND COUNSELORS

Mark Willey
Vela Wood Staley Young P.C.
mwilley@velawood.com

5307 E Mockingbird Lane, Suite 800
Dallas, Texas 75206
214.821.2300

December 9, 2024

To the Texas Education Agency,

It is with great humility and gratitude that I write this letter in support of the Museum School of East Dallas and its founder, Loren Colman.

I am uniquely qualified to write about both Loren and East Dallas as many different strands of my life have woven together to be involved in this exciting endeavor. I am a resident, parent, and former small business owner in the East Dallas community. Through running the small business, I got to know many families and people in the vibrant, diverse and genuine community, and I can say the premise of the Museum School, connecting with local cultural institutions and establishing a foundation of civic-mindedness and discovery for its diverse student body, is a wonderful reflection of the East Dallas community.

As far as Loren goes, I can't imagine someone better qualified to provide this gift that the community deserves. I actually grew up down the street from her in Arlington, and I saw her through high school and then even to college display a constant focus on service with a warm heart. Fast forward a few years, and I became the Chief of Staff to the CEO of Uplift Education, the charter school network where Loren was a principal. My role gave me an amazing front row seat to see the whole network and its operations, and I got to see how my old friend had become a leader among leaders, first establishing a high performing school in West Dallas before being moved to East Dallas to start a new school.

Loren is an inspirational leader and culture builder at the highest level. She leads with her heart, and her exceptional organization and competence inspires confidence, making the best people want to work for her. Her assistant principals at Uplift were high potential top performers, but they delayed their inevitable promotions to be a part of Loren's team. Teacher talent can be hard to attract and retain, but fortunately this is an area that Loren's strengths will truly shine through.

I am now a Venture Capital attorney, working with founders who are trying to scale their businesses, and as I mentioned before I've started my own business in the past. I know what it takes to create something from nothing, and I know Loren has it. I am so happy and thankful that the community and neighborhood I know and love so deeply will be served by the Museum School, Loren, and the team she will bring together. Loren says jump, I say how high, and I can't wait to see just how high she will go!

Sincerely,

Mark Willey

Olive Tree
ASSOCIATES

December 17, 2024

To the Texas Education Agency,

As an educator, parent, grandparent, businessman, and an individual who is deeply invested in the future of our nation and its inhabitants, I offer this letter as my unbridled support of The Museum School of East Dallas and its visionary founder, Loren Coleman.

I have known of Ms. Coleman's excellence as an administrator and educator through another organization with which I am affiliated, The Artist Outreach (TAO). Her schools have been affiliated with TAO and the teachers, students, parents, and administrators of the school have seen how a supporting learning strategy can go a long way to in advancing students' learning and preparing them for an exciting and rapidly changing world.

Having had many years of educational experience in the classroom and in administration, Ms. Coleman is able to bring her knowledge, insight, and collaboration skills to an area of our community that desperately needs fresh vision and energetic implementation of that vision so that the next generation will lack none of the essential skills for their success. The wealth of resources in this part of the Dallas community provides rich resources for student growth and learning—not unlike the work of Maria Montessori many generations earlier.

My enthusiasm for The Museum School of East Dallas is great and my personal commitment to the School's success is equally great. This school, through Ms. Coleman's vision and the coordinated implementation of that vision, will redefine education in this part of the community and provide a robust model for others to emulate.

It is my pleasure to offer this school and its leader my hearty and unrestricted endorsement.

Very sincerely,

Ollie Malone

Ollie Malone, Jr., Ph.D.
President and Principal Consultant

OM:tbm

4540 HUNTWICK DRIVE ♦ PLANO, TX 75024 ♦ (972) 965-7895

RELAY/GSE
GRADUATE SCHOOL of EDUCATION

10/14/2024

To the Texas Education Agency:

I am writing to express my unconditional support for The Museum School of East Dallas and its founder, Loren Colman.

As a lifelong worker in education, I have been alongside Loren in a previous job as we drove to improve outcomes for children in Dallas. She exhibited enduring dedication to her students and always proved to be an exemplary leader in the community. I believe she is the person to bring forth critical educational opportunities in ways that traditional schools in Dallas may not provide.

The innovative approach of The Museum School offers hands-on learning and aligns with the unique needs of students who thrive in different learning environments. By fostering a smaller, more personalized learning experience, The Museum School will be influential in preparing our children for the future.

In conclusion, I believe that charter schools like The Museum School are vital for ensuring that we have a competitive educational system, fulfills specialized programs requirements, and provides options for underserved populations. I fully support their mission and encourage approval of this charter application.

Sincerely,

Vilas Panicker

Vice President, Financial Operations

Dawna Duke, Ed.D.
436 Blanning Drive
Dallas, TX 75218
214.532.4889
dawnaduke@gmail.com

December 18, 2024

To whom it may concern:

I am writing to express my strong support for The Museum School of East Dallas. As a parent, community member, and advocate for public education with a doctorate in educational leadership and policy, I deeply appreciate the school's vision to provide student-centered learning, rigorous and diverse academic experiences, and community engagement.

The Museum School of East Dallas will provide an innovative approach that fosters both academic excellence and personal growth, preparing students to be thoughtful, compassionate, and well-rounded individuals. The integration of real-world learning, coupled with a focus on high expectations, diversity, and belonging, will make TMS East Dallas a standout in public education.

I support and commend Loren Colman, the founding school leader. Loren's vision, leadership, experience, and unwavering dedication to the school's mission will prove to be instrumental in shaping the culture and success of The Museum School of East Dallas, thus the greater community in East Dallas as welll. Her ability to inspire both staff and students, while fostering a supportive and dynamic learning environment, will make a lasting positive impact.

I wholeheartedly support The Museum School of East Dallas and encourage others to do the same, as it will continue to provide exceptional opportunities for our children and the broader East Dallas community.

Thank you for your time and consideration.

Dawna Duke, Ed. D.

Carrie Holliday Sneed
8614 Diceman Drive
Dallas, Texas 75218
October 1, 2024

To Whom It May Concern,

I am writing to express my enthusiastic support for the establishment of The Museum School in East Dallas. This innovative charter school promises to provide a unique and enriching educational experience, fostering creativity, curiosity, and academic excellence within our community. As a parent, education professional, and community member, I believe the school will make education more accessible to all students with various neurodiversities and socioeconomic backgrounds.

The Museum School's approach to integrating museum-based learning with traditional academics offers an unparalleled opportunity for students to engage deeply with their education. By leveraging resources from museums, cultural institutions, and the local community, this school will provide hands-on, inquiry-based learning that prepares students not only for academic success but also for lifelong learning and active citizenship.

I strongly encourage the state of Texas to approve The Museum School's charter application. The overwhelming community support for this initiative highlights its potential to become a cornerstone of our educational landscape.

Thank you for considering this letter of support.

Sincerely,



Carrie Holliday Sneed M.Ed., CALT, LDT

Scanned with CamScanner

Amber N. Shields

Advocate | Collaborator | Community Member

December 10, 2024

It is with great enthusiasm that I write this letter of support on behalf of Loren Colman and The Museum School (TMS).

As a community member and mother deeply invested in the quality of educational options in Dallas County, I have witnessed Loren Colman's thoughtful leadership and dedication to bringing an innovative educational model to our community. The Museum School's focus on blending hands-on learning with cultural exploration reflects a unique approach to education that is both inspiring and impactful. Loren's ability to engage families, educators, and community stakeholders in the design process exemplifies her commitment to inclusivity and excellence.

The approval of the charter for The Museum School would be transformative for the East Dallas community. It would provide families with a high-quality option that fosters curiosity, creativity, and lifelong learning. By addressing the unique needs of our community, TMS has the potential to uplift students and families, creating a stronger foundation for educational success and community vibrancy.

In conclusion, I fully support the efforts of Loren Colman and The Museum School as they seek to establish an educational program designed to ignite a passion for learning through hands-on, culturally rich experiences. Approving a charter for this school will provide students and families in East Dallas with an invaluable resource, paving the way for brighter futures and a more engaged community.

Sincerely,
Amber Shields
Community Member

OWENWOOD
FARM AND NEIGHBOR SPACE

Dear Texas Education Agency,

It is with great honor that I write this letter of support on behalf of The Museum School and its founder, Loren Colman.

As the Executive Director of Owenwood Farm and Neighbor Space, I have had the privilege of collaborating with various organizations to address community needs, from providing resources for health and wellness to supporting educational and social initiatives. Through our work, we have witnessed the importance of creating spaces that foster learning, connection, and growth within our community. In this context, I am confident that The Museum School's mission and vision align perfectly with these goals. Not only am I counting down the days to send my own children to TMS, but as the Executive Director of Owenwood, I am actively working with my board lease space to TMS to have the school here. My goal is to obtain a letter of intent for TMS in the new year.

The approval of the charter for The Museum School would bring significant value to our East Dallas community. This school's innovative approach to education will not only enrich students academically but will also cultivate a deeper appreciation for the arts, culture, and history. The unique focus of The Museum School will provide our young people with hands-on, experiential learning opportunities that are often unavailable in traditional academic settings. This emphasis will strengthen students' engagement and foster critical thinking, creativity, and empathy—qualities that will benefit both the students and the broader community.

In conclusion, I wholeheartedly support the efforts of The Museum School and Loren Colman as she seeks to establish an educational program that aims to empower our East Dallas community. We believe that granting a charter to this school will have a lasting, positive impact on the students and families ultimately making the community better and helping to create a foundation for lifelong learning, cultural awareness, and civic engagement.

Thank you for considering this important addition to our community.

Peacefully,

Jessica Hernandez
Executive Director
Owenwood Farm and Neighbor Space

Jaqueline Arellano
Site Director - Mi Escuelita Carolyn Strickland Early Learning Center
801 W Avenue B Garland Texas 75040

12/4/2024

Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

Subject: Support for The Museum School of East Dallas Charter Approval

Dear Texas Education Agency,

I am writing to express my enthusiastic support for The Museum School of East Dallas and its founder, Loren Colman.

As a Preschool Director, I have had the privilege of collaborating with Loren during her role as principal and founder of The Museum School. Her unwavering dedication to our community and innovative approach to addressing educational challenges have been truly inspiring. Loren's passion for education and her deep understanding of community needs makes her an exceptional leader and a driving force behind The Museum School's vision.

The approval of the charter for The Museum School would bring immense value to the East Dallas community. The school's unique museum-based model fosters immersive, hands-on learning that not only enhances academic performance but also enriches the socio-economic landscape of our area. By prioritizing cognitive sophistication, career exploration, and character development, The Museum School has the potential to shape a new generation of thoughtful, well-rounded leaders equipped to meet future challenges.

In conclusion, I wholeheartedly support The Museum School of East Dallas in its mission to empower students and families to thrive locally and adapt globally. Approving the charter for this school will be a transformative step forward for both its students and the broader East Dallas community.

Thank you for considering this critical investment in our children's education and our community's future.

Sincerely,
Jaqueline Arellano

5440 E. Grand Ave, Dallas, Texas 75223
www.laboriboxing.com
La Bori Boxing, Inc., a 501(c)3 non-profit corporation | EIN 88-2931900

Amanda C. Alvarez Dieppa, PhD
Founder and Director, La Bori Boxing Inc.
November 20th, 2024

To Whom It May Concern,

It is with great enthusiasm and full support that I write to endorse the innovative and transformative work of Loren Colman and The Museum School. As the founder of LaBori Boxing, a nonprofit boxing gym serving the youth of East Dallas, I witness daily the incredible potential and resilience within this community, as well as the need for more opportunities that nurture curiosity, creativity, and empowerment.

The Museum School's mission to provide a one-of-a-kind K-8th educational experience rooted in exploration and discovery aligns perfectly with the needs of East Dallas. By fostering a learning environment that integrates hands-on engagement and passion-driven learning, this school offers the kind of innovative education that our children deserve and that will empower them to thrive in the future.

At my gym, I see the transformative power of mentorship and opportunity in shaping young lives, and I deeply believe that the Museum School will play a similar role in the academic and personal development of its students. East Dallas is a vibrant, diverse community brimming with potential, but it also faces challenges that make access to quality education all the more critical. Loren's vision for the Museum School represents a meaningful step forward in addressing these challenges and creating a brighter future for the children and families in this area.

I wholeheartedly support the Museum School and its efforts to bring this innovative educational model to life. I have no doubt that this initiative will make a profound and lasting impact on the lives of its students and the community as a whole.

With utmost respect and support,

A.C. Alvarez

Amanda C. Alvarez Dieppa, PhD
Founder and Director, LaBori Boxing Inc.
amanda@laboriboxing.com



To whom it may concern,

It is with heartfelt enthusiasm and unwavering support that I write this letter on behalf of Loren Colman and The Museum School of East Dallas.

As an artist with a vibrant studio nestled in East Dallas, my passion has always been to provide a safe, nurturing space where children and adults alike can explore their creativity and experience the profound therapeutic benefits of art. My background in mindfulness and education has shaped a deep commitment to fostering growth, connection, and self-expression.

Before moving to Dallas, I served as the head of a preschool in London, taught Kindergarten and Grade 2, and dedicated myself to creating inclusive learning environments. Over the past 11 years here, I've been privileged to train and mentor teachers, helping them meet the academic, personal, and social needs of every child. This work has given me a profound appreciation for how creativity and community can transform education.

It was through my art studio that I connected with Loren, and I have been continually inspired by her vision for the Civic School. Through our conversations and plans for collaboration, I've seen firsthand her passion for creating a school that meets the diverse needs of East Dallas families. Her mission resonates deeply with my own belief that every child deserves access to meaningful, inclusive educational opportunities.

As a parent of three and an educator for over 20 years, I share Loren's concern about the lack of choices available to families in our community. Approving the Civic School's charter will not only fill this gap but will also enhance and complement the exciting innovations already happening in East Dallas.

I wholeheartedly support Loren's efforts and the transformative potential of the Civic School. This initiative is more than just a school—it's an opportunity to uplift and empower a diverse community through education.

Sincerely,

Rachel Larlee

Artist and Educator

December 11, 2024

To Whom it May Concern:

It is with enthusiasm and encouragement that I write this letter of support on behalf of Loren Colman and the Museum School of East Dallas.

As a former middle school teacher, therapist, and school counselor- I got the chance to work with Loren Colman and assisted in running the free summer camp pilot at Owenwood Farm & Neighbor Space in Summer 2024. During this time, I got to see firsthand how the children of the community got to learn in an engaging and holistic way about the Blackland Prairie and experienced enrichment activities such as music, drama, and art. I got a chance to teach the Art Portion while we studied the life of Henri Mattisse and created art while discussing the character traits of resilience and perseverance.

As a resident of East Dallas and an expectant mother- I am aware that the families of East Dallas are in need of better school choices. Families in East Dallas deserve an affordable option that allows students to learn in a way that is immersive and supports rigorous academic success, career development, and character development through their Museum Model. I believe that the Museum School would play a huge role in raising up a future generation of leaders in East Dallas that could continue to transform their community and beyond.

In conclusion, I fully support the efforts of Loren Colman and the Museum School of East Dallas as they seek to support an educational program designed to create a one-of-a-kind K-8th grade educational experience utilizing a museum school approach that provides opportunities for exploration and discovery, increased time in the classroom, and cultivates leadership skills that bring a joy for learning, empowering students to thrive in their communities and adapt to global changes through college and career. I believe that approving a charter for this school will have an exponential positive impact on the children and families of East Dallas Community.

Sincerely,

Emily Phillips

Emily Phillips, LPC-Associate
Under Supervision of Dr. Sarah Carlson, LPC-S, RPT-S, E-RYT-200
Former Middle School Teacher
Current Richardson ISD School Counseling Intern

Board Officers:

Board Chair
Dr. Ollie Malone

Vice Chair
Jim Finley

Treasurer
Armando Ureña

Secretary
Loren Colman

Board Directors:
Margie Hatcher
Brett Johnson
Shain Khoshbin
Sean Hogan
Teniqua Davenport
Mallikarjuna Yemme

Chief Executive
Joseph Vincelli

TheArtistOutreach.org

We use music and the arts to improve academic performance!!...

…not just changing young lives, but changing education!

November 7, 2024

RE: TAO Support Letter for The Museum School of East Dallas

To Whom It Concerns,

On behalf of The Artist Outreach Inc., I am writing to respectfully support Loren Colman and The Museum School of East Dallas.

The Artist Outreach works to change the educational, emotional, and financial futures of those we serve through creative arts programs - TAO's innovative pedagogy uses various artforms to creatively engage students to learn academic subjects. Through original music and dance, we help children learn science, nutrition, geometry, math, reading, music, and other academic concepts and serve to maintain and promote intellectual and creative development and connections.

Upon meeting Ms. Colman in 2021, I was highly impressed as I observed her skills as both a team leader and educational expert; I have grown to support all of her efforts. When she met with me to present The Museum School of East Dallas, I was thrilled to seek a partnership as the concept is in great alignment with our arts-inspired academic learning process.

We have partnered through our highly effective program, *STREAMliners Arts-Integrated Academic Education* that provides elementary students throughout the Dallas, Ft. Worth area a way to learn differently and more conceptually.

On behalf of our board of directors, we support the potential charter of The Museum School of East Dallas to further build the educational fabric of our city of Dallas.

Thank you in advance for your kind consideration of our request.

Should you wish to contact me for further information you may reach me by email director@theartistoutreach.org or phone at **214.906.1059** at your convenience.

With Sincere Appreciation,

Joseph D. Vincelli
Chief Executive

December 10, 2024

To the Texas Education Agency:

I am pleased to offer my enthusiastic support for The Museum School of East Dallas as they apply for a charter to establish a unique and much-needed educational institution in our community.

As an informal science learning site dedicated to fostering curiosity, conservation awareness, and lifelong learning, we in the Dallas Zoo Education Department recognize the transformative potential of innovative education. The Museum School of East Dallas' vision for immersive learning and community engagement aligns perfectly with our goal to inspire a love for science and the natural world through meaningful, interactive experiences.

The East Dallas community is currently underserved by schools that integrate holistic, place-based education while focusing on character development and leadership skills. By fostering leadership, resilience, and empathy alongside academic rigor, The Museum School of East Dallas will prepare students to thrive in diverse settings and contribute positively to their communities. Additionally, the Museum School's plan to maintain an intentionally low student-to-teacher ratio demonstrates their dedication to personalized learning. This approach will ensure that every student receives the individual attention and support they need to grow academically and develop a strong sense of self.

At the Dallas Zoo, we have long seen the power of hands-on, experiential learning to ignite curiosity and inspire action. We look forward to collaborating with The Museum School of East Dallas to provide unique, real-world learning opportunities that enhance their curriculum and deepen students' understanding of science and conservation. Together, we can nurture the next generation of environmentally conscious, community-minded leaders.

I believe that approving a charter for The Museum School of East Dallas' will enrich our community, empower students, and set a new standard for education in our region. I fully support the efforts of The Museum School of East Dallas and its founder, Loren Colman.

Sincerely,

Marti Copeland, M.Ed.
Senior Director of Education

SustainED Leaders

December 5th, 2024

Texas Education Agency,

I am writing to express my enthusiastic support for The Museum School of East Dallas and its founder, Loren Colman.

As a career educator in Dallas, I have had the privilege of working with Loren and seeing the tremendous impact that she has had on students and communities throughout Dallas. I have witnessed her unwavering commitment to empowering to our community and her innovative solutions to educational challenges. Loren's passion for education and her deep understanding of community needs make her an exemplary leader for The Museum School.

The approval of the charter for The Museum School would be a significant asset to East Dallas. The school's unique museum model offers an immersive, hands-on learning environment that enhances academic performance and enriches the socio-economic fabric of our community. By prioritizing cognitive sophistication, career exploration, and character development, The Museum School is poised to cultivate a new generation of thoughtful, well-rounded leaders prepared to navigate future challenges.

In conclusion, I fully support The Museum School of East Dallas in its mission to empower students and families to thrive in their communities and adapt to global changes. Approving the charter for this school will have a transformative impact on both the students and the broader East Dallas community.



Jacob Stainbrook
CEO
SustainED Leaders

To Whom It May Concern,

I am writing to express my enthusiastic support for Loren Coleman and The Museum School of East Dallas. Loren's vision for an innovative and student-focused educational environment reflects a deep understanding of the unique needs of children and families in our community.

The Museum School represents an exciting step forward in education by offering a learning model that blends creativity, exploration, and academic rigor. Through Loren's leadership, this school promises to create a space where children are not only educated but also inspired to think critically, explore their interests, and grow into engaged, capable citizens.

As someone who has worked in education and community development, I have seen firsthand how critical it is to provide students with opportunities that extend beyond traditional classroom experiences. The Museum School's commitment to experiential learning and community engagement ensures that children will gain the skills they need to succeed in life, not just academics.

What makes Loren's work particularly remarkable is her ability to connect with families and understand the broader challenges that impact student success. Her dedication to ensuring accessibility and inclusivity for all students reflects her passion for equity in education. This is exactly the kind of leadership that will help The Museum School become a cornerstone of excellence in our community.

The Museum School will not only benefit students but also create a ripple effect of positive change in East Dallas. By fostering strong partnerships and developing programs that reflect the community's needs, it has the potential to become a model for what education can achieve when guided by a clear and compassionate vision.

It is with great confidence that I support Loren Coleman and her efforts to establish The Museum School of East Dallas. I have no doubt that her commitment and expertise will result in an institution that will shape the lives of countless students and families for the better.

Sincerely,
Porcha Ensley
Director of Student Services, Bridgebuilders

OWENWOOD
FARM AND NEIGHBOR SPACE

Kelly Drake
Board Chair
Owenwood Farm and Neighbor Space
December 18, 2024

To Whom It May Concern,

I am writing on behalf of Owenwood Farm and Neighbor Space to express our enthusiastic support for The Museum School of East Dallas (TMS). As a community-focused organization dedicated to creating opportunities for families in East Dallas, we are deeply aligned with TMS's mission to provide an innovative educational experience that addresses the unique needs of this historically underserved community. TMS's museum school model, which emphasizes immersive, hands-on learning, is a groundbreaking approach that fosters curiosity, creativity, and connection, qualities that are essential for building a brighter future for East Dallas students and families. It's taking hands-on learning to the next level and making it happen within the context of local cultural institutions that many children in our community rarely access.

At Owenwood Farm, we witness daily the challenges that many families in East Dallas face, including access to high-quality education and resources. The Museum School of East Dallas's intentional focus on designing a school that serves all learners, including at-risk, emergent bilingual, and neurodivergent students, resonates with our commitment to making improvements in far East Dallas. By providing small class sizes, personalized instruction, and enriching experiences rooted in local partnerships, TMS will give students the tools they need to thrive academically and enter high school on a path to success. We are particularly excited about TMS's plan to integrate community partnerships into their model, and we look forward to collaborating to offer meaningful learning opportunities for their students and families at Owenwood Farm.

The Museum School of East Dallas is not just a school; it is a visionary model for community transformation. By addressing the diverse needs of East Dallas students and fostering a culture of belonging and achievement, TMS will help ensure that every child has the opportunity to succeed. On behalf of the board and community of Owenwood Farm and Neighbor Space, I strongly urge your support for this initiative, as it represents a critical step forward in creating a vibrant, equitable future for East Dallas.

Sincerely,
Kelly Dawn Drake
Kelly Drake
Board Chair
Owenwood Farm and Neighbor Space

Docusign Envelope ID: 887A44EA-153F-494D-A9DA-6D5CAC2F265F

December 9th, 2024

To Whom It May Concern,

I am writing to express my enthusiastic support for the establishment of The Museum School of East Dallas, a new K-8th grade institution dedicated to providing enriched educational and leadership opportunities for its students. This innovative school aims to address a critical need in our community by fostering an environment where young learners can excel academically while developing essential leadership skills.

The mission of The Museum School of East Dallas aligns perfectly with the growing demand for educational models that not only emphasize academic rigor but also prioritize character development, critical thinking, and collaboration. By integrating leadership training into the curriculum, this school will empower students to become confident, compassionate, and capable individuals prepared to contribute meaningfully to society.

I wholeheartedly support the mission of The Museum School of East Dallas and commend the visionary leadership of those spearheading this effort. I believe that this school has the potential to become a model institution, inspiring other educational programs to adopt similar approaches. I look forward to seeing how the school and its students will positively impact the community.

Sincerely,

DocuSigned by:
Vangelic Parker
1B8B6493C57240E...

Vangelic Parker

Managing Director, Housing Connector Dallas

December 7, 2024

To: Texas Education Agency

My name is Shareefah Nadir- Mason. It is with great passion and purpose that I write this letter of support on behalf of Loren Colman and The Museum School of East Dallas. In my nearly two decades in education, I have continued to champion for diverse learning opportunities for students in Dallas. As a former State of Texas Master Teacher, member of the State Board of Educator Certification, Associate Dean of Educator Certification and now a Director of Teacher Experience, I know firsthand the importance of developing innovative school systems to meet the multi-faceted needs of today's students. I am constantly in search of educational partners who deeply understand the necessity to step away from the mundane educational design and curate spaces of learning that empower students, by providing alternative learning experiences that meet their academic and cultural needs.

As a Hurricane Katrina Evacuee to Dallas, the East Dallas area occupies a very special place in my heart. My family was gifted a free apartment on Gaston Avenue, when we relocated here. Living in the heart of East Dallas, it was apparent that the diversity in the community was not being mirrored in its school communities. The Museum School of East Dallas will embrace the challenge to open its doors to embrace the cultural mosaic upon which the community is built. The school protype will provide a meaningful gateway to the development of similar schools, which will ensure students of various backgrounds and experiences have significant educational options.

Loren Colman is not new to education. She has been a warrior in the K-12 space as a teacher and leader. She clearly understands the challenges that lie ahead and is equipped to foster the strategies that will yield the best results. She is working diligently to invite the community and educational stakeholders into the cultivation of this new school structure. The Museum School of East Dallas has the keen opportunity to revitalize the area, just by its unprecedented design. The school will excite students and parents and educate community members on the new ways to imagine education, beyond the traditional structure.

In conclusion, I fully support the efforts of Loren Colman and The Museum School of East Dallas, as they seek to support an educational program designed to empower students and families to thrive in their communities and adapt to global changes. Approving the charter for The Museum School of East Dallas will bring electrifying energy and educational experiences to the students and parents who will be served.

Sincerely,
Shareefah Nadir-Mason. MA
Shareefah Nadir-Mason
Director of Teacher Experience
City Teacher Alliance-DFW

12/10/2024

To Whom It May Concern:

It is with enthusiasm and support that I write this letter of support on behalf of Loren Coleman and the Museum School of East Dallas.

As a longtime resident of East Dallas and parent, I had the opportunity to meet Mrs. Coleman at several community outreach events. I look to her as a Mentor and ally in the education realm. As a result, we have begun to collaborate on bringing more education options to the East Dallas community. I am founder and CEO of Bella Gardens Early Learning Center, a micro preschool, serving underrepresented families with children 15 month to 4 years old. I currently provide care for children of educators and nonprofit leaders. I have also served as Historian and Education Chair for the Hispanic Women's Network of Texas, and CoChair, Advisor, and Mentor for its community outreach program Latinas in Progress. I also have lived in East Dallas most of my life, and currently work part time at a private school in the area. Mrs. Coleman's leadership and support have already been invaluable to me and my family.

The approval of the charter for the Museum School would positively impact the community in that it would present families with an affordable, tailored education option. Mrs. Coleman has spent a long time working on the model and is thoughtful in her approach, taking into consideration what she has experienced as a principal and parent. She has tapped into several unmet needs in our community and has worked closely with other nonprofits and community leaders to ensure her program would benefit families. Her program includes character building, hands-on learning, manageable ratios, and career exploration. Providing this model of education for East Dallas would positively impact children and their families, offering hope to parents who have not found an education model in this area that suites their children.

In conclusion, I fully support the efforts of Loren Coleman and the Museum School of East Dallas in its mission of empowering students to thrive in their communities and adapt to global changes.

Sincerely,

Erika Vargas Estrada
Specialist at White Rock Montessori
Founder and CEO Bella Gardens Early Learning Center

December 17, 2024

To Whom It May Concern,

I am writing to express my full support for the Museum School of East Dallas and its founder, Loren Coleman. This innovative, ground-breaking charter school has the potential to profoundly impact our community by addressing the educational needs of East Dallas, a richly diverse and historically underserved area.

The Museum School of East Dallas stands out as a beacon of hope and opportunity. By embracing a project-based learning model, the school will equip students with critical thinking, collaboration, and problem-solving skills essential for success in the modern world. This hands-on, interdisciplinary approach ensures that students are not just passive recipients of knowledge, but active participants in their own education.

The school's mission to provide high-quality education to the diverse population of East Dallas will uplift families, bridge educational gaps, and foster a sense of belonging among students of all backgrounds. By prioritizing inclusivity and innovation, the Museum School will serve as a vital resource for a community that deserves access to transformative educational opportunities.

Beyond the classroom, the school promises to have a lasting impact on the broader community. By nurturing a generation of engaged, well-rounded learners, the Museum School will contribute to a stronger, more vibrant East Dallas. Students who benefit from this education will carry their knowledge and skills into the workforce, civic engagement, and beyond, ultimately enriching the future of our city as a whole.

I firmly believe that the Museum School of East Dallas will be a catalyst for positive change, fostering a love of learning, promoting equity, and empowering students to reach their fullest potential. I fully support its mission and look forward to seeing the extraordinary impact it will have on our community.

With Sincerity,

Meredith Rowley
Parent and Resident of East Dallas
[redacted]
[redacted]

Pam Nicholson

Southern Methodist University Simmons School of Education

December 17, 2024

To: Texas Education Agency

It is with support and enthusiasm that I write this letter of support on behalf of Loren Colman and the Museum School of East Dallas

I am proud to have first hand knowledge of her work ethic, leadership, and people skills. Loren and I worked together at Uplift Education, a high performing Charter Network in D/FW. I served as an Instructional Coach there for several years and had the privilege of working directly with her on 2 different campuses. In her first leadership role as a Dean at Uplift Heights, the largest elementary school in the network, we collaborated often and I was able to witness her consistent "do what needs to be done" philosophy and how deeply she cared about the students on her campus and how hard she worked to develop the staff and teachers within her purview. In her second leadership role at Uplift White Rock Hills, she and I partnered together in the spring semester, as she would be taking over as Director of that campus the following school year. This campus had an additional challenge/opportunity, as WRH housed a PreK program, run by a well-respected external educational partner, *Mi Escuelita Preschool*. She navigated the partnership masterfully, and the feedback I received was that she was an amazing leader to not just K-5 students and teachers, but to the PreK students and teachers as well. Her willingness to embrace and thrive in this new and exciting partnership, while at the same time, navigating the many nuances of TEA PreK, its' expectations, guidelines, and protocols, was smooth and efficient.

Loren and I reconnected as she was beginning her transition to a school founder journey, and I wholeheartedly supported her efforts, having been a witness to her passion of wanting the best for all D/FW students. We shared a love for all things 4th grade, where I spent the majority of my years in the classroom and was the grade she also taught in RISD. Her 4th grade experience will enhance her ability to guide K through 8th grade East Dallas Museum students to success.

In closing, as a 25+ year educator: Classroom teacher/leader, Instructional Coach, and now a CLASS Teacher Observer at SMU, I fully support the efforts of Loren and The Museum School of East Dallas. Having an urban school campus that is focused on exploration and discovery, cultivating leadership skills that empower students to adapt to global changes will prepare them for a bright future. What a wonderful value-add to that area of Dallas and to the students/families that will be fortunate enough to be a part of the school one day.

Sincerely,

Pamela Nicholson

Pam Nicholson

[redacted]

November 8, 2024

To Whom It May Concern,

I am writing to enthusiastically recommend Loren Coleman and her founding of the Museum School of East Dallas. I have had the privilege of working with Loren through her volunteer efforts with United to Learn, an education nonprofit that supports Dallas Title 1 Elementary Schools. Loren has demonstrated exceptional commitment to our mission to accelerate academic achievement and develop purposeful leaders in our city, going above and beyond in every aspect of her volunteer work.

Loren's hands-on approach has been invaluable. On one occasion, when she discovered that teachers at one of our partner schools were eligible for $2,000 in classroom supply funding but were unable to apply due to time constraints, Loren personally stepped in to help them complete the application process. Additionally, she advocated for and coordinated the remodeling of the school's teachers' lounge by partnering with a nearby church—a project that created a more supportive environment for educators.

Loren's dedication to fostering collaboration across different sectors and communities is unmatched. Her ability to work effectively across lines of difference, combined with her responsiveness, ensures that everyone feels heard and valued. These traits are a testament to her leadership and passion for making a meaningful impact.

The Museum School of East Dallas will undoubtedly benefit from Loren's thoughtful leadership. She has already taken intentional steps to ensure the school is deeply rooted in community needs by frequently hosting listening sessions with neighborhood residents and spending years cultivating relationships with local partners, organizations, and families.

I am confident that under Loren's guidance, the Museum School will be an incredible asset to the East Dallas community, and I offer my highest recommendation for her continued success in this endeavor.

Sincerely,
Alison Kreher, United to Learn, Director of Investor Relations



December 10, 2024

To the Texas Education Agency,

I am writing to express my enthusiastic support for Loren Colman and her vision to establish The Museum School of East Dallas. Having known Loren for several years, I have had the privilege of observing her unwavering commitment to education and her exceptional work ethic firsthand.

Loren brings a wealth of experience to this endeavor, having spent many years in the education space, including serving as the principal of White Rock Hills Preparatory School. Her leadership in that role demonstrated her ability to inspire staff, engage students, and foster a culture of academic excellence. Her passion for innovative, student-centered learning makes her uniquely qualified to bring a museum-based model to our community.

As a parent to young children in the East Dallas area, a museum-style school in East Dallas would be a transformative addition for local families and children, and a school I personally would want to explore as an option. This approach to education, which integrates hands-on learning, interdisciplinary exploration, and connections to real-world contexts, would provide students with an unparalleled opportunity to engage deeply with their studies. Additionally, the school would offer families in the area an exciting and meaningful educational option that prioritizes creativity, critical thinking, and lifelong learning.

I am confident that Loren possesses the vision, skills, and dedication needed to make this school a success. She is not only an accomplished educator but also a compassionate leader who deeply values the potential of every student she serves. Her commitment to creating a space where children can thrive academically and personally is inspiring, and I wholeheartedly believe that The Museum School of East Dallas will have a lasting positive impact on our community.

Sincerely,

Bayly Richardson

Bayly Richardson

Dear Texas Education Agency,

I am writing to express my wholehearted support for The Museum School of East Dallas and its founder, Loren Colman.

I have had the privilege of meeting Loren in her role as the founder of The Museum School. Her unwavering dedication to our community and her innovative approach to addressing educational challenges are truly inspiring. Loren's passion for education, combined with her deep understanding of community needs, makes her an exceptional leader and a driving force behind The Museum School's vision.

The approval of the charter for The Museum School would bring immense value to the East Dallas community. Its distinctive educational approach, rooted in experiential learning and cultural enrichment, has the potential to empower students and inspire a lifelong love of learning. Under Loren's visionary leadership, this institution will undoubtedly become a cornerstone of equitable, high-quality education in our area.

I strongly encourage the Texas Education Agency to approve the charter for The Museum School of East Dallas, as it will create a meaningful and lasting impact on the lives of its students and the broader community.

Thank you for your time and consideration.

Sincerely,
Sonia Martinez

Paola Hernandez

[redacted]

[redacted]

Subject: Support for The Museum School of East Dallas Charter Approval

Dear Texas Education Agency,

I am writing to express my wholehearted support for The Museum School of East Dallas and its founder, Loren Colman.

I had the privilege of meeting Loren during her role as the founder of The Museum School at a community event. Her unwavering dedication to our community and her innovative approach to addressing educational challenges are truly inspiring. Loren's passion for education, combined with her deep understanding of our community's needs, positions her as an exceptional leader and a driving force behind The Museum School's mission.

The approval of the charter for The Museum School would bring immense value to the East Dallas community. Its unique, museum-based educational model fosters immersive, hands-on learning experiences that not only enhance academic performance but also promote cognitive sophistication, career exploration, and character development. This approach has the potential to cultivate thoughtful, well-rounded leaders equipped to meet the challenges of the future.

Furthermore, The Museum School's commitment to addressing the diverse needs of our community makes it an invaluable resource for East Dallas. By providing an inclusive and enriching educational environment, it will significantly impact students and families, uplifting the socio-economic landscape of our area.

I strongly urge the Texas Education Agency to approve the charter for The Museum School of East Dallas. Its establishment will undoubtedly contribute to the educational and cultural growth of our community.

Thank you for your time and consideration.

Sincerely,
Paola Hernandez

Paola Hernandez

Yuliana Gonzalez

[redacted]

[redacted]

12/12/2024

Subject: Support for The Museum School of East Dallas Charter Approval

Dear Texas Education Agency,

I am writing to express my wholehearted support for The Museum School of East Dallas and its founder, Loren Colman.

I had the privilege of meeting Loren during her work as the founder of The Museum School at a community event. Her unwavering dedication to our community and innovative approach to addressing educational challenges are truly inspiring. Loren's passion for education, coupled with her deep understanding of the community's needs, positions her as an exceptional leader and visionary for The Museum School's mission.

The approval of the charter for The Museum School would bring immense value to the East Dallas community. Its museum-based educational model fosters immersive, hands-on learning experiences that enhance academic performance while promoting critical thinking, career exploration, and character development. This approach can cultivate thoughtful, well-rounded leaders prepared to meet future challenges.

Additionally, The Museum School's commitment to inclusivity and addressing the diverse needs of our community makes it an invaluable resource for East Dallas. By creating an enriching educational environment, the school can positively impact students and families, elevating the socio-economic landscape of the area.

I strongly urge the Texas Education Agency to approve the charter for The Museum School of East Dallas. Its establishment promises to contribute significantly to the educational and cultural growth of our community.

Thank you for considering this letter of support.

Sincerely,

Yuliana Gonzalez



Silvia Almanza

10210 Shayna Dr

Dallas Tx 75217

Subject: Support for The Museum School of East Dallas Charter Approval

Dear Texas Education Agency,

I am writing to express my wholehearted support for The Museum School of East Dallas and its founder, Loren Colman.

I had the privilege of meeting Loren during her role as the founder of The Museum School at a community event. Her unwavering dedication to our community and her innovative approach to addressing educational challenges are truly inspiring. Loren's passion for education, combined with her deep understanding of our community's needs, positions her as an exceptional leader and a driving force behind The Museum School's mission.

The approval of the charter for The Museum School would bring immense value to the East Dallas community. Its unique, museum-based educational model fosters immersive, hands-on learning experiences that not only enhance academic performance but also promote cognitive sophistication, career exploration, and character development. This approach has the potential to produce thoughtful, well-rounded leaders who are prepared to meet the challenges of the future.

Furthermore, The Museum School's commitment to addressing the diverse needs of our community makes it an invaluable resource for East Dallas. By providing an inclusive and enriching educational environment, it can significantly impact students and families, uplifting the socio-economic landscape of our area.

I strongly urge the Texas Education Agency to approve the charter for The Museum School of East Dallas. Its establishment will undoubtedly contribute to the educational and cultural growth of our community.

Thank you for considering this letter of support.

Sincerely,
Silvia Almanza

Silvia Almanza

12/5/2024

To the Texas Education Agency,

It is with great passion that I write this letter of support on behalf of Loren Colman and The Museum School of East Dallas.

I have had the privilege of knowing Loren for over 20 years, both personally and professionally. Over this time, I have witnessed her unwavering dedication to education, her visionary leadership, and her profound commitment to fostering creativity and critical thinking in young minds. Her extensive work in our community highlights her ability to inspire and lead initiatives that make a tangible difference in the lives of children and families. Loren's passion for providing innovative and meaningful educational experiences is truly unmatched.

The Museum School of East Dallas holds the promise of creating a transformative impact in our community. By integrating hands-on learning with a rigorous academic curriculum, the school will provide students with unique opportunities to engage deeply with art, culture, history, and science. This approach not only equips children with knowledge but also cultivates curiosity, creativity, and a lifelong love for learning. Approving the charter for this school would be a vital step toward addressing the educational needs of East Dallas, offering families an exceptional option for their children's education and strengthening our community's cultural and intellectual fabric.

In conclusion, I fully support the efforts of Loren Colman and The Museum School of East Dallas as they seek to establish an educational program designed to enrich and empower students through hands-on, museum-based learning. Approving a charter for this school will undoubtedly provide students with transformative educational opportunities and contribute to the growth and vitality of the East Dallas community.

Sincerely,

Erica Galindo
Community Member and Business Owner

ERIN DAVIS SMITHSON

[redacted]

12.05.2024

To whom it may concern,

I am writing to enthusiastically endorse Loren Coleman and her groundbreaking educational initiative, the Museum School. I have had the privilege of knowing Loren for many years, and I have been consistently impressed by her passion, creativity, and dedication to fostering intellectual curiosity and critical thinking in young minds.

As a mother of 2 girls in East Dallas, I am particularly invested in the success of good schools in this area. My elder daughter was fortunate enough to attend a pilot program of the Museum School, and the experience was transformative and engaging. Loren's innovative approach to education has sparked a love of learning in my children that extends far beyond the traditional classroom setting. The immersive, hands-on experiences that the Museum School provided, ignited my daughters' imagination and inspired her to explore the world around her with a sense of wonder and purpose. I have seen her apply the learnings that she gained from that experience in many different settings.

Loren's ability to create engaging and meaningful learning experiences is unparalleled. She has a unique talent for connecting with children on a personal level and inspiring them to reach their full potential. Under her leadership, the Museum School is poised to revolutionize education and provide students with a truly exceptional learning environment.

I wholeheartedly recommend Loren and the Museum School. I am confident that this innovative institution will have a profound impact on the lives of countless students and the community at large. Please approve a charter for this school.

Sincerely,

Erin Davis Smithson

East Dallas mother of 2

Haley Collard
6839 Clayton Ave.
Dallas, TX 75214

December 9, 2024

To Whom It May Concern:

I am writing to express support for The Museum School of East Dallas and my dear friend, Loren Coleman. Loren and I have known each other since we were in 6th grade at Cross Timbers Middle School in Grapevine, Texas.

I have always admired Loren's passion for education and her strong sense of community. Her lifelong commitment to shaping the future of young learners is something that has inspired many, and I am confident that her vision for The Museum School will have a profound and positive impact on both the students and the broader East Dallas community.

As a parent of two elementary-aged children currently enrolled in the Dallas Independent School District, I understand the importance of having educational choices that best meet the diverse needs of our children. Having options like The Museum School will provide a unique and valuable opportunity for families who are seeking an alternative approach to education. The school's focus on fostering creativity, critical thinking, and a strong sense of community aligns with what I believe is essential for the development of children in today's rapidly changing world.

Approving the charter for The Museum School is more than just an endorsement of a new educational institution; it is an investment in the future of our children and our community. By supporting this initiative, we are opening the door to a transformative learning environment where students will not only thrive academically but also grow as well-rounded, engaged citizens.

I wholeheartedly believe that The Museum School, under Loren Coleman's leadership, will become a beacon of educational excellence in East Dallas. I strongly urge you to approve the charter for this remarkable school, and I look forward to seeing the positive changes it will bring to our community.

Thank you for your consideration.

Haley Collard

Kristin B Algier, MBA

[redacted]

December 13, 2024

To Whom It May Concern,

I am writing this letter of support on behalf of Loren Colman and the Museum School with great enthusiasm.

I have worked closely with Loren as a principal at Uplift Heights, where she served as my assistant principal for over four years. Loren's leadership was pivotal to our campus's success during this time. With her strategic planning, action-oriented mindset, and exceptional data analysis skills, we achieved a perfect score on the Texas Education Agency's growth domain. Under her guidance, our campus of over 1,000 students in West Dallas made significant strides in academic, social, and community development. Loren was also instrumental in championing the first West Dallas Day Out, a community event that brought together over 20 nonprofits to support the area. A strong leader is critical to building a high-quality school program. Loren's vision for creating a school from the ground up will undoubtedly make it a premier option for families in East Dallas.

Approving the charter for The Museum School would be a tremendous asset to the East Dallas community. The school's innovative museum model offers an immersive, hands-on learning environment that enhances academic achievement and strengthens the community's socio-economic fabric. By focusing on cognitive sophistication, career exploration, and character development, The Museum School is positioned to cultivate a new generation of thoughtful, well-rounded leaders ready to meet the challenges of the future.

In conclusion, I fully support the efforts of Loren Colman and the Museum School as they seek to support an educational program designed to foster curiosity, creativity, and a passion for learning. We believe that approving the charter for this school will have a lasting positive impact on the students and families in the community by providing an exceptional educational option that prepares young people for success in both their academic and personal lives.

Sincerely,

Kristin Algier

Kristin Algier

[redacted]

December 11, 2024

To Texas Education Agency:

I am writing to express my enthusiastic support for Loren Colman and the charter application for The Museum School, a visionary educational institution that would serve as a significant asset to East Dallas. This innovative school's unique museum model provides an immersive, hands-on learning environment that fosters academic excellence while addressing critical developmental needs for students across diverse socio-economic backgrounds.

The Museum School's approach prioritizes cognitive sophistication, ensuring students are engaged in a curriculum that encourages critical thinking and creativity. This is further enhanced by its focus on career exploration, preparing young learners to confidently navigate their future educational and professional journeys. Equally important, the school emphasizes character development, nurturing responsible, community-oriented individuals who are equipped to contribute positively to society.

East Dallas will benefit profoundly from a school that bridges academic enrichment with community engagement. The Museum School's emphasis on inclusive, experiential learning promises to elevate the local educational landscape and strengthen our community's socio-economic fabric. By investing in such a forward-thinking model, we are investing in the future success and resilience of East Dallas.

I wholeheartedly support Loren Colman's efforts to bring The Museum School to East Dallas. This initiative represents not only a step forward for education but also a meaningful commitment to the community's growth and vitality.

Respectfully Submitted,



Ken Montgomery

East Dallas Resident and Parent

MADDY MADRAZO

Dallas, Texas | (214) 803-6048 | maddymadrazo@gmail.com

December 9, 2024

To the Texas Education Agency,

It is with great enthusiasm that I submit this letter of support for The Museum School of East Dallas and its founder, Loren Colman.

I had the privilege of meeting Loren during our participation in Engage Dallas, a 10-month civic leadership program designed to equip young professionals with the knowledge and practical experience needed to assume leadership roles in Dallas County. Early in the program, Loren shared her vision for The Museum School of East Dallas and its mission to provide a one-of-a-kind educational experience for K-8 students. Just one conversation with Loren revealed the depth of her expertise in education and, more importantly, her passion for leveraging this knowledge to support the unique needs of the East Dallas community.

As a lifelong Dallas resident and former East Dallas resident of 18 years, I am confident The Museum School will prove a significant asset to the neighborhood. The school's innovative and holistic approach to education is needed, but what truly sets it apart is Loren's dedication to meaningful, ongoing community engagement to guide her vision. As a City of Dallas employee committed to the success of our city, I have seen firsthand how our city's progress is directly tied to the strength of its neighborhoods. The Museum School will undoubtedly contribute to East Dallas' vitality, driven by Loren's leadership and her commitment to fostering a close-knit, inclusive learning community.

I wholeheartedly support The Museum School of East Dallas in its mission to deliver an innovative educational experience for students of all backgrounds and abilities. Granting a charter to this school will not only empower its students to thrive but also enrich the broader East Dallas community.

Sincerely,

Maddy Madrazo

Maddy Madrazo

December 9, 2024

To the Texas Education Agency:

It is with great enthusiasm that I write this letter of support on behalf of Loren Colman, founder of The Museum School of East Dallas.

I met Loren many years ago when she moved into the house next to mine, and we became friends. Her love of children, enthusiasm for educating and growing the next generation, and commitment to the community is inspiring. To bring that passion to East Dallas, where I've lived for the last 28 years, is beyond exciting!

The residents of East Dallas need choices for school – especially schools that think and operate "outside the box." With hands-on, project-based learning that is student-centered, the charter approval for The Museum School would be a tremendous benefit to our children and community. As a mom of a 13-year-old boy, I would have jumped on that as an option for him.

I fully support The Museum School of East Dallas in its mission to help students develop critical thinking, interpersonal, and academic skills. A school like this would make an enormous impact on our community, children and future leaders.

Sincerely,

Mary Whitmore
[redacted]com
[redacted]

December 16, 2024

To Whom It May Concern:

It is with much excitement that I write this letter of support on behalf of Loren Colman and The Museum School of East Dallas.

As a parent of soon-to-be school age kids, I was thrilled to connect with Loren and her team in their endeavor to create The Museum School of East Dallas.

My kids currently attend a preschool program that prioritizes learning through play and experiences, but we have no options for elementary school and beyond in our area that embrace that type of education philosophy – until we found The Museum School! Public school options in our area are underperforming, and not all members of our community can afford private school. We don't want to have to leave our neighborhood to find a school that promotes leadership and provides students the opportunity to learn in an environment that promotes exploration and discovery! Parents are eager for a school like TMS in East Dallas.

In conclusion, I fully support the efforts of Loren Colman and The Museum School of East Dallas as they seek to bring a new, much-needed school to our area. We believe that approving a charter for this school will fill a need for a community-oriented school that prioritizes diversity, creativity and learning through enriching and educational experiences.

Sincerely,

Niki Brown

Niki Brown
East Dallas community member and parent

Dear Members of the Texas Education Agency,

I am writing to express my strong support for The Museum School of East Dallas and its founder, Loren Colman.

I have known Loren for twelve years and am fortunate to call her a friend. Her dedication as an educator has made a significant and lasting impact on students and the communities she serves. She is passionate, driven, and deeply committed to providing meaningful educational experiences.

As a business owner and resident of East Dallas, I see the urgent need for more high-quality educational options in our area. Unfortunately, some local schools struggle with academic performance, leaving many children underserved. While my family has the means to send our children to private school in Lakewood, not all families have that privilege. The Museum School would offer an accessible, innovative, and holistic educational alternative for East Dallas families.

I believe The Museum School's unique approach to experiential learning will empower students and strengthen our community. Approving its charter would provide a valuable resource to local families and support the broader educational landscape of East Dallas.

Thank you for considering this important opportunity to invest in our children's future.

Sincerely,

Jon Rydberg
Founder and Principal, Align Advisory Group LLC



Jon Rydberg
Founder & Principal
Align Advisory Group LLC

December 4, 2024

Dear Texas Education Agency,

It is with great enthusiasm that I submit this letter of support for Ms. Loren Colman and The Museum School of East Dallas.

As a parent residing in the Far East Dallas neighborhood, I bring a unique perspective to this matter. I emigrated from the Philippines in 2016 and hold a Bachelor's Degree in Entrepreneurship, having attended a distinguished Catholic school in the Philippines from preschool onward. This educational background has instilled in me a profound appreciation for quality education, which I aspire to provide for my children.

Faced with the challenges of accessing private education in the United States, I carefully considered the best educational option within my community. I met Ms. Colman at Dallas Day School, where my son was enrolled in preschool. As a co-parent, she was also the principal of the school I hoped to transfer my son to for kindergarten. Uplift White Rock Hills stood out as the only choice in my neighborhood that aligned with my priorities. Meeting her at that pivotal moment allowed me the privilege of working alongside her that year. With it being my son's first year and as a stay-at-home mom, I could volunteer my time to support the school. I witnessed her unwavering commitment and deep passion for quality education, inspiring not only her students but also her teachers and staff. It became clear to me that her dedication transcended the classroom, sparking a fire of inspiration in all of us.

The approval of the charter for The Museum School of East Dallas will be a transformative asset for our community. This school's unique model opens the door for our children to unlock their full potential and explore endless opportunities. With an immersive, hands-on learning environment that elevates academic performance and strengthens the socio-economic fabric of our community, The Museum School of East Dallas prioritizes cognitive sophistication, career exploration, and character development. It is dedicated to nurturing a new generation of thoughtful, well-rounded leaders, ready to tackle future challenges and transform our community for the better.

In conclusion, the approval of this school is poised to create a transformative impact, not only for the students but also for the broader East Dallas community in the near future. The upcoming journey holds great promise, and I look forward to witnessing the positive changes that will unfold.

Sincerely yours,

Czarina Mae S. Vazquez

To the Texas Education Agency,

It is with great enthusiasm that I write this letter of support of Loren Colman and her visionary efforts to establish The Museum School of East Dallas.

I have had the privilege of knowing Loren for over ten years. Loren is a passionate educational leader who brings a dynamic blend of vision, dedication, and expertise to the field of education. With an unwavering commitment to student success and community empowerment, Loren consistently strives to create inclusive, equitable learning environments that inspire growth and achievement. Loren's leadership is rooted in a deep belief in the transformative power of education, coupled with a relentless drive to innovate and improve. By fostering strong relationships with students, educators, families, and community stakeholders, Loren cultivates a shared sense of purpose and collaboration. A school community thrives under her leadership because her heart has always been rooted in doing what is best for students, educators, and our community.

The Museum School of East Dallas is poised to become an exceptional learning environment for our community by offering a unique experience that fosters exploration, discovery, and joy in learning. Through its thoughtfully designed programs, the school will emphasize developmentally appropriate learning that will create a solid foundation of skills that are needed for long-term success. The Museum School of East Dallas will address a critical need in our community by offering a school that nurtures curiosity and talents of students in a supportive and engaging environment. The students will be immersed in hands-on, real-world learning experiences that cultivate problem-solving, leadership, and additional skills that will help them to excel academically, adapt to global changes, and make meaningful contributions to their communities. As a future parent in Dallas, I am also excited about the potential to send my children to an incredible school option such as TMS!

In conclusion, I wholeheartedly support the efforts of Loren Colman in establishing The Museum School of East Dallas. I am confident that approving this charter will bring significant benefits to the East Dallas community, by empowering students and families to thrive and contribute to a brighter future for all.

Sincerely,

Whitney P. Darden

Whitney Darden
Dallas Resident

Subject: Support for The Museum School of East Dallas Charter Approval

Dear Texas Education Agency,

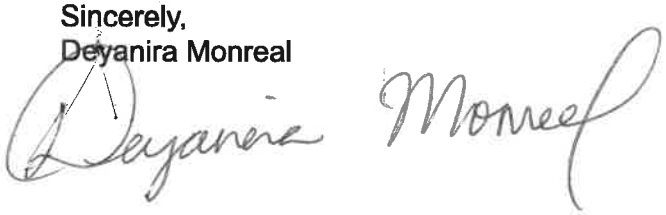
I am writing to express my enthusiastic support for The Museum School of East Dallas and its founder, Loren Colman.

As a Preschool Director, I have had the privilege of collaborating with Loren during her tenure as a principal. Her unwavering dedication to education and her innovative strategies for addressing community challenges have been truly inspiring. Loren's passion for fostering academic excellence and her commitment to meeting the unique needs of East Dallas make her an exceptional leader and a visionary force behind The Museum School.

The approval of the charter for The Museum School would bring transformative value to our community. Its unique museum-based model emphasizes immersive, hands-on learning, cultivating a love for exploration and critical thinking. This innovative approach not only enhances academic outcomes but also enriches the socio-economic fabric of East Dallas. By focusing on cognitive sophistication, career exploration, and character development, The Museum School is poised to develop a new generation of thoughtful, well-rounded leaders prepared to navigate future challenges.

In conclusion, I wholeheartedly endorse The Museum School of East Dallas in its mission to empower students and families to thrive locally and contribute globally. The school's vision represents a significant step forward for our community, and I urge the Texas Education Agency to approve its charter application.

Sincerely,
Deyanira Monreal



12/15/2024

To Whom It May Concern,

I am proud to support the charter for The Museum School of East Dallas and the outstanding leadership of Loren Colman as the Founder.

Loren is a gifted, trained, and prepared school leader who brings to the planning for The Museum School of East Dallas her successful urban instructional experience, charter school training, and leadership residencies. Loren has assembled support for the proposed charter school, including the assembly and training of a diverse accomplished founding team, and she brings a critical network of school support.

I support the successful start-up and implementation of The Museum School of East Dallas. Loren has set up leadership that has experience with a successful charter school that can deliver strong academic outcomes within a high need community.

Loren's commitment to strong outcomes, her ability to mobilize a team, and her capacity to build a school of promise and results are clear. Her ability to successfully manage multiple priorities, effectively communicate with a variety of stakeholders and meticulously plan the academic, operational, and governance requirements of a high performing charter school is evidence of her capacity for the work.

I am honored to support Loren and have complete confidence that her school leadership and the well-researched and practice-proven components of the public charter school design for The Museum School of East Dallas will lead to strong student achievement for the children of Dallas.

Respectfully,

Matrika Sowell-Howe

Matrika Sowell-Howe

Charles Ray Chavez
[redacted]

November 12, 2024

To the Texas Education Agency,

It is with great joy and pride that I share this letter of support for Loren Colman, founder of The Museum School of East Dallas. As a forty-year resident of Dallas and a 30-year resident of east Dallas, I support the efforts for what Loren and her team are building and offering to residents in our community.

In the brief period that I've known Loren, her proven tenacity, love of education and focused passion for children and education will prove beneficial to students, parents, faculty, and the east Dallas community. Loren vigorously displays the tenacity and out of the box thinking and planning that will only enhance the charter schools' offerings. Her past experience as an educator, community leader, and parent combines all the ingredients necessary to lead and exceed academic standards for The Museum School.

I strongly support the establishment of The Museum School of east Dallas, fully understanding it's mission to creatively empower students, faculty, and parents in the pursuit of an amazing educational experience!

Warm Regards,

C. Ray Chavez
East Dallas Community Advocate
[redacted]

To Whom It May Concern:

As a member of the East Dallas community, I've been able to witness the dedication and intention Loren Colman has for our community and our children. It's inspiring to see someone so excited about the futures of our children and so interested in partnering with the community to best prepare our children. She has demonstrated her expertise in bringing community members together and providing the space for connection and community building. I am happy to support Loren in her purposeful endeavors to uplift and strengthen our community through education.

Her background as an educator and education leader shines through in the way she understands parent and community needs. Loren is the kind of leader we need in our neighborhoods and circles of close connection. She embodies the essence of a servant leader and would be an excellent addition to our community as a school founder and leader.

I am happy to speak further if you have any questions. Thank you!

Best,

[redacted]

[redacted]

December 5, 2024

To Whom It May Concern:

It is with great excitement and full support that I write this letter of support on behalf of Loren Colman and The Museum School.

As a former classroom teacher, I had the privilege of working under Loren Colman when she served as my principal. During that time, I witnessed firsthand her unwavering commitment to fostering innovative learning environments that inspire creativity and critical thinking in students. Loren consistently prioritized community engagement and inclusivity, creating a school culture that empowered both students and educators to excel. Her leadership made a lasting impact on our school community and set a standard that was difficult for others to match, which in turn left a profound mark on me as an educator.

The approval of the charter for The Museum School would be transformative for the East Dallas community. This school's unique approach to integrating museum-based learning with traditional curriculum will provide students with hands-on, real-world experiences that foster a lifelong love of learning. It would also serve as a hub for cultural and educational enrichment, offering valuable resources and opportunities for students and families alike.

In conclusion, I fully support the efforts of The Museum School of East Dallas as they seek to support an educational program designed to create a unique educational experience that provides opportunities for exploration and discovery, while cultivating leadership skills that bring a joy for learning. I wholeheartedly believe that approving a charter for this school will significantly enhance educational opportunities for students and contribute to the overall growth and vitality of the East Dallas community.

Sincerely,

Samiya L. Thurston
DISD Literacy Specialist

Balfour Beatty

December 10, 2024

To the Texas Education Agency,

I am excited to express my strong support for The Museum School of East Dallas and its founder, Loren Colman.

During my four years as a kindergarten teacher under Loren's leadership, I witnessed firsthand the profound influence she had as a director. She inspired both seasoned educators and newcomers alike, fostering a sense of confidence that is hard to find in today's educational landscape. From my very first day to my last, Mrs. Colman dedicated herself to creating a safe and nurturing environment for our community.

The approval of the charter for The Museum School would be a tremendous benefit to East Dallas. It would provide students with an environment that promotes not just academic success, but personal development as well. Parents would feel valued and engaged, while teachers would find a supportive workplace that recognizes their vital role in education.

In summary, I wholeheartedly endorse the mission of The Museum School of East Dallas and Loren Colman as they strive to establish a one-of-a-kind educational program that emphasizes opportunities like exploration and discovery. Granting a charter for this school would have a transformative effect on the students and the broader East Dallas community.

Best regards,

Simone Slater

Simone Slater
Training Coordinator

Wednesday, December 11th, 2024

To the Texas Education Agency:

I am pleased to write this letter in strong support of Loren Coleman, the founder of The Museum School of East Dallas.

I first met Loren during my tenure as an assistant principal with Uplift Education. During that time, I witnessed her exceptional coaching abilities, forward-thinking mindset, and unwavering dedication to supporting her teachers in achieving success both in and beyond the classroom. When Loren shared her vision to establish a school in East Dallas, I wholeheartedly supported her initiative. I have firsthand knowledge of her outstanding leadership, as well as her deep commitment to empowering teachers and students alike.

The Museum School of East Dallas will be a valuable addition to the community, offering an innovative educational option that addresses critical needs such as early childhood literacy and comprehensive wraparound services. Loren's leadership will undoubtedly foster a school environment that delivers creative and impactful solutions to these challenges.

In conclusion, I fully endorse Loren Coleman and the mission of The Museum School of East Dallas. This unique K-8 educational program is designed to provide a one-of-a-kind experience through its museum school approach. By emphasizing exploration, discovery, extended classroom engagement, and leadership development, the school will inspire a love for learning and empower students to excel in their communities and adapt to global changes as they prepare for college and career opportunities.

The Museum School of East Dallas is committed to leveraging community partnerships and celebrating the vibrant East Dallas culture to create a transformational learning experience for students. I am confident in Loren's ability to bring this vision to life and make a meaningful impact on the lives of students and families in the area.

Sincerely,

Veronique Jones

Veronique Jones

Leadership Development Consultant

UT Arlington

To Whom It May Concern,

I am writing to express my enthusiastic support for The Museum School in East Dallas. As a dedicated advocate for quality education and community involvement, I believe that The Museum School plays an essential role in shaping the future of our children and fostering a passion for learning.

The Museum School offers a unique, hands-on approach to education that blends traditional academic rigor with engaging, real-world experiences. This innovative model, which integrates the rich cultural resources of our community, helps students develop critical thinking, creativity, and problem-solving skills. By utilizing local museums, cultural institutions, and educational partners, the school enhances its curriculum, providing students with opportunities to interact with the world beyond the classroom.

What truly sets The Museum School apart is its commitment to diversity, inclusion, and individualized learning. The school embraces students of various backgrounds and needs, ensuring that every child receives the support they need to succeed. The faculty and staff are deeply committed to the growth and well-being of each student, creating an environment where children feel safe, valued, and inspired to reach their full potential.

As a parent, community member, or supporter of education, I am proud to stand behind The Museum School and advocate for its continued success. This school is a vital asset to East Dallas, and I am confident that its impact on students, families, and the broader community will only continue to grow.

Thank you for your time and consideration in supporting this outstanding institution.

Sincerely,

Sincerely,
Ana Vazquez
Educator in East Dallas Community

Dear Members of the Texas Education Agency,

I am writing to express my strong support for the opening of The Museum School, a proposed charter school in East Dallas, led by Mr. Loren Coleman. This innovative school promises to bring a unique and much-needed educational option to the East Dallas community, and I believe it will have a significant, positive impact on both the academic and cultural development of students in the area.

The Museum School's model, which integrates a rich curriculum with the resources of local museums and cultural institutions, offers students a hands-on, immersive educational experience that is distinct from traditional schooling. This approach will not only provide students with the foundational academic skills they need but also foster creativity, critical thinking, and an appreciation for the arts and humanities—skills that are essential for success in today's world.

Moreover, this school will address a growing need in East Dallas for alternative educational choices that focus on a well-rounded, interdisciplinary approach. The Museum School will serve a diverse community of students, offering them access to new learning opportunities and resources that are often unavailable in traditional settings. By utilizing the educational power of local museums, the school will allow students to engage with real-world objects, historical artifacts, and cultural experiences, creating a learning environment that encourages curiosity and intellectual exploration.

I am confident that Loren Coleman's leadership and vision for The Museum School will make a lasting, positive contribution to the educational landscape of East Dallas. The school will provide students with an inclusive and supportive learning environment that nurtures both academic achievement and personal growth. This will not only benefit the students directly but will also enhance the broader East Dallas community.

I urge the Texas Education Agency to give strong consideration to the opening of The Museum School, as I am certain it will enrich the educational opportunities available to families in the area and serve as a model for innovation in education.

Thank you for your time and attention to this important initiative. Please feel free to contact me should you require any further information or assistance in supporting the opening of this promising new charter school.

Sincerely,
Dalismarie Molina Torres
East Dallas Community Member

To Whom It May Concern,

I am writing to offer my full support for The Museum School in East Dallas, a truly remarkable institution that has made a profound impact on the educational landscape of our community. Founded by Loren Colman, The Museum School is a shining example of how innovation, passion, and community collaboration can transform a child's education.

What makes The Museum School exceptional is its commitment to providing students with an education that goes beyond the textbook. By utilizing the rich cultural resources of our local museums and galleries, the school offers students unique, experiential learning opportunities that are both engaging and educational. This dynamic approach allows students to connect academic concepts with the world around them, fostering a deep sense of curiosity and a love for learning.

The leadership of Loren Colman has been integral to the school's success. Her vision for a school that blends creativity, critical thinking, and real-world experiences has shaped an environment where children not only succeed academically but also grow as thoughtful, compassionate individuals. The Museum School places a strong emphasis on developing well-rounded students who are equipped with the skills and knowledge to thrive in an increasingly complex world.

Moreover, The Museum School's commitment to diversity, inclusivity, and individualized learning ensures that each student receives the support they need to excel. The school's small class sizes, dedicated staff, and personalized approach help create an environment where every child is valued and encouraged to reach their full potential.

As a supporter of both education and community development, I am confident that The Museum School will continue to serve as a cornerstone of educational excellence in East Dallas. I am proud to stand behind this exceptional institution and encourage others to support it in its mission to provide transformative educational experiences for our children.

Thank you for your consideration and support.

Sincerely,
Edwin Garcia
East Dallas Parent

To Whom It May Concern,

I am writing to share my strong support for The Museum School in East Dallas. As a parent and community member, I have seen firsthand the incredible difference this school makes in the lives of its students, and I feel compelled to speak out on its behalf.

The Museum School, founded by Loren Colman, is unlike any other school in the area. The hands-on, museum-centered approach to learning is not only unique but incredibly effective. By connecting classroom lessons with real-world experiences at local museums, children are given opportunities to explore, create, and learn in ways that simply aren't available at other schools. This makes learning more engaging and memorable, which, as any parent or educator knows, is key to helping children truly grasp important concepts.

But it's not just about the academics. The Museum School is about building well-rounded individuals who are curious, compassionate, and prepared for the challenges of tomorrow. The leadership of Loren Colman ensures that every child feels supported, valued, and challenged. The school's commitment to fostering a sense of community is also something I greatly admire. The relationships formed between students, teachers, and families make The Museum School feel like a second home for many.

I am excited to see the growth of The Museum School, and I wholeheartedly believe it is an invaluable part of East Dallas. It is a school that goes beyond the basics, creating a space where children can truly flourish. I hope that others will take note of the amazing work happening here and continue to support this one-of-a-kind institution.

Thank you for taking the time to read my thoughts.

Warm regards,
Erika Silva
East Dallas Parent

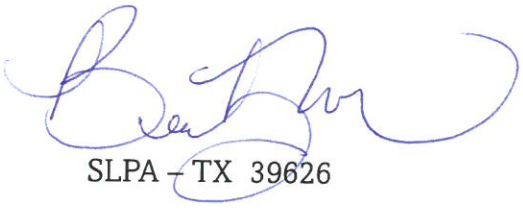
To whom it may concern,

I write to you as a parent and member of the East Dallas community in support of Loren Colman and her vision for The Museum School of East Dallas which seeks to bring quality education to the East Dallas Community. Living and working as a bilingual therapist for the last 10 years I have had the opportunity to serve many of the families in my own community and thus witness the need for more affordable education options for our children. Loren and her team have worked so hard to build trust and foster the relationship with a truly diverse community through their various community outreach events throughout the years.

I am excited about what the approval of a charter for The Museum School of East Dallas could mean for families in my community such as my own who do not count on the financial resources for a fully private education but are seeking an alternative to the public education system. A school tailored to the individual learning style of each student and understands that the success of the child is not based strictly on classroom instruction but in collaboration with the educators, their family, and their community.

Best,

Beatriz Tovar



SLPA – TX 39626

Dallas , TX 75150

I am excited to extend my full support for the creation of The Museum School, a new charter school in East Dallas. This initiative is a forward-thinking approach to education that will provide a fresh, dynamic learning environment for students in our community. I believe this school will bring not only new educational opportunities but also invaluable resources to our neighborhoods.

The Museum School's focus on integrating arts, culture, and hands-on learning into the curriculum is an inspired and necessary shift in the way we think about education. This unique approach will open up new pathways for students to engage with the world around them, stimulating their intellectual curiosity and creativity. The collaboration with local museums will provide students with access to resources and experiences that are often unavailable in traditional school settings, helping them develop skills in critical thinking, problem-solving, and collaboration.

East Dallas has long been a community full of promise, and this new school will provide even more opportunities for local children to thrive. The Museum School will be an asset to the area, offering families an alternative educational choice that is rooted in cultural enrichment and academic excellence. Additionally, the school will contribute to the community's growth by serving as a hub of learning, interaction, and inspiration for both students and families.

I have great confidence in your ability to make this vision a reality, and I am excited to see the positive impact it will have on students, educators, and the East Dallas community as a whole. By bringing together education and the arts in such a meaningful way, The Museum School will undoubtedly serve as a model for the future of education.

Please consider me an ally in this project. I look forward to seeing The Museum School open its doors and offer new opportunities for our children to grow, learn, and succeed.

Sincerely,
Gregorio Maisonet
Community Member in East Dallas

I am writing to offer my enthusiastic support for your innovative initiative to create The Museum School of Dallas in East Dallas. This visionary project has the potential to be a transformative force for both education and the arts in our community.

The idea of blending a traditional school environment with the dynamic resources of a museum is nothing short of inspiring. By offering students a chance to learn through the immersive experiences of art, history, and culture, The Museum School will provide a unique educational opportunity that can spark curiosity and ignite a passion for learning. The integration of real-world learning experiences with academic rigor will help shape well-rounded, creative thinkers who are prepared to navigate the challenges of tomorrow.

The East Dallas community stands to greatly benefit from this school. As a rapidly growing area with diverse residents, this project will foster greater educational access, inspire local youth, and promote a deeper sense of connection to both the arts and the community at large. By bringing together students, parents, educators, and cultural institutions, The Museum School will contribute to the rich cultural tapestry of East Dallas, enriching the lives of everyone it touches.

I commend you for your leadership and commitment to building a school that will not only educate but also inspire the next generation of thinkers, creators, and leaders. The Museum School of Dallas is a much-needed initiative, and I wholeheartedly support your vision for its success.

Sincerely,

Javier Garcia

Community Member of East Dallas

To Whom It May Concern,

I am writing to express my strong support for The Museum School in East Dallas, a truly remarkable institution that has become a vital part of our community. Founded by Loren Colman, The Museum School has not only transformed the educational experience for its students but has also made an enduring impact on the local community.

At its core, The Museum School is about more than just academics; it is about creating a foundation for lifelong learning and civic engagement. By integrating museum-based experiences into its curriculum, the school fosters a deep appreciation for culture, history, and the arts. This hands-on approach to education helps students develop a sense of connection to the world around them and prepares them to be informed, thoughtful, and active members of society.

What is truly remarkable about The Museum School is its ability to unite families, educators, and cultural institutions to support the children it serves. The school's partnerships with local museums and other cultural organizations bring invaluable resources to students, enriching their learning experiences while also strengthening our community. Through these partnerships, The Museum School not only broadens the horizons of its students but also promotes a sense of shared responsibility and pride within the East Dallas community.

The leadership of Loren Colman has been instrumental in shaping the school's success. Her vision for an inclusive, experiential education model has empowered students to take ownership of their learning while encouraging them to think critically, collaborate, and explore new ideas. The Museum School is an educational institution that builds a solid foundation for future success, not just in academics, but in life.

For these reasons and many others, I wholeheartedly support The Museum School and encourage continued investment in its future. This school is an essential resource for our children and our community, and I am excited to see how its impact will continue to grow.

Thank you for your time and consideration.

Sincerely,
Joshua Wright
East Dallas Community Member

I am writing to express my wholehearted support for the visionary project of Loren Colman to establish the first Museum School of Dallas in the East Dallas Community. As a firm believer in the transformative power of education and the arts, I am thrilled to see such a groundbreaking initiative that promises to enrich the educational landscape of our community.

The concept of combining the immersive, hands-on learning experience of a museum with a school curriculum offers students a unique opportunity to engage with history, culture, and the arts in an environment that fosters creativity, critical thinking, and intellectual curiosity. By situating the Museum School in East Dallas, this endeavor is poised to serve as a beacon of hope and opportunity for children and families in an area that will greatly benefit from access to such an innovative educational model.

The potential benefits of this project extend far beyond the classroom. The Museum School will help cultivate a deeper appreciation for the arts, inspire young minds to pursue careers in creative fields, and nurture a sense of community among students, educators, and residents alike. It will also serve as an invaluable resource for local museums and cultural institutions, fostering collaboration and enhancing the cultural vibrancy of East Dallas.

I commend you for your dedication to this project, and I fully support your efforts to bring the Museum School of Dallas to life. This is a tremendous step forward in ensuring that our children have access to a well-rounded, inspiring education that equips them for success in both academic and personal endeavors.

Please do not hesitate to reach out should you need any further assistance or resources in advancing this noble cause. I look forward to the realization of this exciting project and the positive impact it will undoubtedly have on the East Dallas Community.

Sincerely,
Laura Hernandez
Teacher in East Dallas Community

To Whom It May Concern,

I am writing to offer my enthusiastic support for The Museum School in East Dallas, an innovative educational institution founded by Loren Colman. Under Loren Colman's visionary leadership, The Museum School has created a unique and enriching environment that blends academic learning with interactive, hands-on experiences, ensuring that students receive an education that is both meaningful and inspiring.

The Museum School's approach, which integrates local museums and cultural institutions into the curriculum, is a testament to its commitment to providing students with real-world learning opportunities. This immersive approach allows children to experience history, art, science, and culture in ways that spark curiosity and creativity. It's an educational model that prepares students for a rapidly changing world, equipping them with the critical thinking skills and knowledge they need to succeed.

What truly sets The Museum School apart is its emphasis on nurturing the whole child. The school creates an inclusive, supportive environment that fosters both academic excellence and personal growth. Loren Colman's leadership has established a culture of care and respect, where every child's unique talents and needs are recognized and supported. It is this combination of innovative teaching, individualized support, and community involvement that makes The Museum School an invaluable asset to East Dallas.

I wholeheartedly support The Museum School and encourage others to recognize the profound impact it has on its students and the wider community. Loren Colman's dedication to educational excellence has made The Museum School a cornerstone of our local educational landscape, and I look forward to seeing its continued success.

Thank you for your time and consideration.

Sincerely,
Maria Cardenas
School Staff in East Dallas Community

Dear Members of the Texas Education Agency,

I am writing to offer my full endorsement of the proposed Museum School of Dallas, a new charter school led by Mrs. Loren Colman, to be established in East Dallas. This school represents an exciting opportunity to provide students in this vibrant community with an educational experience unlike any other in the region. The innovative model behind The Museum School has the potential to be a transformative force in the lives of students, their families, and the broader community.

The Museum School will offer a unique learning environment by integrating the resources of local museums and cultural institutions directly into the curriculum. This approach will allow students to engage with art, history, and science in a hands-on, real-world context, offering them experiences that go far beyond traditional classroom learning. The school's emphasis on interdisciplinary learning will foster creativity, problem-solving, and critical thinking—skills that are essential for success in today's world.

East Dallas is a dynamic and growing community, and The Museum School will provide an invaluable educational option for local families. By offering a rich and engaging curriculum that blends academic rigor with cultural enrichment, The Museum School will help cultivate a new generation of students who are not only prepared for academic challenges but are also inspired to become lifelong learners and active contributors to their community.

I am confident that Loren Colman's leadership and vision will make The Museum School a true asset to East Dallas, creating an environment where students can thrive academically and creatively. The school will contribute positively to the cultural landscape of the area and provide students with the tools they need to succeed in an increasingly complex and interconnected world.

I urge the Texas Education Agency to approve the opening of The Museum School. This innovative educational model has the potential to make a significant and lasting impact on the students it serves, and I am excited to see the opportunities it will bring to East Dallas.

Thank you for your consideration.

Sincerely,
Maria Hernandez
East Dallas Community Member

To Whom It May Concern,

I am writing to offer my full support for The Museum School in East Dallas. As a member of this vibrant community, I have witnessed firsthand the positive impact that this unique educational institution has had on its students and families. The Museum School is a beacon of innovation in education, and it is deserving of continued recognition and support.

The school's innovative approach, which emphasizes experiential learning and the integration of arts and culture, is one of its greatest strengths. By partnering with local museums and cultural institutions, The Museum School provides students with opportunities to engage in learning experiences that are dynamic, enriching, and deeply rooted in real-world contexts. This kind of education fosters curiosity, creativity, and critical thinking—skills that are invaluable for success in today's rapidly changing world.

Additionally, The Museum School prioritizes a supportive and inclusive environment that respects and nurtures the individual needs of each student. The staff's commitment to personalized learning ensures that every child, regardless of their background, is given the tools and encouragement they need to thrive academically and personally. This attention to the whole child is what makes The Museum School stand out as a truly exceptional institution.

I am proud to support The Museum School and advocate for its continued growth and success. It is an invaluable asset to our community, and I am confident that it will continue to have a profound and lasting impact on the lives of its students, families, and the broader East Dallas area.

Thank you for your time and consideration.

Sincerely,
Mary Hernandez
Educator in East Dallas Community

I am writing to strongly support the approval of *The Museum of East Dallas* charter school. This exciting new educational opportunity stands to benefit not only the students it serves but also the broader community. As someone who deeply believes in the power of education, I am especially drawn to the school's commitment to maintaining smaller class sizes, which are essential for fostering a rich, individualized learning experience.

The value of smaller class sizes cannot be overstated. Research consistently shows that students in smaller classrooms are more engaged and have greater opportunities for meaningful interactions with their teachers. Teachers in smaller settings can more effectively monitor each student's progress, provide tailored support, and address individual needs in real-time. This approach helps to ensure that no student falls through the cracks and that all learners are given the time and attention they need to excel.

In addition to smaller class sizes, *The Museum of East Dallas* brings an exciting and unique focus on integrating the arts and cultural education into its curriculum. This will allow students to gain a well-rounded education that nurtures both academic and creative development. By being exposed to the rich history and culture of the community through the museum experience, students will be encouraged to think critically, explore new ideas, and expand their understanding of the world around them.

The benefits of this innovative model extend beyond academics. Smaller class sizes provide an environment in which students are more likely to develop strong relationships with their peers and teachers, building social-emotional skills that will serve them well throughout their lives. The inclusive, supportive environment at *The Museum of East Dallas* will create a sense of belonging, which is essential for fostering student success.

I believe that *The Museum of East Dallas* charter school will serve as a model for educational excellence, and I wholeheartedly support its approval. The school's focus on smaller class sizes, personalized learning, and cultural enrichment will make a lasting impact on the students it serves and will contribute positively to our community.

Thank you for your consideration, and I sincerely hope that you will approve this exceptional educational initiative.

Warm regards,
Miguel Cruz

Parent at East Dallas

Dear Members of the Texas Education Agency,

I am writing to express my wholehearted support for the establishment of The Museum School of Dallas, a new charter school proposed by Loren Colman in the East Dallas area. This school will provide a unique and enriching educational experience that will benefit not only the students enrolled but also the broader East Dallas community.

The Museum School represents an innovative educational model that combines traditional academic subjects with experiential learning through museums and cultural institutions. By immersing students in real-world experiences and fostering their connection to history, art, and culture, this school will provide them with an invaluable foundation in both intellectual and creative development. In addition to academic skills, students will learn to think critically, explore their creativity, and engage with the world around them in meaningful ways.

What makes this proposal especially compelling is that The Museum School will offer families in East Dallas an alternative educational option that prioritizes both academic achievement and cultural enrichment. With East Dallas experiencing rapid growth and transformation, there is a clear need for new educational opportunities that reflect the diverse needs and interests of local students. The Museum School will fill this gap, offering students a supportive, dynamic environment that fosters curiosity and encourages lifelong learning.

Under Loren Colman's leadership, I am confident that The Museum School will thrive and become a valuable asset to the East Dallas community. The school's unique curriculum and emphasis on hands-on learning will give students the tools to succeed not only in school but in life. This initiative will also promote greater community involvement and collaboration with local museums, further enriching the cultural fabric of East Dallas.

I strongly encourage the Texas Education Agency to approve the opening of The Museum School of Dallas. It is a visionary project that will have a lasting positive impact on our community, and I am excited about the possibilities it offers for students, families, and educators alike.

Thank you for your time and consideration of this important initiative.

Sincerely,
Rocio Gonzalez
East Dallas Community Member

I am writing to express my wholehearted support for The Museum School in East Dallas, an exceptional institution that provides a transformative education for children in our community. Founded by Loren Colman, The Museum School stands out for its forward-thinking approach to education, which helps students grow not only academically but also personally and socially.

The Museum School's unique curriculum—centered around real-world experiences in local museums—provides students with opportunities to learn beyond traditional classroom settings. This immersive, hands-on approach sparks creativity, critical thinking, and problem-solving skills in ways that conventional methods simply cannot. Students are encouraged to explore, ask questions, and discover answers through their own experiences, which gives them the tools to succeed in a rapidly changing world.

One of the most impressive aspects of The Museum School is its commitment to developing the whole child. The school fosters a supportive, inclusive environment where each student's strengths are nurtured and their individual challenges are addressed. The personalized attention that students receive, combined with a curriculum that promotes both academic and emotional growth, ensures that every child is equipped to thrive. It is clear that the staff and leadership at The Museum School care deeply about the well-being and success of each student.

Under Loren Colman's leadership, The Museum School has become more than just a place of learning—it is a community that encourages collaboration, empathy, and a sense of belonging. It is an environment where students are not only prepared for academic success but also for life beyond the classroom. The school instills values of curiosity, resilience, and responsibility, all of which will serve these young learners well into the future.

I strongly support The Museum School and its ongoing mission to provide a comprehensive, innovative education to the children of East Dallas. The positive impact this school has on its students, families, and the community is undeniable, and I am confident that its influence will continue to grow and shape the future for many years to come.

Warm regards,
Ron Jones
East Dallas Supporter

To Whom It May Concern,

I am writing to offer my wholehearted support for The Museum School in East Dallas, a truly exceptional institution founded by Loren Colman. The Museum School stands out not only for its innovative approach to education but also for its deep commitment to enriching the lives of its students and positively influencing our community.

At its heart, The Museum School champions an educational model that is both distinctive and forward-thinking. By integrating museum visits, cultural explorations, and interactive learning into the curriculum, the school provides students with experiences that are both intellectually stimulating and personally transformative. This creative approach to education fosters curiosity and critical thinking, empowering students to approach challenges with confidence and creativity.

What sets The Museum School apart is its unwavering dedication to the individual growth of each child. The environment is nurturing and inclusive, with a strong focus on developing not only academic skills but also emotional intelligence, resilience, and collaboration. Loren Colman's leadership ensures that each student is supported in a way that honors their unique strengths and learning needs, creating a space where they can truly flourish.

Beyond academics, The Museum School is a catalyst for fostering community connection. The school's collaboration with local museums, artists, and cultural organizations bridges the gap between classroom learning and real-world experiences, enriching both the students' education and our broader community. These partnerships help to create a sense of shared purpose, highlighting the importance of culture, history, and creativity in shaping our future.

It is clear that The Museum School is an invaluable asset to East Dallas, and I wholeheartedly believe that it is making a lasting impact on its students and families. I am proud to support this remarkable institution and look forward to seeing it continue to thrive in the years to come.

Thank you for your attention and consideration.

Sincerely,
Samantha Newman
East Dallas Parent

To Whom It May Concern,

I am writing to offer my full support for The Museum School in East Dallas, a pioneering institution that is transforming the educational landscape in our community. Founded by Loren Colman, The Museum School is a testament to the power of innovation in education and the significant difference it can make in the lives of students.

At its core, The Museum School is committed to providing a dynamic and forward-thinking education. By blending academic learning with hands-on, museum-based experiences, the school offers students a unique way to engage with the subjects they are studying. Whether it's exploring art, history, or science through museum exhibits or collaborating on projects that bridge academic concepts with real-world applications, the students of The Museum School are receiving an education that prepares them to think critically, problem-solve, and innovate.

Loren Colman's vision for the school has created an environment where creativity and learning are deeply intertwined. The museum-focused curriculum not only enriches students' academic journeys but also inspires them to ask questions, explore new ideas, and discover the connections between the classroom and the world around them. This innovative approach fosters a love of learning that stays with students long after they leave the school.

In addition to its innovative curriculum, The Museum School is dedicated to building a strong, inclusive community. The school's focus on individualized support ensures that each student's unique strengths and needs are recognized, helping them to reach their full potential. It's an environment that values diversity, encourages collaboration, and fosters a sense of belonging for all students.

I wholeheartedly support The Museum School and am excited to see how it will continue to shape the future of education in East Dallas. Loren Colman's leadership, combined with the school's innovative approach, is providing students with an educational experience that is as transformative as it is inspiring.

Thank you for your attention and support.

Warm regards,
Samuel Vasquez
East Dallas Parent

To Whom It May Concern,

I am writing to express my heartfelt support for The Museum School in East Dallas, an institution that plays a vital role in providing an innovative and transformative education to our local students. The Museum School's unique approach to learning, which integrates museum experiences with academic curricula, is truly inspiring and deserves to be recognized and supported.

The museum-based learning model offers students a rich, hands-on education that goes beyond traditional classroom methods. By connecting academic lessons with real-world, interactive experiences, the school helps students develop a deeper understanding of the subjects they study, while fostering creativity and a lifelong love of learning. The opportunity to learn through exploration, art, history, and culture is an invaluable asset that sets The Museum School apart.

Moreover, The Museum School's commitment to nurturing the social, emotional, and intellectual growth of each student is evident in its approach to education. The school creates an inclusive environment that emphasizes collaboration, critical thinking, and problem-solving, ensuring that every child is supported and challenged to reach their full potential.

As someone who believes strongly in the power of education to shape the future, I fully support The Museum School and its mission. This institution is not only enriching the lives of its students but also contributing to the overall well-being of the East Dallas community. I encourage all stakeholders to continue to support and invest in this incredible school.

Thank you for your attention and consideration.

Sincerely,

Sincerely,
Sandra Moreno
School Staff in East Dallas Community

To Whom It May Concern,

I am writing to express my strong support for The Museum School in East Dallas, an institution that is not only shaping the future of its students but is also having a lasting, positive impact on our community. Founded by Loren Colman, The Museum School is a model of educational excellence that blends creativity, critical thinking, and hands-on learning in ways that truly set it apart from other schools in the area.

What makes The Museum School truly special is its unwavering commitment to providing students with an education that extends far beyond the walls of the classroom. By partnering with local museums and cultural institutions, the school offers its students experiences that spark imagination and foster a deeper understanding of the world around them. These real-world learning opportunities give students the chance to apply their academic knowledge in ways that build both their skills and their confidence.

Under the leadership of Loren Colman, The Museum School has cultivated an environment where students are encouraged to think critically, explore new ideas, and develop a strong sense of curiosity. The school's focus on individualized learning ensures that every child is supported in reaching their full potential, while also fostering an atmosphere of collaboration, creativity, and respect for diverse perspectives.

In addition to its impact on students, The Museum School plays an essential role in strengthening our East Dallas community. It brings together families, educators, and cultural organizations, creating a rich, interconnected environment where everyone benefits. As a result, the school is a vital part of the fabric of our community, enriching both the lives of students and the broader public.

I am proud to support The Museum School and am confident that its positive influence will continue to grow for many years to come. This is a school that not only prepares students for academic success but also equips them with the values and skills they will need to thrive in an ever-changing world.

Thank you for your time and consideration.

Warm regards,
Soley Rodriguez
East Dallas Parent

Dear Members of the Texas Education Agency,

I am writing to offer my enthusiastic support for the establishment of The Museum School, a new charter school proposed for the East Dallas community under the leadership of Mrs. Loren Colman. This school promises to offer an exciting and innovative model of education, one that will have a profound impact on the students and families it serves, while enriching the entire East Dallas area.

The Museum School will offer a distinct educational experience that integrates the valuable resources of local museums and cultural institutions with a strong academic curriculum. This approach will allow students to engage in learning that goes beyond textbooks and traditional classroom settings, enabling them to develop a deeper understanding of history, art, and culture through firsthand experiences. By combining these rich learning experiences with core academic subjects, The Museum School will foster both intellectual growth and a creative, well-rounded perspective.

For many students in East Dallas, this school will provide an essential opportunity to access a high-quality education that is uniquely designed to inspire curiosity, promote critical thinking, and encourage personal development. The integration of arts and culture into the daily learning environment will not only prepare students for academic success but will also equip them with skills that are increasingly valued in our rapidly changing world, such as creativity, adaptability, and problem-solving.

I am confident that under Mrs. Colman's leadership, The Museum School will be an incredible resource for the community, providing an educational environment that is inclusive, innovative, and deeply connected to the rich cultural fabric of East Dallas. It will help meet the growing demand for new and diverse educational options in our region and will contribute to the broader effort to enhance the educational opportunities available to students in this area.

I urge the Texas Education Agency to approve the opening of The Museum School, as it represents an exciting opportunity for the East Dallas community and offers a model of education that will inspire and challenge students in meaningful ways.

Sincerely,
Sonia Rios
East Dallas Community Member

I am writing to express my enthusiastic support for the approval of the new charter school, *The Museum of East Dallas*. This innovative institution promises to provide a unique and enriching educational experience for students in the area, with an emphasis on smaller class sizes—an aspect of education that is increasingly vital in today's academic environment.

Smaller class sizes are proven to offer numerous benefits to students, from more individualized attention to enhanced classroom participation. With fewer students per teacher, instructors can cater more directly to the specific needs of each child, fostering both academic and personal growth. This approach is especially important for students who may require additional support, as it ensures that they are not lost in larger, more impersonal classrooms.

The Museum of East Dallas will not only provide smaller class sizes, but will also create an intimate and community-focused learning environment that allows students to thrive. By keeping classes small, the school will be able to cultivate strong, positive relationships between students and educators, which are essential for fostering an atmosphere of trust, creativity, and critical thinking.

In addition, the school's focus on the arts and cultural learning, in conjunction with smaller class sizes, will provide students with the opportunity to engage deeply with the curriculum. The intersection of museum-based education and traditional academics will enrich the learning experience, inspiring students to think beyond conventional boundaries.

I am confident that *The Museum of East Dallas* will be an asset to our community and a positive force in the lives of students. The school's commitment to individualized instruction, combined with its innovative focus, will equip students for success both academically and personally.

Thank you for your consideration of this important project. I strongly support the approval of this charter school and look forward to the positive impact it will have on the community.

Sincerely,
Susana Rodriguez
East Dallas Community Member & Parent

To Whom It May Concern,

I am writing to express my full support for The Museum School in East Dallas, a truly transformative institution that continues to make an invaluable impact on its students and the surrounding community. Founded by Loren Colman, The Museum School stands as a beacon of educational excellence and innovation, combining academic rigor with creative learning experiences that truly enrich the lives of its students.

What distinguishes The Museum School is its groundbreaking approach to education, where students are not merely taught from books but are immersed in real-world learning through partnerships with local museums and cultural organizations. This immersive approach allows children to experience history, science, and the arts in a way that is both captivating and meaningful. By taking students beyond the classroom, The Museum School cultivates a deep understanding and appreciation of the world around them, sparking their curiosity and encouraging critical thinking.

Loren Colman's vision and leadership have been instrumental in making The Museum School what it is today. Her commitment to fostering a nurturing and inclusive environment ensures that each child is given the resources, attention, and encouragement needed to thrive. The school places a strong emphasis on the individual, empowering students to take ownership of their learning and equipping them with the skills necessary for success both in and out of the classroom.

As a member of the East Dallas community, I believe that The Museum School is a vital asset. It is not only shaping the minds of the students it serves but also contributing to the cultural fabric of our community. The school's ability to weave together education, creativity, and community engagement is truly remarkable, and I have no doubt it will continue to inspire generations to come.

I wholeheartedly support The Museum School and encourage others to recognize and contribute to its continued success. It is a place where students are given the opportunity to thrive in an environment that fosters curiosity, creativity, and community.

Thank you for your time and consideration.

Warm regards,
Sybel Sanchez
East Dallas Parent

Community Engagement Plan
Forgotten Far East Dallas

Interest Form

Community Survey

Rationale: My community engagement efforts are unto
• Collecting valid, community informed qualitative and quantitative data • Create new school rooted in community need and response to that • Starting community school in order to change life trajectories unto future economic mobility for all
Goal(s): By Friday, November 17, 2023, I will have

• attended 4 community events as a listener/participant
• presented/hosted 3 community events
• hosted 2 focus groups (1 w. families, 1 w. community members) to collect qualitative date re: what they want to see from the school in my proposed community
• acquired 100 authentic quantitative survey responses from
  ○ Families with age-eligible children who live in the zip codes I am targeting (75218, 75228)
• facilitated 25 1:1 community conversations that include the below stakeholders and gathered their qualitative perspective on the need for they type of school I'm proposing and logged in tracker
  ○ President of East Field College
  ○ County Commissioner
  ○ D2 (Moreno), D7 (Bazuldua), & D9 (Blackmon) Council Members
• Identified 50 potential prospects including families, education experts, marketing, family services, etc and logged in tracker
  ○ found, vetted and selected (2) community members to serve on my design team
• Practiced with coach at least 3 tailored and effective pitches (families, community members, CCD team prospects) braiding in my personal why
• Begin vetting and building Community Co-Design Team

Immediate Overview (Calendar Invites Forthcoming)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Oct 1 Events	2 1:1 Meetings	3 FRI Community Event (Table) – Spoke @ city council meeting	4 Event Prep	5 1:1 Meetings	6 Event Prep Data Checkpoint/Analysis	7
8	9 1:1 Meetings	10 1:1 Meetings	11 1:1 Meetings	12 1:1 Meetings	13 1:1 Meetings	14 Farmer's Market Table
15	16 1:1 Meetings	17 GEDCC Eco Summit	18 1:1 Meetings TCS Spirit Night	19 1:1 Meetings	20 1:1 Meetings Good Will Truck (Host)	21 Trinity Forest Spine Trl 10a – 1p
22	23 1:1 Meetings	24 1:1 Meetings	25 1:1 Meetings Host Parent Meeting	26 1:1 Meetings Good Pantry Volunteer	27 Owenwood Fall Festival Table	28 Church Festival Group
29	30 1:1 Meetings	31 ~~Retirement Home Trick or Treating~~ Coach/Pitch Practice	Nov 1 Event Prep Data Checkpoint/Analysis	2 1:1 Meetings	3 Event Prep Data Checkpoint/Analysis	4

Event Confirmed – Logistics Tentative
Event Confirmed – Logistics Confirmed

Immediate Plan Overview – Breakdown

Event & Location (where)	Communication Method (How)	Audience (Who)	Purpose (include desired outcomes/data gathered/Notes)
FRI Community Event	Socials/email/ website	families	Meet families and collect community survey responses and focus group sign ups
Good Will Truck Hosting	Socials/email/ website	families	Meet families and collect community survey responses and focus group sign ups
Focus Group	Socials/email/ website	families	Collect feedback to inform co-design process
Monster Yogurt Spirit Night	Socials/email/ website	Families	Meet families and collect community survey responses and focus group sign ups
Ivy – parent hosted info group	Socials/email/ website	Families	Meet families and collect community survey responses and focus group sign ups
Food Pantry	Socials/email/ website	Families	Meet families and collect community survey responses and focus group sign ups
McDonalds Spirit Night	Socials/email/ website	Families	Meet families and collect community survey responses and focus group sign ups
Allison – parent hosted info group	Socials/email/ website	Families	Meet families and collect community survey responses and focus group sign ups
Trinity Forest Spine Trail	Socials/email/ website	Families	Meet families and collect community survey responses and focus group sign ups
Spirit Night – Shindig	Socials/email/ website	Families	Meet families and collect community survey responses and focus group sign ups
Czarina – parent hosted info group	Socials/email/ website	Families	Meet families and collect community survey responses and focus group sign ups
Catholic Charities	Socials/email/ website	Families	Meet families and collect community survey responses and focus group sign ups
Retirement Home	Socials/email/ website	Families	CANCELLED
Shoreline Church Festival	Socials/email/ website	Families	Meet families and collect community survey responses and focus group sign ups

One-On-One Meetings

Name	Where	Role (include industry & GR/P	Purpose (include desired outcomes/data gathered/Notes)
Dallas College	Phone Call	Professor, education, P	Connect - location
Daniel Wood	Starbucks – Casa Linda	Park board	Connect – location
Corey Mack	Starbucks – Preston/Forest	influential community member	Connect
Jake Kurz	PC	influential local non profit	Connect
Becky	On-site	Private School Leader	St. Phillips
County Commissioner	*email sent	Local Elected Official	Connect – local ed
Paula Blackmon	Coffee shop	Local elected official	Connect for location support
Jesse Moreno	City Hall	Local elected official	Connect for location support
Adam Bazuldua	*didn't respond	Local elected official	Connect for location support
Dallas College Prez	Dallas Regional Meeting	Higher Education	Connect for location support
Vikki Martin	FRI	Community Leader	Connect
Erika V.	Ascension	Parent	Connect
Well Grounded	On-Site	Business	East Dallas business support
Visit East Dallas	Camille L.	Podcast	Connect
Ascension	On-Site	Business	Connect
Lake Highlands Rec	On-Site	City Services	Family support
Sam Grand Rec	On-Site	City Services	Connect with families and support rec center
Harry Stone Rec	On-Site	City Services	Connect with families and support rec center
Lochwood Library	On-Site	Librarian	Connect with families and support library
WRH Library	On-Site	Librarian	Connect with families and support library
White Rock YMCA	On-Site	Community Org.	Connect with families and support Y
Shindig	Owner	Business leader	East Dallas business support
Ridgewood Rec Center	On-Site	City services	Connect with families and support rec center
Marie Appel	Groundworks	ED	Understand Dallas demographics
Bibi Yasmin Katzev	TFA	ED	Understand Dallas political landscape
Ruthie U.	Ed Collective	ED	Fundraising support
Ben Mackey	Coffee	DISD Board	Connection with DISD
Niki Brown	Ascension	Marketing/Parent	Parent in community
Jackie Arrellano	Head Start	Mi Escuilita/Parent	Parent and educator in community
Cameron Caldwell	Starbucks	Community Leader	Visit Dallas connection
Bree Miller	Starbucks	Community Leader	Dallas Foundation Connection
Amanda Sargeant	Jonathan's	Community Leader	Desoto ISD Board and engage dallas

Van Parker	Merit Coffee	Community Leader	Engage Dallas and housing connectors
Bryant Diaz	El Porton Coffee	Community Member	East Dallas demographics
Amanda Dudley	Principal Impact	Education Leader	Connection with local charters and nonprofits
Jessica Hernandez	Owenwood	ED	Connection to east dallas families
Terry Ford	Lumin Ed	ED & Founder	Understanding charter founding in East Dallas
Earl & Oneka McClellan	Shoreline	Pastors	Faith support
Pastors	Lakepointe Pastors	Pastors	Faith support
Marie Mireles	Local Church	Pastor	Faith support
Hilda	El Divino Salvador	Pastor	Faith support
Viva Church	On site	Pastors	Faith support
Tony Dona	Real Estate	Business	Dallas business leader
Johnathon	Journey Church	Pastor	Faith support
Lindsay M.	Nexus Recovery	Community services	Community leader
*50+ Additional listed in calendar invites			

Ongoing Breakdown

Generic key messages to be used in all communications:

- School leader "why"
- The needs of the community are a priority in the school design

Event Name/Date (When?)	**Target Audience (Who?)** What stakeholder group do you want to inform?	**Communication methods (How?)** How are you going to tell them?	**What data is being gathered?**	**Responsible Party** (CEO, Board Member etc.)	**Desire Outcome/ Notes**
Nov • Spirit Night Tabling – Leijas store • Tabling at holiday events in the area (Owenwood, Arts Center, Cultural Bathhouse)	Community members in 75218/75228	Facebook Events Event Bright Website Social Media Post Cards/fliers Previous Event Marketing Remind	Perspectives on needs of local schools. Survey (QR code)	LC	Data & Buy In
Dec • Tabling at holiday events in the area (house with all the lights) • WRH Library • Lockwood Library • Ridgewood/Belcher Rec Center • Casa View Shopping Center	Community members in 75218/75228	Facebook Events Event Bright Website Social Media Post Cards/fliers Previous Event Marketing Remind	Perspectives on needs of local schools. Survey (QR code)	*fingers crossed* some CCD peeps	Data & Buy In, CCD Members
Jan • White Rock Library MLK Event • Service Project with Food Pantry/Coat Drive	Community members in 75218/75228	Facebook Events Event Bright Website Social Media Post Cards/fliers Previous Event Marketing Remind	Beginning to make decisions and suggestions with community around school vision and how it will address community needs, begin high level discussions around things like school day, curriculum, community involvement, etc.	*fingers crossed* some CCD peeps	Data & Buy In, CCD Members
Feb • White Rock Library President's Day Event • Local Valentine's Events	Community members in 75218/75228	Facebook Events Event Bright Website Social Media Post Cards/fliers Previous Event Marketing Remind	Beginning to make decisions and suggestions with community around school vision and how it will address community needs, begin high level discussions around things like school day, curriculum, community involvement, etc.	LC, CCD, Possible founding board members	Data Planning Buy In Building Trust Marketing Raising Funds

March • Spring Break Tabling with Ridgewood Rec Center	Community members in 75218/75228	Facebook Events Event Bright Website Social Media Post Cards/fliers Previous Event Marketing Remind	Begin to leverage CCD to organize data and set any data points that still need to be collected and organized before we begin to consider application writing	LC, CCD, Possible founding board members	Data Planning Buy In Building Trust Marketing Raising Funds
April • Tabling at Pool Opening at Sam Grand Rec Center	Community members in 75218/75228	Facebook Events Event Bright Website Social Media Post Cards/fliers Previous Event Marketing Remind	Begin to leverage CCD to organize data and set any data points that still need to be collected and organized before we begin to consider application writing	LC, CCD, Possible founding board members	Data Planning Buy In Building Trust Marketing Raising Funds
May • Table at Arboretum Tulip Event	Community members in 75218/75228	Facebook Events Event Bright Website Social Media Post Cards/fliers Previous Event Marketing Remind	Keeping the community "warm" and in the know about the school, begin to consider some level of recruiting efforts for board, staff, families	LC, CCD, Possible founding board members	Data Planning Buy In Building Trust Marketing Raising Funds
June • Host Summer Bash with FRI and East Dallas Podcast	Community members in 75218/75228	Facebook Events Event Bright Website Social Media Post Cards/fliers Previous Event Marketing Remind	Keeping the community "warm" and in the know about the school, begin to consider some level of recruiting efforts for board, staff, families	LC, CCD, Possible founding board members	Data Planning Buy In Building Trust Marketing Raising Funds
July • Host Summer Event with FRI and East Dallas Podcast	Community members in 75218/75228	Facebook Events Event Bright Website Social Media Post Cards/fliers Previous Event Marketing Remind	Keeping the community "warm" and in the know about the school, begin to consider some level of recruiting efforts for board, staff, families	LC, CCD, Possible founding board members	Data Planning Buy In Building Trust Marketing Raising Funds
Aug • Host Early NTX Giving Day Event	Community members in 75218/75228	Facebook Events Event Bright Website Social Media Post Cards/fliers	Keeping the community "warm" and in the know about the school, begin to consider some level of recruiting efforts for board, staff, families	LC, CCD, Possible founding board members	Data Planning Buy In Building Trust Marketing

		Previous Event Marketing Remind			Raising Funds

Grassroots Questions

Is the time I spend engaging w. grass-roots stakeholders, balanced with engagements with political figures?
Are my grassroots stakeholders engaged across all of the different types of events that I am planning (i.e.- 1:1 convos, focus groups, survey responses, events, etc.)?
Do my engagements give me data to know what the community wants/needs/concerns are?
Am I simply engaging grassroots stakeholders or am I truly empowering them too?
How am I building authentic relationships with grassroots stakeholders?
Which grassroots stakeholders are strategically at "the table"? Who is missing from "the table?"
How am I going to engage those grassroots stakeholders that are missing?

Political Questions

Is the time I spend engaging w. political figures, balanced with engagements with grassroots stakeholders?
How am I preparing for my engagements with political figures that addresses the policies and issues in the educational landscape?
How am I asking all the right questions to push my political figures to act on the issues that exist in the landscape/community?
Which political figures are strategically at "the table"? Who is missing from "the table?"
How am I intentionally focused on leveraging my political engagements to build a strategic coalition?

APPENDIX

Tabling Logistics (=~~complete~~)

- ~~Cart~~
- ~~Folding Table~~
- Table cloth
- Phone and/or Ipad + chargers (remote chargers in case of no power)
- Charged computer (charger)
- Charged Oontz (charger)
- Access to survey
- Access to qualitative interviews
- ~~Standing Easle~~
- Fan?
- Volunteers (Ed t-shirts and jeans)?
- Candy
- Promote next upcoming event and get their RSVP?
- Pens
- Containers for Pens
- Marketing materials (Rack cards)
- Activity for 3YO? Coloring? Face tattoos?

PLACES Brainstorm

- *(currently empty lol they are all on above calendar for now)*
- Kona Ice
- Mom from WRH – coffee cart
- Parent who left – food truck?
- Something with Daphney?

Event(s) Communication

- Include reminders (2 weeks before, 1 day before, a few days before, the day before etc) with parking instructions; ask questions ahead of time that I will answer at the event
- Create FB event and invite those that RSVPed and sent text reminders; could also do generated phone call like w/ remind

COMPLETED/Notes

- Business cards ordered
- Social Media pages created
- Meetings set for creating 501c3
- Draft webpage created and published

PITCHES

Audience	Talking Points

Networking/Potential Board Connections Outside of Education Field (Time Goal: 3-4 min)	• **(Connect to THEIR Background)** <fill in here>
	• **(Background)**
	  ○ I'm Loren Colman and this is now my 17th year in education.
	  ○ I graduated from high school in Grapevine, TX and got my degree in teaching Special Education from UT Austin
	  ○ I did Teach for America in Washington, DC and have been working in urban education as a teacher and leader ever since, most recently leading the only elementary school east of White Rock lake to being an A-rated school!
	  ○ I also have 3 young children that all attend school in East Dallas as well! My husband and I are in our second home in East Dallas over the past 10 years and love the culture here.
	• **(Story)**
	  ○ This passion for education has been brewing in me since I was a young girl.
	  ○ I grew up with a single-working mother without a college degree, and I watched her, despite odds, take care of her three young children on her own.
	  ○ To this day, I am inspired by the way she carried hope amidst the families around us that had working dads and stay at home moms, while my mom in a lot of ways was outcast, because she couldn't go to games and school events, because she always had to work.
	  ○ It wasn't that she didn't want to, she just couldn't, providing for her kids was her number one priority.
	  ○ Early on seeing this built a deep desire to work hard not only for myself, but when I see others with seemingly odds stacked against them, I want to bring them alongside with me and my commitment to persevere against all odds, empowering those around me to reach their highest potential through education.
	• **(Need + Forgotten)** – In my time in East Dallas, 2 key themes have emerged:
	  ○ **Resource Desert:** Our far east Dallas community is in the middle of the resource desert that exists (per FRI research) in what we now affectionately call the "forgotten far east Dallas." (reference bond data point)
	  ○ **Lack of free, high quality school choices:** Schools are over crowded, low achieving, and unsafe, while those that can afford it move to the suburbs or transfer to private schools.
	• (**Process + CCD)**
	  ○ Research has shown time and time again the value of smaller community schools that meet the needs of the community, and so we have set out through a community co-design process to build this WITH our community.
	  ○ My belief is that everyone in our community deserves access to a school where they feel safe, known and loved.
	  ○ What this IS: We want to leverage community partnerships and resources and bring them to the community and provide access for all in meeting needs. Also, we don't want to just meet needs, but we want to exceed them, because this is what our families deserve: to thrive!
	  ○ What this is NOT: finding a hole on a map and filling it; not just another charter school on the corner; it's creating something innovative that truly doesn't exist yet with our community, that is a living and breathing part of East Dallas community and culture.
	• **(School Draft Vision Plan)** coming soon
	
	Questions (Tailor to audience)
	❖ I would love to take a moment and hear from you , what of this resonates with you?
	❖ What is missing?
	❖ Who else should I tell about this?

Tabling (60 seconds)	• **(Forgotten)** As a resident and education leader in East Dallas for over 10 years, I have seen how East Dallas has been forgotten in terms of food, recreation, child care, medical, and education. Not only are we in the middle of a resource desert, but there are also no choices for A-performing schools, especially when you get to the middle school level. • **(Story)** As a product of a single working mother with no college degree, I saw early on the importance of perseverance when the odds are stacked against you, and have carried this value with me the rest of my life. • **(Community)** We need an educational option that reflects the diversity of our community and welcomes all in our community to a world class education.

	• **(JJ-EL)**TCS will be an expeditionary learning school focused on joy for learning through providing scholars opportunities early on to be in the driver's seat of their learning though long term, in depth interdisciplinary expeditions where students engage in sophisticated research, use the community in authentic ways, and represent their knowledge by creating high quality, professional products which are presented to legitimate audiences and ultimately make a positive impact on our community. • **(Community School)** When thinking about facilities, our goal is to partner with a community resource hub where we can leverage our community to help close some of our resource gaps. • **(Thriving Educators)** We also believe part of the reason for the great teacher resignation is a lack of understanding of the environment that needs to be created for expert educators to thrive. Often charter schools are created by families or businesses. While this school will partner with families and businesses in the community, it will also be built heavily by expert educators who know what it takes to run a successful, thriving school and we will take steps to give them this opportunity through intentional and innovative planning of the school day, teacher planning and pay, housing incentives, end more.
Community Presentation (3-5 minutes)	

ALL THINGS QUESTIONS

Sample Focus Group Protocol

Introduce the Facilitator:
Name, role, and "why."

Share Purpose:
The purpose for today focus group is to learn more about thoughts, opinions, and perspectives on education. We are looking to hear directly from you so we can continue to refine and adjust our school model.

Review Norms:
In order to make today go smoothly and ensure that everyone feels respected and comfortable sharing, we have a few rules in place.

1. First, there are no right or wrong answers. We are interested in your opinions and perspectives on the needs of your community.
2. Second, you do not have to agree with everyone else in this room if that is not how you really feel. We expect people will have different views on these questions.
3. Third, we want you to feel comfortable saying good things as well as critical things. We are not here to promote a particular way of thinking. We just want to understand your viewpoints.
4. Fourth, we ask that you talk one at a time.

NOTE: if you need to take a call, we just ask that you step out of the room.

Confidentiality:
As a reminder, everything that you say is confidential. We ask that you do not share what others have discussed with people outside of this group.
If you don't mind, we'd like to audio-record this focus group simply for note-taking purposes. No one outside of our team will hear the tape; it will just help us to check our notes. If you'd like us to turn off the recorder at any point, just let us know.
Is each of you okay with this? [Ensure everyone verbally consents.]

Have you heard of an expeditionary learning (EL) school model?
Are you currently satisfied with the education options for K-8 in your neighborhood? Why or why not?
What was the most important factor to you when choosing your child(ren)'s current school?

What is your favorite part of your child(ren)'s current school and one thing you would change?

Interview Questions for Parents/Guardians/Caregivers

1. Please introduce yourself: share your name and a fun fact about yourself.
2. Could you share a little bit about your school aged children, how old are they, where do they go to school, etc.
3. How does your child's school communicate with you?
    - What do you like about it?
    - What do you dislike about it?
4. Describe any involvement with the school over the past year such as attending an event, volunteering, etc.
5. How would you describe the culture at your child's school?
    - What do you like about it?
    - What do you dislike about it?
6. What are the academics like at your child's school?
7. When considering a new school, what 3 things are most important to you?

Questions for Students

1. Please introduce yourself: share your name, your grade, and 1 fun fact about you!
2. How would you describe the classes at your school? Are they easy, challenging, boring, etc.
3. How would you describe the culture of your school? Is it strict, fun, structured, etc.
4. Are there extra-curricular activities and sports offered at your school? Do you participate in any of them?
5. What are 3 things that you like most about your school?
6. What are 2 things that you would like to change about your school?

Questions for Community Members:

1. Please introduce yourself: share your name and how long you've lived in the community.
2. What do you love most about this community?
3. If you could change one thing about the community, what would it be?
4. What is the role of schools in the community?
5. What are the schools in the community doing well?
6. Where could the schools in the community improve?

Questions for Teachers:

1. Please introduce yourself: share your name, your current grade/content, and how long you've been teaching for.
2. In the past, have schools invested you in their mission, vision, and values?
    - If yes, how have they done this?
    - If not, what has held them back?
3. Describe your onboarding experience at your most recent school?
    - If you could redo it, what would you keep?
    - What would you change?
4. Describe the qualities that make an ideal staff culture.
5. When considering working at a new school, what are the 3 most important factors?

f

CCD Vetting Questions

- **Take 10 minutes to draft a universal initial call.**
- **Framing**
- **Bullet points of key ideas and examples**
- **1 - 2 questions**
- **Timing**
- **Call to action**
- **Conclusion**

Tell me about

- **Share your "why" for the school; Include CCD Philosophy; include landscape analysis**
- **First introduction to you**
- **Assess mission and values alignment**
- **Learn more about the prospect's interests**
- **Invite to a second meeting if they are a potential fit**
- **Ask for additional connections (Snowballing)**
- **Typically a 20-30 minute call**

Since our last conversation I shared ____. Since then, questions you had? Exciting? Concerns?

Marketing

Flags on mockingbird

RESOURCES

Stakeholder Group	Type of Engagements	Goal/Outcome
Political Figures	1:1 Meetings; Email Correspondence; Letter of Support	Inform; Gain Formal Political Connections; Gain Formal Political Support
Community Leaders	1:1 Meetings; Email Correspondence; Information Sessions; Letters of Support; Survey, Tabling Event	Inform, Gain Informal Political Support, Gain Qualitative/Quantitative Data to Inform School Design
Parents	Information Sessions; Focus Groups; Survey, Tabling Event	Inform, Gain Qualitative/Quantitative Data to Inform School Design
Students (MS & HS)	Focus Groups, Survey,	Gain Qualitative/Quantitative Data to Inform School Design

Think about not only WHERE you need to position **yourself to see and be seen, but also think of where you need to be in order to balance engaging with Power Players as well as grassroots end-users.**	
Community Mapping Data ● How will my engagements help me to build out my Community Map?	Structure of Your Week During October: Consider the following… ● What days each week will you dedicate strategically to

Power Mapping ● How will my engagements help me to build out my Power Map? Strategic Pause ● Who am I hearing from? ● Who am I NOT hearing from? ● How do I balance perspectives ○ Power Players ○ Grassroots Community Members/ End-Users	○ Data Collection Events ■ Interviews ■ Focus Groups ○ Personal Data Organization/Analysis ○ Informational Events ■ Tabling ■ Community Meetings ○ 1:1 Meetings w. Power Players ○ Adjusting the Strategy

The Civic School
CCD Team Strategic Work Plan

CCD Team Purpose: Building a co-design team is inherently an acknowledgement that many minds are better than one and that no one person has the capacity to do all the work required to create a high-performing school. As we see it, there are three critical purposes for a co-design team;

- Represent all perspective in East Dallas Community
- bring a broad network of their own connections to your learning community which can expand your reach and your ability to listen to the community.
- bring vision alignment and energy to mobilize support for the school. They represent the hub of the coalition that you are building around your mission and vision.

CCD Team Goals

1) By May 2024, build a CCD team of 9 or more members to engage in the co-design process.
2) By March 2024, gain minimum 400 valid community survey responses to inform application writing.
3) By March 2024, host minimum 5 community focus groups to inform application writing.
4) By May 2024, all CCD team members will have a clear understanding of their delegated role on the CCD team and operate with fidelity meeting all milestones as evidence by the CCD Work Plan.

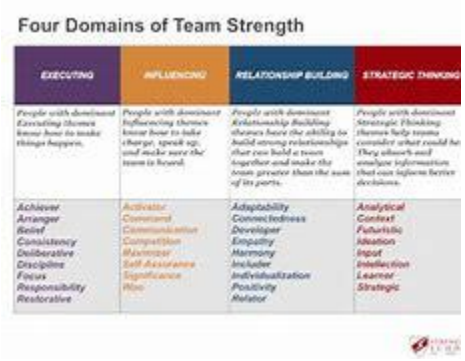
CCD Team + Strengths

Member	Plan/Lead TCS Event	Collect Data	Marketing Branding	Finance	Focus Group	Networking	Other
Porcha	**x**					**x**	**Educator Parent**
Maya		**x**			**x**		**Educator Parent**
Frances	**x**	**x**			**x**	**x**	**Bilingual**
Shayla		**x**	**x**			**x**	**Community Experience**
Czarina		**x**	**x**		**x**		**Parent**
Mark			**x**	**x**	**x**	**x**	**Business Leader**
Carrie	**x**	**x**			**x**	**x**	**Parent & Dyslexia Therapist**
Yolanda		**x**			**x**		**Parent & community member**
Dawna	**x**		**x**			**x**	**Parent and Educational leader**

CCD Team Delegation List (include expectations with timeline/deadline for when you will check back in with them on their progress)
see cal invites

Porcha	**Maya**	**Frances**
Shayla	**Czarina**	

CCD Team Strengthsfinders + Enneagram



Now to Nov 2024 Overview

Generic key messages to be used in all communications:

- School leader "why"
- The needs of the community are a priority in the school design

Activity	Benchmarks	Target Audience (Who?) & Communication methods (How?)	What data is being gathered?	Responsible Party (CEO, Board Member etc.)	Desire Outcome/ Notes
Nov • Spirit Night Tabling – Leijas store	• Engages with a minimum of 150 stakeholders total including families, community leaders, and	Community members in 75218/75228	Perspectives on needs of local schools. Survey (QR code)	LC	Data & Buy In

• Tabling at holiday events in the area (Owenwood, Arts Center, Cultural Bathhouse) • Gain 100 surveys completed by Nov. 30th • Planned and calendared focus groups (make a whole separate doc for this what dates, times, focus, etc?)	business professionals to collect input on the school model. • Presents/hosts a minimum of 3 community events (e.g. info sessions, tabling events). • Hosts a mimimum of 2 community-based focus groups (i.e. parents, students, community members, etc.). • Drafts and facilitates a community interest survey and aquires a minimum of 100 survey responses. • Facilitates a minimum of (25) 1:1 Community Conversations.	Facebook Events Event Bright Website Social Media Post Cards/fliers Previous Event Marketing Remind			
Dec • Tabling at holiday events in the area (house with all the lights) • WRH Library • Lockwood Library • Ridgewood/Belcher Rec Center • Casa View Shopping Center	• Attends a minimum of 7 community events as a listener/partner (total).	Community members in 75218/75228 Facebook Events Event Bright Website Social Media Post Cards/fliers Previous Event Marketing Remind	Perspectives on needs of local schools. Survey (QR code)	*fingers crossed* some CCD peeps	Data & Buy In, CCD Members
Jan • White Rock Library MLK Event • Service Project with Food Pantry/Coat Drive • Independent Tasks While Away at Residencies	• Obtains a minimum of 200 community survey responses (total).	Community members in 75218/75228 Facebook Events Event Bright Website Social Media	Beginning to make decisions and suggestions with community around school vision and how it will address community needs, begin high level discussions around things like school day,	*fingers crossed* some CCD peeps	Data & Buy In, CCD Members

(Data Collection & Analysis)		Post Cards/fliers Previous Event Marketing Remind	curriculum, community involvement, etc.		
Feb • White Rock Library President's Day Event • Local Valentine's Events	• Engages with a minimum of 200 stakeholders total including families, community leaders, business professionals, and elected officials. • Presents/hosts 6 events (total) (info sessions, tabling events, public meetings). • Hosts 4 community-based focus groups (total). • Facilitates a minimum of (75) 1:1 Community Conversations (total).	Community members in 75218/75228 Facebook Events Event Bright Website Social Media Post Cards/fliers Previous Event Marketing Remind	Beginning to make decisions and suggestions with community around school vision and how it will address community needs, begin high level discussions around things like school day, curriculum, community involvement, etc.	LC, CCD, Possible founding board members	Data Planning Buy In Building Trust Marketing Raising Funds
March • Spring Break Tabling with Ridgewood Rec Center • Engagement Events/Data Collection & Analysis • Initial Design Decision Making/Application Writing (TX)		Community members in 75218/75228 Facebook Events Event Bright Website Social Media Post Cards/fliers Previous Event Marketing Remind	Begin to leverage CCD to organize data and set any data points that still need to be collected and organized before we begin to consider application writing	LC, CCD, Possible founding board members	Data Planning Buy In Building Trust Marketing Raising Funds
April • Tabling at Pool Opening at Sam Grand Rec Center		Community members in 75218/75228 Facebook Events Event Bright Website Social Media	Begin to leverage CCD to organize data and set any data points that still need to be collected and organized before we begin to consider application writing	LC, CCD, Possible founding board members	Data Planning Buy In Building Trust Marketing Raising Funds

		Post Cards/fliers Previous Event Marketing Remind			
May • Table at Arboretum Tulip Event	• Identifies an additional 50 potential prospects (for a total of 150 prospects) who are local business owners and a background in Family Services. The list should include potential parents who would like to join. • Secures an additional 3 co-design members (for a total of 9 CCD team members- full team developed). • Hosts an additional 2 community co-design team meetings (for a total of 4). • Analyzes data collected by CCD team members to inform key school design decisions to date. • Engages with a minimum of 400 total community stakeholders ensuring the school design and implementation meet the needs of the community. • Attends a minimum of 10 community events (total). • Presents at or hosts a minimum of 10 (total) events (info sessions, tabling events, public meetings). • Obtains a minimum of 300 community survey responses.	Community members in 75218/75228 Facebook Events Event Bright Website Social Media Post Cards/fliers Previous Event Marketing Remind	Keeping the community "warm" and in the know about the school, begin to consider some level of recruiting efforts for board, staff, families	LC, CCD, Possible founding board members	Data Planning Buy In Building Trust Marketing Raising Funds

	• Facilitates a minimum of (100) 1:1 Community Conversations.				
June • Host Summer Bash with FRI and East Dallas Podcast • Engagement Events/Data Collection & Analysis • Final Design Decision Making (TX) • Initial Design Decision Making/Application Writing (GA)		Community members in 75218/75228 Facebook Events Event Bright Website Social Media Post Cards/fliers Previous Event Marketing Remind	Keeping the community "warm" and in the know about the school, begin to consider some level of recruiting efforts for board, staff, families	LC, CCD, Possible founding board members	Data Planning Buy In Building Trust Marketing Raising Funds
July • Host Summer Event with FRI and East Dallas Podcast		Community members in 75218/75228 Facebook Events Event Bright Website Social Media Post Cards/fliers Previous Event Marketing Remind	Keeping the community "warm" and in the know about the school, begin to consider some level of recruiting efforts for board, staff, families	LC, CCD, Possible founding board members	Data Planning Buy In Building Trust Marketing Raising Funds
Aug • Host Early NTX Giving Day Event		Community members in 75218/75228 Facebook Events Event Bright Website Social Media Post Cards/fliers Previous Event Marketing Remind	Keeping the community "warm" and in the know about the school, begin to consider some level of recruiting efforts for board, staff, families	LC, CCD, Possible founding board members	Data Planning Buy In Building Trust Marketing Raising Funds

Logistics/Resources/FYIs
Copies
Printing
Meeting spaces
Events
Swag
Attire
Culture

TO WORK ON
Volunteer/service learning big part
Texas 2036
East Dallas Mobile Clinic

TCS Community Co-Design Team Professional Biographies

Shayla Henderson

City of Dallas



Shayla Henderson I graduated in 2019 from Minnesota State University-Mankato with my Bachelors in Family Consumer Science, focusing on Child Development and Family studies.

I have ten plus years of educational, work and volunteer experience in youth development, providing individual assessment, goal setting, and evaluations for youth at risk. I feel passion and pride in being the voice for underrepresented youth in the community. Thus, I have experience in developing trusting relationships with youth from early childhood to high school and also collaborating with other organizations to amplify youth voices in work. I have worked in after school programs assisting with homework help, community outreach activities, along with doing frontline care and nurturing youth. I have evaluated activities in all areas which include education and career development, implemented an integrated Reading Curriculum by serving in a classroom setting, demonstrated the ability to build positive relationships with youth and their families and even supervised college age interns as youth program assistants to create and strategize programs.

Over the years I have been able to provide case management and direct service to youth by supporting individuals in developing, implementing, and achieving goals related to housing, education, and personal growth. I was also responsible for using a Person-Centered, Harm Reduction, and Housing First approach to partner with participants from diverse communities who have experienced homelessness and behavioral health challenges. I also facilitated a program focused on mentorship and social skill development and coordinated teen and family enrichment activities to build community and positive experiences.

I have served on many teams as a community liaison with a focus on civic engagement in which the majority of the population served were in communities that are below poverty. This type of work allowed me to understand all cultures, and build relationships with those that come for various dynamics.

Maya Gray

United 2 Learn Liaison & Tutor



Maya Gray was born and raised in Dallas, Texas and knew by the age of five that she wanted to be an educator. Her love for learning and helping others was instilled by her parents and shaped by her own experiences as a student. Maya believes that all children can learn and is relentless about giving every child the education they deserve.

Maya received a Bachelor of Arts in Elementary Education from Clark Atlanta University. It was there that she was introduced to the idea of using education as a vehicle to promote positive change in communities. After years of teaching in Fulton County Schools, Uplift Education, and Dallas Independent School District, she obtained a Master of Arts in Teaching and Learning from Nova Southeastern University.
Maya's career as a teacher and instructional coach spans almost two decades. Her experiences have taught her that children learn best when given opportunities to express themselves creatively. Through self-expression, they are empowered to become independent thinkers, problem solvers, and life-long learners. Maya currently resides in Dallas, Texas and is a devoted wife and mother to four children.

Frances Maisonet

Uplift Education Dean



Frances Maisonet My name is Frances Maisonet. I was born and raised in Puerto Rico. My background includes over 17 years in education with over 9 of leadership in the structure of a Prek-8 school. My experience as a teacher, grade level leader and Spanish department head, led me to become an Immersion Instructional Coach & Assistant Principal. My love of teaching children has resulted in my becoming a leader having the opportunity to positively impact children and staff. My leadership experience has given me the opportunity to work closely with teachers inside classrooms, spending time on helping them reach their goals and engaging in deep conversations about student learning. As an instructional leader, I had the opportunity to coach teachers of different languages (Spanish, Mandarin, Russian & English) with the goal of improving their instruction. Additionally, I participated in the pilot program implementing the revised teacher effectiveness rubric from Colorado Department of Education. Also, I implemented the Kindergarten School Readiness Plan for all five Global Village Academies schools by creating professional development for teachers in all our campuses.

My teaching and leadership experience in East Dallas, TX & Denver, CO has provided me opportunities to work in schools with up to 88% FRL. I also was one of the founder teachers in one charter school in Denver, CO. As a leader, I have been an active member of the School Accountability Committee working closely with staff, parents, and community members by having meaningful conversations about student interim and state assessments. Actively participating on the Strategic Planning Committee is another opportunity to influence all stakeholders by impacting school results. Attending and presenting at monthly board meetings has provided me with deep understanding of school accountability.

Czarina Vazquez

Parent



Czarina Mae S. Vazquez was born and raised in Manila, Philippines. She graduated from Miriam College as Magna Cum Laude with a double major Bachelor's Degree in Entrepreneurship and Culinary Arts. Since she was a child, she was exposed to a variety of social contexts where she learned to put her self in service of people and the environment.

After moving to Texas in 2016, she focused on raising her son, who is currently attending first grade in Uplift White Rock Hills. She has worked in customer service-related jobs where her extensive experience has given her a deeper understanding of community building and relationships. Raising a child from a multicultural background provides her a unique perspective on the needs of the diverse East Dallas community where her family is currently residing. Her upbringing within one of the top private Catholic school systems in her country ultimately allows her to contribute valuable insights to designing The Civic School.

Porcha Ensley

Bridgebuilders



I'm Porcha Ensley, a former educator from within the classroom and now an educator beyond the classroom. I serve as a Director of Student Services and Operations for a non-profit in a low-income community South of Dallas. I'm passionate about community and parent engagement and partnership and how the world around students shape how they show up in the world around them.

Mark Willey

East Dallas Business Leader



Mark Willey grew up in Arlington, TX as one of four brothers. He played football at Lamar High School, where he witnessed first hand the value of diversity by seeing his teammates from all walks of life come together to build a powerhouse program. It also enlightened him on the issues of inequality and the challenges that face low income and minority families. This left an indelible mark, and it has continued to shape his career and worldview over the years.

Professionally, Mark has done a wide variety of things, with an emphasis on strategic planning and executive decision making. He went to UT Austin for undergraduate degrees in Finance and the Plan II Liberal Arts Honors Program before starting his career in Finance at Frito Lay. He then moved to Chicago to earn his JDMBA at Northwestern University, where he spent as much or more time performing in the law and business school musicals as studying. Upon graduation, he moved back to Dallas to join the Executive Support Strategy team at 7 Eleven. He then followed his passion for public education to join the Broad Residency and serve as the Chief of Staff to the CEO at Uplift Education. After that, he went back into the corporate world as a management consultant, where he found that he devoted most of his energy to marathon training.

He never ran growing up, but he got into it gradually, initially just to lose weight after football in high school. With time, he went from slow and short jogs around his neighborhood to running marathons around the world at a very high level. More importantly, he discovered its transformative power to change self perception, create energy, build confidence, forge resiliency, and even instill wisdom. So he decided to commit to fitness full time while following another dream of his, owning his own business.

Mark founded Offbeat Fitness Studios near White Rock Lake, taught fitness classes, and connected with the East Dallas Community as a small business owner. His proudest accomplishment was the team he built, one founded on principles of diversity and committed to making members feel seen and heard in a way that the industry often fails to do. The studio changed lives and rebutted negative stereotypes about group fitness.

Mark is now transitioning to a new career as a corporate attorney and is excited to influence executive decision making and strategic planning in a new capacity. He lives in the M streets with his wife and 2 year old, who can only be described as one half princess and one half dragon.

Mark is overjoyed to have found a way to continue to serve East Dallas after the closing of his small business. This school is going to be a gift to the community and represent the very best of East Dallas and its rich, diverse culture.

Yolanda Gonzalez

East Dallas Parent



Carrie Holliday Sneed

East Dallas Educator & Parent



Carrie Holliday Sneed is a devoted educator and the founder of The Dyslexia Therapist. The platform specializes in dyslexia reading therapy, academic support, and school advocacy services. Carrie holds a Bachelor of Science in Elementary Education, a Master's in Special Education, and various certifications, including Texas Teacher in Generalist and Special Education, Academic Language Therapist, and Licensed Dyslexia Therapist. She possesses a deep reservoir of knowledge and is an expert in her field.

Throughout her professional journey of over twenty years, her passion for education has continued to grow. She advocates for a holistic educational philosophy and aims to create engaging, multisensory, and stress-free learning environments for students to thrive academically and emotionally.

Carrie lives with her husband, two children, and feline companions in Dallas, Texas. She volunteers as a tutor with RowDallas, Dallas United Crew’s program that teaches rowing and provides academic assistance to students in Title 1 schools.



Thank you to everyone who was able to attend our event last week! We thoroughly enjoyed getting to meet all of you and look forward to staying connected. Thank you for all of the feedback and support you shared in order to finalize the community school we are building with East Dallas. Your voice is invaluable as we build a school WITH the community, FOR our community.

For those of you that couldn't make it, we would LOVE to stay in touch! Please follow us on Facebook, Instagram and LinkedIn (@The Civic School) to stay up to date with upcoming events. We would love the opportunity to meet you and include your voice in the school we are building.

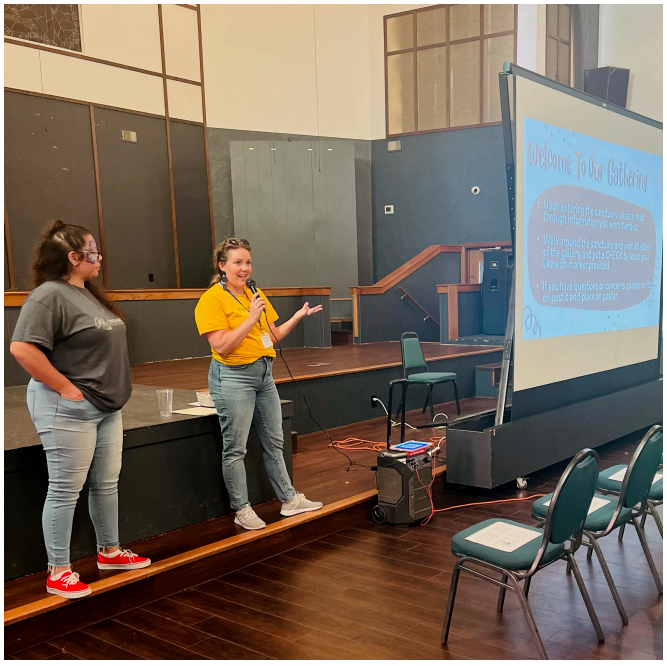
Don't forget to check out our website at:

www.thecivicschool.com

Please e-mail our founder, Loren Colman, with any questions at loren.colman@thecivicschool.com

Check Out Some Photos From Our Event!








FOOTBALL


Overwood





AND A BIG THANK YOU To Our Design Team & Volunteers



What YOU Decided!

Vote for School Colors, Mascot, Core Values & More

We voted for key culture elements of our school at the event, but don't worry, YOU CAN STILL VOTE! Click the link to include your voice and share your thoughts!

Click to Vote Here

Haven't had a chance to take our community survey? Click below to complete, only takes a few minutes, and you will be entered into a raffle for a $50 Amazon gift card!

Click Here to Take Survey

PARTY TIME! Fiesta!

F





Monday April 22, 5:30pm

Lunes 22 de abril 5:30pm

Get on the Guest List HERE /Inscríbete en la lista de invitadas AQUI



Join your East Dallas Community at a Community Gathering at Owenwood Farm & Neighbor space for a family friendly event!

There will be bounce houses, face painting, photo booth, earth day activities, and opportunities to share your voice in the future of our community!

*Receive 3 raffle tickets for every person you pre-register at the link + opportunity for more raffle tickets at the event.

ENTER RAFFLE TO WIN TOP RATED SUMMER ITEMS SUCH AS:

- 4 Free Summer Math Tutoring Sessions with Private Tutor
- 4 Free Summer Reading Tutoring Sessions with Private Tutor
- Free Week of Summer Camp
- Texas Rangers Game Tickets
- MORE!!!

*Must arrive by 6:15pm to enter raffle.

REMINDER Child Care Provided!

comunitaria en el espacio OwenwoodFarm & Neighbor para un evento familiar!

¡Habrá casasinflables, pintura facial, fotomatón, actividades del Día de la Tierra yoportunidades para compartir su voz en el futuro de nuestra comunidad!

* Reciba 3boletos de rifa para cada persona que se registre previamente + oportunidad deobtener más boletos de rifa en el evento.

PARTICIPA EN ELSORTEO PARA GANAR LOS ARTÍCULOS DE VERANO MEJOR VALORADOS, COMO:

- 4 sesionesgratuitas de tutoría de matemáticas de verano con tutor privado
- 4 sesionesgratuitas de tutoría de lectura de verano con tutor privado
- Semana gratuitade campamento de verano
- Entradas parael partido de los Texas Rangers
- ¡ ¡ ¡MÁS!!!

* Debe llegarantes de las 6:15 p.m. para participar en la rifa.

RECORDATORIO ¡Se proporciona cuidado de niños!

RSVP Today /Confirme su asistencia hoy

View this email in your browser

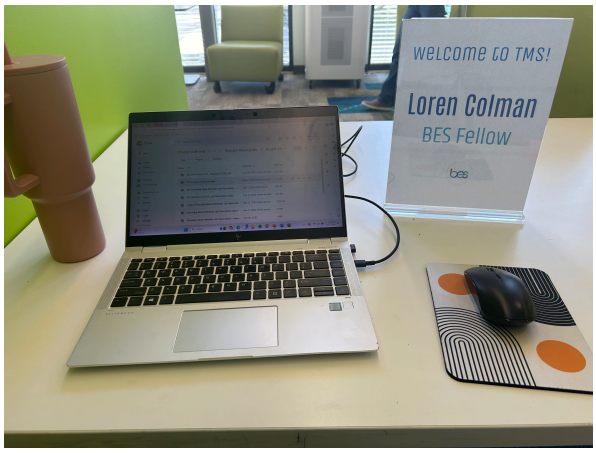
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Want to change how you receive these emails?
You can update your preferences or unsubscribe

on our work. This newsletter will be sent monthly in order to keep you informed on strategic updates on our work and how you can get involved. We look forward to keeping in touch!

If you are receiving this e-mail it's because you have expressed interest in following along with the progress of The Civic School. One thing we want to model from the very beginning is a spirt of collaboration and feedback. If, along the way, there is anything we can be doing better to share our progress, please do not hesitate to let us know by e-mailing our founder, Loren Colman, at loren.colman@thecivicschool.com

Residency Recap







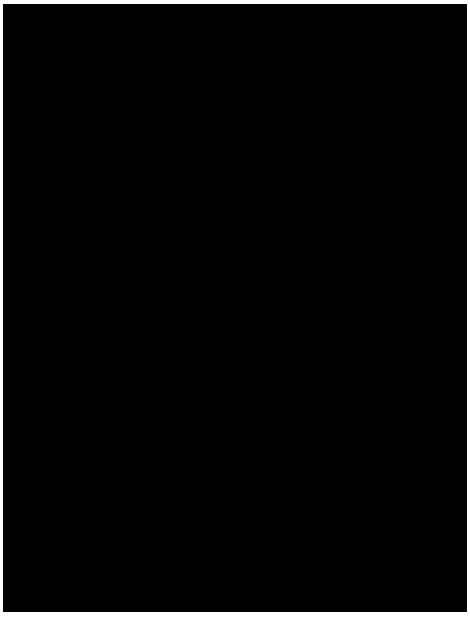


Over the past few weeks, I delved into the vibrant culture and essence of an exceptional school located near Atlanta, GA, known as The Museum School of Avondale Estates. This immersive experience allowed me to engage closely with the integral aspects that have shaped and nurtured the school's development over the last 14 years. I had the privilege of interacting with school leadership, gaining insights into their design elements, and witnessing firsthand the implementation of their educational philosophy. By actively participating in the daily routines, I closely examined the individuals, policies, and procedures that underpin their mission-driven approach. This in-depth exploration illuminated how these specific components work together to cultivate and sustain a culture of equity and achievement within the school community.

communities and following a K-8 structure. The resonance of a museum school model with expeditionary learning, a model we've been exploring, further intrigued me, prompting a desire to delve deeper into their practices. The highlight of the experience was the opportunity to hear insights from their remarkable leader, Katherine Kelbaugh. In our limited time, I gleaned invaluable lessons from her on establishing a founding board, navigating initial facilities challenges, and cultivating creativity in operations with a lean staff and I wanted an opportunity to learn more. When Katherine officially accepted my residency, I was filled with excitement to learn more. Below are some of my key take aways from the last two weeks. There is much more I could share so if you want to hear more, please don't hesitate to reach out!

- The importance of being self aware around your strengths and areas of opportunity so that you can strategically build a founding board that can support you and that is also aligned to the mission of your work. It's better to build slowly than to need to remove individuals prematurely.
- As I build out my staffing models, predict positions by hours of work as reflected by enrollment. For example, I might not need a full-time registrar until we are fully built out as a campus. This will help with fiscal responsibility and cash flow in the long run.
- I confirmed many similarities between the museum school (TMS) model and expeditionary learning (EL). While both models promote active and engaged learning, they differ in their emphasis and implementation. EL focuses on project-based learning and authentic experiences, while TMS incorporates museum resources and practices into the curriculum.
- They have a strategic GT program which I had not seen in a charter school before. They shared about their robust passion for building capacity in those that learn differently in a gifted way as they are our future scientists and world problem solvers. They have spent many years iterating their evaluation and screener process that it provides equitable access across cultures. It was very interesting and definitely something I want to learn more about.

Along the way, I got to build relationships with some incredible educators that I look forward to keeping in touch with. I am very grateful for this opportunity and look forward to learning more!



cold, we still explored the zoo, aquarium and several other local museums and restaurants, including taking the kids bowling for the first time. It was a weekend for the books and they have not stopped talking about Atlanta since I returned home. If you don't know about the Georgia Aquarium, I would HIGHLY recommend it and definitely want to go back!

CCD Team News





The morning after I arrived back from Atlanta, our CCD team had the opportunity to volunteer at Owenwood Farm & Neighbor space's monthly food and diaper distribution. The North Texas food bank dropped off pallets of fresh food that we divided into bags to donate to families. There was a line of over 100 families that we got to meet and ask them to share their voice about a school in the community while they waited and got to hear from some incredible families. We are looking forward to getting more involved in this community center, and if you want to join us in volunteering monthly, please e-mail our founder, Loren Colman.

I also want to take a moment to WELCOME TO THE TEAM to our newest CCD Team Member, Mark Willey! We are so excited to bring his expertise along on this journey with us. He is pictured above and also joined our team this weekend to serve at Owenwood. Mark and I knew each other in college so gave a little shout out to our Longhorns for the photo!

Our CCD Team has out next meeting coming up next week where we will begin to discuss and plan for our upcoming town hall in April as well as our Summer Camp Pilot.

Happy Leap Year Month!



LEAPS FOR EQUITABLE, 21ST-CENTURY LEARNING

Recently I joined a community of leaders who are passionate about transforming education in their community. The name of this organization is called "Transcend." In honor of leap year month, they are releasing 10 leaps that they are committed to. They have several webinars and ways to get involved. If you are interested in learning more, check it the link below. I will be attending their virtual meeting on February 22!

Link to Transcend's 10 Leaps

Focus Groups Have Officially Launched!



We have officially launched our focus groups! If you or anyone you know in or near the East Dallas area are interested in attending, have them click on the link below to sign up!

Focus Group Sign-Up is LIVE - Click here to sign up!



A number of you have reached out asking how you can help support TCS during our community co-design year. Please see below how you can help!

(1) We have the below needs currently. Please reach out to our founder if you can help at loren.colman@thecivicschool.com:

- We are currently in need of someone who could help us do very simple website editing. If you know anyone that might have 2-3 hours a month to spare, please let us know!
- We are looking for high school or college students in need of volunteer or intern hours. Please have them reach out if interested!

(2) Our goal is to have minimum 400 community surveys collected by March, and currently we only have a little over 50. If you have any connections to or know anyone near the East Dallas area that would be willing to take the survey, we would be forever grateful (same link as above).

(3) We are still looking for people to join our CCD team, specifically people with expertise in finance, marketing and branding that are able to table at events with us. It is around 3-5 hours of volunteer work a month, including monthly meetings. If you or someone you know are interested, please e-mail loren.colman@thecivicschool.com.

(4) We are beginning initial conversations with potential founding and advisory board members. If you or someone you know are interested, check out the listing on LinkedIn at The Civic School's page.

(5) If you aren't already, follow us on Facebook, Instagram, and LinkedIn! We want to keep you posted on what we are doing.

Please share your voice about what you want to see in The Civic School!

Simply scan the above QR code or go to https://tinyurl.com/bdhykjmm

And be entered for a chance to win a $50 Amazon gift card.

Summer 2023 Pilot Option



We are currently working on building out a pilot this summer in the form of a free summer camp and are looking for grants to support this work. If you happen to know of any or have experience in planning summer camps in the Dallas area and you would be interested in helping us plan it, please reach out!

Mission & Vision

MISSION

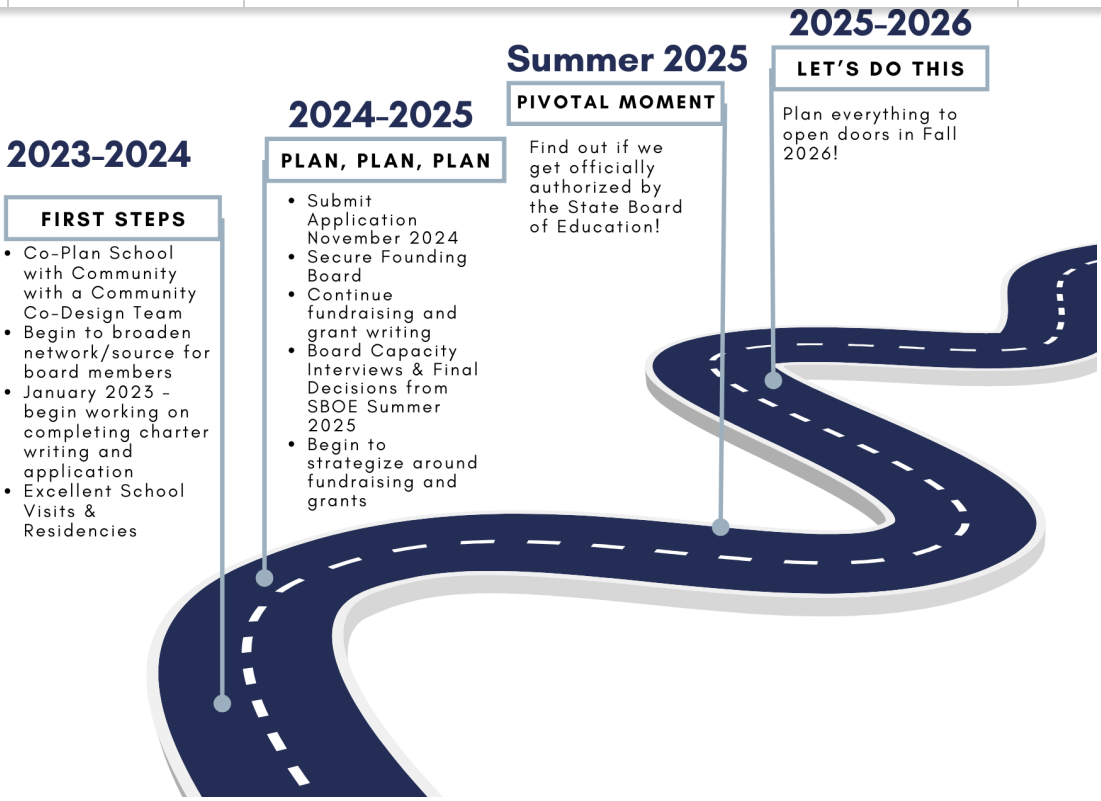
TCS mission is to prepare all PK-8th grade students to thrive in high school, college, and career through a joyful expeditionary learning micro community school with top-tier educators.

VISION

Students will learn from some of the best teachers in the city with a proven track record of success while also making teaching a sustainable profession that are skilled in building relationships with scholars, families, and the community, making them feel safe, known, and loved. Students will be empowered to perform at their highest potential through building agency, collaboration, and fostering critical thinking and problem-solving skills through semester long interdisciplinary studies known as "expeditions," tailored to their interests and talents. They will involve in depth, sophisticated research, public speaking, and professional presentation skills that lead to success in academics and real-life situations in the global marketplace and a lifelong love of learning.

KEY DESIGN ELEMENTS

- 13:1 Teacher/Student Ratio
- High Quality Instructional materials focused on the science of teaching reading, conceptual math, and deep content knowledge building through sophisticated research and presentation skills
- Rigorous PK program where 100% of scholars are kindergarten ready
- Rigorous Teacher Pay
- Character Building Focus
- Opportunity for home school partnerships



Learn More About The Civic School Here

INSTAGRAM FACEBOOK LINKEDIN

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March 11, 2024

The Civic School Monthly Newsletter

edit date above The vibrant month of March has brought with it powerful celebrations that resonate deeply with our commitment to inclusivity, empowerment, and recognition.

This month, we joyfully embark on a journey to celebrate Women's History Month and Disabilities Awareness Month—a time dedicated to honoring the extraordinary contributions of women throughout history and fostering awareness, understanding, and support for individuals with diverse abilities.

It is not merely a calendar observance but a heartfelt acknowledgment of (1) the indomitable spirit, resilience, and achievements of women and (2) our necessary endeavor to create a more inclusive, understanding, and compassionate society for those living with disabilities.

For me, personally, this holds profound significance as we embrace the opportunity to amplify the voices of our neighbors and unite in the pursuit of a more inclusive and equitable future. Join us this month in celebration, reflection, and collective empowerment as we champion the remarkable narratives that shape our shared history.





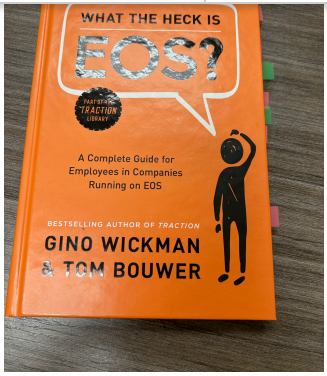
NOTE to new readers We are so excited to welcome you on our journey to start one of the most innovative charter schools nestled in the far East Dallas community. Whether you are a friend, family member, colleague, community member, public education advocate, or supporter, we couldn't be more grateful to keep you posted on our work. This newsletter will be sent monthly in order to keep you informed on strategic updates on our work and how you can get involved. We look forward to keeping in touch!

If you are receiving this e-mail it's because you have expressed interest in following along with the progress of The Civic School. One thing we want to model from the very beginning is a spirt of collaboration and feedback. If, along the way, there is anything we can be doing better to share our progress, please do not hesitate to let us know by e-mailing our founder, Loren Colman, at loren.colman@thecivicschool.com

Residency Recap









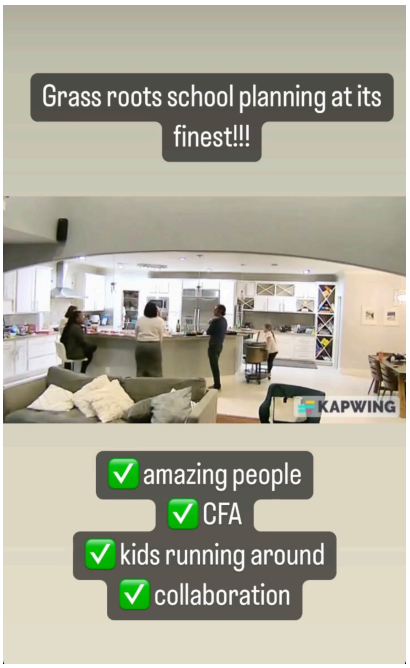
In February, I had the pleasure of being hosted for a residency at a private community school in South Dallas called St. Phillips. The school and community center have a rich history dating back as early as the late 1940s. The work that they have done to transform their community, especially while being led by the incredible Dr. Flowers the past 40 years, is inspirational. They are the definite gold standard when it comes to community schools, and I was humbled and grateful to get to learn from them. Below are some of the highlights from my residency time there:

- There is a clear partnership between the school and the community center, with overlapping roles between the two. It was interesting to learn how to implement creative staffing models.
- All classrooms have a teacher and a support teacher with 11 students while teaching a grade level above. I had the privilege of observing the incredible levels that all students can learn at from an early age when they have access to support and are believed in. We also had interesting conversations around how to support students who are performing at different levels developmentally in early grades and learn about the curriculums that they use.
- I got to observe students in PreK reading and students in 2nd grade writing 5-paragraph essays independently!
- There is a large emphasis on the intentionality of building diverse opportunities for exposure for all grade levels in order to have strong background knowledge that impacts reading and writing performance. This includes service projects in the communities, student led project based learning, and many other events and speakers. To note, while I was there, 8th graders were in Ghana for a life-changing two week trip!
- I had the opportunity to see how they use the "Entrepreneurial Operating System" as a non-profit including using my90 in meetings. It was incredible to see in action as an option for navigating working in a small organization when a number of employees wear many hats.

Along the way, I got to build relationships with some incredible educators that I look forward to keeping in touch with. I am very grateful for this opportunity and look forward to learning more!

Check out more about St. Phillips & their incredible work here!

Community Co-Design (CCD) Team News



If you are wondering what a CCD meeting looks like, above is a small screen shot from a video we posted to our social media. This last in-person meeting looked like breaking bread together, standing around a kitchen island with our agenda and notes on computers and phones, collaborating about this month's topics. It was authentic and responsive to the needs of our team where all voices were seen, heard, and captured in our notes. Just like the school we want to build, we are intentional about creating the culture of our team now to ultimately reflect what we want teams and learning to look like in the future. On our team, the humanness of each member is at the center of our work, prioritizing relationships and meeting needs while challenging each other to reach their highest potential.

In our meeting this month, we spent the bulk of our time beginning to look at preliminary data from our community survey and started to think about design decisions and how we will present decisions at our town hall in April. We spent a significant amount of time looking at and discussing different research topics to support our school design.

Additionally, we also spent time finalizing logistics for our focus groups that we hosted in February, which all were a success and we are looking forward to analyzing this data at our next meeting in March.

We also had discussions around the needs of our CCD team and having others join us as well as members of our community that we still need to connect with about our work.

Our next meeting will be held virtually on March 20!



We are so excited to announce our big event coming up on April 22, 2024 at Owenwood Farm & Neighbor Space!! We will have food, games, and opportunities to hear about our school design model in response to community data, and even get a chance to get to vote on some fun parts of the school! Family friendly event! Stay tuned for more details!

Volunteer With Us!

events with us. It is around 3-5 hours of volunteer work a month, including monthly meetings. If you or someone you know are interested, please e-mail loren.colman@thecivicschool.com.

(4) We are beginning initial conversations with potential founding and advisory board members. If you or someone you know are interested, check out the listing on LinkedIn at The Civic School's page.

(5) If you aren't already, follow us on Facebook, Instagram, and LinkedIn! We want to keep you posted on what we are doing.

Please share your voice about what you want to see in The Civic School!

Simply scan the above QR code or go to https://tinyurl.com/bdhykjmm

And be entered for a chance to win a $50 Amazon gift card.

Summer 2023 Pilot Option



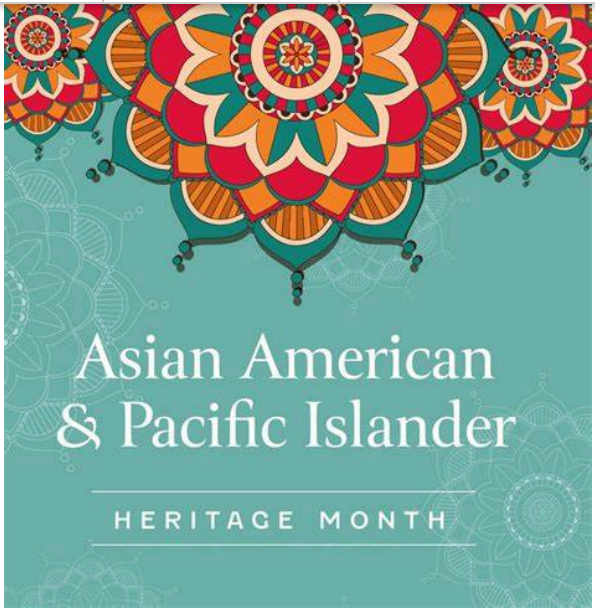
We are currently working on building out a pilot this summer in the form of a free summer camp and are looking for grants to support this work. If you happen to know of any or have experience in planning summer camps in the Dallas area and you would be interested in helping us plan it, please reach out!

May 1, 2024

The Civic School Monthly Newsletter

May holds significant importance as it is designated as Asian American and Pacific Islander (AAPI) Heritage Month. This month offers a vital opportunity for our school community to recognize and celebrate the diverse cultures, traditions, and histories of Asian Americans and Pacific Islanders. By exploring the contributions and challenges of AAPI communities, students gain a richer understanding of the tapestry that makes up our nation's history. Activities such as cultural exhibitions, guest speakers, and collaborative projects not only enhance cultural appreciation but also foster an inclusive environment where every student feels valued and respected.

Simultaneously, May is Mental Health Awareness Month, emphasizing the critical aspect of mental well-being among our students and staff. This month serves as a reminder of the importance of mental health and the resources available to those in need. By promoting awareness through workshops, speaker sessions, and support groups, our school commits to destigmatizing mental health issues and encouraging open conversations. It's a time to learn about managing stress, recognizing signs of mental health struggles, and supporting each other, ensuring a healthier, more supportive school environment for everyone.





NOTE to new readers We are so excited to welcome you on our journey to start one of the most innovative charter schools nestled in the far East Dallas community. Whether you are a friend, family member, colleague, community member, public education advocate, or supporter, we couldn't be more grateful to keep you posted on our work. This newsletter will be sent monthly in order to keep you informed on strategic updates on our work and how you can get involved. We look forward to keeping in touch!

If you are receiving this e-mail it's because you have expressed interest in following along with the progress of The Civic School. One thing we want to model from the very beginning is a spirt of collaboration and feedback. If, along the way, there is anything we can be doing better to share our progress, please do not hesitate to let us know by e-mailing our founder, Loren Colman, at loren.colman@thecivicschool.com

Welcome to the Team

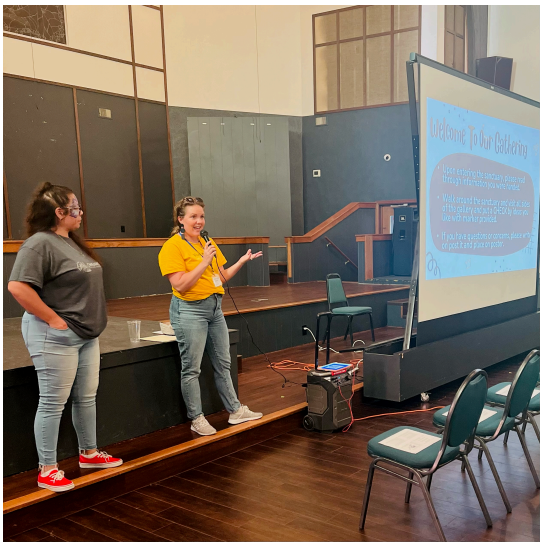
The work of building a high-quality school on behalf of the families of East Dallas is ambitious work, but so deserving and overdue. We have started having conversations with potential board members about the mission of The Civic School. Currently, students in East Dallas do not have access to excellent educational choices that excel them to and through college and beyond. To mitigate and diminish statistics like these, The Civic School is seeking relentless, mission-aligned, and high-capacity individuals who will work collectively and commit to creating better options through our founding board.

On behalf of the families in East Dallas, as Lead Founder, I would like to extend a huge warm welcome to our first two official TCS Founding Board Members, **Mya Baker & Donte Young.** We have been searching for over eight months and are beyond thrilled to welcome your expertise impacting our far East Dallas community.

Congratulations on conveying your commitment to doing the work to create more options for families who absolutely deserve a high-quality education for their children! I am honored to work alongside you to accomplish our mission.

Owenwood















We are deeply grateful to all the community members and neighbors who joined us at the recent gathering and town hall event at Owenwood Farm and Neighbor Space. Your participation and engagement truly made the event a success. It was wonderful to see so many familiar faces, as well as new ones, coming together to share ideas, voice concerns, and strengthen our community bonds. Your continued support and involvement are what make our neighborhood a better place for everyone. Thank you for taking the time to connect with each other and contribute to our community's growth and vitality. We look forward to many more events like this and hope to see you all again very soon!

Access Photo Booth Photos Here

Vote for School Colors, Mascot, Core Values & More



We voted for key culture elements of our school at the event, but don't worry, YOU CAN STILL VOTE! Click the link to include your voice and share your thoughts!

Click HERE to Take Survey

Community Co-Design (CCD) Team News



This month our CCD team convened at our Town Hall Event. We are SO grateful for this team of amazing volunteers! We could not have done it without them! Thank you to each and every one of you for your dedication to our mission in the far East Dallas area!

This month, we will meet again virtually to plan for upcoming tabling events as well as beginning to plan our summer camp in August, which will be a pilot of our school program for neighbors to attend! Help us start spreading the word!

Upcoming Events

CITY OF DALLAS & FERGUSON ROAD INITIATIVE PRESENTS:

FAR EAST DALLAS SAFETY SUMMIT



Council Member
Paula Blackmon



Council Member
Adam Bazaldua

RSVP

POLICE CHIEF EDDIE GARCIA
SPEAKER



MAY 11TH, 2024
10:00AM - 12:00PM NOON

Owenwood Farm & Neighbor Space
1451 John West Rd.
Dallas, Tx 75228

Come interact with City of Dallas Departments and Partners to receive tips about crime prevention leading into the summer months!

BRING THE FAMILY FOR FOOD, DRINKS, FACE PAINTING, BALLOON ANIMALS & MORE!

Office of Homeless Solutions, Department of Transportation, 311, Code Compliance Services, Dallas Fire Rescue, Dallas Public Library & more!

City of Dallas | 214-671-8916 | DISTRICT9@DALLAS.GOV



Volunteer With Us!

community member, public education advocate, or supporter, we couldn't be more grateful to keep you posted on our work. This newsletter will be sent monthly in order to keep you informed on strategic updates on our work and how you can get involved. We look forward to keeping in touch!

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May/June with our Founder



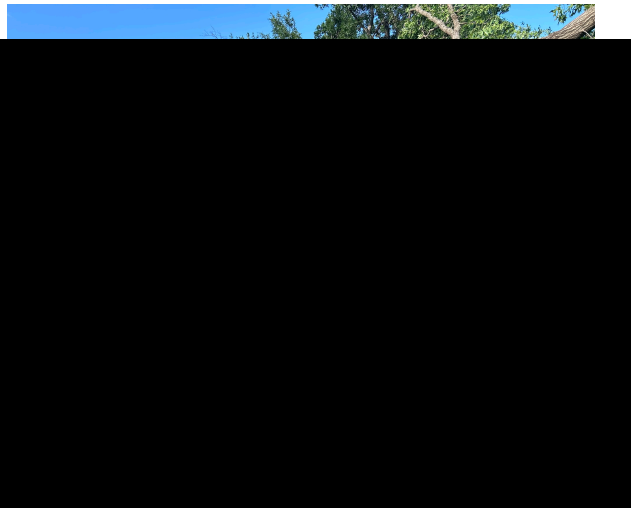

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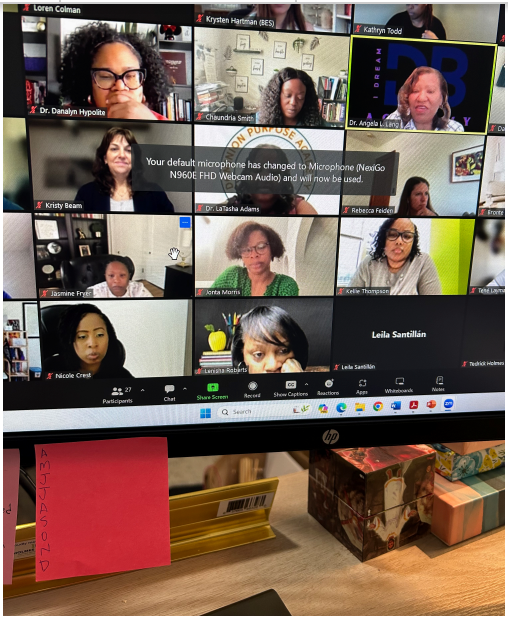


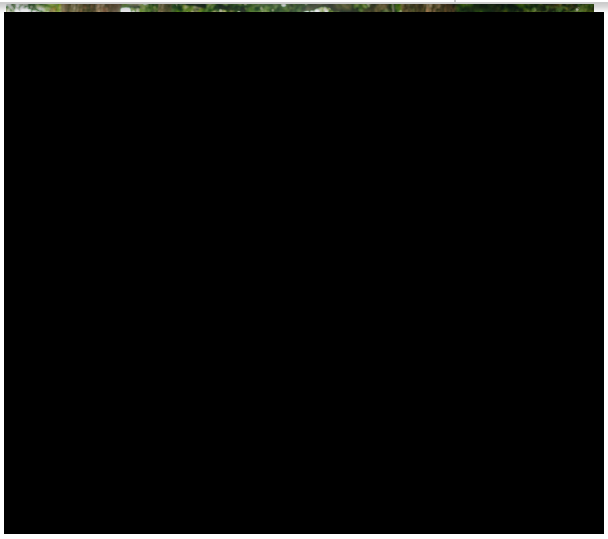



HOME OF
MUSTANGS


South Dallas Fair Park
Innovation Center Coming Soon







May and June have been busy months for our founder, Loren Colman. Check out what she has been up to:

- Invited to attend the grand opening of the bank TCS uses, their new South Dallas campus, led by Lubbock Smith; attended alongside other Engage Dallas cohort members active in our community.
- She presented her year 1 BES showcase to show TCS's work so far!
- Volunteered with United 2 Learn, supporting local schools and teachers during teacher appreciation week
- Attended a Guinness Book of World Records event at our new local grocery store (most avocados displayed!), Rio Grande Market, which is doing an excellent job of engaging and supporting the community in hopes of closing in some food desert areas
- I officially "graduated" from Leadership ISD!
- Attended Engage Dallas meeting at the North Texas Commission and learned about the importance of regionalism and how unique our DFW metroplex is compared to other states
- Completed two-week residency at innovative community school in Houston, TX - Baker Ripley (more on this below)
- Continued application writing and collecting petition signatures, intent to enroll and letters of intent
- Continued planning with the CCD team for our summer camp pilot in August

And that's not all, she also:

- Celebrated the last week of school with her family with end-of-year parties for her PreK 4 and 1st graders, award ceremonies, and swim parties
- We survived the storms with no power for over six days!
- Attended Pine Cove family camp


Stanford & Joan
Alexander
Foundation


bienvenidos


OUR
CULTURES


Will Clayton Walkway


1940
1943
1946
1950
1960


ROOM 130
MAXIMUM CAPACITY
85 OCCUPANTS
BakerRipley
SENIOR
HEALTH AND
WELLNESS
CENTER



I spent two fantastic weeks learning from an incredible charter school in Houston called Baker Ripley. Funny enough, I visited this school years ago through a Teach for America Excellent School visit, but since the name had changed and so I could never find it again, I was left inspired and always wanted to recreate what I saw in Houston here in Dallas.

Years later, I had the opportunity to spend two weeks with the school that helped inspire my initial vision to start a community school! Baker Ripley is a community center that has been serving the Houston area for over 100 years and added a charter school to the repertoire of services offered to the communities they served.

I had the pleasure of learning from their expertise, which included the following:

- Visiting their two different PreK-8th grade campuses and learning how the facilities split up shared spaces with the schools and community center
- Observing and meeting with operational leaders on the safety and logistics of operating a community center and schools in tandem
- Attended board and committee meetings setting a vision for the upcoming school year, including their nine head start programs
- Observed unique ways community voice is integrated into decisions and honored for their support
- Observed their strategic planning for Senior Care, including a dedicated space, daily classes, and outdoor workout equipment
- Learned about their strategic building design and staffing models
- Listened in on strategic plans for grant writing
- Observed summer leader training
- Significant time spent with the Superintendent and Assistant Superintendent to learn about budgeting, staffing, talent management, curriculum, culture, hiring and more

I left this visit feeling so lucky to have met and made connections with so many people who are already doing the work that we are aspiring to do in East Dallas. I am grateful for the strong connections made and look forward to keeping in contact as we continue to design a community school WITH our community, FOR our community!





A number of you have reached out asking how you can help support TCS during our community co-design year. Please see below how you can help!

(1) We have the below needs currently. Please reach out to our founder if you can help at loren.colman@thecivicschool.com:

- We are looking for high school or college students in need of volunteer or intern hours to help with our social media. Please have them reach out if interested!

VIEW THIS EMAIL IN BROWSER

THE MUSEUM SCHOOL
East Dallas

Fall 2024

Our Official New Name: The Museum School of East Dallas

In August, thanks to all your support, we officially changed our name to "The Museum School of East Dallas" based on your votes. We officially have our new logo and are excited about joining the National Association of Museum Schools and bringing the first Museum School to Texas. Don't forget to follow us on LinkedIn, Facebook and Instagram to stay up to date on our progress and check out our #Testimonytuesdays!

NATIONAL ASSOCIATION OF Museum Schools

NOTE to new readers We are so excited to welcome you on our journey to start one of the most innovative charter schools nestled in the far East Dallas community. Whether you are a friend, family member, colleague, community member, public education advocate, or supporter, we couldn't be more grateful to keep you posted on our work. This newsletter will be sent monthly in order to keep you informed on strategic updates on our work and how you can get involved. We look forward to keeping in touch!

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Hispanic Heritage Month



as we honor this month with highlighting organizations driving Latino leadership and empowerment across various industries including important events, news and information featuring members from the Hispanic and Latinx communities who are unwavering in their service and advancement of Hispanic and Latinx community members. This includes seeing Latino influence everywhere you go in Dallas, from world -renowned museums and trendy restaurants to vibrant events! Vamos!

Visit Dallas Latin Experiences

East Dallas Hispanic Heritage Celebrations

10 Latino Leadership Organizations You Need to Know

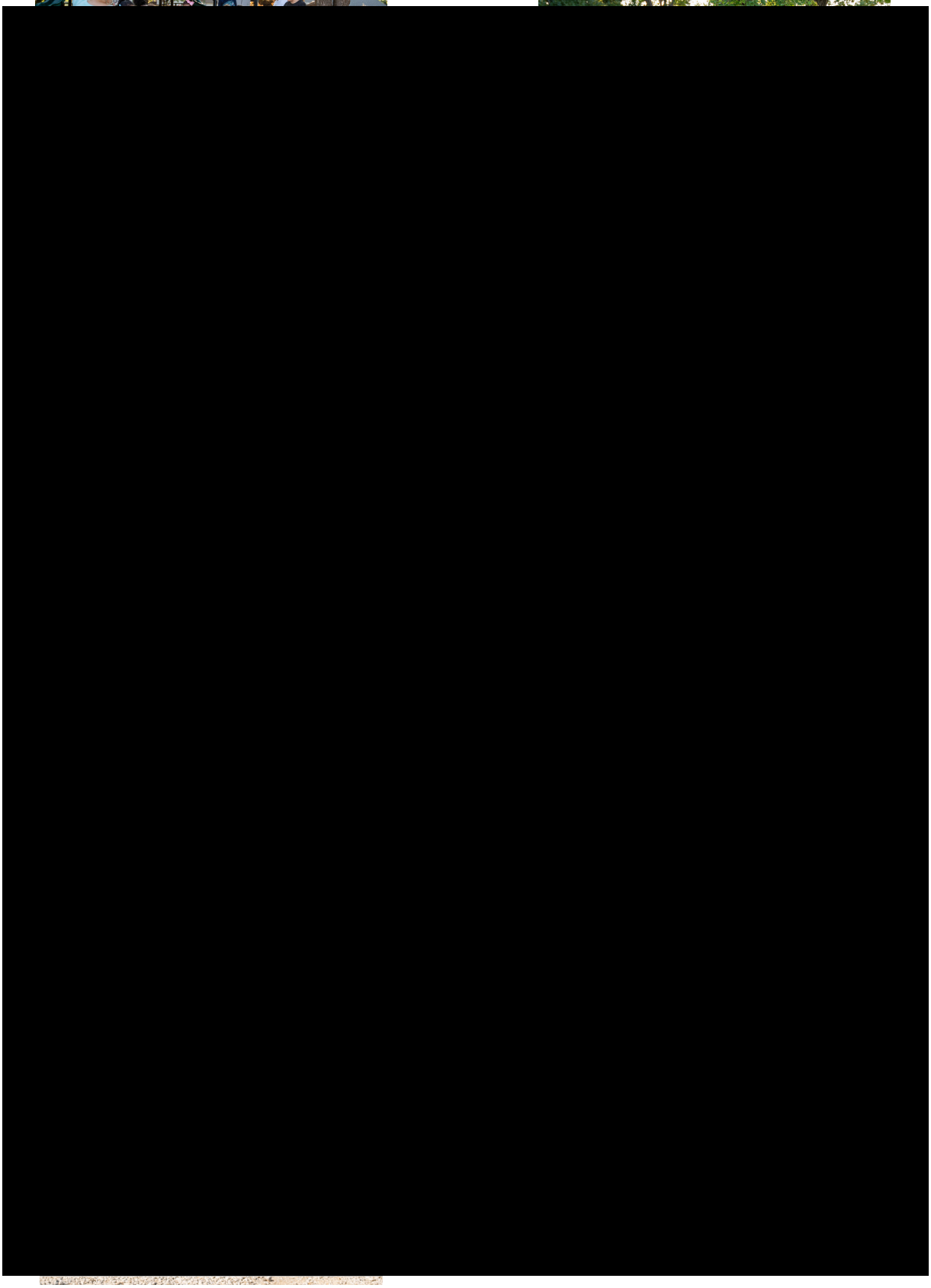
First TMS Camp Pilot Success!

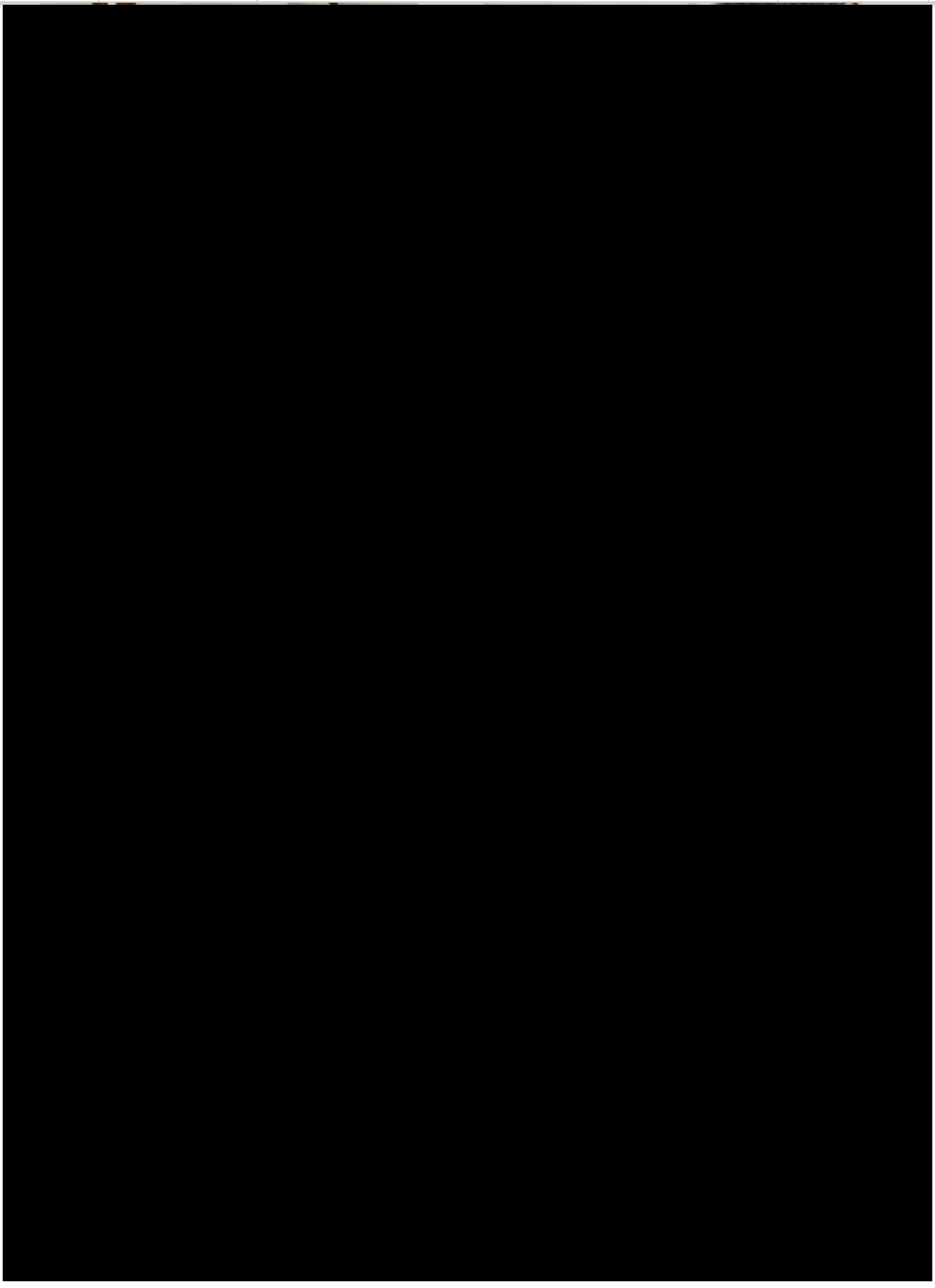


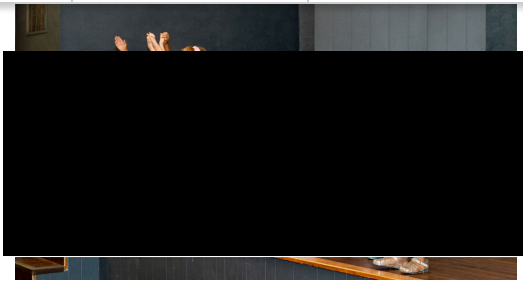












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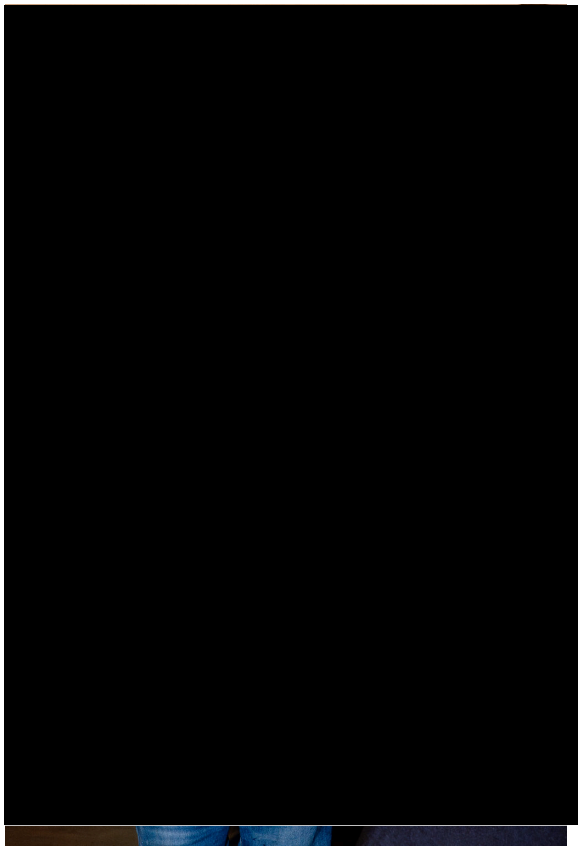




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In response to community request, we hosted our first official museum school pilot experience as a summer camp the week before school started at Owenwood Farm & Neighbor Space and had great success!

- We posted a digital flier on our social media, in our monthly newsletter, and had several community partners share as well as our local city council member's weekly newsletter.
- Twenty-one students attended all day for the entire week including our Friday Evening Community Exhibition & Community Meeting (33% African American, 33% Hispanic, 30% Caucasian, 4% Multiple Races)
- 81% of our students were from the directly surrounding community within a mile of our school & 86% from low-income families
- We had highly qualified Humanities and STEM teachers that planned and taught our morning core blocks (8:00am-12:00pm) and 4 community partnerships (Labori Boxing, Lake Highlands School of Music, Rachel Larlee Art Studios, and The Artist Outreach Drama Class) that ran our 1:00-5:00pm blocks after our Lunch/Recess break outside from 12:00pm-1pm.
- We took students on a learning expedition to the Trinity River Audobon Center where docents focused on our time on learning about the Black Land Prairie that we live in and how to preserve native plants, including an opportunity to make and launch "seed balls."
- At the culmination of the week, we hosted an exhibition on Friday evening for parents and community members, where families could come in and experience what students learned that week, see their artifacts, and we also invited community members to come and learn more about TMS and see it in action.
- 76% of parents completed our post survey, 100% said they were very satisfied with the camp experience and want to return
- Anecdotally, we had several parents share with us after the camp was over that their child said it was the best camp they went to all summer and begged them to go again
- Camp was funded by the Kern Family Foundation

Because of the overwhelmingly positive response, we are hoping to fundraise to be able to do another pilot of the program for more families during Spring Break and next summer. Stay tuned for more information on museum school pilots!

Check Out our first TMS Video!



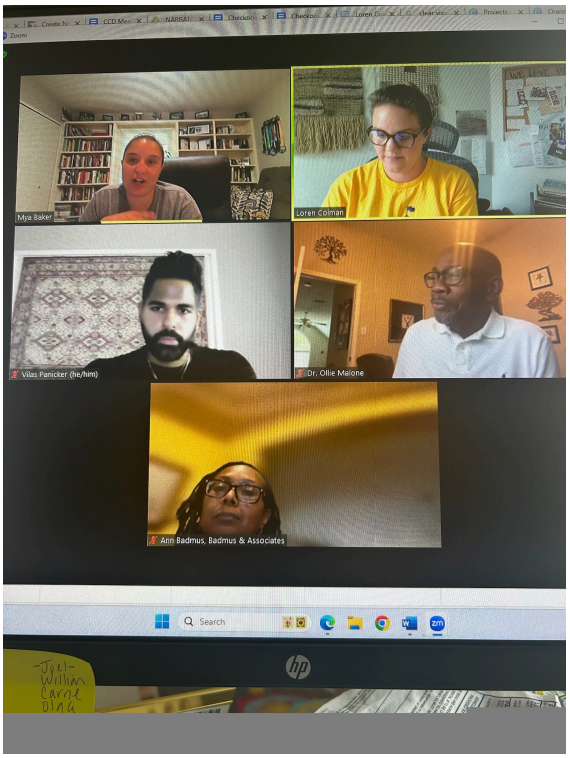
During the 23-24 school year, we spent the year embarking on a community co-design process where we design a school WITH the community, FOR the community. This included tabling at events, focus groups, community meetings and more. Check out this short video that gives an overview of our work and testimonies from some of our co-design members!

July-September With Our Founder

As the application window approaches to officially submit an application to the state to open a charter school, our Founder has been busy working with her CCD team and continuing to build relationships in the community while also spending lots of time writing and finalizing her application. Below are several things she has been up to:

- Hosted first official TMS board meeting where board members discussed finalizing the school mission, vision and core values and began discussing fundraising efforts for TMS.
- Hosted Co-Design Team meeting celebrating all volunteers for the amazing work completed in year 1 of the design process.
- Attended leadership training with Engage Dallas at City Hall and had the opportunity to learn from several current and former council members including Casey Thomas, Betty Culbreath, Bert Vanderberg, diane gibson (intentionally lowercase) as well as the team working on the Kay Bailley Hutchison Convention Center master plan.
- Networking with amazing Dallas leaders Amanda Sargeant (Former Desoto School Board & current Dallas College Director of civic Partnerships and Strategies and Lindsay Malhotra, Director of Outpatient Services at Nexus Recovery Center.
- Joined Starbucks in their Back to School Bash at Owenwood Farm & Neighbor space giving out free school supplies and giving kids an opportunity to design their own pencil bag while meeting families interested in the Museum School model in East Dallas

- Representing The Artist Outreach as their Board Secretary at the Attorneys Serving Communities Grant Presentation
- Attended the State Board of Education (SBOE) June meeting and observed the charter voting and approval process with SBOE members that I will hopefully attend next summer in efforts to get The Museum School of East Dallas approved.
- Attended the Dallas Regional Chamber Congressional Meeting to hear from Marc Veasey, Beth Van Duyne, Jasmine Crockett and Keith Self on the current political climate in Texas and Nationally.
- Accepted into D CEO's Emerging Women Leadership Network!











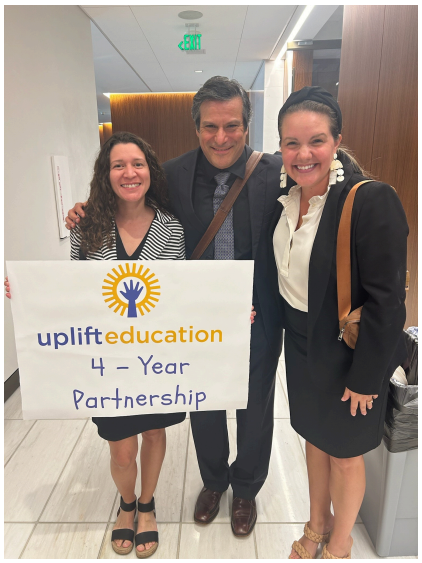





The
Civic
School






uplifteducation
4 - Year
Partnership

- Youngest child, Cooper, first day of PreK 3 (and first time to have no kids in daycare!!! :-)
- Our families' first time to make sourdough (we are late to the game) via my husband, Skyler, and his amazing baking skills!
- My daughter's first time to attend an art camp.
- My daughter's first time to attend a pottery class (for her 7th birthday party)
- Our first time on the lake as a family
- Our first long road trip as a family
- Our first time flying together as a family AND going to the beach!
- First time to catch a frog
- First time to stand by a dear
- First time to attend camp at the arboretum



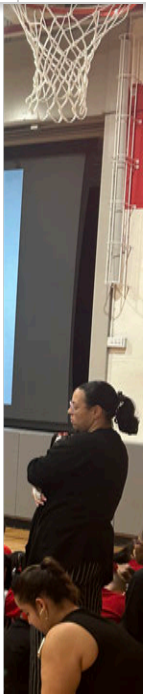












This month I have had the incredible opportunity to participate in a residency at Brilla Public Charter Schools in the Bronx, New York. Before I attended, several colleagues mentioned Brilla hospitality, and I have certainly had the luxury of experiencing it first hand. In my time at Brilla, the word that stands out to me over and over again is: INTENTIONALITY. Everything at Brilla is intentional and therefore consistent and effective. Please see below highlights of my learnings at Brilla and things I am excited to bring into planning for TMS:

- Intentional focus on character formation through establishing a foundation of virtues that have a central focus on board and leadership meetings down to daily classroom routines
- Lots of work has been done to align marketing and branding through their school buildings to where all things, even facilities, point to Brilla Cardinals and their belief in students and families.
- All culture work centers around their mascot, from "Nesting Rallies" on Fridays that welcome families in, to daily Bird Calls aka announcements via zoom so that all students and classrooms are seen and heard.
- They have a rich history through their management organization, Seton Partners, that is actually a catholic organization that provides after school catechism classes for all students that opt in.

Vote for School Colors, Mascot, Core Values & More


You're Invited To A
COMMUNITY
MEETING


Call to
Action

biggest priorities. Can you help?

(1) Complete our "Intent to Enroll" form or share with someone to complete who you think might want to consider attending once open.

Take 1-minutes to Submit Intent-to-Enroll

(2) Sign our community petition here:
Our goal is 1,000 and we are at 124. We know we have many supporters, will you take a few seconds to sign it and share with others who you know will support us?

Take 30-seconds and Sign Our Petition

(3) We are currently collecting letters of support from East Dallas families, businesses, non-profits and churches. Do you know someone in East Dallas that we should meet with? If so, please e-mail tmseastdallasinfo@gmail.com

(4) We are working on beginning to fundraise for the school. If you or someone you know would be willing to host a fundraiser dinner in your home for TMS, please reach out to our founder, Loren Colman, at lorencolman11@gmail.com

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Please share your voice about what you want to see in The Museum School of East Dallas!

January 12, 2024

The Civic School Monthly Newsletter



As we embrace a period of reflection and renewal this month, I express my gratitude for this community. Your consistent prioritization of students and advocacy for what is both attainable and essential for ALL children is truly appreciated. Your dedication to actively addressing the inequalities affecting our students, both within and beyond the realm of education, is commendable. Even amidst challenging times, your unwavering focus on the ultimate goal is inspiring. These are undeniably difficult days as distressing events continue to unfold globally, and we keenly feel their impact close to home.

During this season, my prayers extend to peace and healing. I hope our community becomes a source of support and connection as we confront the challenges faced by students, educators, and those around us. The strength we find in leaning on one another is immeasurable. One remarkable aspect of our community is its ability to demonstrate what is achievable. Daily, across the country, I observe our collective pursuit of joy, rigor, and opportunity with hundreds of thousands of children.

your loved ones the rest and rejuvenation needed to confidently enter the world of possibilities in 2024!

‘Twas a Busy Holiday

[redacted]



We had a busy November and December in the community! We got to speak to lots of families and community members in East Dallas about their wants and needs for a new school.

- We made holiday bracelets at the Casa Linda Tree Lighting event and gave out TCS Swag
- We spent time with Santa and played musical chairs at the Harry Stone Recreation Center and their Breakfast with Santa Event
- We made more holiday bracelets and celebrated the holidays with our neighbors at the Samuell-Grand Recreation Center

Hosted Our Inaugural Community Co-Design (CCD) Team Meeting



We had our first official CCD meeting in December with our founder. All members got to spend time building relationships together and we discussed the mission and vision of TCS. We began to build out and calendar a game plan for our time together and how we can work together as a team to make strategic design decisions for our community based on data.

We had our second meeting this month and began to talk about team members passions and strengths within our work and split up tasks to work on this month until our next meeting!

TCS Upcoming Residencies





Our founder, Loren Colman, is a part of a fellowship where she gets to participate in excellent school visits around the US. For the rest of January, she will be headed to learn from a public charter school in Atlanta, GA, The Museum School, and then she will return back to the Dallas area in February to learn from a private community school in South Dallas, St. Phillip's School & Community Center. We are grateful for this opportunity to learn from other schools that are serving their communities well!

Focus Group Planning



We are currently in the process of building out our next round of data collection through hosting focus groups. While our founder is at residency this month, we are focused on finalizing focus group dates for February and target audiences. If you know of anyone that would be interested in attending one of our focus groups, please have them email loren.colman@thecivicschool.com!

A Day in The Life of a School Founder



After being in a school campus my whole life (my own K-12 school experience, college, and then working in schools), this year has been a big shift creating my own schedule as I work to build the school (and counting down the days until I am back on TCS campus). At first, it was daunting. I would look at my week and not quite know the best way to spend my time and where to prioritize.

Now that I have had a semester of training and opportunities to build out a robust community engagement plan as well as a work plan for my CCD team, I have much more clarity on how to prioritize my time.

Most of my days are split into 3 parts:

- Administrative tasks around follow up e-mails, process organization, writing content for application or website, checking in with my strategic plans and reviewing priorities on my calendar
- One-on-one meetings with community stakeholders out in the community (ex: In the above photo, I had the privilege of meeting with "It's About The Kids" this week and hear about their incredible work in the community through service projects and mentoring as well as talking about innovative ways we can begin to partner together to build an exemplary school for the community)
- Planning for and/or attending community events

Here is what my schedule looked like today:

- **6:00-7:00am** - Help get kids ready for school and me for work
- **7:00-8:00am** - Tidy up around the house/office, do laundry, make breakfast and coffee, center myself for the day
- **8:00-9:00am** - Check e-mails, respond to LinkedIn & Social Media messages; build out agendas for check-ins later in the day and rehearse pitches for any meetings
- **9:00-10:00am** - Check in with coach on strategic plan and priorities
- **10:00-10:30am** - Travel to Coffee Meeting
- **10:30-11:30am** - Coffee meeting with community stakeholder discussing curriculum
- **11:00-11:30am** - Travel to Lunch Meeting

support TCS during our community co-design year. Please see below how you can help!

(1) We have found a potential facilities site and are in desperate need of finding an architect that could advise us. If you know of one that has experience in K12 education and you are willing to connect us, please reach out to Loren Colman at loren.colman@thecivicschool.com

(2) Our goal is to have minimum 400 community surveys collected by March, and currently we only have a little over 50. If you have any connections to or know anyone near the East Dallas area that would be willing to take the survey, we would be forever grateful (same link as above).

(3) We are still looking for people to join our CCD team, specifically people with expertise in finance, marketing and branding that are able to table at events with us. It is around 3-5 hours of volunteer work a month, including monthly meetings. If you or someone you know are interested, please e-mail loren.colman@thecivicschool.com.

(4) We are beginning initial conversations with potential founding and advisory board members. If you or someone you know are interested, check out the listing on LinkedIn at The Civic School's page.

(5) If you aren't already, follow us on Facebook, Instagram, and LinkedIn! We want to keep you posted on what we are doing.

Please share your voice about what you want to see in The Civic School!

Simply scan the above QR code or go to https://tinyurl.com/bdhykjmm

This event has ended.

Need to make some updates? Edit event

Sales Ended

Tuesday, October 1

The Museum School of East Dallas Public Community Meeting

Following

Following

Date and time

Tuesday, October 1 · 6 - 7pm CDT

Location

Online

About this event

YOU ARE INVITED TO JOIN OUR COMMUNITY MEETING! The Museum School of East Dallas is a public charter school proposed to open in August of 2026. The school will be tuition free and open to all students. Meeting Agenda:

- Meet our design team
- Dream for East Dallas school options
- Learn about our key design elements
- Q&A

If you register here on Eventbrite in advance, your name will be entered for a FREE TMS T-shirt (our very first ones)! Don't forget to share with your community and bring a friend!

Use the zoom link to join the meeting: https://tinyurl.com/3fe6n7tf

EN ESPANOL

¡ESTÁS INVITADO A UNIRTE A NUESTRA REUNIÓN DE LA COMUNIDAD! La Museum School of East Dallas es una escuela pública chárter cuya apertura se propone abrir en

- Preguntas y respuestas

Si te registras aquí en Eventbrite con anticipación, ¡tu nombre se ingresará para obtener una camiseta TMS GRATIS (nuestras primeras)! ¡No olvides compartir con tu comunidad y traer a un amigo!

Utilice el enlace de zoom para unirse a la reunión: https://tinyurl.com/3fe6n7tf

Tags

Online Events Things To Do Online Online Networking

Online Community Networking #community #meeting #public

#eastdallas #museumschool

Organized by

Loren Colman

Contact Following

Report this event

Related to this event

Online Events Things To Do Online Online Networking

Other events you may like



Sales end soon

NAMI-NYC Story Hour

Thursday • 5:00 PM CDT

Free

NAMI-NYC

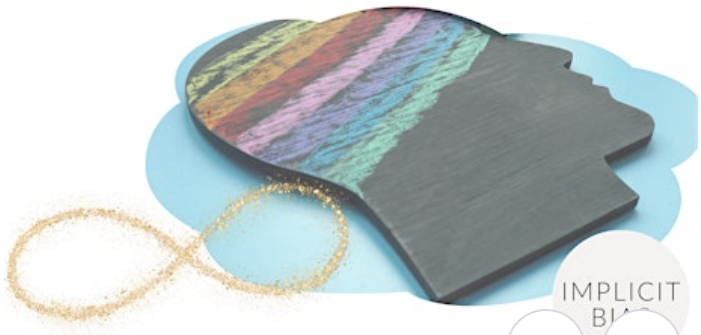
Promoted

Community Within a Community Meeting

Thursday • 4:30 PM CDT

From $0.00

By Authority Moore for Baltimore; Treasurer, Makayla Gilliam-Price



MCLE: Disability and Neurodiversity for the Bar From th...

Fri, Nov 15 • 2:00 PM CST

From $22.50

Promoted



December Community Meeting

Tue, Dec 3 • 5:00 PM CST

Free

The Sadie Collective



November Community Meeting

Tue, Nov 5 • 5:00 PM CST

Free

The Sadie Collective



Community Meeting Inclusify

Tue, Nov 12 • 10:00 AM CST

Free

LC University (internal events)



Jefferson-Chalmers Mainstreet Masterplan Community Meeting

Mon, Oct 28 • 5:00 PM CDT

Free

Jefferson East, Inc.



Community Meeting

Fri, Oct 25 • 5:00 PM CDT + 36 more

From $0.00

Ultimate Playdates Inc.





Free

Fort Worth STEAM Academv

Free

The Twin Cities Business Architecture Forum



Braunstone Town Community Meeting

Wed, Oct 23 • 10:00 AM CDT + 5 more

Free

Buzzing Roots

Wagner Advocacy and Political Action Community Meeting

Thu, Nov 7 • 4:00 PM CST

Free

NYU Robert F. Wagner Graduate School of Public Service

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FAQs
Sitemap

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Sell Tickets Online
Event Planning
Sell Concert Tickets Online
Event Payment System
Solutions for Professional Services
Event Management Software
Halloween Party Planning
Virtual Events Platform
QR Codes for Event Check-In
Post your event online

Find Events

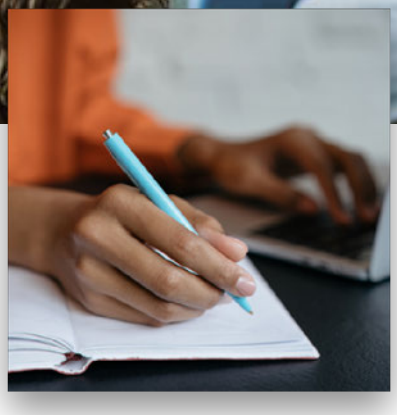
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Focus Group

The Civic School Focus Groups

LC Loren Colman Contact

Thank you so much for being willing to share your experiences with us. Please pick ONE focus group to attend. The session will be audio recorded and transcribed for data collection purposes and all responses will be kept confidential. Dinner will be provided from various locations; it is listed below. Please review the available slots below and click on the button to share your contact information to sign up. Thank you! Muchas gracias por estar dispuesto a compartir tus experiencias con nosotros. Por favor, elija UNO grupo focal para asistir. La sesión se grabará y transcribirá en audio para fines de recopilación de datos y todas las respuestas se mantendrán confidenciales. La cena se ofrecerá desde varios lugares; aparece a continuación. Revise los espacios disponibles a continuación y haga clic en el botón para compartir su información de contacto para registrarse. ¡Gracias!

- Monday, February 5 at 6:00pm, Dinner: Jason's Deli
- Tuesday, February 13 at 6:00pm, Dinner: Taco Joint
- Wednesday, February 21 at 6:00pm, Dinner: Chick-Fil-A - ***Spanish Translation Available***

If child care will limit you from attending, please e-mail loren.colman@thecivicschool.com to request childcare and we will work to get it set up. *Si el cuidado de niños le limita la asistencia, envíe un correo electrónico a loren.colman@thecivicschool.com para solicitar el cuidado de niños y trabajaremos para organizarlo.*

If all the spots are full are you are still interested, please e-mail loren.colman@thecivicschool.com to sign up for our next date. Si todas las plazas están ocupadas y todavía estás interesado, envíanos un correo electrónico loren.colman@thecivicschool.com para inscribirte en nuestra próxima fecha.

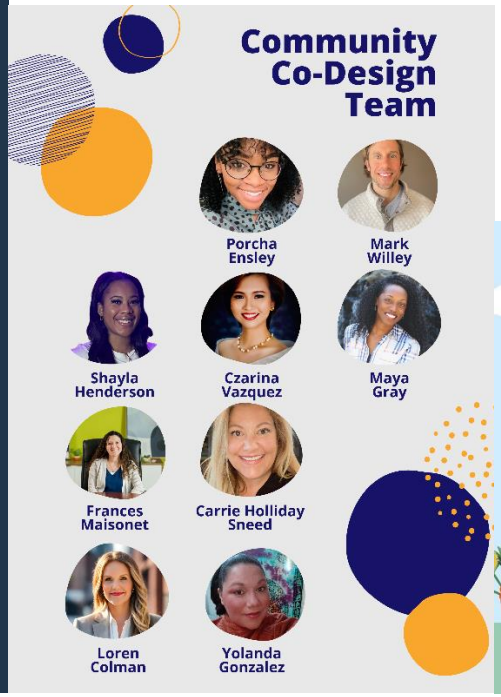
Share


Wanna Help us start a community school in far east Dallas?
Take our community survey!
https://tinyurl.com/bdhykjmm


Have you dreamed of a world class education for children in East Dallas?
www.tmseastdallas.com
We need YOUR voice!
Complete our quick survey for a chance to win a $50 Amazon gift card!!!
Children in East Dallas deserve a learning community where:
all feel safe, known and loved
kids are empowered to reach their highest potential
your child's interests are fostered
the best teachers in the city come to educate our future leaders!
E-mail us at:
tmseastdallasinfo@gmail.com


¿Alguna vez ha soñado con una clase mundial de educación para niños en el este de Dallas?
www.tmseastdallas.com
¡Necesitamos TU voz!
¡Complete nuestra encuesta para tener la oportunidad de ganar una tarjeta de regalo de Amazon de $50!
Los niños del este de Dallas merecen una comunidad de aprendizaje donde:
Todos se sienten seguros, conocidos y amados
Los niños tienen el poder de alcanzar su mayor potencial
Los intereses de su hijo son adoptivos
¡Los mejores profesores de la ciudad ven a educar nuestro future líderes!
Envíanos un email a:
tmseastdallasinfo@gmail.com


The Civic School
Want to start a school together? Take our community survey for a chance to win a $50 Amazon gift card!
¿Quieres empezar una escuela juntos? ¡Responda nuestra encuesta comunitaria para tener la oportunidad de ganar una tarjeta de regalo de Amazon de $50!
Scan to get involved!
Escanee para participar
https://tinyurl.com/538n9u5f
Complete Community Survey!
Completa la encuesta comunitaria!
https://tinyurl.com/bdhykjmm
www.thecivicschool.com


Community Co-Design Team
Porcha Ensley
Mark Willey
Shayla Henderson
Czarina Vazquez
Maya Gray
Frances Maisonet
Carrie Holliday Sneed
Loren Colman
Yolanda Gonzalez


Reunión comunitaria
en Owenwood
¡Queremos escuchar de ti!
Únase a nosotros para discutir las necesidades de la comunidad, la diversión familiar y la comida deliciosa.
lunes, 22 de abril
5:30 pm
Cuidado de niños disponible
1451 JOHN WEST RD. DALLAS, TX 75228





You're Invited To A

COMMUNITY MEETING



Come and join our next community meeting to learn about our proposed school model for East Dallas (and hear about our new name the community voted on!). It is free and open to the public (no registration required, just show up! :-) At the meeting you will have a chance to meet our founder and board members, learn about our mission, vision, and values, and see our educational model in action! Don't forget to bring a neighbor or two who might be interested in learning more!

Date: August 9, 2024
Time: 5:30-7:30pm Come & Go
Where: Owenwood Farm & Neighbor Space

THE CIVIC SCHOOL EAST DALLAS

1451 John West Rd, Dallas, TX 75228

Está invitado a una

REUNIÓN DE LA COMUNIDAD



Venga y únase a nuestra próxima reunión comunitaria para aprender sobre nuestro modelo de escuela propuesto para el este de Dallas (¡y escuche sobre nuestro nuevo nombre por el que votó la comunidad!). Es gratis y está abierto al público (no es necesario registrarse, ¡solo preséntese! :-) En la reunión, tendrá la oportunidad de conocer a nuestro fundador y miembros de la junta directiva, aprender sobre nuestra misión, visión y valores, ¡y ver nuestro modelo educativo en acción! ¡No olvide traer a uno o dos vecinos que puedan estar interesados en obtener más información!

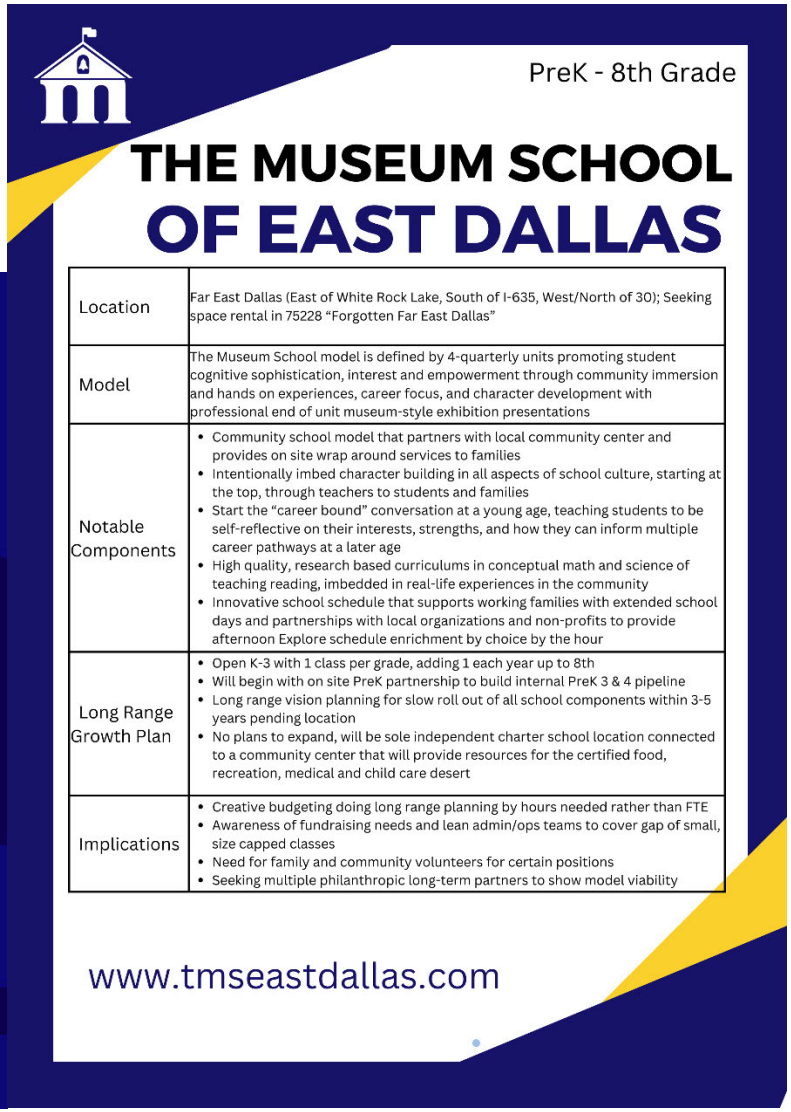
Fecha: 9 de agosto de 2024
Hora: 5:30-7:30pm Ida y Vuelta
Dónde: Owenwood Farm & Neighbor Space

THE CIVIC SCHOOL EAST DALLAS

1451 John West Rd, Dallas, TX 75228




THE CIVIC
SCHOOL
COMMUNITY CO-DESIGN
TEAM SCHEDULE 23-24
DEC 6
INTRODUCTION & ACTION PLANNING
JAN 3
EVENT PLANNING
FEB 7
DATA COLLECTION
MAR 6
TEA APPLICATION OVERVIEW & PLAN
www.thecivicschool.com


PreK - 8th Grade
THE MUSEUM SCHOOL
OF EAST DALLAS
Location
Far East Dallas (East of White Rock Lake, South of I-635, West/North of 30); Seeking space rental in 75228 "Forgotten Far East Dallas"
Model
The Museum School model is defined by 4-quarterly units promoting student cognitive sophistication, interest and empowerment through community immersion and hands on experiences, career focus, and character development with professional end of unit museum-style exhibition presentations
Notable Components
• Community school model that partners with local community center and provides on site wrap around services to families
• Intentionally imbed character building in all aspects of school culture, starting at the top, through teachers to students and families
• Start the "career bound" conversation at a young age, teaching students to be self-reflective on their interests, strengths, and how they can inform multiple career pathways at a later age
• High quality, research based curriculums in conceptual math and science of teaching reading, imbedded in real-life experiences in the community
• Innovative school schedule that supports working families with extended school days and partnerships with local organizations and non-profits to provide afternoon Explore schedule enrichment by choice by the hour
Long Range Growth Plan
• Open K-3 with 1 class per grade, adding 1 each year up to 8th
• Will begin with on site PreK partnership to build internal PreK 3 & 4 pipeline
• Long range vision planning for slow roll out of all school components within 3-5 years pending location
• No plans to expand, will be sole independent charter school location connected to a community center that will provide resources for the certified food, recreation, medical and child care desert
Implications
• Creative budgeting doing long range planning by hours needed rather than FTE
• Awareness of fundraising needs and lean admin/ops teams to cover gap of small, size capped classes
• Need for family and community volunteers for certain positions
• Seeking multiple philanthropic long-term partners to show model viability
www.tmseastdallas.com

10:02

The Museum School of East Dallas (form...

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The Museum School of East Dallas...
275 followers
1mo • Edited •

Ever wondered what "community co-design" means? Check out this video on our past year to see what we have been up to! ...see more



The Museum School of East Dallas Community Co-Desi...
youtube.com

1 repost

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The Museum School of East Dallas...
275 followers
1mo •

Will you help us build on our momentum and take a few seconds to sign our petition to start a small, FREE community school in East Dallas using the ...see more



This campaign needs you now
change.org

2 reposts

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10:02

The Museum School of East Dallas (form...

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275 followers
3w •

Our next public meeting to learn more about TMS is here! Just show up or register in advance here for a chance to be entered into a drawing for ...see more



The Museum School of East Dallas Public Community Meet...
eventbrite.com

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The Museum School of East Dallas...
275 followers
1mo •

Have you dreamed about something new for education in Dallas?

...see more

NORTH TEXAS GIVING DAY
COMMUNITIES FOUNDATION of TEXAS
amazon

North Texas Giving Day
northtexasgivingday.org

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10:02

The Museum School of East Dallas (form...

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The Museum School of East Dallas...
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The Museum School of East Dallas will open up doors for students to be immmersed in their community through hands-on learning. ...see more



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10:01

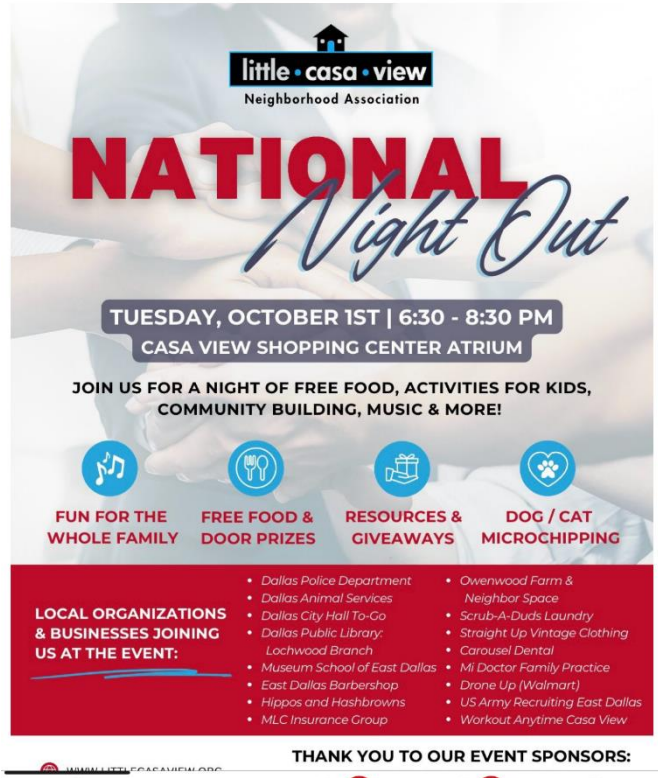
The Museum School of East Dallas (form...

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The Museum School of East Dallas (for...
275 followers
1w •

Come hang out with us at the Casa View Shopping Center tonight for National Night Out!!



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10:01

The Museum School of East Dallas (form...

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The Museum School of East Dallas...
275 followers
6d •

In August, we did a pilot of our school as a free camp the week before school started.

...see more



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10:01

The Museum School of East Dallas (form...

View as admin



The Museum School of East Dallas (formerly The Civic School)

Coming Soon to the far East Dallas area, a PreK-8th grade school unlike any other...

Primary and Secondary Education • Dallas, TX • 275 followers

See 1 employee on LinkedIn

Message Following

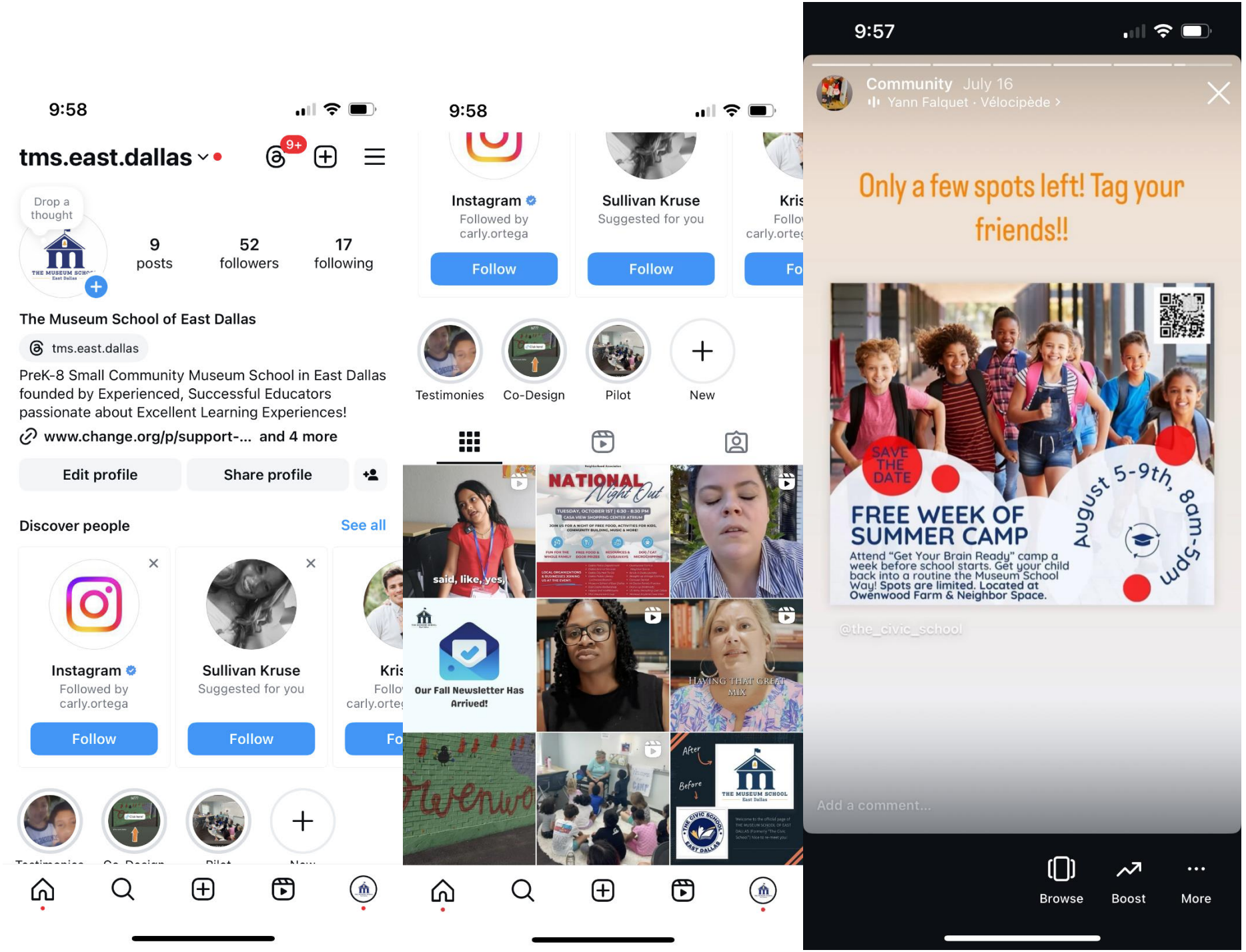
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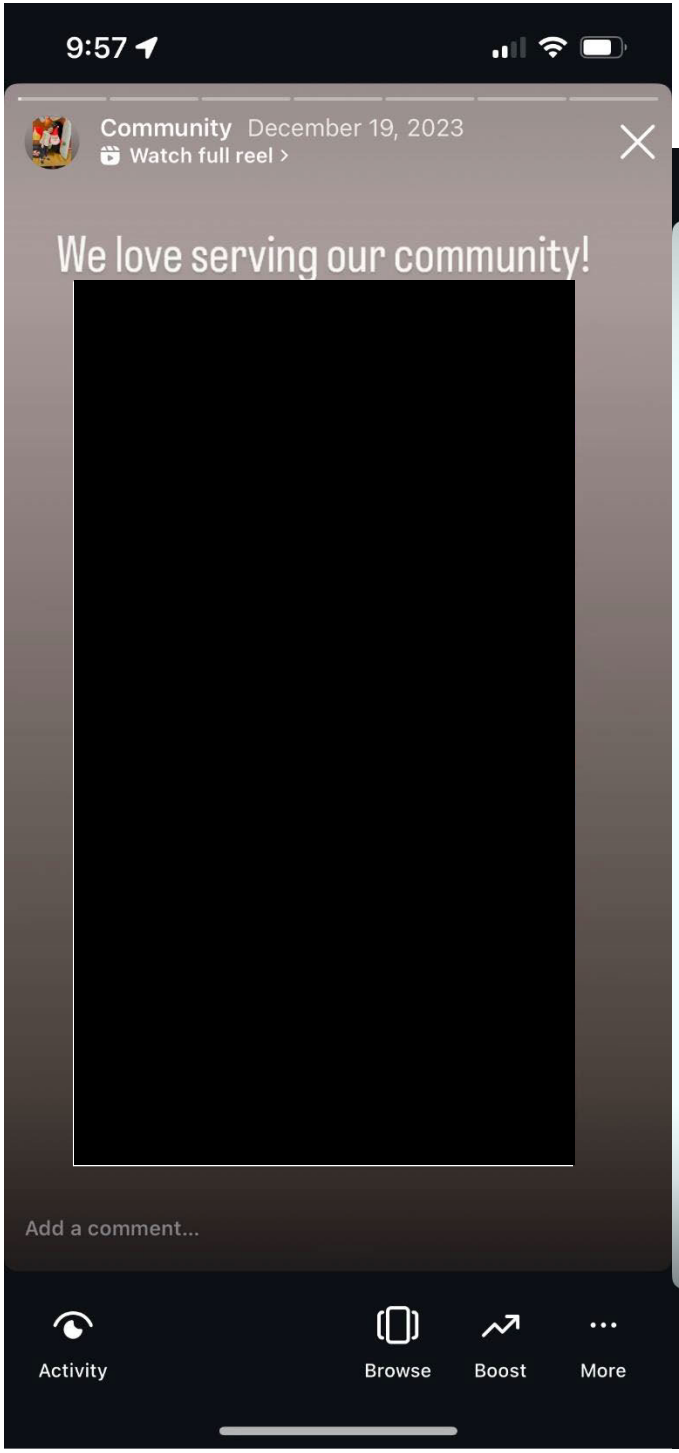
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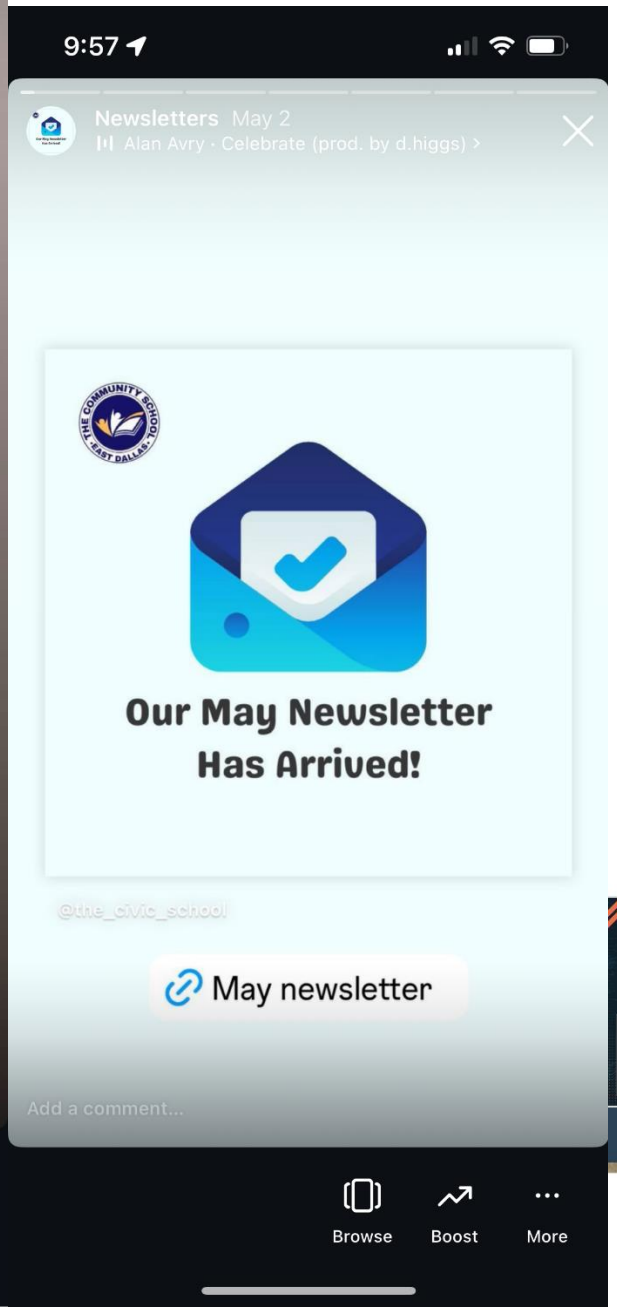
The Museum School of East Dallas...
275 followers
6d •

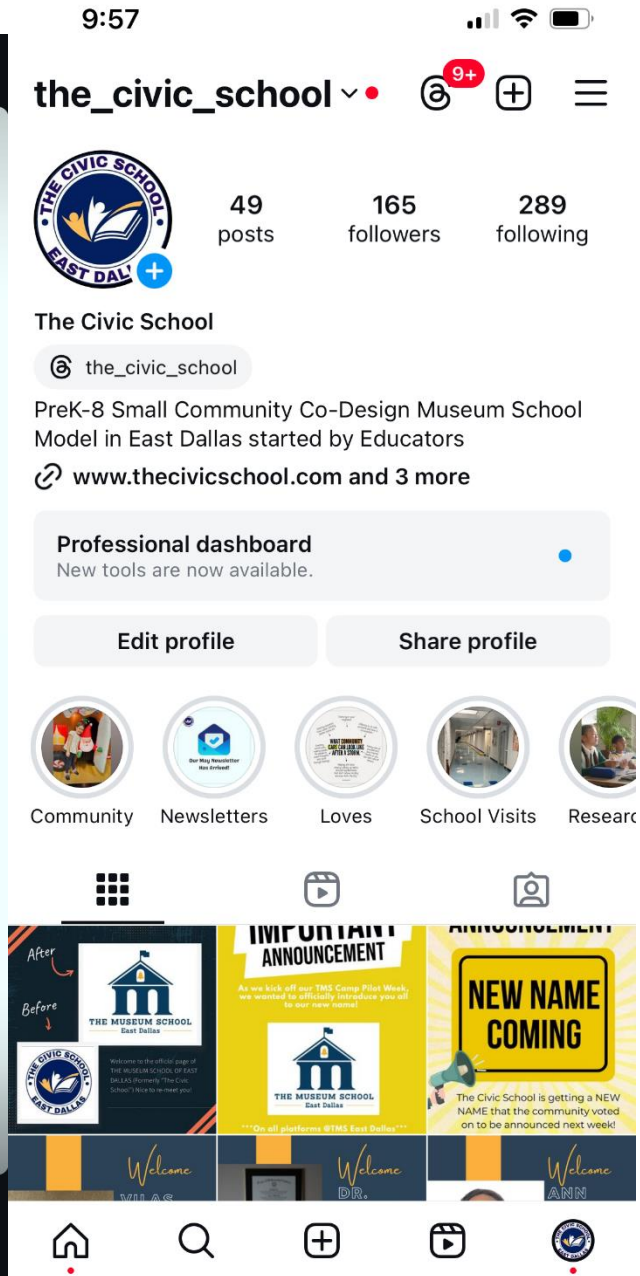
In August, we did a pilot of our school as a free camp the week before school started

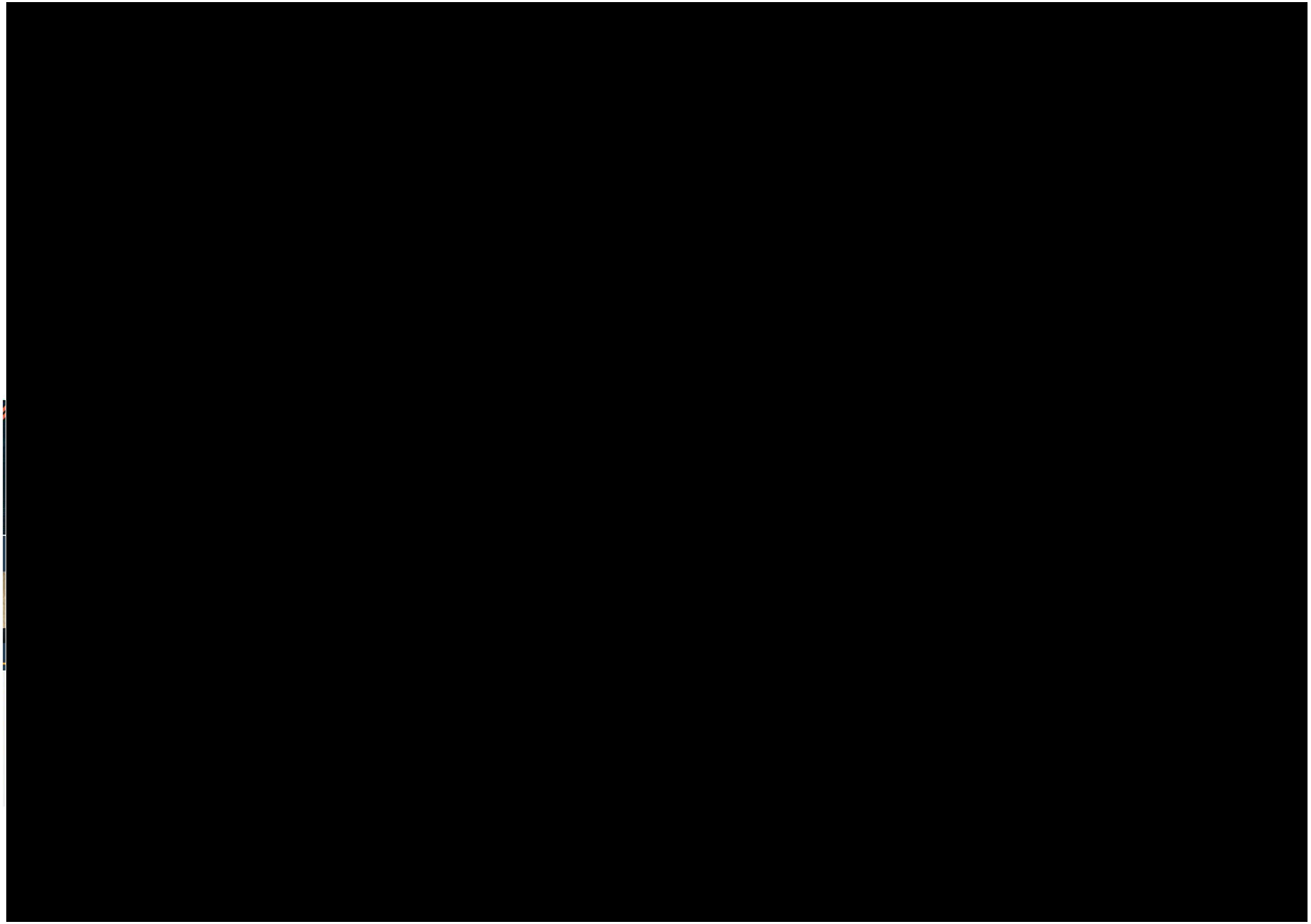
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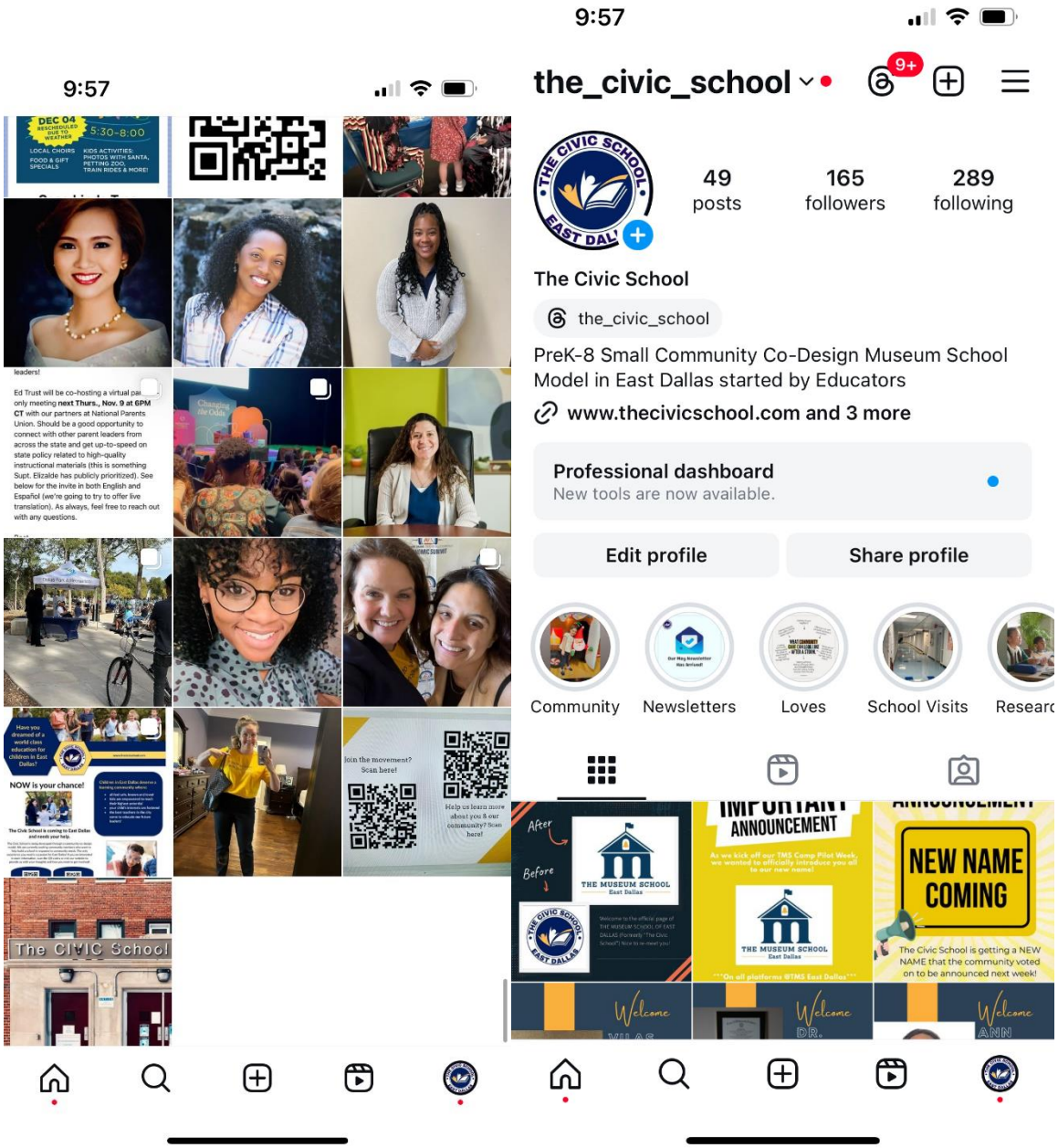

9:58
tms.east.dallas
9+
Drop a thought
9
posts
52
followers
17
following
The Museum School of East Dallas
tms.east.dallas
PreK-8 Small Community Museum School in East Dallas founded by Experienced, Successful Educators passionate about Excellent Learning Experiences!
www.change.org/p/support-... and 4 more
Edit profile
Share profile
Discover people
See all
Instagram
Followed by carly.ortega
Follow
Sullivan Kruse
Suggested for you
Follow
Testimonies
Co-Design
Pilot
New
said, like, yes,
NATIONAL Night Out
Our Fall Newsletter Has Arrived!
HAVING THAT GREAT MIX
After
Before
THE MUSEUM SCHOOL
THE CIVIC SCHOOL EAST DALLAS
9:58
Instagram
Followed by carly.ortega
Follow
Sullivan Kruse
Suggested for you
Follow
Testimonies
Co-Design
Pilot
New
9:57
Community July 16
Yann Falquet · Vélocipède
Only a few spots left! Tag your friends!!
SAVE THE DATE
FREE WEEK OF SUMMER CAMP
Attend "Get Your Brain Ready" camp a week before school starts. Get your child back into a routine the Museum School Way! Spots are limited. Located at Owenwood Farm & Neighbor Space.
August 5-9th, 8am-5pm
@the_civic_school
Add a comment...
Browse
Boost
More


9:57
Community December 19, 2023
Watch full reel ›
We love serving our community!
Add a comment...
Activity
Browse
Boost
More


9:57
Newsletters May 2
Alan Avry · Celebrate (prod. by d.higgs) ›
Our May Newsletter Has Arrived!
@the_civic_school
May newsletter
Add a comment...
Browse
Boost
More


9:57
the_civic_school
9+
49 posts
165 followers
289 following
The Civic School
the_civic_school
PreK-8 Small Community Co-Design Museum School Model in East Dallas started by Educators
www.thecivicschool.com and 3 more
Professional dashboard
New tools are now available.
Edit profile
Share profile
Community
Newsletters
Loves
School Visits
IMPORTANT ANNOUNCEMENT
NEW NAME COMING
The Civic School is getting a NEW NAME that the community voted on to be announced next week!


9:57



Marketing Video Links

Website link

Dates shown as mm/dd/yyyy CST

Date	Location	Available Slot
02/05/2024 **6:00pm-** **8:00pm** Monday	Owenwood Farm & Neighbor Space	Sign Up **Focus Group Attendee** **6 of 7 slots filled** Email Sign Up ES Email Sign Up ES Email Sign Up ES Email Sign Up ES Email Sign Up ES Dana Martin DM
02/13/2024 **6:00pm-** **8:00pm** Tuesday	Owenwood Farm & Neighbor Space	Sign Up **Focus Group Attendee** **6 of 7 slots filled** Maria Mireles MM Alma Mireles AM Alicia Mitchell AM Katawna Caldwell KC Emma Jamail EJ Matrika Sowell-Howe MS
02/21/2024 **6:00pm-** **8:00pm** Wednesday	Owenwood Farm & Neighbor Space	Sign Up **Focus Group Attendee** **5 of 7 slots filled** Ivy Murphy IM I will have 2 kiddos with me. Kim Galindo KG Maggie Bell MB Yolanda Carrie Holliday-Sne... CH

Date	Location	Available Slot
02/26/2024 **6:00pm-8:00pm** Monday	Virtual ID: 84491401521, Passcode: 073918	Sign Up **Focus Group Attendee** **1 of 7 slots filled** Matrika Sowell-Howe MS

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Petition for The Civic School (Proposed Name)
Petición para la Escuela Cívica (Nombre propuesto)

Petition Summary and background **Resumen de la petición y antecedentes**	Our community recognizes the importance of providing high-quality education that reflects our values, addresses our unique needs, and fosters a supportive learning environment for our children. However, we have observed shortcomings in the current educational offerings available to our community, including overcrowded classrooms, limited resources, and a lack of individualized attention for students. As concerned citizens, parents, and educators, we believe that establishing a community charter school is a proactive solution to address these challenges and ensure that every child receives the education they deserve. *Nuestra comunidad reconoce la importancia de proporcionar una educación de alta calidad que refleje nuestros valores, aborde nuestras necesidades únicas y fomente un entorno de aprendizaje de apoyo para nuestros niños. Sin embargo, hemos observado deficiencias en la oferta educativa actual disponible para nuestra comunidad, incluyendo aulas superpobladas, recursos limitados y falta de atención individualizada para los estudiantes. Como ciudadanos, padres y educadores preocupados, creemos que establecer una escuela chárter comunitaria es una solución proactiva para abordar estos desafíos y garantizar que todos los niños reciban la educación que merecen.*
Action petitioned for **Acción solicitada**	We, the undersigned, propose the establishment of a small community charter school to serve the educational needs of our local area. This school will prioritize community involvement, small class sizes, and fostering a supportive environment for students to thrive academically, socially, and emotionally. Our aim is to provide a high-quality education that reflects the values, interests, and needs of our community while promoting innovation and student-centered approaches to learning. *Nosotros, los abajo firmantes, proponemos el establecimiento de una pequeña escuela chárter comunitaria para atender las necesidades educativas de nuestra área local. Esta escuela priorizará la participación de la comunidad, el tamaño reducido de las clases y el fomento de un entorno de apoyo para que los estudiantes prosperen académica, social y emocionalmente. Nuestro objetivo es proporcionar una educación de alta calidad que refleje los valores, intereses y necesidades de nuestra comunidad, al tiempo que promovemos la innovación y los enfoques de aprendizaje centrados en el estudiante.*

Date/ Fecha	Printed Name/ Nombre impreso	Signature/Firma	Mailing Address/ Dirección postal
8/3	Araceli Roque	Araceli Roque	[redacted]
8/3/24	Vanessa Murillo	Van	[redacted]
8/3	Lizbeth Paez	LizbethP.	[redacted]
	Maria Patricio	Axel Ortega	[redacted]
8/3	Laura Williams		[redacted]
8/3	LaShamclay		[redacted]
	Ofelio Ramos	Ofelio Ramos	[redacted]
8/3	Maria Beraviche	Maria Guzmaria	[redacted]
8/3	Maria Martinez		[redacted]
8/3	Irma Guerrero	Irma G	[redacted]
8/3	Rosana Sedr	Rosana Sedr	[redacted]
8/3	Caroline Espinoza	Caroline Espinoza	[redacted]
8/3	Patricia Gonzales		[redacted]
8/3	Shaquitadohnson	Shaquita	[redacted]
8/3	Sandra Baldwin	Sandra Baldwin	[redacted]

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Petition for The Civic School (Proposed Name)
Petición para la Escuela Cívica (Nombre propuesto)

Petition Summary and background **Resumen de la petición y antecedentes**	Our community recognizes the importance of providing high-quality education that reflects our values, addresses our unique needs, and fosters a supportive learning environment for our children. However, we have observed shortcomings in the current educational offerings available to our community, including overcrowded classrooms, limited resources, and a lack of individualized attention for students. As concerned citizens, parents, and educators, we believe that establishing a community charter school is a proactive solution to address these challenges and ensure that every child receives the education they deserve. *Nuestra comunidad reconoce la importancia de proporcionar una educación de alta calidad que refleje nuestros valores, aborde nuestras necesidades únicas y fomente un entorno de aprendizaje de apoyo para nuestros niños. Sin embargo, hemos observado deficiencias en la oferta educativa actual disponible para nuestra comunidad, incluyendo aulas superpobladas, recursos limitados y falta de atención individualizada para los estudiantes. Como ciudadanos, padres y educadores preocupados, creemos que establecer una escuela chárter comunitaria es una solución proactiva para abordar estos desafíos y garantizar que todos los niños reciban la educación que merecen.*
Action petitioned for **Acción solicitada**	We, the undersigned, propose the establishment of a small community charter school to serve the educational needs of our local area. This school will prioritize community involvement, small class sizes, and fostering a supportive environment for students to thrive academically, socially, and emotionally. Our aim is to provide a high-quality education that reflects the values, interests, and needs of our community while promoting innovation and student-centered approaches to learning. *Nosotros, los abajo firmantes, proponemos el establecimiento de una pequeña escuela chárter comunitaria para atender las necesidades educativas de nuestra área local. Esta escuela priorizará la participación de la comunidad, el tamaño reducido de las clases y el fomento de un entorno de apoyo para que los estudiantes prosperen académica, social y emocionalmente. Nuestro objetivo es proporcionar una educación de alta calidad que refleje los valores, intereses y necesidades de nuestra comunidad, al tiempo que promovemos la innovación y los enfoques de aprendizaje centrados en el estudiante.*

Date/ Fecha	Printed Name/ Nombre impreso	Signature/Firma	Mailing Address/ Dirección postal
5/11	Henry PINA	Henry Piña	[redacted]
5/11	Justine Yancy		[redacted]
5/11	Leslie De Rosario		[redacted]
5/11	Jessica Hernandez		[redacted]
5/11	Norma Estrada	Norma Estrada	[redacted]
5/19	Yolanda Gonzalez		[redacted]
5/19	Ivy Murphy		[redacted]
5/19	Meredith Rowley		[redacted]
5/19	Michael Rowley		[redacted]
5/19	Matrika Sowell-Howe		[redacted]
5/19	Czarina Vazquez	C Vazquez	[redacted]
5/19	IVAN VAZQUEZ		[redacted]
5/19	Mariló Juarez		[redacted]
	Kania Cardoza		[redacted]
8/3/24	Fatima Luises		[redacted]
6/3/24	Alida Carios		[redacted]

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Petition for The Civic School (Proposed Name)
Petición para la Escuela Cívica (Nombre propuesto)

Petition Summary and background **Resumen de la petición y antecedentes**	Our community recognizes the importance of providing high-quality education that reflects our values, addresses our unique needs, and fosters a supportive learning environment for our children. However, we have observed shortcomings in the current educational offerings available to our community, including overcrowded classrooms, limited resources, and a lack of individualized attention for students. As concerned citizens, parents, and educators, we believe that establishing a community charter school is a proactive solution to address these challenges and ensure that every child receives the education they deserve. *Nuestra comunidad reconoce la importancia de proporcionar una educación de alta calidad que refleje nuestros valores, aborde nuestras necesidades únicas y fomente un entorno de aprendizaje de apoyo para nuestros niños. Sin embargo, hemos observado deficiencias en la oferta educativa actual disponible para nuestra comunidad, incluyendo aulas superpobladas, recursos limitados y falta de atención individualizada para los estudiantes. Como ciudadanos, padres y educadores preocupados, creemos que establecer una escuela chárter comunitaria es una solución proactiva para abordar estos desafíos y garantizar que todos los niños reciban la educación que merecen.*
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Date/ Fecha	Printed Name/ Nombre impreso	Signature/Firma	Mailing Address/ Dirección postal
11-9-24	Susie Battle		[redacted]
11-9-24	Dockisha Douglas		[redacted]
11-9-24	Brenda Mendoza		[redacted]
11-9-24	Cecilia Tristan		[redacted]
11-9-24	Summer Elliott		[redacted]

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Petition for The Civic School (Proposed Name)
Petición para la Escuela Cívica (Nombre propuesto)

Petition Summary and background **Resumen de la petición y antecedentes**	Our community recognizes the importance of providing high-quality education that reflects our values, addresses our unique needs, and fosters a supportive learning environment for our children. However, we have observed shortcomings in the current educational offerings available to our community, including overcrowded classrooms, limited resources, and a lack of individualized attention for students. As concerned citizens, parents, and educators, we believe that establishing a community charter school is a proactive solution to address these challenges and ensure that every child receives the education they deserve. *Nuestra comunidad reconoce la importancia de proporcionar una educación de alta calidad que refleje nuestros valores, aborde nuestras necesidades únicas y fomente un entorno de aprendizaje de apoyo para nuestros niños. Sin embargo, hemos observado deficiencias en la oferta educativa actual disponible para nuestra comunidad, incluyendo aulas superpobladas, recursos limitados y falta de atención individualizada para los estudiantes. Como ciudadanos, padres y educadores preocupados, creemos que establecer una escuela chárter comunitaria es una solución proactiva para abordar estos desafíos y garantizar que todos los niños reciban la educación que merecen.*
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Date/ Fecha	Printed Name/ Nombre impreso	Signature/Firma	Mailing Address/ Dirección postal
9/22/24	Emerita Raquel pais	Emerita Raquel pais	[redacted]
9/11/24	Emma Fernandez 3	[redacted]	[redacted]
11/9/24	Nayeli DeLaCruz	Nayeli DeLaCruz	[redacted]
11/9/24	Pamela Bennett	[redacted]	[redacted]
11/9/24	Joyce Mille	[redacted]	[redacted]
11-9-24	Rosa Obrego	Rosa Obrego	[redacted]
11/9/24	Chad Hemmerle	[redacted]	[redacted]
11/9/24	Rosa Fiota	Rosa Fiota Sanchez	[redacted]
11/9/24	Brandi Garcia	[redacted]	[redacted]

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Petition for The Civic School (Proposed Name)
Petición para la Escuela Cívica (Nombre propuesto)

Petition Summary and background **Resumen de la petición y antecedentes**	Our community recognizes the importance of providing high-quality education that reflects our values, addresses our unique needs, and fosters a supportive learning environment for our children. However, we have observed shortcomings in the current educational offerings available to our community, including overcrowded classrooms, limited resources, and a lack of individualized attention for students. As concerned citizens, parents, and educators, we believe that establishing a community charter school is a proactive solution to address these challenges and ensure that every child receives the education they deserve. *Nuestra comunidad reconoce la importancia de proporcionar una educación de alta calidad que refleje nuestros valores, aborde nuestras necesidades únicas y fomente un entorno de aprendizaje de apoyo para nuestros niños. Sin embargo, hemos observado deficiencias en la oferta educativa actual disponible para nuestra comunidad, incluyendo aulas superpobladas, recursos limitados y falta de atención individualizada para los estudiantes. Como ciudadanos, padres y educadores preocupados, creemos que establecer una escuela chárter comunitaria es una solución proactiva para abordar estos desafíos y garantizar que todos los niños reciban la educación que merecen.*
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Date/ Fecha	Printed Name/ Nombre impreso	Signature/Firma	Mailing Address/ Dirección postal
8/3	Brittany Mashad	Brittany Mashad	[redacted]
8/3	Juliana Shuster	Juliana Shuster	[redacted]
8/3	Lacresia Webster	Lacresia Webster	[redacted]
8/3	Anne lise	Anne lise	[redacted]
	Adriana Lopez		[redacted]
8/3	Okeyon Cornell	Okeyon Cornell	[redacted]
8/3	Candy Solis	Candy Solis	[redacted]
8/3	Amanda Rangel	Amanda Rangel	[redacted]
8/13	Gabriel Vasquez	Gabriel Vasquez	[redacted]
8/3/24	Maria Vazquez	Maria Vazquez	[redacted]
8/9/24	Ben Smithson	Ben Smithson	[redacted]
8/9/24	Guadalupe Alvarado	Guadalupe Alvarado	[redacted]
8/9/24	Misty Young	Misty Young	[redacted]
8/9/24	Cathleen Young	Cathleen Young	[redacted]
8/9/24	Chris Wells	Chris Wells	[redacted]

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Petition for The Civic School (Proposed Name)
Petición para la Escuela Cívica (Nombre propuesto)

Petition Summary and background **Resumen de la petición y antecedentes**	Our community recognizes the importance of providing high-quality education that reflects our values, addresses our unique needs, and fosters a supportive learning environment for our children. However, we have observed shortcomings in the current educational offerings available to our community, including overcrowded classrooms, limited resources, and a lack of individualized attention for students. As concerned citizens, parents, and educators, we believe that establishing a community charter school is a proactive solution to address these challenges and ensure that every child receives the education they deserve. *Nuestra comunidad reconoce la importancia de proporcionar una educación de alta calidad que refleje nuestros valores, aborde nuestras necesidades únicas y fomente un entorno de aprendizaje de apoyo para nuestros niños. Sin embargo, hemos observado deficiencias en la oferta educativa actual disponible para nuestra comunidad, incluyendo aulas superpobladas, recursos limitados y falta de atención individualizada para los estudiantes. Como ciudadanos, padres y educadores preocupados, creemos que establecer una escuela chárter comunitaria es una solución proactiva para abordar estos desafíos y garantizar que todos los niños reciban la educación que merecen.*
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Date/ Fecha	Printed Name/ Nombre impreso	Signature/Firma	Mailing Address/ Dirección postal
8/3	Heidi Bassett	Heidi M Bassett	[redacted]
8-3	Yatzary almaguer	Yatzary almaguer	[redacted]
8-3	Krystle Velazquez	Krystle Velazquez	[redacted]
8/3/24	Sanjuana Vela.		[redacted]
8/3/24	Henry Campos		[redacted]
8/3	Mikayla Gomez	Mikayla Gomez	[redacted]
8/2	Brianna Mora	Brianna Morales	[redacted]
8/2	Cecilia Aguilar		[redacted]
8-2	Olivia Ogden		[redacted]
8-2-24	Marcella St Romain		[redacted]
8/3/24	Jose Saucedal		[redacted]
8/3/24	Shmuli Weber		[redacted]
8/3	Yvonne Hill		[redacted]
8/3	Maranda Colwick		[redacted]
8-3	Yalilu Mayer		[redacted]
8.3	Cynthia Salas		[redacted]

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Petition for The Civic School (Proposed Name)
Petición para la Escuela Cívica (Nombre propuesto)

Petition Summary and background **Resumen de la petición y antecedentes**	Our community recognizes the importance of providing high-quality education that reflects our values, addresses our unique needs, and fosters a supportive learning environment for our children. However, we have observed shortcomings in the current educational offerings available to our community, including overcrowded classrooms, limited resources, and a lack of individualized attention for students. As concerned citizens, parents, and educators, we believe that establishing a community charter school is a proactive solution to address these challenges and ensure that every child receives the education they deserve. *Nuestra comunidad reconoce la importancia de proporcionar una educación de alta calidad que refleje nuestros valores, aborde nuestras necesidades únicas y fomente un entorno de aprendizaje de apoyo para nuestros niños. Sin embargo, hemos observado deficiencias en la oferta educativa actual disponible para nuestra comunidad, incluyendo aulas superpobladas, recursos limitados y falta de atención individualizada para los estudiantes. Como ciudadanos, padres y educadores preocupados, creemos que establecer una escuela chárter comunitaria es una solución proactiva para abordar estos desafíos y garantizar que todos los niños reciban la educación que merecen.*
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Date/ Fecha	Printed Name/ Nombre impreso	Signature/Firma	Mailing Address/ Dirección postal
8/3	Lara Williams		[redacted]
8/3	Diana Lara		
8/3	Susan Higgins		
8/3	Melany Lopez		
8/3	Madelyn Jim		
8/3	Mercedes Rivera		
8/3	Elsa Gomez		
8.3	Dianna Estrada		
8/8	Dulce Valdez		
8/3	Maria V		
8/9	Martha Meza		
8/9	Christopher Francois		
8/9	Roxana Prichel		
8/9	Shawnette Bryat		
8/9	Jamila Creag		

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Petition for The Civic School (Proposed Name)
Petición para la Escuela Cívica (Nombre propuesto)

Petition Summary and background **Resumen de la petición y antecedentes**	Our community recognizes the importance of providing high-quality education that reflects our values, addresses our unique needs, and fosters a supportive learning environment for our children. However, we have observed shortcomings in the current educational offerings available to our community, including overcrowded classrooms, limited resources, and a lack of individualized attention for students. As concerned citizens, parents, and educators, we believe that establishing a community charter school is a proactive solution to address these challenges and ensure that every child receives the education they deserve. *Nuestra comunidad reconoce la importancia de proporcionar una educación de alta calidad que refleje nuestros valores, aborde nuestras necesidades únicas y fomente un entorno de aprendizaje de apoyo para nuestros niños. Sin embargo, hemos observado deficiencias en la oferta educativa actual disponible para nuestra comunidad, incluyendo aulas superpobladas, recursos limitados y falta de atención individualizada para los estudiantes. Como ciudadanos, padres y educadores preocupados, creemos que establecer una escuela chárter comunitaria es una solución proactiva para abordar estos desafíos y garantizar que todos los niños reciban la educación que merecen.*
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Date/ Fecha	Printed Name/ Nombre impreso	Signature/Firma	Mailing Address/ Dirección postal
10-1	Dana Pendergraft	Dana Pendergraft	[redacted]
10-1	Rachelle Thorne	Rachelle Thorne	[redacted]
10/1	Cindy Embrey		[redacted]
10/1/24	Blake Ori		[redacted]
10/1/24	Edward Saenz		[redacted]
10/24/24	Silvana Pichardo		[redacted]
10/24	Emma Ramirez		[redacted]
10/24	Cecilia Silva		[redacted]
10/24	Maria Camacho	Maria C.	[redacted]
10/24	Karen Sifuentes		[redacted]
10/24	Candelaria	Candelaria	[redacted]
10.24	Teresa Palma	Teresa Palma	[redacted]
10/24	[illegible]	[illegible]	[redacted]
10/24	Olivia Diaz	Olivia Diaz	[redacted]
10/24	Erika Galindo	Cerika Galindo	[redacted]
10/24	Heidi Powell		[redacted]

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Petition for The Museum School of East Dallas (Proposed Name)
Petición para la Escuela Museo del Este de Dallas (Nombre propuesto)

Petition Summary and background **Resumen de la petición y antecedentes**	Our community recognizes the importance of providing high-quality education that reflects our values, addresses our unique needs, and fosters a supportive learning environment for our children. However, we have observed shortcomings in the current educational offerings available to our community, including overcrowded classrooms, limited resources, and a lack of individualized attention for students. As concerned citizens, parents, and educators, we believe that establishing a community charter school is a proactive solution to address these challenges and ensure that every child receives the education they deserve. *Nuestra comunidad reconoce la importancia de proporcionar una educación de alta calidad que refleje nuestros valores, aborde nuestras necesidades únicas y fomente un entorno de aprendizaje de apoyo para nuestros niños. Sin embargo, hemos observado deficiencias en la oferta educativa actual disponible para nuestra comunidad, incluyendo aulas superpobladas, recursos limitados y falta de atención individualizada para los estudiantes. Como ciudadanos, padres y educadores preocupados, creemos que establecer una escuela chárter comunitaria es una solución proactiva para abordar estos desafíos y garantizar que todos los niños reciban la educación que merecen.*
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Date/ Fecha	Printed Name/ Nombre impreso	Signature/Firma	Mailing Address/ Dirección postal
12/14/24	CAROLINA Balderas	Car Bal	[redacted]

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Petition for The Civic School (Proposed Name)
Petición para la Escuela Cívica (Nombre propuesto)

Petition Summary and background **Resumen de la petición y antecedentes**	Our community recognizes the importance of providing high-quality education that reflects our values, addresses our unique needs, and fosters a supportive learning environment for our children. However, we have observed shortcomings in the current educational offerings available to our community, including overcrowded classrooms, limited resources, and a lack of individualized attention for students. As concerned citizens, parents, and educators, we believe that establishing a community charter school is a proactive solution to address these challenges and ensure that every child receives the education they deserve. *Nuestra comunidad reconoce la importancia de proporcionar una educación de alta calidad que refleje nuestros valores, aborde nuestras necesidades únicas y fomente un entorno de aprendizaje de apoyo para nuestros niños. Sin embargo, hemos observado deficiencias en la oferta educativa actual disponible para nuestra comunidad, incluyendo aulas superpobladas, recursos limitados y falta de atención individualizada para los estudiantes. Como ciudadanos, padres y educadores preocupados, creemos que establecer una escuela chárter comunitaria es una solución proactiva para abordar estos desafíos y garantizar que todos los niños reciban la educación que merecen.*
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Date/ Fecha	Printed Name/ Nombre impreso	Signature/Firma	Mailing Address/ Dirección postal
10/24/24	DIEGO HERRERA		[redacted]
10/24/24	Jackelyn Sanchez		[redacted]
10/24/24	GAIA BURDEN		[redacted]
10/24/24	Yvette Sanied		[redacted]
10/24/24	Maria [illegible]		[redacted]
10/26	Veronica Olivo		[redacted]
10/26	Crystal D.	Crystal D	[redacted]
10/26/24	Tiffany Martinez		[redacted]
10/26/24	Jasmine Jones		[redacted]
10/26/24	Olivia Fuentes		[redacted]
10/26/24	Lucero Maldonado	Lucero Maldonado	[redacted]
10/26/24	Stephanie Arellas-Negrete		[redacted]
10/25/24	Maxci Fuente		[redacted]
10/26/24	Dilcia Peluchez		[redacted]
10/26/24	Jessica Padilla	Jessica Padilla	[redacted]
10/26/24	Manuel Barrios		[redacted]

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Petition for The Civic School (Proposed Name)
Petición para la Escuela Cívica (Nombre propuesto)

Petition Summary and background **Resumen de la petición y antecedentes**	Our community recognizes the importance of providing high-quality education that reflects our values, addresses our unique needs, and fosters a supportive learning environment for our children. However, we have observed shortcomings in the current educational offerings available to our community, including overcrowded classrooms, limited resources, and a lack of individualized attention for students. As concerned citizens, parents, and educators, we believe that establishing a community charter school is a proactive solution to address these challenges and ensure that every child receives the education they deserve. *Nuestra comunidad reconoce la importancia de proporcionar una educación de alta calidad que refleje nuestros valores, aborde nuestras necesidades únicas y fomente un entorno de aprendizaje de apoyo para nuestros niños. Sin embargo, hemos observado deficiencias en la oferta educativa actual disponible para nuestra comunidad, incluyendo aulas superpobladas, recursos limitados y falta de atención individualizada para los estudiantes. Como ciudadanos, padres y educadores preocupados, creemos que establecer una escuela chárter comunitaria es una solución proactiva para abordar estos desafíos y garantizar que todos los niños reciban la educación que merecen.*
Action petitioned for **Acción solicitada**	We, the undersigned, propose the establishment of a small community charter school to serve the educational needs of our local area. This school will prioritize community involvement, small class sizes, and fostering a supportive environment for students to thrive academically, socially, and emotionally. Our aim is to provide a high-quality education that reflects the values, interests, and needs of our community while promoting innovation and student-centered approaches to learning. *Nosotros, los abajo firmantes, proponemos el establecimiento de una pequeña escuela chárter comunitaria para atender las necesidades educativas de nuestra área local. Esta escuela priorizará la participación de la comunidad, el tamaño reducido de las clases y el fomento de un entorno de apoyo para que los estudiantes prosperen académica, social y emocionalmente. Nuestro objetivo es proporcionar una educación de alta calidad que refleje los valores, intereses y necesidades de nuestra comunidad, al tiempo que promovemos la innovación y los enfoques de aprendizaje centrados en el estudiante.*

Date/ Fecha	Printed Name/ Nombre impreso	Signature/Firma	Mailing Address/ Dirección postal
10/26	Matthew Pace		[redacted]
10/25	Salena Solis		
10/26	Norman Davis		
10/26	Danna Duke		
11/09	Isela Morales		
11/09	Brenda Flores		
11/09	Lorraine Pena		
11/09	Brenda Robles		
11/09	Camila Lopera		
11/09	Danielle Kerr		
11/09	morgan mccord		
11/09	Britany Davel		
11/09	Mia Ibarra		
11/09	Gabriela Mendez		
11/09	Mena Dau		
11/09	Victoria Herrera		

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Petition for The Civic School (Proposed Name)
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Date/ Fecha	Printed Name/ Nombre impreso	Signature/Firma	Mailing Address/ Dirección postal
5/9/24	Amanda Cissell	Amanda Cissell	[redacted]
8/7/24	Kiersten Underwood	[redacted]	
8/9/24	Chris Hills	[redacted]	
10/1/24	LeeAnn Sutton	[redacted]	
10/1/24	Tanya Allen	[redacted]	
10/1/2024	Yadira Guerra	[redacted]	
10.1.24	Melissa Silverio	[redacted]	
10/01/24	Jess Rivas	[redacted]	
10-1-24	Keila Garca	[redacted]	
10/1/24	Jesus Resendiz	Jesus Resendiz	
10/1/24	Nicholas Padilla	[redacted]	
10/1/24	Darrell King	[redacted]	
10/1/24	Mary Camarillo	[redacted]	
10/1/24	Sandra Daniels	[redacted]	
10/1/24	Charles Daniels	[redacted]	
10/1/24	Bobbie Watson	[redacted]	

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Petition for The Civic School (Proposed Name)
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Date/ Fecha	Printed Name/ Nombre impreso	Signature/Firma	Mailing Address/ Dirección postal
10.1.24	Cecilia Packheiser		[redacted]
10/1/24	Brooke Packheiser		[redacted]
10/1/24	Alicia mcMillan		[redacted]
10/24/24	Johana Lua		[redacted]
10/24/24	Alba Mercado		[redacted]
10/24	Stephanie Casillas-Negrete		[redacted]
10/24	Jose Martinez		[redacted]
10/24	GABRIEL RODRIGUEZ		[redacted]
10/24	Emily De La Rosa		[redacted]
10/24/24	Veronica K Bailey		[redacted]
10/24/24	Bailey Wright		[redacted]
10/24/24	LaPrincess Moore		[redacted]
10/24/24	Angie Ramirez		[redacted]
10/24/24	Jasmine Brand		[redacted]
10/24/24	Amber Martinez		[redacted]
10/24	Maria Rodriguez		[redacted]

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Petition Strength

9 Good

Start an image test

Upload a few images and we'll find the one driving the most signatures.

Start Smart Image test



Support the Opening of The Museum School of East Dallas

Share this petition

227 Verified signatures

Laura Hernandez • 2 hours ago Olivia Martinez • 3 hours ago Marcy Dunham • 10 hours ago Katrina Holliday • 10 hours ago

Decision Maker: Loren Colman

The Issue

The purpose of the following petition is to support the opening of The Museum School of East Dallas, created for and designed WITH the community, FOR the community!

Mission: The Museum School of East Dallas will provide a world-class PreK-8th education that empowers students and families in East Dallas to thrive within their communities and adapt to the dynamic global marketplace.

Website: www.thecivicschool.com

**NOTE* Because of the nature of our community co-design process, based on community vote, we are currently in the process of transitioning our name from "The Civic School" to "The Museum School of East Dallas;" so for now, consider them the same entity.*

Support the Opening of The Museum School of East Dallas

Edit | View Petition | Declare Victory

Daily Steps to Victory 0/7

Ask your supporters to share

Your supporters can help you grow your petition!

Send an update

Share on social media

Posts on social media are easy to miss. Share multiple times to maximize your chances to get signatures.

Share

Promote your petition

Chip in to reach people outside your network!

Promote

View More

Petition Overview



Only **273 more** supporters to the next goal!

2,308 petition views

48 petition shares

9 promoters

Petition Strength

9 Good

Improve rating

Timestamp	Parent/Guardian First Name Nombre del padre/tu	Parent/Guardian Last Name Apellido del padre/tu	Which language do you prefer to communicate in?	[redacted]	sign up up for r	Parent/Guardian Phone Number Número de teléfo	Parent/Guardian Mailing Address (Street address,	List Student(s) Name (first and last name) & Birth	Expected Grade Level in Fall 2026 (check all that a	What is the best way to contact you with updates?	Is there anything else you would like us to know ab
5/13/2024 14:06:32	Kelsey	Maxwell-Acosta	English/Ingles						K	E-mail/correo electronico	
8/12/2024 12:17:16	Matrika	Sowell-Howe	English/Ingles						3	E-mail/correo electronico	
8/19/2024 13:24:03	Kelly	Burelson	English/Ingles						4	Phone Call/llamada	
10/26/2024 18:40:54	Chassidy	Allen	English/Ingles						5	Text/mensaje de texto	
11/7/2024 13:10:07	yesica	martinez	English/Ingles						2, 3	Text/mensaje de texto	
11/14/2024 16:09:27	Erika	Estrada	English/Ingles						2	E-mail/correo electronico	N/A
12/9/2024 12:58:06	Kayla	McCaffrey	English/Ingles						K, 3, 5	E-mail/correo electronico	
12/14/2024 16:09:58	Steve	Rodriguez	English/Ingles						2	E-mail/correo electronico	
12/14/2024 17:18:34	MARIA	MARTINEZ	English/Ingles						5	E-mail/correo electronico	
12/14/2024 17:39:29	Martina	Arias-Guereca	English/Ingles						4	E-mail/correo electronico	
12/19/2024 9:09:24	Laura	Williams	English/Ingles						K, 4	Text/mensaje de texto	We are so excited for this safe and welcoming pla
12/19/2024 9:09:24	Kelsey	Maxwell-Acosta	English/Ingles						PK3	E-mail/correo electronico	
12/19/2024 9:16:40	Maya	Gray	English/Ingles						3	E-mail/correo electronico	No
12/19/2024 9:20:14	Andrea	Barger	English/Ingles						3	E-mail/correo electronico	
12/19/2024 9:23:07	Andrea	Hansen	English/Ingles						PK3	E-mail/correo electronico	Loren Colman's leadership will ensure the succes
12/19/2024 11:07:08	Amanda	Nunley	English/Ingles						1	E-mail/correo electronico	
12/19/2024 11:08:01	Josh	Nunley	English/Ingles						K	E-mail/correo electronico	
12/19/2024 11:14:33	Angie	Parra	Spanish/Espanol						2	E-mail/correo electronico	
12/19/2024 19:07:36	Yaritza	Gonzales	Spanish/Espanol						1	E-mail/correo electronico	No
12/19/2024 19:17:03	Ana Paola	Hernandez	Spanish/Espanol						2	E-mail/correo electronico	N/A
12/19/2024 19:21:56	Alfredo	Perales	English/Ingles						7	Phone Call/llamada	

*Plus an additional 22 paper copies so 44 total

Legal History

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

Provide the following information:

- 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).

If the sponsoring entity has been a party to current or past litigation, including arbitration proceedings and settlement agreements.

Provide the following information:

- formal legal complaint;
- any response to the complaint;
- settlement agreement; and
- results of the arbitration, litigation, or settlement.

If this attachment is not applicable to the sponsoring entity.

- Provide a single-page document that states, "The sponsoring entity has not been entrusted with the care and supervision of lawful minors and/or wards of a governmental entity or been a party to current or past litigation, including arbitration proceedings and settlement agreements. No response documents are being provided."



Legal History

The sponsoring entity has not been entrusted with the care and supervision of lawful minors and/or wards of a governmental entity or been a party to current or past litigation, including arbitration proceedings and settlement agreements. No response documents are being provided.

Detailed Start-Up Plan

Provide a detailed and comprehensive start-up plan for leading the development of the school from post-approval to opening—specifying tasks, timelines, and individuals responsible for each task.

CULTURE & ACADEMICS				
Task	**Owner(s)**	**Collaborator(s)**	**Due Date**	**Status**
Design Academic Playbook	Superintendent	Ops Manager	1/30/2026	
Design Culture Playbook	Superintendent	Ops Manager	1/30/2026	
Design instructional framework for all subjects (including PE)	Superintendent	Ops Manager	1/30/2026	
Revise yearlong scope and sequence for character development curriculum	Ops Manager	Superintendent	1/30/2026	
Select curricular resources for all subjects	Superintendent		1/30/2026	
Create Google site to house C&I resources	Ops Manager	Superintendent	1/30/2026	
Design yearly scope and sequence for all subjects	Superintendent	Ops Manager	1/30/2026	
Finalize unit pacing guides for all subjects	Ops Manager	Superintendent	1/30/2026	
Design unit/lesson internalization guides for all subjects	Ops Manager	Superintendent	1/30/2026	
Define assessment strategy	Superintendent	Ops Manager	1/30/2026	
Draft yearlong assessment calendar based on assessment strategy + school calendar	Ops Manager	Superintendent	1/30/2026	
Create academic dashboard	Ops Manager	Superintendent	1/30/2026	
Finalize vision of SPED program	Superintendent	Ops Manager	1/30/2026	
Consult with SPED and ELL consultants to design program	Superintendent	Ops Manager	1/30/2026	
Finalize code of conduct	Superintendent	Ops Manager	1/30/2026	
Finalize PBIS systems and structures	Ops Manager	Superintendent	1/30/2026	
Plan repeated rituals & traditions (daily, weekly, + monthly)	Ops Manager	Superintendent	1/30/2026	
Develop Student Culture Calendar	Ops Manager	Superintendent	2/17/2026	
Create culture walkthrough form	Ops Manager	Superintendent	2/17/2026	
Draft Summer PD Calendar	Superintendent	Ops Manager	2/17/2026	
Draft schedule of deliverables for Summer PD	Ops Manager	Ops Manager	2/17/2026	
Select pre-work reading and assignments for Summer PD	Ops Manager	Superintendent	2/17/2026	
Create lesson plan submission and feedback process	Ops Manager	Superintendent	2/17/2026	
Plan yearlong PD calendar for teachers + paras	Ops Manager	Superintendent	2/17/2026	
Identify assessment tools to be utilized	Superintendent	Ops Manager	2/17/2026	
Define service requirements for all SPED and ELL students	Superintendent	Ops Manager	2/17/2026	
Develop a testing schedule	Superintendent	Ops Manager	2/17/2026	
Identify SPED services and materials needed for program implementation	Superintendent	Ops Manager	2/17/2026	
Identify SPED and ELL population (through new student intake process)	Superintendent	Ops Manager	2/3/2026	
Develop IEPs - if needed (update and review)	Superintendent	Ops Manager	2/3/2026	
Conduct baseline testing of all students	Ops Manager	Superintendent	8/20/2025	
Enter data from baseline tests	Ops Manager	Superintendent	8/31/2025	

STAFF RECRUITMENT				
Task	**Owner(s)**	**Collaborator(s)**	**Due Date**	**Status**
Draft Y1 staff handbook	Superintendent	Ops Manager	11/1/2025	
Review handbook with consultants for revisions and edits	Superintendent	Ops Manager	9/15/2025	
Design interview process	Superintendent	Ops Manager	9/1/2025	
Develop detailed talent recruitment plan/strategy	Superintendent	Ops Manager	8/9/2025	
Create talent recruitment calendar (w/key recruitment events listed)	Superintendent	Ops Manager	7/1/2025	
Identify Talent recruitment systems and sites to post applications	Superintendent	Ops Manager	4/15/2026	
Work to secure access for ALSDE Application system	Superintendent	Ops Manager	8/15/2025	
Present to Board for Review and Approval	Superintendent	Ops Manager	5/1/2026	
Board approves staff handbook	Superintendent	Ops Manager	10/15/2025	
Finalize Job Descriptions for Start-Up Positions	Ops Manager	Superintendent	6/1/2026	
Develop Job Descriptions for 2025-2026 Year 1 positions	Superintendent	Ops Manager	6/1/2026	
Post Value Added Propositions on Website and Social Media Platforms	Ops Manager	Superintendent	6/1/2026	
Begin Recruitment of 2026-2027 staff members	Superintendent	Ops Manager	6/4/2026	
Hold Recruitment Informational Fair	Superintendent	Ops Manager	6/20/2026	
Post Job description for Finance and Compliance Officer, Director of Operations and Director of Academics	Superintendent	Ops Manager	7/1/2025	
Post Job descriptions for 2026-2027 staff members	Ops Manager	Superintendent	7/31/2025	
Identify interview team of community stakeholders for initial Start-Up staff interviews	Superintendent	Ops Manager	8/1/2025	
Create onboarding process	Superintendent	Ops Manager	8/1/2025	
Send referral emails and notifications to our professional networks	Superintendent	Ops Manager	8/10/2025	
Post Job Vacancies and advertise open positions	Superintendent	Ops Manager	9/1/2025	
Finalize org chart	Superintendent	Ops Manager	9/24/2025	
Recruit & hire Director of Operations	Superintendent	Ops Manager	10/1/2025	
Begin Hiring Process	Superintendent	Ops Manager	10/1/2025	
Hold Recruitment Fair	Ops Manager	Superintendent	11/1/2025	
Develop leader evaluation rubric and cycle	Superintendent	Ops Manager	12/1/2025	
Develop ops team evaluation rubric and cycle	Superintendent	Superintendent	12/1/2025	
30% of staff receive offer letters	Ops Manager	Superintendent	12/31/2025	
Recruit & hire Director of Academics	Superintendent	Ops Manager	1/25/2026	
Develop New hire welcome letter and packet (includes small swag item, book, etc.)	Superintendent	Ops Manager	3/3/2026	
Recruit & hire Finance and Compliance Officer	Superintendent	Ops Manager	4/30/2026	
Recruit & hire remaining start-up staff	Superintendent	Ops Manager	6/1/2026	
Recruit & hire remaining 2026-2027 staff members	Superintendent	Ops Manager	6/1/2026	
Develop teacher evaluation rubric and cycle	Superintendent	Ops Manager	2/29/2026	

60% of staff receive offer letters	Superintendent	Ops Manager	2/31/2026	
Develop teacher coaching structure and protocol	Superintendent	Ops Manager	2/31/2026	

STAFF ONBOARDING				
Task	**Owner(s)**	**Collaborator(s)**	**Due Date**	**Status**
Make an I-9 Verification Plan	Ops Manager	Superintendent	10/1/2025	
Research Platforms to capture HR Paperwork	Superintendent	Superintendent	5/10/2026	
Order Technology/Swag	Ops Manager	Superintendent	10/7/2025	
Order MacBooks, Chromebooks	Ops Manager	Superintendent	10/8/2025	
Prepare benefits Open Enrollment materials	Ops Manager	Superintendent	1/6/2026	
Build Technology Training	Ops Manager	Superintendent	3/3/2026	
Build Retirement Plan Training	Ops Manager	Superintendent	3/3/2026	
Build Benefits Training Session	Ops Manager	Superintendent	4/1/2026	
Send staff list to Tech Lab	Ops Manager	Superintendent	5/1/2026	
Schedule Retirement Plan Q/A Session	Ops Manager	Superintendent	5/1/2026	
Schedule Benefits Q/A Session	Ops Manager	Superintendent	5/1/2026	
Add all staff to all systems (payroll, retirement, etc.)	Ops Manager	Superintendent	5/1/2026	
Add all earnings and deductions in payroll system	Ops Manager	Superintendent	5/1/2026	
Upload teachers to curriculum vendor's roster for staff access	Ops Manager	Superintendent	5/1/2026	
Confirm all employees have onboarded in payroll system	Ops Manager	Superintendent	5/1/2026	
Send initial instruction comms	Ops Manager	Superintendent	5/1/2026	
Audit employees Direct Deposit info	Ops Manager	Superintendent	5/31/2026	
Audit benefits enrollment statuses	Ops Manager	Superintendent	5/31/2026	
Audit employees 403b statuses	Ops Manager	Superintendent	5/31/2026	
Audit employees manager assignments	Ops Manager	Superintendent	5/31/2026	
Audit employees tax profile statuses	Ops Manager	Superintendent	5/31/2026	
Audit I-9 Section 1 Completion	Ops Manager	Superintendent	5/31/2026	
I-9 Section 2 completion	Ops Manager	Superintendent	5/31/2026	
Audit employees time off	Ops Manager	Superintendent	5/31/2026	
Coordinate tech onboarding plan	Ops Manager	Superintendent	5/31/2026	
Configure all software accounts for new hires	Ops Manager	Superintendent	5/31/2026	
Request software login credentials	Ops Manager	Superintendent	5/31/2026	
Send onboarding feedback survey to all staff	Ops Manager	Superintendent	5/31/2026	
Ship reading materials to the new staff	Ops Manager	Superintendent	41/2026	

COMMUNITY ENGAGEMENT					
Task	**Owner(s)**	**Collaborator(s)**	**Start Date**	**Due Date**	**Status**
Finalize community engagement plan	Ops Manager	Superintendent/Principal	7/12/2025	7/16/2025	
Design engagement tracking spreadsheet	Ops Manager	Superintendent/Principal	8/16/2025	8/16/2025	
Draft + finalize community survey	Ops Manager	Superintendent/Principal	7/15/2025	7/17/2025	
Design retractable banner, tablecloth	Ops Manager	Superintendent/Principal	7/12/2025	7/30/2025	
Draft + finalize school flyer	Ops Manager	Superintendent/Principal	9/10/2025	9/18/2025	
Plan and implement Parent engagement meetings and events	Ops Manager	Superintendent/Principal	12/1/2025	3/1/2026	
Implement Community Engagement Plan	SLT	Superintendent/Principal	ASAP	ASAP	

FAMILIES				
Task	**Owner(s)**	**Collaborator(s)**	**Due Date**	**Status**
Create outline of Student & Family handbook	Superintendent	Ops Manager	1/8/2026	
First draft of Student/Family handbook created	Superintendent	Ops Manager	1/8/2026	
Finalize Student & Family Handbook	Superintendent	Ops Manager	1/31/2026	
Create Student and Family Welcome Letter	Ops Manager	Superintendent	01/08/2026	
Create uniform ordering letter/directions	Ops Manager	Superintendent	3/24/2026	
Create "Technology Agreement"	Ops Manager	Superintendent	10/8/2025	
Create "Technology Expectations & Fees"	Ops Manager	Superintendent	10/8/2025	
Determine "Meet Your Teacher" date(s) and general logistics	Ops Manager	Superintendent	6/6/2026	
Determine family communication system	Superintendent	Ops Manager	1/8/2026	
Draft transportation letter	Ops Manager	Superintendent	10/7/2025	
Create list of items to include in first days of school communication (academic calendar, uniform, arrival/dismissal systems, student handbook, etc.)	Ops Manager	Superintendent	1/6/2026	
Coordinate sending of academic school year calendar to families	Ops Manager	Superintendent	1/6/2026	
Create "Meet Your Teacher" Powerpoint	Ops Manager	Superintendent	6/1/2026	
Create specific communication for Health Form/Immunization Requirements	Ops Manager	Superintendent	10/28/2025	
Create master communication containing first day of school documents (academic calendar, tech expectations, etc.)	Ops Manager	Superintendent	3/28/2026	
Create master communication plan for first day of school documents (with reminders)	Ops Manager	Superintendent	6/1/2026	
Create family communication plan for first days of school (include academic calendar, arrival/dismissal plans, family handbook)	Ops Manager	Superintendent	2/2/2026	
Send family communication regarding first days of school (include academic calendar, arrival/dismissal plans and Student & Family Handbook)	Ops Manager	Superintendent	6/4/2026	
Send reminder family communication regarding first days of school	Ops Manager	Superintendent	7/1/2025	

ENROLLMENT				
Task	**Owner(s)**	**Collaborator(s)**	**Due Date**	**Status**
Draft + share monthly newsletters	Superintendent	Ops Manager	03/01/2026	
Finalize lottery protocol	Superintendent	Ops Manager	9/5/2025	
Develop enrollment process	Superintendent	Ops Manager	3/5/2026	
Secure lottery certification entity	Ops Manager	Superintendent	11/30/2025	
Practice lottery protocol	Ops Manager	Superintendent	12/15/2025	
Highlight lottery date on website & social media	Ops Manager	Superintendent	12/7/2025	
Determine audit structure for IEP students	Superintendent	Ops Manager	10/30/2025	
Determine process to check for IEPs if not indicated	Superintendent	Ops Manager	10/30/2025	
Determine cadence of waitlist pulls, offer deadlines, and Welcome Events	Superintendent	Ops Manager	5/6/2026	
Determine procedure if students miss registration deadline	Ops Manager	Superintendent	10/5/2025	
Set date and plan "Welcome to TMS" (New Family Orientation)	Ops Manager	Superintendent	1/31/2026	
Create Family Resource Hub on website	Ops Manager	Superintendent	1/30/2026	
Open first round of student applications	Ops Manager	Superintendent	10/1/2025	
First Round of Student Applications End	Ops Manager	Superintendent	12/31/2025	
Notify Families of Acceptance, if applicable (No Lottery is required)	Ops Manager	Superintendent	1/14/2026	
Notify Families that a Lottery will occur, if applicable	Ops Manager	Superintendent	1/15/2026	
Conduct admissions lottery and establish waitlist	Ops Manager	Superintendent	1/17/2026	
Acceptance or Waitlist Notifications sent to families	Ops Manager	Superintendent	1/19/2026	
Continue Recruitment/Outreach Campaign, as needed	Ops Manager	Superintendent	ongoing	
Receive Acceptance Letters from Families	Ops Manager	Superintendent	1/31/2026	
Begin Monthly, warm outreach, to prospective families	Ops Manager	Superintendent	ongoing	
Conduct waitlist pulls	Ops Manager	Superintendent	3/2/2026	
Student enrollment and onboarding	Ops Manager	Superintendent	1/30/2026	
Request student records - (send district w/d info for students)	Ops Manager	Superintendent	3/3/2026	
Distribute, collect, review and file Home Language Survey	Ops Manager	Superintendent	5/3/2026	
Create files for student records	Ops Manager	Superintendent	3/3/2026	
Have all missing paperwork filled out (releases, medical, transportation, FRPL, etc.)	Ops Manager	Superintendent	7/28/2025	
Distribute uniform tops	Ops Manager	Superintendent	7/30/2025	
Prepare "Welcome to TMS" materials	Ops Manager	Superintendent	2/14/2026	
Mail families letter - "Welcome to TMS"	Ops Manager	Superintendent	3/14/2026	
Call all families to confirm attendance at "Welcome to TMS"	Ops Manager	Superintendent	4/21/2026	
Priority I Student Registration	Ops Manager	Superintendent	5/2/2026	
Late Student Registrtaion	Ops Manager	Superintendent	7/31/2025	
Deliver Founding Swag to registered students, first round	Ops Manager	Superintendent	7/1/2025	

Begin Recruiting Campaign for 2027	Ops Manager	Superintendent	9/1/2025	

OPERATIONS				
Task	**Owner(s)**	**Collaborator(s)**	**Due Date**	**Status**
Provide the proposed location of the School; identify any repairs/renovations that need to be completed by school opening, the cost of these repairs, the source of funding for the repairs, and a timeline for completion.	Superintendent	Ops Manager	2/1/2026	
Written, signed copy of facility lease, purchase agreement and/or other facility agreements for primary and ancillary facilities as are necessary for School to operate for one year or more.	Superintendent	Ops Manager	3/1/2026	
School possesses appropriate documents that the School is of sufficient size and with a sufficient number of classrooms to serve the projected enrollment. Copies of documents are on file with the Commission.	Superintendent	Ops Manager	3/1/2026	
Charter School must submit annual Governing Board meeting schedule including date, time, and location to Commission and assure the Commission that the meetings are posted on School website.	Superintendent	Board of Directors	3/1/2026	
Evidence is provided that membership on the Governing Board of Directors is complete and complies with the School's Governing Board bylaws (i.e., Governing Board roster with contact information for all board members, identification of officers, and term of service).	Superintendent	Board of Directors	3/1/2026	
Resume of each Governing Board member is on file with the Commission.	Superintendent	Board of Directors	3/1/2026	
Governing Board disclosure forms are complete and on file with the Commission.	Superintendent	Board of Directors	3/1/2026	
The School has provided evidence of a student handbook. Student Handbook must contain, at a minimum, the following: School's mission statement, School's Contact Information, School Calendar, School Attendance Policy, Student Discipline Policy, and Student Rights and Responsibilities.	Superintendent	Board of Directors	3/1/2026	
An annual school calendar approved by the Governing Board of Directors for the first year of the School's operation is on file with the Commission. School calendar must meet the compulsory school attendance requirements of state law, financial guidelines, and state regulations.	Superintendent	Board of Directors	3/1/2026	
The School has established a process for resolving public complaints, including complaints regarding curriculum. The process includes an opportunity for complainants to be heard. School's process is on file with the Commission.	Superintendent	Board of Directors	3/1/2026	
Annually, the School and Commission must set performance targets/mission-specific goals designed to help the School meet its mission-specific educational and organizational goals. Once agreed upon, those performance targets shall be incorporated into the Charter Contract through amendment. These targets must be set by July 1st of each year of the School's operation.	Superintendent	Board of Directors	7/1/2025	
Evidence is provided that the School has obtained and maintains insurance in the coverage areas an minimum amounts set forth in the Charter Contract.	Superintendent	Board of Directors	5/1/2026	
Governing Board approved (with signature page and date) special education policies and procedures. In addition, evidence of submission of policies and procedures to the Department and approval from the Department are on file with the Commission.	Superintendent	Board of Directors	6/3/2026	

The School has written rules regarding pupil conduct, discipline, and rights including, but not limited to, short-term suspensions, students with disabilities, and a re-engagement plan.	Superintendent	Board of Directors	6/3/2026	
TMS creates clear plan with FIRST principles.	Superintendent	Region 11	6/3/2026	
Copy of Employee Handbook and related employee communication which include, at a minimum, expectations for employee performance and behavior, compensation and benefit information, emergency response information, annual calendar, hours and length of employment, supervisory obligations, and a description of both informal and formal complaint procedures that employees may pursue in the event of disagreements.	Superintendent	Board of Directors	1/8/2026	
Evidence that students representing 80% of the projected fall membership have enrolled is provided, including name, address, grade, and prior school attended.	Superintendent	Ops Manager	10/1/2025	
The required Safe School Plan consistent with the School mapping information system is on file with the Commission. For more information on a Safe School Plan, please visit: https://www.alsde.edu.	Ops Manager	Ops Manager	6/3/2026	
The School has provided evidence of an authorization process that identifies (1) individual(s) authorized to expend School funds and issue checks; (2) safeguards designed to preclude access to funds by unauthorized personnel and/or misappropriation of funds; and (3) individual(s) responsible for review and monitoring of monthly budget reports.	Board of Directors		6/3/2026	
A copy of the annual budget adopted by the School Governing Board is on file with the Commission.	Superintendent		2/1/2026	
The School facilities have met all applicable. Department of Health requirements to serve food. Food Safety Permit is on file with the Commission.	Ops Manager		7/1/2025	
The School possesses all permits and licenses required to legally operate in the School Facility. Certificate of Occupancy is on file with the Commission.	Ops Manager		7/1/2025	
Prior to a School opening, Commission staff will conduct a site visit to verify that the School has completed or is on track to complete each preopening condition and confirm the School is ready to open.	Ops Manager		4/1/2026	
State assessment schedule is on file with the Commission.	Superintendent		3/3/2026	
An employee roster and proof of background check clearance for members of the School's Governing Board, all staff, and contractors who will have unsupervised access to children is on file with the Commission.	Ops Manager		5/5/2026	
The School has policy and procedures for requesting, maintaining, securing and forwarding student records.	Superintendent		3/4/2026	
The School has provided evidence of a working system for the maintenance of a proper audit trail and archiving of grade book/attendance (i.e., attendance logs).	Superintendent		8/1/2025	
The School has provided evidence of an adequate staff configuration to meet the educational program terms outlined in the charter, its legal obligations, and the needs of all enrolled students (% of staff positions filled) and/or a plan for filling open positions.	Superintendent		12/1/2025	
Evidence that instructional staff, employees, and volunteers possess all applicable qualifications as required by state and federal law is provided.	Ops Manager		7/3/2025	

The School has provided evidence that the Civil Rights Compliance Coordinator; the Section 504 Coordinator; the Title IX Officer; the Harassment, Intimidation, Bullying (HIB) Compliance Officer; and State Assessment Coordinator have been named and submitted to the Department and the Commission.	Board of Directors	7/3/2025	
Provide evidence that all employees have completed training on child abuse and neglect reporting or have comparable experience.	Ops Manager	8/3/2025	
Submit emergency contact information for the Executive Director and other members of the leadership team.	Ops Manager	5/3/2026	
Plan and Implement clear arrival, dismissal, lunch, and Explore time transitions	Ops Manager	7/1/2026	
Submit a Quarterly statement of income and expenses. School is required to use the Commission's Budget and Quarterly report template to satisfy this requirement.	Board of Directors	11/1/2025	

FACILITIES				
Task	**Owner(s)**	**Collaborator(s)**	**Due Date**	**Status**
Create plan or hire vendor for day to day tech troubleshooting - student tech, staff tech, classroom tech	Superinten dent	Ops Manager	11/1/2025	
Create plan or hire vendor for tech infrastrucutre in building (wifi, card readers for entry, security camera, etc)	Superintendent	Ops Manager	9/8/2025	
Finalize Lease agreement with for identified space	Superintendent	Board	8/1/2025	
Secure security vendor	Ops Manager	Board	6/28/2026	
Select vendor for culture data	Superintendent	Superintendent	10/31/2025	
Finalize academic year calendar	Superintendent	Ops Manager	11/31/2025	
Create breakdown of landlord vs school responsibility (HVAC, plumbing etc)	Superintendent	Ops Manager	6/7/2026	
Finalize daily schedule	Superintendent	Superintendent	4/5/2026	
Add new buildings to insurance policy	Superintendent	Board	7/1/2025	
Secure custodial vendor (including night cleaning and trash)	Ops Manager	Region 11	3/1/2026	
Select computers for staff	Superintendent	Region 11	8/1/2025	
Determine assessment-related technology needs, including laptops and document cameras	Superintendent	Ops Manager	10/7/2025	
Set up and train on Powerschool SIS	Supterintendent	Ops Manager	10/7/2025	
Issue RFP for transportation services	Superintendent	Ops Manager	10/28/2025	
Create School Safety Plan	Ops Manager	Superintendent	11/28/2025	
Develop Emergency Readiness Training for all staff (lockdowns, evacuation drills, missing students, etc)	Ops Manager	Superintendent	11/28/2025	
Finalize Daily Systems template (arrival, student lunch, dismissal, etc)	Ops Manager	Superintendent	11/28/2025	
Finalize PoS/School Meal Tracking Plan for state reimbursement	Ops Manager	Superintendent	4/28/2026	
Order outdoor signage	Ops Manager	Superintendent	1/5/2026	
Order all classroom supplies needed (basic supplies, air purifiers)	Ops Manager	Superintendent	3/6/2026	
Determine transportation route needs	Ops Manager	Superintendent	5/10/2026	
Order all building signage	Ops Manager	Superintendent	3/19/2026	
Order lockdown shades for all classrooms and offices (and decide installation plan if necessary)	Ops Manager	Superintendent	3/19/2026	
Order keys (hard keys) for all staff and lanyards to put key on	Ops Manager	Superintendent	1/19/2026	
Finalize household income/FRPL form collection plan	Ops Manager	Superintendent	1/28/2026	
Create inventory of supplies needs for nurse's office and purchase items	Ops Manager	Superintendent	1/28/2026	
Confirm furniture/tech delivery dates	Ops Manager	Superintendent	1/31/2026	
Finalize maintenance contracts	Ops Manager	Superintendent	1/31/2026	
Finalize Student Culture plans - tardies, absences, etc - and how you will folllow-up	Ops Manager	Superintendent	2/3/2026	
Operations Playbook (includes all system/process/procedure)	Ops Manager	Superintendent	2/5/2026	
Finalize Student Medication procedures	Ops Manager	Superintendent	2/19/2026	
Finalize back-up custodial and security plan (pre-fingerprinted coverage options)	Ops Manager	Superintendent	2/28/2026	

Acquire student medical forms (checklist of forms to be included in Enrollment package)	Ops Manager	Superintendent	2/28/2026	
Ensure staff is trained in CPR/AED usage (will include finding CPR/AED course)	Ops Manager	Superintendent	3/2/2026	
All copier leases finalized and copiers delivered (and ensure proper electric installed for the specific copier)	Ops Manager	Superintendent	3/3/2026	
Create student information filing system	Ops Manager	Superintendent	3/3/2026	
Create weekly accountability process to ensure all deadlines being met for internal work	Ops Manager	Superintendent	3/5/2026	
Ensure all students who qualify for door-to-door busing based on IEP and have it for day 1 of school	Ops Manager	Superintendent	7/27/2025	
Identify free/reduced lunch students	Ops Manager	Superintendent	7/28/2025	
Ensure Building Inspections are Complete	Ops Manager	Superintendent	4/15/2026	
Ensure Building is Ready for Occupancy	Ops Manager	Superintendent	5/15/2026	
Develop transportation route and schedule	Ops Manager	Superintendent	6/28/2026	
Ensure plan is place to track all "Punch List" items that the general contractors needs to fix	Ops Manager	Superintendent	3/30/2026	
Finalize classroom unpack plan template	Ops Manager	Superintendent	3/31/2026	
Create a summer task list for Operations team	Ops Manager	Superintendent	4/19/2026	
Create student file storage plan (incl health forms)	Ops Manager	Superintendent	4/19/2026	
Schedule weekly day 1 pre-walkthroughs with leadership team starting	Ops Manager	Superintendent	4/30/2026	
Tech work complete (e.g. projectors, WiFi, phone lines, keycard entry system)	Ops Manager	DSS	5/1/2026	
Finalize all transportation options for families	Ops Manager	Superintendent	7/1/2025	
Hold time for weekly internal summer progress walkthroughs (focused on facilities readiness) with your team	Ops Manager	Superintendent	5/5/2026	
Emergency Clipboard: Ensure each room in the building has an updated version that includes evacuation routes	Ops Manager	Superintendent	6/5/2026	
Ensure door stops are installed on all classroom doors	Ops Manager	Superintendent	5/5/2026	
All classroom furniture delivered and placed in classrooms	Ops Manager	Superintendent	5/26/2026	
Confirm fire extinguishers installed in all required locations (and tagged/inspected)	Ops Manager	Superintendent	5/26/2026	
Confirm AED installed in each building (quantity needed depends on size of building)	Ops Manager	Superintendent	5/26/2026	
All bathroom dispensers installed - soap, toilet paper, paper towels, sanitizer)	Ops Manager	Superintendent	5/26/2026	
All common area furniture delivered and set-up	Ops Manager	Superintendent	5/27/2026	
Have a plan for key distribution for staff on their first day in the building	Ops Manager	Superintendent	5/28/2026	
Ensure all doors are set to lock (lockdown drills)	Ops Manager	Superintendent	5/31/2026	
Hire and onboard School Nurse	Ops Manager	Superintendent	5/31/2026	
Confirm all room assignments (grade level for each classroom, office assignments, etc)	Ops Manager	Superintendent	5/31/2026	
Schedule Department of Health inspection for food service	Ops Manager	Superintendent	6/1/2026	
Carpet deep clean (shampoo)	Ops Manager	Superintendent	5/1/2026	

Finalize Day 1 attendance plan	Ops Manager	Superintendent	6/2/2026	
Floor deep clean (wax + buff)	Ops Manager	Superintendent	7/17/2025	
Punch List items complete	Ops Manager	Superintendent	6/3/2026	
Ensure all spaces have evacuation plan posted and safety folder	Ops Manager	Superintendent	6/4/2026	
Confirm final design for all building signage	Ops Manager	Superintendent	10/7/2025	
Create SPED student filing system	Ops Manager	Superintendent	10/29/2025	
Set up new building electricity/heat/gas accounts	Ops Manager	Superintendent	5/4/2026	
Finalize contract with food service vendor(s) who are delivering student meals	Ops Manager	Superintendent	12/6/2025	
Create Safety Drill schedule and expectations/procedures	Ops Manager	Superintendent	11/31/2025	

FINANCE				
Task	**Owner(s)**	**Collaborator(s)**	**Due Date**	**Status**
Develop schedule of Board financial reviews	Superintendent	Board Chair	2/5/2026	
Draft v1 of Fiscal Policies and Procedures Manual	Superintendent	Board Chair	12/1/2025	
Develop chart of accounts to track income, expenses, assets, liabilities, cash flows	Region 11	Superintendent	3/5/2026	
Develop financial reporting templates (budget vs. actual) and policy	Region 11	Superintendent	3/5/2026	
Draft Y0 Budget and Cash Flow plan	Superintendent	Region 11	3/22/2026	
Establish payroll	Superintendent	Region 11	3/22/2026	
Board approves Fiscal Policies and Procedures Manual	Superintendent	Region 11	3/22/2026	
Approve Y0 Budget and Cash Flow plan	Superintendent	Region 11	3/22/2026	
Draft 5-year financial model	Superintendent	Region 11	11/6/2025	
Develop pitch deck for potential funders	Superintendent	Board Chair	10/20/2025	
Determine budget cycle	Superintendent	Region 11	3/5/2026	
Design process forms (purchase orders, expense forms) & policy	Superintendent	Region 11	3/8/2026	
Create fund development plan	Superintendent	Fund Development Committee	11/30/2025	
Identify private grants that we are eligible for	Superintendent	Ops Manager	Ongoing	
Identify individual prospects for cultivation	Superintendent	Ops Manager	Ongoing	
Plan and execute social media compaign to raise funds and build interest	Superintendent	Ops Manager	Ongoing	
Create plan to cultivate network of friends and supporters	Superintendent	Ops Manager	Ongoing	
Schedule a series of events for securing donations	Superintendent	Ops Manager	Ongoing	
Cultivate and solicit potential donors	Superintendent	Ops Manager	Ongoing	
Develop day-to-day accounting and financial management systems	Superintendent	DSS	3/4/2026	
Participate in development campaign	Superintendent	Ops Manager	Ongoing	
Draft v1 of Y1 Budget and Cash Flow plan	Ops Manager	DSS	10/31/2025	
Establish purchasing card and/or credit cards	Ops Manager	DSS	10/31/2025	
Draft v2 of Y1 Budget and Cash Flow plan	Ops Manager	DSS	10/31/2025	
Approve Y1 Budget and Cash Flow plan	Ops Manager	DSS	10/31/2025	

SUMMER PD				
Task	**Owner(s)**	**Collaborator(s)**	**Due Date**	**Status**
Create Daily Survey's	Ops Manager	Superintendent	12/30/2025	
Secure location on Stillman Campus for PD	Ops Manager	Superintendent	3/1/2026	
Secure Transportation for Community/Home Visits	Ops Manager	Superintendent	4/1/2026	
Create swag storage plan based on timeline of delivery	Ops Manager	Superintendent	12/30/2025	
Create ordering + distribution plan for books	Ops Manager	Superintendent	12/30/2025	
Finalize distribution plan for swag (what days it will be distributed + how it will be distributed)	Ops Manager	Superintendent	12/30/2025	
Revamp materials on how to lead effective PD with Leadership Team and presenters	Ops Manager	Superintendent	12/30/2025	
Begin receiving quotes and ordering swag	Ops Manager	Superintendent	12/30/2025	
Organize swag based on distribution plan	Ops Manager	Superintendent	12/30/2025	
Facilitate Professional Photos	Ops Manager	Superintendent	12/30/2025	
Excellent Scheduling and Follow Up	Ops Manager	Superintendent	12/30/2025	
Determine furniture needs/dates	Ops Manager	Superintendent	12/30/2025	
Provide Nearpod accounts to all presenters (if we choose to use Nearpod)	Ops Manager	Superintendent	12/30/2025	
Finalize materials list for Ops to purchase (clickers, extra microwave(s), name tags, etc)	Ops Manager	Superintendent	12/30/2025	
Ensure that all technology is fully operational	Ops Manager	Superintendent	12/30/2025	
Draft comms for each week to participants regarding pre-work, logistics etc	Ops Manager	Superintendent	12/30/2025	
Draft sample daily/weekly Run of Show (tech, food, set up)	Ops Manager	Superintendent	12/30/2025	
Directions for using Nearpod (for session creators - if applicable)	Ops Manager	Superintendent	12/30/2025	
Finalize expectations and procedures for Ops support throughout Summer Training	Ops Manager	Superintendent	12/30/2025	
Finalize sign-up system for Network + Ops support based on schedule needs	Ops Manager	Superintendent	12/30/2025	
Create Process for Daily/Weekly Closing Survey and Draft Surveys	Ops Manager	Superintendent	12/30/2025	
Finalize snack list (to have in stock every day of training) and exact meal schedule for provided meals meals	Ops Manager	Superintendent	12/30/2025	
Test all technology to ensure 100% operational (clear sound with no issues using microphone, projector, audio for videos, WiFi, etc)	Ops Manager	Superintendent	12/30/2025	
Session with Ops regarding expectations, vision, and run of show.	Ops Manager	Superintendent	12/30/2025	
Upload all Session materials to spreadsheet	Ops Manager	Superintendent	12/30/2025	
Ensure there is a clear / streamlined system to communicate pre-work to all participants for each week of training	Ops Manager	Superintendent	12/30/2025	
Create expectations + guidance for all session leaders (planning + execution of all training sessions)	Superintendent	Ops Manager	12/30/2025	
Session run throughs w/ Leadership Team	Superintendent	Ops Manager	12/30/2025	
Check that content is uploaded and labeled correctly to each shared drive	Ops Manager	Superintendent	12/30/2025	
Communicate schedule and expectations to school leaders and provide turnkey materials to roll out to teachers/staff	Superintendent	Ops Manager	12/30/2025	
Work with Operations to ensure schedule/expectations are being communicated to new hires over the summer	Ops Manager	Superintendent	12/30/2025	

GOVERNANCE					
Task	**Owner(s)**	**Collaborator(s)**	**Start Date**	**Due Date**	**Status**
Finalize job descriptions for full board and adopt as policy	Board Chair	Superintendent	7/12/2025	10/1/2025	
Finalize Board handbook	Board Chair	Superintendent	8/16/2025	10/2/2025	
Conduct board composition anaylysis to determint growth areas	Board Chair	Superintendent	7/15/2025	10/3/2025	
Develop agenda format	Board Chair	Superintendent	7/12/2025	10/4/2025	
Develop board expansion plan	Board Chair	Superintendent	9/10/2025	10/5/2025	
Recruit and nominate board members	Board Chair	Superintendent	7/12/2025	10/6/2025	
Define decision making proccesses (through decision/reponsibility matrix)	Board Chair	Superintendent	8/16/2025	10/7/2025	
Approve policies	Board Chair	Superintendent	7/15/2025	10/8/2025	
Arrange board liability insurance	Board Chair	Superintendent	7/12/2025	10/9/2025	
Develop board calendar that includes new member onboarding, retreats, workshops, etc.	Board Chair	Superintendent	9/10/2025	10/10/2025	
Approve school leader job description	Board Chair	Superintendent	7/12/2025	10/11/2025	
Set school leader goals	Board Chair	Superintendent	8/16/2025	10/12/2025	
Establish school leader eval task force and timeline	Board Chair	Superintendent	7/15/2025	10/13/2025	
Finalize all committees and meeting cadence	Board Chair	Superintendent	7/16/2025	10/14/2025	
Finalize all meetings and send calendar invites/links	Board Chair	Superintendent	7/17/2025	10/15/2025	
Finalize Superintent Evaluation	Board Chair	Superintendent	7/18/2025	10/16/2025	

Organizational Bylaws

Provide the proposed (or existing) bylaws for the sponsoring entity.

BYLAWS of The Museum School of East Dallas

WHEREAS, the initial Board of Directors of TMS (the "Corporation") caused to be filed with the Texas Secretary of State of 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.

ARTICLE I

NAME, OFFICE AND SEAL

1.01 Name
The name of this corporation shall be The Civic School.

1.02 Office
The principal office of the Corporation will be determined by the Board of Directors.

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.

1.04 Non-Discriminatory Policy
No person shall, on the basis of a person's actual or perceived identity with regard to race, color, religion, gender, age, marital status, disability, sexual orientation, gender identity, gender expression, ancestry, nationality, pregnancy, political or religious beliefs, national or ethnic origin, veteran status, parental status, or any other distinguishing physical, or genetic characteristics, be excluded from participation in, be denied the benefits of, or be subjected to discrimination, harassment, intimidation, or bullying under any education program or activity or in any employment conditions or practices conducted by the Corporation.

ARTICLE II
PURPOSES AND POWERS

2.01 Purpose
The Corporation is a non-profit corporation and shall be organized and operated exclusively for educational and charitable purposes within the meaning of Section 501 (c)(3) of the Internal Revenue Code of 1986, or the corresponding section of any future Federal tax code.

The Corporation operates by virtue of the laws of the State of Texas concerning non-profit corporations and shall have and may exercise all of the rights, powers, privileges and immunities granted to such corporations by those laws, as amended from time to time, subject to the restrictions and limitations contained in the Certificate of Formation for the Corporation filed with the Secretary of State. Regardless of any other language found in any provision of these bylaws, any time the Board of Directors (or a committee established by the Board), are dealing with matters pertaining to the operations of a charter school governed by the Board, or issues relating to or impacting the charter school, the Board or committee will meet and conduct business as required by the Texas Open Meetings Act and Public Information Act, Government Code chapters 551 and 552.

The Corporation's purpose is to operate open enrollment public charter schools in the state of Texas that serve students PK through 12th grade. The mission of the Corporation is to operate these schools in order to develop diverse communities that cultivate each child's inner-brilliance and harness our collective power to solve complex problems.

2.02 Powers
The Corporation shall have the power, directly or indirectly, alone or in conjunction or cooperation with others, to do any and all lawful acts which may be necessary or convenient to affect the charitable purposes, for which the Corporation is organized, and to aid or assist other organizations or persons whose activities further accomplish, foster, or attain such purposes. The powers of the Corporation may include, but not be limited to, the acceptance of contributions from the public and private sectors, whether financial or in-kind contributions.

2.03 Distribution upon Dissolution
The Corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any Director of officer of the Corporation. ON liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501 (c)3.

The organization to receive the assets of the Corporation Hereunder shall be selected in the discretion of a majority of the managing body of the Corporation or as may be required under Section 4.16 below (Fundamental Transaction), the Education Code or other applicable law.

In the event that the court shall find that this section is applicable but that there is no qualifying organization known to it which has a charitable purpose, which, at least generally, includes a purpose similar to the Corporation, then the court shall direct the distribution of its assets lawfully available for distribution to the Treasurer of the State of Texas to be added to the general fund.

ARTICLE III
MEMBERSHIP

3.01 Membership
The Corporation shall have no members.

ARTICLE IV
MEETINGS AND RECORDS

4.01 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.

4.02 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.

4.03 Special Meetings
Special meetings of the Board of Directors may be called by the Chair, Vice Chair, or by any one or more Board members with the consent of the Chair, which consent will not be unreasonably withheld, for any purpose not otherwise prescribed by law, grant or loan condition on the Articles of Incorporation, to transact any business described in the call for the special meetings.

MEETINGS RELATING TO CHARTER SCHOOLS

4.04 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) Close 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 a 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 video conference call, where both audio and video is simultaneously available to the participants and the public, and all other prerequisites and requirements of the Texas Open Meetings Act are satisfied.

4.05 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 first-class mail, email or by telephone to each Director at least 72 hour 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 and sent to members of the Board up to two hours before such meeting and subject to other prerequisites under the Act.
c) Internet Posting: Notice and the agenda of all meetings of the Board of Directors shall also be posted on the Corporation's Internet website for the charter schools, if any, concurrently with the notice posted at the administrative offices, or as otherwise required and authorized by the Texas Open Meetings Act.

d) Closed Meetings: The agenda shall clearly state whether the Board intends to convene in a closed meeting and shall identify separately each matter to be deliberated by the Board in the closed meeting and whether the Board may take action on any such matter upon returning to the open meeting. The Secretary shall note the times in the open meeting that the Board convenes to and adjourns from the closed meeting.

4.06 Charter School Meeting Order of Business
When conducting business related to the operations or affairs of the Corporation's open-enrollment charter schools, the following shall apply: At regular meetings of the Board, the order of business shall be established in an Agenda approved by the Chair and as presented in the notice of the meetings. However, the Chair may modify the order of business. The agenda shall identify all matters to be presented to and considered by the Board. Matters not disclosed in the agenda and meeting notice available to the public shall not be deliberated or be considered by the Board, except as permitted by the Texas Open Meetings Act.

CORPORATE BOARD MEETINGS NOT RELATING TO CHARTER SCHOOLS

4.07 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, or prior to award and execution of a charter contract, Board meetings shall be conducted in accordance with provisions of Chapter 22 of the Texas Business Organizations Code, the Certificate of Formation and these bylaws. The Secretary shall cause to be mailed at least forty-eight hours in advance, or sent by email at least twenty-four (24) hours in advance to every Director at their 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.

4.08 Board Action By Unanimous Written Consent
When conducting any Corporate business not related, in any way, to the operations or affairs of the Corporation's open enrollment charter schools, or prior to award and execution of a charter contract, the Board may take any action required or permitted to be taken at a meeting of the Board of Directors of a committee of the Corporation, without an actual meeting if a consent, in writing, setting forth the action to be taken, is signed by all Directors or committee members entitle to vote (unanimous written consent) subject to all requirements of applicable law. The unanimous written consent for any such action by the Board or committee must state the date of each Director's or committee member's signature and memorialize the action to be taken. The written consent of each of the Directors or committee members must be delivered to the Corporation no later than the tenth (10^{th}) day after the earliest date of consent, and must be delivered to the Chair or Secretary of the Board. Delivery must be by hand delivery or by certified or registered mail, return receipt requested.

MEETINGS & RECORDS GENERALLY

4.09 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 Chair in good order any Corporation monies, books, records, minutes, lists, documents, contracts or other property of the Corporation in their custody or control.

4.10 Quorum
The presence of a majority of the directors shall constitute a quorum and shall be necessary to conduct the business of the Corporation except as otherwise provided in Article 4.16 herein. Any Board vacancies shall not be counted in determining a majority called for by these Bylaws.

4.11 Order of Business

Board meetings shall generally proceed with the following order of business:

a) Roll Call and Establishment of a Quorum
b) Reading and Approval of Minutes of Preceding Meeting(s)
c) Public Comments
d) Reports of Officers
e) Reports of Committees
f) Reports of CEO(s)
g) Old and Unfinished Business
h) New Business
i) Future Business
j) Adjournments

The Board of Directors may, by majority vote, adopt a different agenda order.

4.12 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 4.09 herein.

4.13 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 be a 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.

4.14 Hung Vote

On the occasion that Directors of the Board are unable to make a decision based on a tied number of votes, the Chair, in the order of presence shall have the power to swing the vote based on their discretion.

4.15 Informal Action By The Board of Directors

Any action required or permitted to be taken by the Board of Directors at a meeting may be taken without a meeting if consent in writing, setting forth the action so taken, shall be agreed by the consensus of a quorum. For purposes of this section an email transmission from an email address on record constitutes a valid writing. The intent of this provision is to allow the Board of Directors to use email to approve actions, as long as quorum of Board members gives consent.

4.16 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.

4.17 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 for their service as a Director. 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 their duties in accordance with state and federal law.

4.18 Parliamentary Procedure
For all matters of parliamentary procedures, the Board and any committees established by the Board, shall be guided by *Rober's Rules of Order Newly Revised,* 11th ed. (Cambridge, Mass.: Perseus Publishing, 2011)

ARTICLE V
BOARD OF DIRECTORS

5.01 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.

5.02 Number of Directors
The Corporation shall have a Board of Directors consisting of at least 3 and no more than 15 Directors. Within these limits, the Board may increase or decrease the number of Directors serving on the Board, including for the purpose of staggering the terms of Directors.

5.03 Powers
The Corporation powers shall be exercised by or under the authority of the Board and the affairs of the Corporation shall be managed under the direction of the Board, except as otherwise provided by law.

5.04 Terms
a) All Directors shall be elected to serve a three year term; however, upon initial election will serve a 1 year probationary term.
b) Director terms shall be staggered upon the Board's formation so that approximately half the number of Directors will end their terms in any given year.
c) Directors may serve up to three terms in succession.

5.05 Qualifications and Election of Directors
In order to be eligible to serve as Director on the Board of Directors, the individual must be 18 years of age. Directors may be elected at any Board meeting by the majority vote of the existing Board of Directors.

5:06 Vacancies
The Board of Directors may fill vacancies due to the expiration of a Director's term of office, resignation, death, or removal of a Director or may appoint new Directors to fill a previously unfilled Board position following the procedures from 5.05, subject to the maximum number of Directors under these Bylaws. Any appointed Board member to fill a vacancy will serve out the remainder of the previous member's term.

5.07 Resignation
Any Director or officer may resign from the Corporation by delivering a written letter of resignation to the Chair of the Board.

5.08 Removal of Directors
A Director may be removed by majority vote of the Board of Directors then in office, if:
a) The Director is absent and unexcused from two or more meetings of the Board of Directors in a twelve month period. The Board Chair is empowered to excuse Directors from attendance for a reason deemed adequate by

the Board Chair. The Chair shall not have the power to excuse themselves from the Board meeting attendance and in that case, the Board Vice Chair shall excuse the Chair; or

b) For cause or no cause.

ARTICLE VI
COMMITTEES

6.01 Committees

The Board of Directors may, by the resolution adopted by a majority of the Directors then in office, designate one or more committees, each consisting of three or more Directors, to serve at the pleasure of the Board. Any committee, to the extent provided in the resolution of the Board, shall have all the authority of the Board, except that no committee, regardless of Board resolution, may:

a) Take any final action on matters which also required Board members' approval or approval of a majority of all members;
b) Fill vacancies on the Board;
c) Amend or repeal Bylaws or adopt new Bylaws;
d) Amend or repeal any resolution of the Board of Directors which by its express terms is not so amendable or repealable;
e) Appoint any other committees of the Board of Directors of the members of these committees;
f) Approve any transaction;
    a. To which the Corporation is a party and one or more Directors have a material financial interest; or
    b. Between the Corporation and one or more of its Directors or between the Corporation or any person in which one or more of its Directors have a material financial interest.

6.02 Meetings and Action of Committees

Meetings and action of the committees shall be governed by and held and taken in accordance with, the provisions of Article IV of these Bylaws concerning meetings of the Directors, with such changes in the context of those Bylaws as are necessary to substitute the committee and its members for the Board of Directors and its members, except that the time for regular meetings of committees may be determined either by resolution of the Board of Directors or by resolution of the committee. Special meetings of the committee may also be called by resolution of the Board of Directors. Notice of special meetings of committees shall also be given to any and all alternate members who shall have the right to attend all meetings of the committee. Minutes shall be kept of each meeting of any committee and shall be filed with the corporate records. The Board of Directors may adopt rules for the governing of the committee not inconsistent with the provision of these Bylaw.

ARTICLE VII
OFFICERS

7.01 Board Officers

The officers of the Corporation shall be a Board Chair, Vice Chair, Secretary, and Treasurer, all of whom shall be chosen by, and serve at the pleasure of, the Board of Directors. Each Board officer shall have the authority and shall perform the duties set forth in these Bylaws or by resolution of the Board or by direction of an officer authorized by the Board to prescribe the duties and authority of other officers. The Board may also appoint additional Vice Chairs and such other officers as it deems expedient for the proper conduct of the business of the Corporation, each of whom shall have such authority and shall perform such duties as the Board of Directors may determine. One person may hold two or more Board offices except that of Chair and Secretary, but no Board officer, may act in more than one capacity where action of two or more officers is required.

7.02 Board Chair

The Board Chair shall be the chief volunteer officer of the Corporation. The Board Chair shall lead the Board of Directors in performing its duties and responsibilities, including, if present, presiding at all meetings of the Board of Directors, and shall perform all other duties incident to the office or properly required by the Board of Directors.

7.03 Vice Chair
In the absence or disability of the Board Chair, the ranking Vice Chair or Vice Chair designated by the Board of Directors shall perform the duties of the Board Chair. When so acting, the Vice Chair shall have all the powers of and be subject to all the restrictions upon the Board Chair. The Vice Chair shall have such other powers and perform such other duties prescribed for them by the Board of Directors or the Board Chair. The Vice Chair shall normally accede to the office of Board Chair upon the completion of the Board Chair's term of office.

7.04 Secretary
The Secretary shall keep or cause to be kept, a book of minutes of all meetings and actions of Directors and committees of Directors. The minutes of each meeting shall state the time and place that it was held and such other information as shall be necessary to determine the actions taken and whether the meeting was held in accordance with the law and these Bylaws. The Secretary shall cause notice to be given of all meetings of Directors and committees as required by the Bylaws. The Secretary shall have such other powers and perform such other duties as may be prescribed by the Board of Directors of the Board Chair. The Secretary may appoint, with approval of the Board, a Director to assist in performance of all or part of the duties of the Secretary.

7.05 Treasurer
The Treasurer shall be the lead Director for oversight of the financial condition and affairs of the Corporation. The Treasurer shall oversee and keep the Board informed of the financial condition of the Corporation and of audit or financial review results. In conjunction with other Directors or officers, the Treasurer shall oversee budget preparation and shall ensure that appropriate financial reports, including an account of major transactions and the financial condition of the Corporation, are made available to the Board of Directors on a timely basis or as may be required by the Board of Directors. The Treasurer shall perform all duties properly required by the Board of Directors or the Board Chair. The Treasurer may appoint, with approval of the Board a qualified fiscal agent or member of the staff to assist in performance of all or part of the duties of the Treasurer.

7.06 Non-Director Officers
The Board of Directors may designate additional officer positions of the Corporation and may appoint and assign duties to other non-Director officers of the Corporation.

ARTICLE VIII

CONTRACTS, CHECKS, LOANS, INDEMNIFICATION AND RELATED MATTERS

8.01 Contracts and Other Writings
Except as otherwise provided by resolution of the Board or Board policy, all contracts, deeds, leases, mortgages, grants, and other agreements of the Corporation shall be executed on its behalf by the Treasurer or other persons to whom the Corporation has delegated authority to execute such documents in accordance with policies approved by the Board.

8.02 Checks, Drafts
All checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents, of the Corporation and in such manner as shall from time to time be determined by resolution of the Board.

8.03 Deposits
All funds of the Corporation not otherwise employed shall be deposited form time to time to the credit of the Corporation in such banks, trust companies, or other depository as the Board or a designated committee of the Board may select and in accordance with state law.

8.04 Loans
No loans shall be contracted on behalf of the Corporation and no evidence of Indebtedness shall be issued in its name unless authorized by resolution of the Board or agents of the Board. Such authority may be general or confined to specific instances.

8.05 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. No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

8.06 Indemnification
Any person made or threatened to be made a party to any action in court or other proceeding because they are or were 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 their 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.

8.07 Advance for Expenses
Expenses incurred in defending a civil or criminal action, suit or proceeding may be paid by the Corporation in advance of the final disposition of such action, suit or proceeding, as authorized by the Board of Directors in the specific case, upon receipt of

a) A written affirmation from the Director, officer, employee or agent of their good faith belief that they are entitled to indemnification as authorized in this article; and
b) An undertaking by or on behalf of the Director, officer, employee or agent to repay such amount, unless it shall ultimately be determined that they are entitled to be indemnified by the Corporation in these Bylaws.

ARTICLE IX
MISCELLANEOUS

9.01 Fiscal Year
The fiscal year of the Corporation shall be from July 1st – June 30th.

9.02 Conflict of Interest
The Board shall adopt and periodically review a conflict of interest policy to protect the Corporation's interest when it is contemplating any transaction or arrangement which may benefit any Director, officer, employee, affiliate, or member of a committee with Board-delegated powers.

9.03 Bylaw Amendment
These Bylaws may be amended, altered, repealed, or restated by a vote of 2/3rds of the Board of a Directors then in office at a meeting of the Board, provided, however,

a) That no amendment shall be made to these Bylaws which would cause the Corporation to cease to qualify as an exempt corporation under Section 501 (c)(3) of the Internal Revenue Code of 1986, or the corresponding section of any future Federal tax code;
b) That an amendment does not affect the voting rights of Directors. An amendment that does affect the voting rights of Directors further required ratification by a two-thirds vote of a quorum of Directors at a Board meeting; and
c) That all amendments be consistent with the Certificate of Formation and Texas State Law.

ARTICLE X

AMENDMENT OF CERTIFICATE OF FORMATION

10.01 Amendment

Any amendment to the Certificate of Formation may be adopted by approval of two-thirds (2/3) of the Board of Directors.

CERTIFICATE OF ADOPTION OF BYLAWS

I do hereby certify that the above stated Bylaws of the Corporation were approved by the Corporation Board of Directors and constitute a complete copy of the Bylaws of the Corporation.

Secretary:

Date:

Code of Ethics and Conflict of Interest Policy

Provide the following documents:

- Code of Ethics Policy
- Conflict of Interest Policy

THE MUSEUM SCHOOL OF EAST DALLAS CODE OF ETHICS

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Sec. 1. MISSION STATEMENT.

Ignite joy for learning in all K-8 grade students through an extended day museum school approach that ensures students are prepared to thrive in high school, college, career and military.

Sec. 2. BOARD STEWARDSHIP.

It is the policy of The Museum School of East Dallas (TMS) to advocate for and issue financial decisions and practices that both further the mission of TMS, as described above, and that are made in the interest of the charter holder in compliance with its fiduciary duty owed to TMS students.

As such, the Board of Directors ("Board") shall make financial decisions with integrity, fairness, objectivity, and that maximize benefits while minimizing the cost of goods and services to TMS.

The Board shall, as a body corporate and as individual members, explore and develop fiscal stewardship through training and other means of educating Board members in the understanding of legal and other requirements pertaining to financial management of TMS.

Such training and education shall consider, but shall not necessarily be limited to, the development of management controls and monitoring of business activities, addressing possible fraud and irregularities through special audits and investigations and referrals to oversight agencies and law enforcement, as well as the General Ethical Standards (page 93) in Module 3 of the *Texas Financial Accountability System Resource Guide* (Version 15.0).

THE MUSEUM SCHOOL OF EAST DALLAS CONFLICT OF INTEREST POLICY

PART I: PREAMBLE

The Board of Directors (collectively, the "Board" or the "Directors," and individually a "Director") of The Museum School of East Dallas is committed to maintaining the highest legal and ethical standards in the conduct of the business of TMS, and to protecting the integrity and reputation of TMS, the Board, and all TMS employees, volunteers, and programs.

The Directors and Officers (as defined below) shall exercise their duties honestly, in good faith, and with a high standard of diligence and care. Accordingly, the Directors and Officers shall ensure that they (1) do not compromise their independence of judgment, (2) preserve confidence and trust in the organization and the Board, and (3) protect and fulfill the mission of TMS. As such, this

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Policy will assist Directors and Officers as they identify actual or potential conflicts of interest, and with a procedure to address conflicts which may arise.

PART II: DEFINITIONS

The following terms shall have the following meaning in this policy:

(1) **Director or Officer.** A member of the governing body of a charter holder, a member of the governing body of a charter school, or an officer of a charter school. An officer or director means a person charged with the duties of, or acting as, a Chief Executive Officer, a Central Administration Officer, a Campus Administration Officer, or a Business Manager, regardless of whether the person is an employee or contractor of a charter holder, charter school, management company, or any other person; or a volunteer working under the direction of a charter holder, charter school, or management company. A charter holder employee or independent contractor engaged solely in non-charter activities for the charter holder is not an "officer of a charter school." *19 TAC §100.1001(20).*

(2) **Business entity**. A sole proprietorship, partnership, firm, corporation, holding company, joint-stock company, receivership, trust, agency, political subdivision, or any other entity recognized by law.

(3) **Substantial interest in business entity**. A person has a substantial interest in a business entity if: (1) the person owns 10% or more of the voting stock or shares of the business entity or owns either 10% or more or $15,000 or more of the fair market value of the business entity; or (2) funds received by the person from the business entity exceed 10% of the person's gross income for the previous year.

(4) **Substantial interest in real estate**. A person has a substantial interest in real estate, if the interest is an equitable or legal ownership with a fair market value of $2,500 or more.

(5) **Substantial interest through a relative or family member**. A Director or Officer is considered to have a substantial interest if a person related to the Director or Officer within the third degree by consanguinity or the third degree by affinity (as defined below) has a substantial interest through a relative. *19 TAC § 100.1145(d).*

(6) **Family.** Family means a disqualified person's spouse, siblings, spouses of siblings, ancestors, children, grandchildren, great grandchildren, and spouses of children, grandchildren, and great grandchildren.

(7) **Disqualified person.** A disqualified person is any person who was in a position to exercise substantial influence over the affairs of TMS at any time during the lookback period as further defined in IRS regulations. It is not necessary that the person actually exercise substantial influence, only that the person be in a position to do so.

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PART III: ETHICAL PRINCIPLES

Sec. 3. PERSONAL AND PROFESSIONAL INTEGRITY

Directors and Officers shall conduct themselves in an honest and ethical manner, including the ethical handling of actual or apparent conflicts of interest, as set forth below.

Sec. 4. FINANCIAL STEWARDSHIP

As a tax-exempt public charity, TMS shall expend funds and record those expenditures in a manner that advances the charitable and educational mission and objectives of TMS, and not the private interests of Directors or Officers.

Sec. 5. PUBLIC ACCOUNTABILITY

TMS shall provide comprehensive and timely information in accordance with applicable state and federal law, and shall be responsive to reasonable requests for information about its activities. Additionally, informational data about TMS, such as IRS Form 990, audited financial statements and Annual Financial and Compliance Report, shall be made available to the public in accordance with applicable state and federal law.

Sec. 6. ACCURACY AND RETENTION OF RECORDS

TMS will create and maintain records that satisfy operational and legal requirements, including federal, state and local laws.

Sec. 7. POLITICAL ACTIVITIES

As a 501(c)(3) tax-exempt public charity, TMS shall not engage in political activities. Directors and Officers shall not use their relationship with TMS to promote or oppose political candidates or parties, or to create the appearance that TMS endorses or opposes a political candidate or party for elected office.

Sec. 8. ENDORSEMENTS AND USE OF THE TMS NAME AND AFFILIATION

The TMS name, logo, letterhead, or other intellectual property may not be used by any person to endorse or gain support for a cause without prior authorization in writing from the Directors.

Sec. 9. QUESTIONS, CONCERNS OR REPORTS OF VIOLATIONS

Should a Director or Officer believe a colleague is violating the obligations or expectations of this Policy, or is otherwise acting in an illegal or unethical manner, it is his or her duty to report the matter to the President of the Board, or the Chief Executive Officer/Superintendent, as appropriate.

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PART IV: CONFLICTS OF INTEREST

Sec. 1. COMPLIANCE WITH STATE LAW

TMS and its Officers and Directors shall comply with state law governing conflicts of interest among charter school and charter holder board members and officers, as described in Chapter 12 of the Texas Education Code and 19 TAC §§ 100.1143-100.1151, including, but not limited to the following:

a) ***Employees Serving on the Board***

(1) Directors and Officers of TMS shall comply with Local Government Code, Chapter 171 in the manner provided by the conflict of interest provisions described in 19 TAC §§ 100.1143-100.1151.

(2) Officers of TMS are defined by the Commissioner of Education to be persons charged with the duties of, or acting as a Chief Executive Officer, a Central Administration Officer, a Campus Administration Officer, or a Business Manager, regardless of whether the person is an employee or contractor of the charter holder, the school, a management company, or any other person; or a volunteer working under the direction of the charter holder, the school, or a management company. A charter holder employee or independent contractor engaged solely in non-charter activities for the charter holder is not an "officer" of TMS.

(3) The TMS Chief Executive Officer is a person (or persons) directly responsible to the governing body of the charter holder for supervising one or more Central Administration Officers, Campus Administration Officers, and/or Business Managers.

(4) A Central Administration Officer for TMS is a person charged with the duties of, or acting as, a Chief Operating Officer, director, or assistant director of the charter holder for TMS, including one or more of the following functions:

(A) assuming administrative responsibility and leadership for the planning, operation, supervision, or evaluation of the education programs, services, or facilities of the Board, for appraising the performance of the Board's or TMS'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 Board or TMS regarding the selection of personnel of the Board, including those employed by a management company;

(D) recommending the termination, non-renewal, or suspension of an employee or officer of the Board, including those employed by a management company; or recommending

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the termination, non-renewal, suspension, or other action affecting a management contract;

(E) managing the day-to-day operations of the Board, as its administrative manager;

(F) preparing or submitting a proposed budget to the charter holder Board or TMS (except for developing budgets for a TMS campus, if this is a function performed by a Campus Administration Officer under the terms of the open-enrollment charter);

(G) preparing recommendations for policies to be adopted by the Board, or overseeing the implementation of adopted policies, except for legal services provided by an attorney licensed to practice law in this state, or public accountancy services provided by a certified public accountant licensed to practice public accountancy in this state;

(H) developing, or causing to be developed, appropriate administrative regulations to implement policies established by the Board, except for legal services provided by an attorney licensed to practice law in this state, or public accountancy services provided by a certified public accountant licensed to practice public accountancy in this state;

(I) providing leadership for the attainment of student performance in TMS, based on the indicators adopted under TEC §§ 39.053–39.054, or other indicators in the TMS charter; or

(J) organizing the central administration of the Board.

(5) A Campus Administration Officer for TMS is a person charged with the duties of, or acting as, a principal or assistant principal of a TMS campus, including one or more of the following functions:

(A) approving teacher or staff appointments for a TMS 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 TMS campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter;

(C) developing budgets for a TMS 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 TMS campus;

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(E) assigning, evaluating, or promoting personnel assigned to a TMS campus, unless this function is performed by a Central Administration Officer under the terms of the open-enrollment charter; or

(F) recommending to a Central Administration Officer the termination or suspension of an employee assigned to a TMS 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 TMS or TMS.

(7) **Also Excluded from the Board.** Except as otherwise provided by law, a person who receives "compensation or remuneration" (as defined by law and herein) from the nonprofit corporation holding TMS's open-enrollment charter may not serve on the Board, with the following exceptions:

(A) If each charter school operated by the Board as charter holder has received a satisfactory accountability rating, as defined by applicable law, for at least two of the preceding three school years, TMS employees may serve on the Board, as described below, and as provided by law.

(B) If the charter holder has operated at least one charter school which reported attendance that occurred prior to September 2, 2001, but no charter school operated by the charter holder has received a sufficient number of substantive ratings to determine whether it has received a satisfactory rating for at least two of the preceding three school years, then TMS employees may serve on the governing body of the charter holder, as provided by law.

(C) An employee of TMS may serve as a Director if: (i) only employees of TMS, and not employees of the Board, serve on the Board; (ii) the compensation or remuneration received by that Director is limited to salary, bonuses, benefits, or other compensation received pursuant to the employment relationship with TMS; (iii) TMS employees do not constitute a quorum of the Board or any committee of the Board; and (iv) all TMS employees serving on the Board comply with all applicable conflict of interest provisions required by law.

b) ***Conflicts Requiring an Affidavit and Abstention from Voting***

The following circumstances shall be deemed a Conflict of Interest (as defined below), and the Director or Officer shall, in addition to the procedures set forth in Part III, Section 3 (Conflict of Interest Procedures), take the following action:

(1) If a Director or Officer has a substantial interest in a business entity or in real property, the Director or Officer shall file, before a vote, decision, or other action on any matter

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involving the business entity or the real property, an affidavit stating the nature and extent of the interest, and shall abstain from further participation in the matter if:

(A) In the case of a substantial interest in a business entity, the vote, decision, or other action on the matter will have a special economic effect on the business entity that is distinguishable from the effect on the public; or

(B) In the case of a substantial interest in real property, it is reasonably foreseeable that a vote, decision, or other action on the matter will have a special economic effect on the value of the property, distinguishable from its effect on the public.

(2) The affidavit described above is filed with the Secretary of the Board.

(3) The Director or Officer filing the affidavit shall abstain from further participation in the matter requiring the affidavit. A Director or Officer filing the affidavit shall abstain from further participation in the matter requiring the affidavit unless a majority of the Board is composed of persons who are likewise required to file, and who do file affidavits of similar interests on the same official action.

c) *Separate Vote on Budget Item*

The Directors shall take a separate vote on any budget item specifically dedicated to a contract with a business entity in which a Director has a substantial interest. Abstention is required, except as provided above and in 19 TAC § 100.1147(c), otherwise the affected Director may not participate in that separate vote. The affected Director may vote on a final budget if: (1) the affected Director has complied with the above-stated requirements; and (2) the matter in which the affected Director is concerned has been resolved.

Sec. 2. STATEMENT ON FEDERAL LAW

TMS and its Officers and Directors shall comply with the federal regulations regarding private benefit and excess benefit transactions as described in Section 4958 of the Internal Revenue Code and 26 CFR § 53.4958 (the "federal tax rules") when it is contemplating entering into a transaction or arrangement that may benefit the private interest of a Director or Officer or other individual deemed to be a disqualified person under the federal tax rules. A "disqualified person" includes Directors and Officers, and any person who is in a position to exercise substantial influence over the affairs of the corporation. A "disqualified person" includes Family (as defined in Section II of this policy) of the disqualified person.

a) *Interested Person*

Any Director or Officer, employee, or member of a committee with powers delegated by the Board who has a direct or indirect interest, as defined below, is an "Interested Person."

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(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 TMS has a transaction or arrangement;

(B) a compensation arrangement with TMS, or with any entity or individual with which TMS has a transaction or arrangement; or

(C) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which TMS is negotiating a transaction or arrangement.

(2) "Compensation" is defined to include direct and indirect remuneration, as well as gifts or favors that are not insubstantial.

(3) A person has an "Interest" if the person has a substantial interest in a business entity or a substantial interest in real property as described in Part III, Section 2-a-1 above.

b) ***Interested Person with Conflict of Interest***

An Interested Person shall have a Conflict of Interest (as defined in this policy) only if the Board or the appropriate committee determines that a Conflict of Interest exists in accordance with the procedures set forth below.

Sec. 3. <u>CONFLICT OF INTEREST PROCEDURES</u>

a) ***Duty of Prior Disclosure***

In connection with any actual or potential conflict of interest, an Interested Person shall disclose the existence of the Interest in writing to the Board as soon as he or she has knowledge of it, and the Board shall give such Interested Person the opportunity to disclose all material facts related thereto to the Board or designated committee considering the proposed transaction or arrangement. Such written disclosure shall be made part of and set forth in the Board minutes. In any event, the disclosure of any actual or potential conflict of interest by an Interested Person should occur prior to any consideration of the proposed transaction by the Board.

(1) **Transaction Not Subject to Board Action.** An Interested Person with any actual or potential conflict of interest with respect to a transaction or arrangement that is not the subject of Board action shall disclose to the President of the Board or Superintendent, any such Interest. Such disclosure shall be made as soon as the Interest is known to the Interested Person.

(2) **Untimely Disclosure.** If an Interested Person fails to disclose the Interest before the Board acts on a transaction as to which a Director has an Interest, then the Interested Person shall

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promptly submit a written statement to the Board setting forth all material facts regarding the Interest, along with an explanation concerning the untimely nature of the notice.

(3) **Failure to Disclose.** If the Board has reasonable cause to believe that an Interested Person failed to disclose an Interest, the Board shall inform the Interested Person of the basis for such belief and afford the Interested Person an opportunity to explain the alleged failure to disclose. After hearing the Interested Person's explanation, and conducting such investigation as may be warranted under the circumstances, the Board may determine that the Interested Person failed to disclose an actual Conflict of Interest. In such event, the Board shall vote on the appropriate corrective action.

b) ***Determining Whether a Conflict of Interest Exists***

After disclosure of the Interest and all material facts related thereto, the Interested Person *shall leave the meeting of the Board or designated committee while a determination is made by disinterested Directors as to whether a conflict of interest ("Conflict of Interest") exists.* No Director shall vote on any matter in which he or she has a Conflict of Interest.

c) ***Vote by Disinterested Directors***

(1) **Nonparticipation of Directors with Conflict.** A Director who has a Conflict of Interest shall neither vote nor participate in, nor be permitted to hear the Board's discussion of the matter, except to disclose material facts and to respond to questions. Such Director shall not attempt to exert his or her influence with respect to the matter, either before, during, or outside of the Board meeting.

(2) **Action by Disinterested Directors.** If the Board concludes that a Conflict of Interest exists, the Board shall determine by voting whether the transaction should be authorized, approved or ratified. The vote shall be conducted as follows:

(A) Except as otherwise permitted by law, Directors with a Conflict of Interest shall leave the room in which the meeting is conducted.

(B) Except as otherwise allowed by law, and as set forth in Part III, Section 1-b-3 (Conflicts Requiring an Affidavit and Abstention from Voting), a majority of the disinterested Directors, without regard to any quorum requirement, must vote affirmatively for the transaction to be authorized, approved or ratified. However, a transaction cannot be authorized, approved or ratified by a single Director.

(3) **Vote Not Disallowed by Presence of Directors with a Conflict.** The presence of, or a vote cast by, a Director with a Conflict of Interest in a transaction does not affect the validity of a vote regarding the transaction if the transaction is otherwise authorized, approved or ratified, as prescribed herein.

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(4) **Circumstances in Which Comparability Data is Necessary**. If the transaction involves compensation for services of a Director, an Officer, or other individual deemed to be a disqualified person (as defined above at page 6(B)) under the federal tax rules, or if the transaction involves the transfer of property or other benefit to a Director, Officer, or other individual deemed to be a disqualified person under the federal tax rules, the disinterested Directors or committee must determine that the value of the economic benefit provided by TMS to the Interested Person or Persons does not exceed the value of the consideration received in exchange by obtaining and reviewing appropriate comparable data ("Comparability Data").

(A) When considering the comparability of compensation for example, the relevant data which the Board or committee may consider includes, but is not limited to, the following: (i) compensation levels paid by similarly-situated schools; (ii) the availability of similar services within the same geographic area; (iii) current compensation surveys compiled by independent firms; and (iv) written offers from similar institutions competing for the same person's services. When the transaction involves the transfer of real property as compensation, the relevant factors include, but are not limited to: (i) current independent appraisals of the property, and (ii) offers received in a competitive bidding process.

(B) Based on the Comparability Data, the Board or committee shall determine, by a majority vote of the disinterested Directors or committee members, whether the transaction or arrangement is fair and reasonable to TMS. In conformity with the above determination, the Board or committee shall make its decision as to whether to enter into the transaction or arrangement.

(C) If such transaction or arrangement is approved by the Board or committee, the Comparability Data and the approval shall be made part of the Board minutes in accordance with Part III, Section 3-d (Documentation) below.

d) ***Documentation***

The Board Secretary shall keep accurate minutes reporting:

(1) **Interest Disclosed; Determination of Conflict of Interest.** That the Interested Person(s) disclosed the Interest and the Board determined whether a Conflict of Interest exists. The minutes should include:

(A) The name(s) of the person(s) who disclosed or otherwise were found to have an Interest in connection with an actual or possible Conflict of Interest, the nature of the Interest, any action taken to determine whether a Conflict of Interest was present, and the Board's or committee's decision as to whether a Conflict of Interest in fact existed.

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(B) The names of the persons who were present for discussions and votes relating to the Conflict of Interest, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

(C) A completed Affidavit of Abstention complying with Local Government Code Chapter 171 and 19 TAC §§ 100.1143-1149 (*see* Affidavit Exhibit A).

(2) **Nonparticipation of Directors with Conflict.** That the Director or Directors with an Interest or a Conflict of Interest left the room and did not participate in the determination of whether a Conflict of Interest exists or the vote regarding the transaction or arrangement;

(3) **Comparability Data.** The Comparability Data considered and relied upon by the Board in its consideration of the transaction or arrangement; and

(4) **Vote of Disinterested Directors.** That the remaining disinterested Directors reviewed the Transaction and voted upon it, and the result of their vote.

Sec. 4. COMPENSATION

(1) A Director who receives compensation, directly or indirectly, from TMS for services is precluded from voting on matters pertaining to that Director's compensation.

(2) A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from TMS for services is precluded from voting on matters pertaining to that member's compensation.

(3) No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from TMS, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

(4) Except with respect to Board decisions regarding a *bona fide* class or category of employees pursuant to Government Code § 573.062(b), a voting member of the Board or any committee whose jurisdiction includes compensation matters is precluded from voting on personnel matters (including matters related to compensation) concerning a person related within the third degree by consanguinity or within the second degree by affinity (as defined below and as specified by Government Code § 573.002).

Sec. 5. ADDITIONAL PROHIBITION

No administrator, officer, or employee of **TMS** and no member of the governing body of the charter school or its charter holder may derive any personal financial benefit from a real estate transaction with **TMS**.

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Sec. 6. DISCLOSING VENDOR RELATIONSHIPS

TMS and its Officers and Directors shall comply with the state law disclosure requirements regarding relationships between vendors who conduct business with TMS as described in Chapter 176 of the Local Government Code.

a) ***Conflict Disclosure Statements by School Directors, the Superintendent, and Purchasing Agents***

(1) The TMS Directors, Superintendent, or any other agent of TMS who exercises discretion in the planning, recommending, selecting, or contracting of a vendor for the Charter School (hereinafter "Covered Individuals") must file a Conflicts Disclosure Statement with respect to a vendor if:

a. The vendor enters into a contract with TMS is considering entering a contract with the vendor, and the vendor has an employment or other business relationship with a Covered Individual or with a family member of a Covered Individual that will result in the Covered Individual or the family member of the Covered Individual receiving taxable income that exceeds $2,500 during the 12-month period preceding the date that the Covered Individual became aware that a contract between TMS and the vendor has been executed or TMS is considering entering into a contract with the vendor.

b. The vendor has given to a Covered Individual or a family member of a Covered Individual one or more gifts that have an aggregate value of more than $100 in the 12-month period preceding the date the Covered Individual becomes aware that a contract between TMS and the vendor has been executed or TMS is considering entering into a contract with the vendor.

c. The vendor has a family relationship with a Covered Individual.

(2) A Covered Individual is not required to file a Conflicts Disclosure Statement in relation to a gift accepted by the Covered Individual or a family member of the Covered Individual if the gift is a political campaign contribution, officeholder contribution, or food accepted as a guest. A Covered Individual is not required to file a Conflicts Disclosure Statement if the vendor is an administrative agency.

(3) A Covered Individual must file the Conflicts Disclosure Statement with the person responsible for maintaining TMS records or the designated TMS representative who maintains the statements and questionnaires filed under this policy by 5:00 p.m. on the seventh business day after the date on which the Covered Individual becomes aware of the facts that require the filing of the Conflicts Disclosure Statement.

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(4) The Texas Ethics Commission provides the required Conflicts Disclosure Statement Form online at: (FORM CIS).

b) ***Vendor Submission of Conflict of Interest Questionnaires***

(1) A vendor must complete and file a Conflict of Interest Questionnaire if the vendor has a business relationship with TMS and:

a. Has an employment or other business relationship with a Covered Individual or with a family member of a Covered Individual; or

b. Has given a Covered Individual or a family member of a Covered Individual one or more gifts with the aggregate value of more than $100; or

c. Has a family relationship with a Covered Individual.

(2) A vendor must file the completed Conflict of Interest Questionnaire with the appropriate person responsible for maintaining TMS records or the designated representative who maintains the statements and questionnaires filed under this policy by the seventh business day after the later of the date of:

a. The date that the vendor begins discussions or negotiations to enter into a contract with TMS or submits to TMS an application, response to a request for proposals or bids, correspondence or another writing related to a potential contract with TMS; or

b. The date that the vendor becomes aware of an employment or other business relationship with a TMS Officer or Director or a family member of a TMS Officer or Director; that the vendor has given one or more gifts as described above; or of a family relationship with a TMS Officer or Director.

(3) A vendor must file an updated completed Conflict of Interest Questionnaire with the appropriate person responsible for maintaining TMS records or the designated representative who maintains the statements and questionnaires filed under this policy by the seventh business day after the date on which the vendor becomes aware of an event that would make a statement in the questionnaire incomplete or inaccurate.

(4) A Covered Individual who also serves as a TMS vendor is required to file the questionnaire if the Covered Individual enters or seeks to enter into a contract with TMS or is an agent of a person who enters or seeks to enter into a contract with TMS.

(5) The Texas Ethics Commission provides the required Conflict of Interest Questionnaire form online at: (FORM CIQ).

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c) ***Additional Requirements***

(1) **Maintaining Records**. The person responsible for maintaining TMS records or the designated representative who maintains the statements and questionnaires filed under this policy must maintain a list of Covered Individuals and make the list available to the public and any vendor who may be required to file a Conflict of Interest Questionnaire. This person must also maintain the statements and questionnaires that are required to be filed under these policies in accordance with TMS's records retention schedule.

(2) **Electronic Filing**. The filing requirements of Chapter 176 of the Local Government Code, including signature requirements, may be satisfied by electronic filing in a form approved by the Texas Ethics Commission.

(3) **Internet Posting**. If TMS maintains an Internet website, the school must provide access to the statements and to questionnaires required to be filed under these policies on that website.

(4) **Requirements Cumulative**. The disclosure requirements under Chapter 176 of the Local Government Code are in addition to any other disclosure required by law.

d) ***Enforcement***

(1) A Covered Individual commits an offense under Chapter 176 of the Local Government Code if the Officer or Director is required to file a Conflicts Disclosure Statement and knowingly fails to timely file the statement.

(2) A vendor commits an offense under Chapter 176 of the Local Government Code if the vendor is required to file a Conflict of Interest Questionnaire and knowingly fails to timely file the questionnaire or knowingly fails to file an updated questionnaire after becoming aware of an event that would make the previously filed questionnaire incomplete or inaccurate.

(3) Offenses under Chapter 176 of the Local Government Code are classified as Class A-C misdemeanors depending on the contract price.

(4) TMS may reprimand, suspend, or terminate the employment of an employee who knowingly fails to comply with a requirement under these policies.

(5) The Board may, at its discretion, declare a contract void if the governing body determines that a vendor failed to file a Conflict of Interest Questionnaire.

PART V: NEPOTISM

Sec. 1. NEPOTISM GENERALLY PROHIBITED

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A Director or Officer may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual who is to be directly or indirectly compensated from public funds or fees of office, if:

(1) The person is related to the Director or Officer by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree (as defined below); or

(2) The Director or Officer holds the appointment or confirmation authority as a member of a local board and the person is related to another member of the Board by blood or marriage within a prohibited degree. *Government Code §§ 573.002, 573.041*.

(3) Refer to attached diagram, Exhibit B.

Sec. 2. INDEPENDENT CONTRACTORS

The nepotism law governs the hiring of an individual, whether the individual is hired as an employee or as an independent contractor.

Sec. 3. PAYMENT TO PROHIBITED PERSON

A Director or Officer may not approve an account or draw or authorize the drawing of a warrant or order to pay the compensation of an ineligible person if the Director or Officer knows the person is ineligible. *Government Code § 573.083; 19 TAC § 100.1141*.

Sec. 4. RELATION BY CONSANGUINITY

Two persons are related to each other by consanguinity (blood) if one is a descendant of the other or if they share a common ancestor. An adopted child is considered to be a child of the adoptive parents for this purpose. *Government Code § 573.022*.

a) *Third Degree of Consanguinity*

An individual's relatives within the third degree by consanguinity are the individual's:

(1) Parent or child (first degree);

(2) Brother, sister, grandparent, or grandchild (second degree); and

(3) Great-grandparent, great-grandchild, aunt or uncle (who is a sibling of a parent of the person), nephew or niece (who is a child of a brother or sister of the person) (third degree). Government Code 573.023.

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Note: There is no distinction under the nepotism statute between half-blood and full-blood relations. Thus, half-blood relationships fall within the same degree as those of the full blood. *See* Exhibit B.

Sec. 5. RELATION BY AFFINITY

Two persons are related to each other by affinity (marriage) if they are married to each other, or if the spouse of one of the persons is related by consanguinity to the other person. The ending of a marriage by divorce, or the death of a spouse ends relationships by affinity created by that marriage unless a child of the marriage is living, in which case the marriage is considered to continue as long as a child of that marriage lives. This provision applies to a Board member or Officer only until the youngest child of the marriage reaches the age of 21 years. *Government Code § 573.024*.

a) *First Degree of Affinity*

A husband and wife are related to each other in the first degree by affinity. For other relationships, the degree of affinity is the same as the degree of the underlying relationship by consanguinity. For example, if two persons are related to each other in the second degree by consanguinity, the spouse of one of the persons is related to the other person in the second degree by affinity.

b) *Second Degree of Affinity*

If two individuals are related to each other in the second degree by consanguinity, the spouse of one of the individuals is related to the other individual in the second degree by affinity.

c) *Third Degree of Affinity*

An individual's relatives within the third degree of affinity are:

(1) Anyone related by consanguinity to the person's spouse within the first or second degree; and

(2) The spouse of anyone related to the person by consanguinity within the first or second degree. *Government Code § 573.025*.

Sec. 6. EXCEPTIONS FOR EXISTING EMPLOYEES/CONTINUOUS EMPLOYMENT

The nepotism prohibitions do not apply to the appointment of a person to a position if the person is employed in the position immediately before the election or appointment of the Director or Officer to whom the person is related in a prohibited degree, and that prior employment is continuous for at least:

(1) Thirty days, if the Director or Officer is appointed;

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(2) Six months, if the Director or Officer is elected. Government Code § 573.062(a); or

(3) A person who was not restricted or prohibited under Education Code 12.1055 as it existed before September 1, 2013, from being employed by TMS and who was employed by TMS before September 1, 2013, is considered to have been in continuous employment as provided by Government Code § 573.062(a), and is not prohibited from continuing employment with TMS. *Education Code § 12.1055(d).*

a) *Continuous Employment Exception*

For purposes of calculating the appropriate date for the applicability of the continuous-employment exception, a superintendent with final authority to select personnel is an appointed Director or Officer. *Atty. Gen. Op. GA-177 (2004).* If an employee continues in a position under this exception, the Director or Officer to whom the employee is related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, employment, reemployment, change in status, compensation, or dismissal of the employee, if the action applies only to the employee and is not taken regarding a *bona fide* class or category of employees. Government Code § 573.062(b). A "change in status" includes a reassignment within an organization, whether or not a change in salary level accompanies the reassignment. *Atty. Gen. Op. JC-193 (2000).* For an action to be "taken with respect to a *bona fide* category of employees," the officeholder's action must be based on objective criteria, which do not allow for the preference or discretion of the officeholder. *Atty. Gen. Op. DM-46 (1991).* The nepotism prohibitions do not apply to appointment or employment of a substitute teacher. *Government Code § 573.061*.

b) *Retired Teachers*

A teacher who has retired from a full-time, certified teacher position has broken his or her employment with TMS, and does not qualify for the continuous employment exception to the nepotism laws. *Atty. Gen. Op. JC-442 (2001).*

Sec. 7. OTHER NEPOTISM EXCEPTIONS

The nepotism exceptions described in 19 TAC § 100.1139 also apply.

Notwithstanding an exception, a Director or Officer related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, or confirmation of same, employment, reemployment, change in status, compensation, or dismissal of an individual, unless the action is taken regarding a *bona fide* class or category of employees.

Sec. 8. TRADING PROHIBITED

A Director or Officer may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual to a charter position in which the individual's services are under the Director or Officer's direction or control if:

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(1) The person is related to another Director or Officer within the prohibited degree; and

(2) The appointment would be carried out, in whole or in partial consideration for the other Director or Officer's hiring, selecting, appointing, confirming, or voting for an individual who is related to the first Director or Officer within a prohibited degree. *Government Code § 573.044*.

Sec. 9. SOURCE OF FUNDING IRRELEVANT

The rules against nepotism apply to employees paid with public funds, regardless of the source of those funds. Thus, the rules apply in the case of a teacher paid with funds from a federal grant. *Atty. Gen. L.A. No. 80 (1974).*

Sec. 10. ENFORCEMENT OF NEPOTISM PROHIBITIONS

In accordance with state law, a Director or Officer who violates the nepotism regulations shall be removed from office by the Board. A failure to thus remove is a material charter violation.

(1) Removal must be in accordance with the Articles and Bylaws of TMS and in accordance with the terms of the charter and other state and federal law.

(2) A Director or Officer violating the nepotism laws may also be removed by the Attorney General and may be subject to criminal and other penalties.

Sec. 11. DELEGATION OF HIRING AUTHORITY

The Board may delegate final authority to select TMS personnel to the Chief Executive Officer/Superintendent, Human Resources Director, or other designated Officer.

If such authority is designated to the Chief Executive Officer/Superintendent, the Chief Executive Officer/Superintendent is a "public official" for purposes of Chapter 573, Government Code, with respect to a decision made under that delegation of authority. Education Code § 11.1513(f). As such, if the Chief Executive Officer/Superintendent has been delegated final authority to select TMS personnel, the Chief Executive Officer/Superintendent may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual who is to be directly or indirectly compensated from public funds or fees of office, if:

(1) The person is related to the Chief Executive Officer/Superintendent by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree; or

(2) The person is related to a Board member by blood or marriage within a prohibited degree. Government Code §§ 573.002, 573.041.

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An individual who is related to the Chief Executive Officer/Superintendent within the relevant level or consanguinity (blood) or by affinity (marriage) and was employed by TMS before September 1, 2013 is considered to have been in continuous employment as provided by Government Code § 573.062(a), and is not prohibited from continuing employment with TMS.

Notwithstanding the above, each Director remains subject to Chapter 573, Government Code with respect to all TMS employees. *Education Code §§ 11.1513(f), 12.1055*.

PART VI: RELATED PARTY TRANSACTIONS

Sec. 1. COMPLIANCE WITH COMMISSIONER RULE

TMS shall comply with all rules issued by the Commissioner of Education concerning related party transactions under Education Code §§ 12.1166–.1167. This includes any rule concerning notification to the Commissioner if TMS intends to enter into a transaction with a related party and provide an appraisal from a certified appraiser to the Texas Education Agency.

Sec. 2. DEFINITIONS

For purposes of this policy, the term "related party" includes:

(1) a person who is:
   a. a current or former (within the last five years) board member for TMS or the charter school;
   b. a current or former (within the last five years) administrator for TMS or the charter school;
   c. a current or former officer of a charter school;
   d. a person who is related to a person described in clauses (a)-(c) of this subparagraph within the third degree of consanguinity or second degree of affinity, as determined under Texas Government Code, Chapter 573;
   e. a person who within the last five years ending on the date of the transaction was in a position to exercise substantial influence over TMS including any "disqualified person" as defined under Internal Revenue Code ("IRC"), § 4958, or Treasury Regulation 26 CFR § 53.4958-3;
   f. a family member of a person described in clause (e) of this subparagraph, which includes: (i) the person's spouse or ancestor; or (ii) the person's children, grandchildren, great grandchildren, siblings, half-siblings, and their spouses;
   g. any person described in clause (e) or (f) of this subparagraph with respect to an organization described in IRC, § 509(a)(3), that was organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of TMS; or
   h. any person who is a donor or donor advisor;

(2) an entity that:

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a. is related to TMS;
b. is participating in a joint venture with TMS;
c. is jointly governed with TMS;
d. has a current or former (within last five years) board member, administrator, or officer who is either: (i) a current board member, administrator, or officer of TMS or TMS; or (ii) related to within the third degree of consanguinity or second degree of affinity of a person described in clause (i) of this subparagraph as determined under Texas Government Code, Chapter 573;
e. is more than 35% controlled by individuals described in part 1(e) and (f) of this section, including: (i) a corporation in which such persons own more than 35% of the total combined voting power; (ii) a partnership in which such persons own more than 35% of the profits interest; (iii) a trust or estate in which such persons own more than 35% of the beneficial interest; or (iv) an entity for which the constructive ownership rules of IRC § 4946(a)(3) and (a)(4) apply; or
f. Any private foundation as described in IRC § 509(a)(3) that: (i) is organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of TMS; and (ii) meets the control test in section 2(e);

(3) a donor-advised fund if a donor (or any person appointed or designated by such donor) has, or reasonably expects to have, advisory privileges with respect to the distribution or investment of amounts held in such fund or account by reason of the donor's status as a donor;
(4) any person or entity associated with the section regarding sponsoring entity;
(5) a lender providing secured or unsecured debt to TMS or TMS other than bonds or tax-exempt facility financing, for any transaction other than the loan or note agreement; or
(6) a major donor to TMS or TMS under a written grant agreement or other contract, for any transaction with the donor other than the written grant agreement.

19 TAC 100.1001(25).

Sec. 3. AUDIT BY COMMISSIONER

If the aggregate amount of all transactions between TMS and a related party exceeds $5,000.00, the Commissioner may conduct an audit of such transaction. If the Commissioner determines a transaction with a related party using funds received under Education Code § 12.106 was structured in a manner that did not benefit TMS or that the transaction was in excess of fair market value, the Commissioner may order that the transaction be reclassified or that other action be taken as necessary to protect TMS's interests. Failure to comply with the Commissioner's order is a material charter violation,.

Sec. 4. ANNUAL AUDIT DISCLOSURE

TMS must include in its annual audit a list of all transactions with a related party. Additionally, the annual audit must separately disclose:

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1. All financial transactions between TMS and any related party, separately stating the principal, interest, and lease payments; and
2. The total compensation and benefits provided by TMS and any related party for each member of the Board and each officer and administrator of TMS and the related party.

Education Code § 12.1168; *19 TAC 100.1069(c).*

PART VII: CONFIDENTIALITY

A Director and Officer shall exercise care not to disclose Confidential Information. Confidential Information is information deemed confidential by law, and any information not generally known or publicly available, or that TMS maintains as confidential, proprietary, restricted, or otherwise as not to be disclosed generally, and any information that the Board or TMS otherwise determines or deems as Confidential Information.

A Director shall not use TMS property, Confidential Information, or the status of his or her position to solicit business for others, or in any other manner obtain a private financial, social or political benefit.

PART VIII: DISCLOSURE AND ANNUAL REVIEW

Sec. 1. NEW DIRECTORS AND OFFICERS

Each new Director and Officer shall review a copy of this Policy and shall complete the Annual Statement of Disclosure and Compliance attached hereto as Exhibit C. The Board shall treat completed Annual Statements of Disclosure and Compliance as Confidential Information.

Sec. 2. PERIODIC REVIEW

To ensure that TMS operates in a manner consistent with charitable purposes, and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects: (i) whether compensation arrangements and benefits are reasonable based on competent survey information, and are the result of arm's length bargaining; (ii) whether partnerships, joint ventures, and arrangements with management organizations conform to TMS's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes, and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Sec. 3. ANNUAL REVIEW

Each current Director and Officer shall complete the Annual Statement of Disclosure and Compliance attached hereto as Exhibit C. The Board shall treat completed Annual Statements of Disclosure and Compliance as Confidential Information.

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Sec. 4. APPLICABLE LAW

This Policy is supplemental to and does not replace federal, state or local laws governing conflicts of interest applicable to charter schools and charitable organizations. When in conflict, the applicable law shall control.

Adopted the _____ day of _____, 20__

_____ _____

President Member

_____ _____

Secretary Member

_____

Treasurer

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EXHIBIT A
AFFIDAVIT OF ABSTENTION

STATE OF TEXAS §
§
COUNTY OF _____ §

I, _____, a local public official, make this affidavit and hereby under oath state the following:

I have a substantial interest in a business entity or real property that may receive a special economic effect that is distinguishable from the effect on the public by an action contemplated by TMS.

The business entity or real property in which I have a substantial interest is: [*name and address of business and/or description of property*]:

_____

_____

_____

I or a person that is related to me within the first degree of consanguinity (blood) or affinity (marriage) as defined by state law has a substantial interest in this business entity or real property for the following reasons [*check all that apply*]:

☐ an ownership interest of 10 percent or more of the voting stock or shares of the business entity;

☐ an ownership interest of 10 percent or more or $15,000 or more of the fair market value of the business entity;

☐ funds received from the business entity exceed 10 percent of _____ (my, his, her) gross income for the previous year;

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☐ real property is involved and _____ (I, he, she) have/has an equitable or legal ownership with a fair market value of at least $2,500;

Upon filing of this affidavit with the official record keeper of TMS, I affirm that I shall abstain from voting or further participating in any matter involving the business entity or real property, unless allowed by law.

SIGNED this the _____ day of _____, 20___.

_____

Signature of Affiant

_____

Title

Before me, the undersigned authority, this day personally appeared _____ _____ (Affiant Name) and by oath swore that the facts herein above stated are true and correct to the best of his/her knowledge or belief.

SWORN TO and SUBSCRIBED before me on the _____ day of _____, 20__.

_____

Notary Public, State of Texas

(seal)

My commission expires: _____

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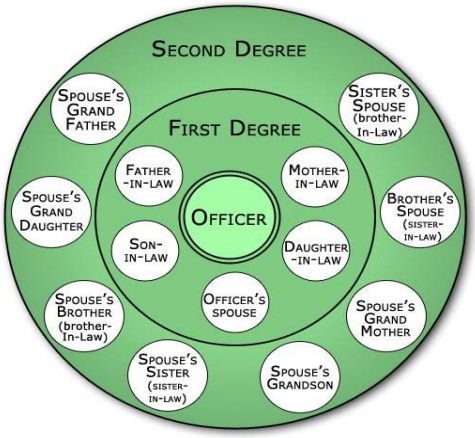
EXHIBIT B

NEPOTISM CHART

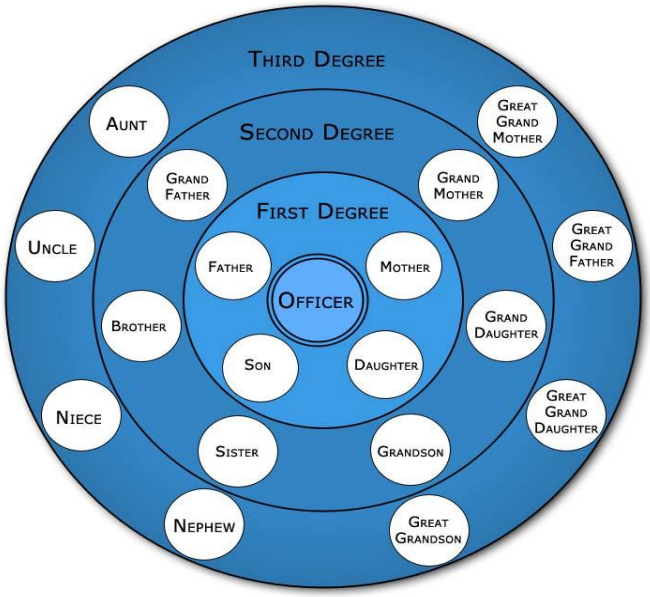
NEPOTISM CHART

The chart below shows

- **Affinity Kinship** (relationship by marriage)
- **Consanguinity Kinship** (relationship by blood) for purposes of interpreting nepotism as defined in VTCA Government Code, Chapter 573, §§573.021 - .025



AFFINITY KINSHIP
Relationship by Marriage



CONSANGUINITY KINSHIP
Relationship by Blood

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EXHIBIT C

ANNUAL STATEMENT OF DISCLOSURE AND COMPLIANCE

Name: _____

Position: _____

□ Please describe below any relationships, positions, or circumstances in which you are involved that you believe could be considered an Interest or that might be perceived as an actual or possible Conflict of Interest, as defined in the TMS Ethics, Conflict of Interest and Nepotism Policy. Please also describe any familial relationships that would qualify as relationships within the prohibited degree as defined in the TMS Ethics, Conflict of Interest and Nepotism Policy.

_____

_____

_____

_____

_____

□ I am involved in no activity, relationship, position or circumstance that could be considered an Interest or might be perceived as an actual or possible Conflict of Interest, as defined in the TMS Ethics, Conflict of Interest and Nepotism Policy. I do not have any familial relationships that would qualify as relationships within the prohibited degree as defined in the TMS Ethics, Conflict of Interest and Nepotism Policy.

I hereby certify that the information as set forth above is true and complete to the best of my knowledge. I have reviewed and agree to abide by the TMS Ethics, Conflict of Interest and Nepotism Policy that is currently in effect.

Signature: _____

Date: _____

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Board Member Résumés and 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.

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.

Dawna Duke

Senior Educational Leader

Literacy & Mathematics Expert | Project & People Manager

Innovative change management, system/process enhancement, and instructional leader with 15 years' experience in educational leadership and school/campus operations. Strategic workforce planner and talent management specialist with the ability to utilize existing human capital in creative ways to build and develop programming dedicated to student success. Visionary grant management pro with a knack for acquiring unique funding streams to implement systems and processes to aid in school improvement. Data and mission-driven servant leader with a proven track record of implementing solutions that result in positive outcomes for students, schools, and communities.

Additional Competencies

Curriculum Design & Development | Training & Facilitation of Adult Learning | Professional Development | Budget & Operations Management Change Management | Talent & Performance Management | Coaching/Mentoring | Grant Writing | Data Analysis | Leadership Coaching | Skilled in Design-Thinking & Iterative Design

Technical Proficiencies

MS Office Suite | Google Suite | Social Media – Facebook, Instagram

Notable Achievements

- ❖ Designed and launched a Reading Intervention Program, resulting in 120 middle schoolers reading at proximate to grade level after entering the school as non-reading (2022-2023)
- ❖ Awarded 2022-2023 Secondary Principal of the Year for the W.T. White Feeder Pattern, Dallas ISD
- ❖ Secured a 43k grant from the Allstate Foundation resulting in the formation and execution of six student service programs, centered on academic achievement, health and wellbeing, and service learning (Matadors Outdoors, Student Pantry, School Store, Uniform Exchange Program, Student-Led Campus Systems, & PBIS: Kudos Corner)
- ❖ Led campus in overall achievement gains from D to B (2021-2023)
- ❖ Secured 23k in grants from the Texas Parks & Wildlife Fund for quarterly programming for 30+ students/families to participate in camping trips focusing on student empowerment and community service
- ❖ Acquired a donation to implement a Substance Abuse Prevention Program, rolling out the use of vape detectors, implementing calibrated disciplinary communications, and increasing parent education, engagement and communication, resulting in decreased instances of student fighting, drug use, and assaults by 50% over three years

Professional Experience

Dallas ISD - TC Marsh Prep, Dallas, TX June 2020 – July 2024 ***Principal*** *(June 2021-July 2024)*

- Oversee and manage all campus operations for teaching and learning, safety, security, scheduling, extracurricular activities, and third-party services (food and custodial)
- Own employee lifecycle, including recruitment/hiring, onboarding, coaching and development, observation, and annual evaluations and feedback
- Develop and manage programming for student achievement, assessments, and data analysis
- Manage and enhance the Parent & Community Engagement Program, growing active membership from three to 85 since 2022 and leading monthly parent meetings, community service activities and quarterly student celebration events
- Implement and manage the pilot of Carnegie and Amplify Curriculum for reading and math
- Oversee the student discipline program, instituting a *Positive Behavior Incentive System* impacting ~800 students annually ● Facilitate staff training for Creative Consequences & Trauma-informed Approaches for student discipline ● Manage and maintain annual ~$400k budget, including grant and title funds, payroll, campus activity/extracurricular funds, food programs, and student service project funding
- Manage a leadership team of ~15 and staff of ~90 in support of ~800 students and their respective families

Campus Assistant Principal – 6th Grade Culture & Discipline; Mathematics *(July 2019-June 2021)*
TC Marsh Prep (2020-2021) & Piedmont Global Academy (2019-2020)

- Led strategic change management for campus culture and instructional systems
- Revamped instructional leadership, curriculum alignment, talent management, performance management & evaluation

processes, and strategic coaching and feedback program to increase student and teacher success
- Oversaw all academic operations within the Math department, including Academic Access, Student Discipline, and Special Education ARD & IEP development and implementation
- Launched and managed a new value-based, innovative Student Council aligned with positive discipline and culture systems ● Increased 6th grade attendance from 95.4% to 98% in one school year

Uplift Education – Uplift Infinity Primary School, Dallas, TX June 2017 – May 2018 ***Dean, International Baccalaureate: Primary Years Programme (PYP)***

- Drove performance improvement system change for 3rd-5th grade teacher teams, resulting in ranking up from 12/15 to 3/15 in network performance rankings
- Developed, implemented and managed strategic coaching and feedback, strengths-based scheduling & data tracking, and social emotional learning programs
- Led adult learning teachers and faculty: Curriculum Training & Implementation Accountability

Grand Prairie ISD, Grand Prairie, TX August 2017 – May 2018 ***Superintendent Internship (Doctoral Program at SMU)***

- 160 Superintendent hours with Dr. Susan Hull, shadowing all operations focused on increasing student achievement through innovation, risk-taking, and hands-on leadership

Dallas ISD – Stevens Park Elementary, Dallas, TX August 2014 – May 2017 ***Campus Instructional Coach/Demonstration Teacher*** *(August 2015-May2017)*

- Led campus-wide change management, implementing initiatives based on pedagogy centered on the teaching and learning of conceptual and multi-sensory mathematics
- Developed and launched exemplar teacher training video for district-wide leadership development, evaluation, and calibration for the Dallas ISD Teacher Excellence Initiative (TEI)

Distinguished 4th Grade Math/Science Teacher *(August 2014-August 2015)*

- Recognized through the Dallas ISD TEI and the Distinguished Teacher Review (DTR) for achieving high scores in all three TEI components: teacher performance, student achievement and student experience

Brasilia International School, Brasilia, Brazil September 2011 – May 2014 ***General Education Teacher, Gr. 3-6***

Dallas ISD – Bryan Adams High School, Dallas, TX August 2009 – May 2011 ***Special Education Inclusion Teacher- Mathematics & Reading***

Education & Certifications

Doctorate in Education Leadership & Policy (Ed.D.)*, Southern Methodist University*
Master of Arts – Christian Leadership in Education (MACL)*, Criswell College*
Bachelor of Arts – Biblical Studies, *Criswell College*
Principal Certification, *Texas Education Agency (TEA)*
Teaching Certifications, *Texas Education Agency (TEA)*

- *EC-12 Special Education*
- *EC-6 Generalist*
- *4-8 Generalist*
- *4-8 Mathematics*

Teaching English as a Foreign Language (TEFL)/ESL, *Mexican BOE*

References

Dr. Dawson Orr *- Southern Methodist University Department Chair, Dissertation Committee Chair, Mentor, Advisor - 214-930-5281*
Temesghen Asmerom*, DallasISD Assistant Superintendent - Direct Manager - 972-816-4049*
Dr. Milan Sevak, *UNT Dallas/Southern Methodist University Doctor of Education: Leadership & Policy Director - 312-218-8084*
Sarah Hobson Vafie, *Uplift Education/The Holdsworth Center - Direct Manager - 806-786-7399*
Mya Baker, *TNTP Vice President /iCivics Chief Learning Services Officer - Principal Coach - 972-658-4291*

GENERATION 30
BOARD MEMBER
BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: **The Museum School of East Dallas**

Name of Sponsoring Entity: **The Museum School of East Dallas Inc.**

Contact Information

Full Legal Name: **Dawna Lynn Duke**

Home Mailing Address: [redacted]

Phone Number: [redacted]

Email Address: [redacted]

Knowledge and Experience

Describe the specific knowledge and experience that you would bring to the board of the proposed charter school.

I am a lifelong educator, volunteer, and senior educational leader. I have served as a Distinguished Teacher Recognized in Dallas Independent School District and also as a teacher at a private international school in Brasilia, Brazil. I have also served as a principal in DallasISD, and an assistant principal in DallasISD and Uplift Education. My doctorate is in Education Leadership and Policy from Southern Methodist University and I am currently pursuing the superintendent certification. I am passionate about educational opportunity and access. After serving as an assistant principal in Pleasant Grove Irving, and in Northwest Dallas, I have seen the different systemic barriers and opportunities afforded to students in charter, choice, and neighborhood schools depending on the zip code in which the school resides. I also speak Spanish and Portuguese. I will specifically bring educational innovation, design-thinking, instructional leadership, budgeting, fundraising, development, recruitment and retention of high-performing teaching and support staff. I will also bring knowledge and personal experience growing up in the East Dallas neighborhoods, experience serving and leading in this area, as well as past experiences serving on a non-profit start-up board for the Learning Gardens.

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.

Yes. I currently serve on the founding non-profit board for the Learning Gardens in Athens, Texas since 2023.

Disclosures

Do you plan to contract or seek future employment with the sponsoring entity, the charter school, or any management company of the school? If yes, describe the nature of employment and all the compensation you expect to receive.

No

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).

No

Are you (or your spouse) partners or majority shareholders in a business/organization that may conduct business with the proposed charter school? If yes, identify all applicable business/organizations.

No

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, status, findings, and/or ruling.

No

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.

No

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.

No

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.

No

Certification

I, Dawna Lynn Duke, 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) _____

Date December 18, 2024

FOR NOTARY PUBLIC USE ONLY

State of TEXAS

County of DALLAS

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

Subscribed and sworn to before 18th day of December, 2024.

(Notary Public) Kristie Shaver

My commission expires March 27, 2027

KRISTIE SHAVER
Notary ID #134272534
My Commission Expires
March 27, 2027

Jaqueline Arellano

Dallas, Texas ❖ [redacted]

WORK EXPERIENCE

Mi Escuelita **July 2018 – Present**
Site Director *Dallas, Tx*

- ❖ Developed and implemented a successful recruitment plan, driving community events to increase awareness and enrollment in all Mi Escuelita Schools.
- ❖ Opened the Carolyn Strickland Mi Escuelita Center which started with 6 students, growing enrollment to full capacity (56 students) across four Head Start classrooms, private, and toddler programs.
- ❖ Adhering to licensing regulations and program standards required to continue the operation of a learning center.

Uplift/KIPP Pre-K Coordinator **July 2015 – July 2018**

- ❖ Contributed to the opening of KIPP, UPLIFT at White Rock Hills.
- ❖ Successfully manage day-to-day operations, ensuring a nurturing and supportive environment for both children and staff.

Lead Teacher **August 2004 – June 2015**

- ❖ Lead learning experiences that advance the intellectual development of children by; growing literacy, phonemic, print awareness, garnering an appreciation of books, an understanding of early math and science concepts, and problem-solving abilities
- ❖ Established and maintained a safe, healthy learning environment; supporting the social and emotional development of children
- ❖ Encouraged the involvement of the families of children in the Head Start program; supporting the development of relationships between children and their families

EDUCATION

Dallas County Community College **Graduation December, 2023**
Bachelor of Applied Science in Early Childhood Education *Dallas, Tx*

Dallas County Community College **Graduation May, 2019**
Associate of Applied Science in Teaching *Dallas, Tx*

Certification: Early Childhood Education **August, 2006**

SKILLS

Technical Skills:	Microsoft Office Suite, CLI, LAP-3, DECA, Head Start Database
Soft Skills:	Woodcock-Muñoz Assessments, DAPE Parenting Classes

GENERATION 30
BOARD MEMBER
BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: **The Museum School of East Dallas**

Name of Sponsoring Entity: **The Museum School of East Dallas Inc**

Contact Information

Full Legal Name: **Jaqueline Arellano**

Home Mailing Address: [redacted]

Phone Number: [redacted]

Email Address: J[redacted]

Knowledge and Experience

Describe the specific knowledge and experience that you would bring to the board of the proposed charter school.

Experience and Qualifications
1. Proven Leadership in Education and Recruitment:

Developed and executed a highly successful recruitment plan for Mi Escuelita Schools, organizing community events that increased awareness and enrollment across all locations.
Opened the Carolyn Strickland Mi Escuelita Center, initially with 6 students, scaling to full capacity (56 students) across four Head Start classrooms, private programs, and toddler programs.
2. Strong Operational and Compliance Background:

Ensured adherence to licensing regulations and program standards, which are crucial for maintaining the center's operation and success.
Led innovative learning experiences that advanced children's intellectual development, focusing on:
Literacy
Phonemic awareness
Print awareness
Early math and science concepts
Problem-solving skills
3. Commitment to Holistic Child Development:

Established and maintained a safe and healthy learning environment, supporting the social and emotional development of children.
Encouraged and facilitated the involvement of families in the Head Start program, fostering strong relationships between children and their families.

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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.

Yes/No

Disclosures

Do you plan to contract or seek future employment with the sponsoring entity, the charter school, or any management company of the school? If yes, describe the nature of employment and all the compensation you expect to receive.

Yes/No

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/No

Are you (or your spouse) partners or majority shareholders in a business/organization that may conduct business with the proposed charter school? If yes, identify all applicable business/organizations.

Yes/No

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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, status, findings, and/or ruling.

Yes/No

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/No

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/No

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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.

Yes/(No)

Certification

I, Jaqueline Arellano, 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) Jaqueline Arellano

Date 12/18/24

FOR NOTARY PUBLIC USE ONLY

State of Texas

County of Dallas

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

Subscribed and sworn to before 18th day of December, 2024.

(Notary Public) [signature]

My commission expires 6/8/2026

ROSA C. MACIEL
My Notary ID # 131594577
Expires June 8, 2026

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Carrie Holliday Sneed

M.Ed., CALT, LDT

Contact

[redacted]

[redacted]

Dallas, Texas

About Me

A passionate and skilled professional with an expertise in structured literacy programs and multisensory approaches. Proficient in creating individualized interventions and fostering a supportive, inclusive environment that promotes confidence and independence. Strong collaborator, dedicated to working with families, educators, and support teams to ensure students achieve measurable growth and long-term success.

Education and Certifications

- Bachelor of Science, Elementary Education — 2004
  University of Texas, Dallas
- Teaching Certification, General Education — 2004
  Texas
- Teaching Certification, Special Education — 2017
  Texas
- Master of Education, Special Education — 2020
  Midwestern State University, Wichita Falls
- Certified Academic Language Therapist — 2020
- Lisenced Dyslexia Therapist — 2021
  Texas

Experience

Advocate
McKinney ISD, Clear Creek ISD, Dallas ISD, Private Practice 2012-Current

Guiding families through the complexities of special education. I empower parents and students by helping them understand their rights and the school's legal responsibilities. I excel at interpreting data, facilitating meetings, and ensuring special accommodations are implemented with fidelity to support student success. I bring a unique perspective as both a parent of a child with special needs and a former school administrator. I am proficient in navigating Section 504 plans, ARDs, and IEPs, and I specialize in helping students transition smoothly through their academic journeys.

Dyslexia Therapist
Garland ISD, Private Practice 2020-Current

I worked closely with students, teachers, and families to identify and address learning challenges and provide targeted support through evidence-based interventions to help students overcome academic, behavioral, or social-emotional difficulties. I assessed students' needs, developed individualized plans, and implemented strategies designed to improve performance in specific areas, such as reading, math, or social skills, and collaborated with classroom teachers, administrators, and parents to monitor progress, adjust interventions, and ensure that students achieve their full potential.

Interventionist
McKinney ISD, Clear Creek ISD, Private Practice 2012-Current

I worked closely with students, teachers, and families to identify and address learning challenges and provide targeted support through evidence-based interventions to help students overcome academic, behavioral, or social-emotional difficulties. I assessed students' needs, developed individualized plans, and implemented strategies designed to improve performance in specific areas, such as reading, math, or social skills, and collaborated with classroom teachers, administrators, and parents to monitor progress, adjust interventions, and ensure that students achieve their full potential.

Teacher
Allen ISD, McKinney ISD, Dallas ISD 2004 -2018

I provided differentiated instruction in both small group and whole-class settings while teaching first and second grades, ensuring academic consistency and meeting the diverse needs of learners. I also taught special education kindergarten through fifth grade in a self-contained Autism Total Communication unit, focusing on developing students' communication, social, and academic skills. I facilitated in-class supports and inclusion opportunities, enabling smooth transitions for students into general education classrooms with tailored modifications. I authored and led ARD meetings, collaborating with stakeholders to create and implement effective individualized education plans that promoted student growth and success.

GENERATION 30
BOARD MEMBER
BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: **The Museum School**

Name of Sponsoring Entity:

Contact Information

Full Legal Name: **Carrie Holliday Sneed**

Home Mailing Address: [redacted]

Phone Number: [redacted]

Email Address: [redacted]

Knowledge and Experience

Describe the specific knowledge and experience that you would bring to the board of the proposed charter school.

I bring a wealth of knowledge, expertise, and experience to the board of The Museum School, grounded in my extensive educational background and passion for supporting all learners. I hold a Bachelor of Science in Elementary Education and a Master of Special Education, along with certifications as a Generalist and Special Education Teacher in Texas. Additionally, I am a Certified Academic Language Therapist and a Licensed Dyslexia Therapist. Throughout my journey as a student, parent, and educator, I have been fortunate to attend, support, and work in public, private, and charter schools around the globe. These experiences have equipped me with a unique perspective and the ability to support a diverse K-8 student population while fostering an inclusive environment that embodies the T.H.R.I.V.E. values—tenacity, honor, responsibility, integrity, valor, and empathy. My teaching philosophy aligns seamlessly with The Museum School's emphasis on exploration and discovery. I bring specialized skills in designing hands-on, individualized, and multisensory learning experiences that empower students to overcome challenges and thrive academically.

I am dedicated to creating a stress-free, engaging, and student-driven environment that meets the needs of all learners while sparking a lifelong love of learning. Every child deserves an educational setting where they can grow emotionally, socially, and academically. By supporting a school that fosters joy in learning and supporting students' confidence and leadership development, I aim to prepare them not only for high school, college, and career but also to thrive as compassionate and capable leaders in their communities. I also deeply understand the transformative power of community partnerships in education. Collaborating with families, educators, and local organizations is key to creating a dynamic and supportive learning environment. These connections prepare students for future success and strengthen the East Dallas community as a whole. The school's vision of redefining education through immersive, hands-on experiences inspires me, reflecting my commitment to innovative and inclusive education. I am eager to contribute my skills and experiences to ensure that The Museum School becomes a place where students are empowered to lead, adapt, and succeed in a rapidly changing world.

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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.

No

Disclosures

Do you plan to contract or seek future employment with the sponsoring entity, the charter school, or any management company of the school? If yes, describe the nature of employment and all the compensation you expect to receive.

No

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).

No

Are you (or your spouse) partners or majority shareholders in a business/organization that may conduct business with the proposed charter school? If yes, identify all applicable business/organizations.

No

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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, status, findings, and/or ruling.

No

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.

No

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.

No

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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.

Yes/No

Certification

I, Carrie Holliday Sneed, 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) _____

Date 12-19-24

FOR NOTARY PUBLIC USE ONLY

State of

County of

On this day, Carrie Holliday Sneed

(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 19th day of December, 2024.

(Notary Public) _____

My commission expires December 2, 2025

WILBUR D GRAY JR
Notary ID #133472320
My Commission Expires
December 2, 2025

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Vilas Panicker

[redacted]

Education

BACHELOR OF SCIENCE | UNIVERSITY OF TEXAS AT DALLAS | DECEMBER 2006

- Major: Finance

BACHELOR OF SCIENCE | UNIVERSITY OF TEXAS AT DALLAS | DECEMBER 2006

- Major: Business Administration

Licenses and Certifications

ASBO – SFO (School Finance and Operations Certified Administrator)

- Expected: Winter 2024

HRCI – aPHR (Associate Professional in Human Resources)

- Expected: Winter 2024

Skills & Abilities

- Substantial experience in educational finance/public administration, state funding, annual budget planning (development, implementation, and execution), position control/staffing, enrollment analysis, bond projections, financial modeling and analytics, general ledger, financial reporting, procurement activities, school/government finance, financial planning and analysis, PEIMS (SIS software), IT, accounting standards, and Oracle E-Business solutions
- Comprehensive program strategy management, including developing strategic plans, roadmaps, implementing initiatives, documentation of best practices, manage KPI/program metrics, risk/incident management, general oversight, and full P&L ownership
- Directly managed/coached team of 8 (also 20 indirect reports) including financial planning & analysis, compliance of federal (Title) funds, payroll, procurement, ERP administration/implementation, and business operations
- Led strategic planning/sustainability for organization including policy/procedure documentation creation, networkwide protocol trainings
- Significant experience with development, implementation, execution, and management of budgets in excess of $2.0B, 19,000+ FTE's, 5-7-year budget projection/bond covenant reporting, coordination of philanthropic fund/campaigns, and budget/business management principles
- Co-lead HR processes and helped drive key HR initiatives across departments, including staffing, performance management, compensation planning, recruitment redesign, timecard/extra-duty approval, training and development, rewards & recognition, organizational effectiveness, and employee communication
- Partnered with Senior/Executive leadership for strategy development, risk mitigation, new business opportunities, and metric setting
- Proficient in finance transformation, including business management/process, ERP/SIS management, finance strategy, executive/cabinet communication, people management, ERP selection/implementation/re-implementation, report automation, forecast integration, KPI management, and business redesign

- Strong understanding of non-profit fund accounting, 501(c)(3) operations, state/federal guidelines and regulations, and fee-for-service
- Proven people manager with track record of managing several layers, developing staff through succession planning, and setting mission-driven culture. High organizational EQ while fully championing DEI to foster inclusive workforce
- Considerable experience delivering wide-ranging, cross-functional organizational projects (including Finance, Budget, HR, Information Technology, School Leadership, Operations, and Strategic Initiatives)
- Adept at creating complex budget v. actual expenditure forecasts/models and developing custom reporting vehicles for management. Specialized in creating ad-hoc financial/position reports and assisted in the creation of annual reports and developing financial data for cabinet-level employees
- Knowledge of procurement principles and processes - including planning and implementing standard policy/calendar for requisitioning/receiving/invoicing, capital purchase planning, requisition approver, contract review, and served as liaison school/central organizations on purchasing/contracts
- Extensive work in policy development/implementation, program evaluation, resource planning, database management, report writing, performance planning, auditing, preparing and/or delivering oral presentations
- Comprehensive experience with Oracle E-Business Suit 11i/R12 (including super-user for Finance and HR), Workday Solutions (Adaptive Insights), Hyperion, GL implementation and fundamentals, HCM Administration, SQL Developer, HRMS, Payroll, Accounts Payable, PSB, and Purchasing
- Thorough knowledge of TASB policies and GASB accounting practices
- Broad experience of SIS systems (data standards/submissions)
- Extensive experience in identifying, analyzing, evaluating, and monitoring areas of potential risk to assets and earning capacity

Experience

DALLAS INDEPENDENT SCHOOL DISTRICT

FINANCIAL BUDGET ANALYST III
11/2010 - 01/2014
BUDGET MANAGER/BUSINESS ANALYST
01/2014 - 02/2018

UPLIFT EDUCATION (NON-PROFIT)

DIRECTOR OF FINANCE
03/2018 – 10/2021

RELAY GRADUATE SCHOOL OF EDUCATION (NON-PROFIT)

SENIOR DIRECTOR OF FINANCIAL PLANNING & ANALYSIS
11/2021 – 01/2023
MANAGING DIRECTOR OF FINANCIAL PLANNING & ANALYSIS
01/2023 – 03/2024
VICE PRESIDENT, FINANCIAL OPERATIONS
03/2024 – PRESENT

GENERATION 30
BOARD MEMBER
BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: **The Museum School of East Dallas**

Name of Sponsoring Entity:

Contact Information

Full Legal Name: **Vilas Prasannakumar Panicker**

Home Mailing Address: [redacted]

Phone Number: [redacted]

Email Address: [redacted]

Knowledge and Experience

Describe the specific knowledge and experience that you would bring to the board of the proposed charter school.

I have substantial experience in educational finance/public administration, state funding, annual budget planning (development, implementation, and execution), position control/staffing, enrollment analysis, bond projections, financial modeling and analytics, general ledger, financial reporting, procurement, payroll, business operations, compensation, IT, and business solutions. This includes work at a traditional ISD (Dallas ISD), a charter network (Uplift Education), and an IHE (Relay Graduate School of Education).

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.

No

Disclosures

Do you plan to contract or seek future employment with the sponsoring entity, the charter school, or any management company of the school? If yes, describe the nature of employment and all the compensation you expect to receive.

No

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).

No

Are you (or your spouse) partners or majority shareholders in a business/organization that may conduct business with the proposed charter school? If yes, identify all applicable business/organizations.

No

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, status, findings, and/or ruling.

No

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.

No

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.

No

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.

No

Certification

I, _____, 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) _____

Date 10/18/24

FOR NOTARY PUBLIC USE ONLY

State of

County of

On this day, 10/18/24

(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 6th day of 18, 2024.

(Notary Public) _____

My commission expires 1-9-25

MICHAEL ADAM FRANKEL
Notary Public, State of Texas
Comm. Expires 01-09-2025
Notary ID 124679231

KHAYREE DUCKETT

[redacted]

EXPERIENCE

Government Relations Manager **July 2020 - Present**
Dominium; Dallas, TX

- Critically analyze federal and state regulatory proposals related to financing complex multifamily communities utilizing the Low-Income Housing Tax Credit (LIHTC) and collaborate with state agencies, industry peers, and internal stakeholders to improve provisions regarding utility allowance methods in Tennessee, maximum developer fees in Oklahoma, and threshold application criteria in Texas.
- Prepare high-quality oral and visual presentation materials to serve as a subject matter expert before state lawmakers, industry conferences, and municipal policymakers on property tax reforms, best practices in private activity bond allocations, and local zoning efforts.
- Collaborate with industry groups and manage contract lobbyists to pass legislative property tax reforms, amend state agency regulations on financial feasibility, and defeat local rent control ordinances, resulting in more than $15M increase in annual revenues.
- Develop relationships with key elected officials and staff to increased and secure appointments to civic taskforces and committees relevant to key business interests, including Saint Paul Mayor Melvin Carter's Rent Stabilization Stakeholder Working Group.
- Establish and ensure team best practices across regional offices regarding company and external communications, nearly $3M in annual philanthropic and campaign contributions, and grassroots political activities.
- Strategically navigate bureaucracies as a cross-functional resource for internal and external policies on development and compliance, including developer experience requirements and tenant qualification criteria.

Government Affairs Director **June 2019 - July 2020**
Saint Paul Area Association of REALTORS®; Maplewood, MN

Legislative Assistant & Field Director **January 2018 - January 2019**
Minnesota House Republican Caucus; Saint Paul, MN

EDUCATION

Bachelor of Arts in Political Science **May 2017**
Iowa State University; Ames, IA

SERVICE & INDUSTRY ACTIVITIES

Board of Directors **2025* - Present**
Oklahoma Coalition of Affordable Housing; Oklahoma City, OK

Board of Directors **2022 - Present**
Community Housing Resource Partners; San Antonio, TX

Committee Member **2021 - Present**
Texas Affiliation of Affordable Housing Providers; Austin, TX

Commissioner **2015 - 2018**
Iowa Commission on Volunteer Service; Des Moines, IA

GENERATION 30
BOARD MEMBER
BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: **The Museum School of East Dallas**

Name of Sponsoring Entity: **BES**

Contact Information

Full Legal Name: **Khayree Anthony Duckett**

Home Mailing Address: [redacted]

Phone Number: [redacted]

Email [redacted]

Knowledge and Experience

Describe the specific knowledge and experience that you would bring to the board of the proposed charter school.

I am honored to be considered for the founding board of The Museum School of East Dallas (TMS). My background in government relations, public policy, and property management equips me with the skills necessary to support TMS's mission of providing high-quality educational opportunities to East Dallas families.

In my professional experience, I have navigated complex policy landscapes, collaborated with elected officials across the political spectrum, and driven initiatives that serve community needs. I have worked extensively on issues related to housing affordability, local development, and regulatory reform—experiences that have honed my ability to critically analyze policy, engage with stakeholders, and advocate for sustainable community outcomes. These skills are directly relevant to overseeing the governance and strategic direction of a charter school.

My professional and volunteer experiences have also provided me with an in-depth understanding of infrastructure planning, property maintenance, and the financial considerations associated with managing large-scale facilities. I plan to apply these abilities to assist the board in overseeing property operations and supporting the long-term sustainability of physical assets.

As someone who values pragmatic, community-driven solutions, I believe in supporting initiatives that provide families with opportunities and am committed to ensuring that every decision made by the board aligns with the goal of delivering excellent educational outcomes. My experience in building coalitions and fostering relationships will be an asset in navigating the diverse perspectives within East Dallas and beyond.

I am eager to contribute to the ambitious work of TMS and help build a school that empowers students with the high-quality educational options they deserve.

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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.

No

Disclosures

Do you plan to contract or seek future employment with the sponsoring entity, the charter school, or any management company of the school? If yes, describe the nature of employment and all the compensation you expect to receive.

No

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).

No

Are you (or your spouse) partners or majority shareholders in a business/organization that may conduct business with the proposed charter school? If yes, identify all applicable business/organizations.

No

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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, status, findings, and/or ruling.

No

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.

No

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.

No

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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.

No

Certification

I, Khayree Duckett, 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) _____

Date 18 December 2024

FOR NOTARY PUBLIC USE ONLY

State of Texas

County of Denton

On this day, Khayree Duckett

(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 18 day of December, 2024.

(Notary Public) _____

My commission expires 09/16/2028

CODY PRUITT SMITH
Notary Public, State of Texas
Comm. Expires 09-16-2028
Notary ID 135091175

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MARK WILLEY
[redacted]

EDUCATION

2012-2015 **NORTHWESTERN UNIVERSITY** Evanston and Chicago, IL
Juris Doctor (JD) and Master of Business Administration (MBA)
- Entrepreneurship Legal Clinic
- Founder of Texas Law Club and President of Texas Business Club

2005-2009 **THE UNIVERSITY OF TEXAS AT AUSTIN** Austin, TX
Bachelor of Arts (Plan II Honors) and Bachelor of Business Administration (Finance)

EXPERIENCE

2020-2023 **OFFBEAT FITNESS STUDIOS** Dallas, TX
CEO & Founder, Instructor
- Founded group fitness studio, negotiated the lease, secured financing, created concept, developed business model, set pricing architecture, built brand, designed and managed full space build out
- Settled a dispute with first landlord and built second location
- Managed a team of 20 people, taught fitness classes, ran finance, operations, and marketing

2018-2019 **BLUE RIDGE PARTNERS MANAGEMENT CONSULTING** Dallas, TX
Associate
- Staffed projects for Private Equity clients, primarily B2B revenue maximization
- Provided support through problem solving, primary and secondary research, PowerPoint, Excel

2017-2018 **UPLIFT EDUCATION** Dallas, TX
Senior Advisor to the CEO
- Led strategic projects, including legal review of governance entity design and intranet relaunch
- Supported CEO at K-12 charter school serving over 20,000 students at 38 schools around DFW
- Sponsored by the Broad Residency, a highly selective development program that included an executive coach, full curriculum, and week-long sessions in various cities focused on K-12 urban education reform, equity issues, and personal/professional development

2014-2017 **7-ELEVEN** Dallas, TX
Manager, Digital Center of Excellence
- Managed roll-out of over 40 million loyalty cards to ~8,000 stores in the U.S. and Canada
- Liaised with legal, finance, operations, and owned the revenue model for new loyalty progam

Sr. Strategy Analyst, Executive Support
- Supported CEO quarterly state-of-the-business presentations to Japanese board
- Developed strategy and rationale for company's Corporate Social Responsibility program

2009-2012 **FRITO LAY** Plano, TX
Sr. Finance Analyst
- Forecasted financials for key national accounts representing $550 million in annual gross revenue
- Utilized market test data to develop a recommendation for a new price/size architecture

INTERESTS

Have run 15 marathons including 5 of the World Majors. Personal Best is 2:40:59 in the 2021 Boston Marathon
On the Community Co-Design Team to create a new charter school in East Dallas
Performed in musicals for the Law School and Business School at Northwestern

GENERATION 30
BOARD MEMBER
BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: **The Museum School of East Dallas**

Name of Sponsoring Entity: **Texas Education Agency**

Contact Information

Full Legal Name: **Mark Charles Willey**

Home Mailing Address: **5130 Monticello Avenue**

Phone Number: **(817) 371-7348**

Email Address: **mwilley44@gmail.com**

Knowledge and Experience

Describe the specific knowledge and experience that you would bring to the board of the proposed charter school.

I have knowledge and experience with corporate governance and executive decison making from many different professional roles and educational experiences. I earned my JDMBA from Northwestern University before joining 7 Eleven on the Executive Support team where we supported the CEO directly. I left 7 Eleven to join a Broad Residency cohort and work as the Chief of Staff at Uplift Education, a charter school network in the DFW area. One of my duties was in fact to help run the Board meetings by preparing the agenda as well as coordinating the actual meeting. This experience was invaluable to what I will bring to this board.

I then became a management consultant, advising Private Equity firms and their portfolio companies on strategic priorities, before leaving to found my own business in East Dallas, a fitness studio. This experience is also crucial to the value I will bring as I not only gained the experience of founding an organization, but I also made connections and became entrenched in the East Dallas, the community that the Museum School will serve.

Finally, I am currently a Venture Capital Attorney at Vela Wood, a boutique corporate firm that is known as the top VC firm in Texas. My learnings in corporate governance and the founding of companies will serve me immeasurably in my time on the Board, as well as the resources and knowledge of being a member of the Bar of the State of Texas.

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.

No

Disclosures

Do you plan to contract or seek future employment with the sponsoring entity, the charter school, or any management company of the school? If yes, describe the nature of employment and all the compensation you expect to receive.

No

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).

No

Are you (or your spouse) partners or majority shareholders in a business/organization that may conduct business with the proposed charter school? If yes, identify all applicable business/organizations.

No

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, status, findings, and/or ruling.

No

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.

No

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.

No

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.

No

Certification

I, Mark Willey, 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) Mark Willey

Date 12-17-24

FOR NOTARY PUBLIC USE ONLY

State of

County of

On this day, Mark Willey

(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 17 day of December, 2024.

(Notary Public) Jessamine Crowley

My commission expires 9/23/2028

JESSAMINE CROWLEY
Notary Public, State of Texas
Comm. Expires 09-23-2028
Notary ID 135102092

ANDREA BARGER

[redacted]

SENIOR MARKETING AND COMMUNICATIONS EXECUTIVE

Brand Transformations | Corporate Narratives | Thought Leadership | Talent Promotion | Original Content

SKILLS AND ABILITIES

- **Mind of a Storyteller**
- **Prolific Listener and Empathizer**
- **Skilled at Finding Truth and Solving Problems**
- **Public Relations & Media Relations**
- **Talent Promotion & Management**
- **Content & Creative Production**
- **Crisis & Strategic Communications**
- **Digital & Social Media Advertising**
- **Data & Insights-Driven Marketing**
- **Go-to-Market (GTM) Strategy**
- **Stakeholder Communication**
- **Team Building & Leadership**

WHAT I'VE LEARNED AND CONTRIBUTE (PROFESSIONAL SUMMARY)

- **I help people tell better stories.**
- **Dynamic communications and marketing executive** with 22+ years of experience in transforming brand narratives and driving awareness and engagement across digital and traditional media.
- **Proven track record in public relations, talent development and promotion, and strategic leadership**, focusing on a deep understanding of audience insights and leveraging data to create impactful narratives and innovative multi-media and multi-channel content strategies.
- **Passionate about shaping the future of PR and marketing to resonate with diverse, modern audiences while keeping human stories at the heart of all communication.** The future of communication will always be the truth told in a story. What captivates us most are original, gritty humans, and nothing keeps us going more than hope, purpose, beliefs and the desire to be the main character in our own lives.
- **Skilled in aligning a company's business priorities to marketing and PR plans that yield disproportionate returns** while building and leading dynamic teams across geographically distributed locations.

CAREER HIGHLIGHTS

- **Founded FlintSpark in 2013 and have enjoyed a flourishing, scalable, referral-driven business for ten years.** Specialize in helping organizations and leaders reignite their passion and clarify their stories to drive high ROI in marketing and PR.
- **Transformed Snagajob's media presence and led a 1200% increase in media results, with an 800% rise in media placements within 6 months.** During tenure in this role, the company went from averaging fewer than ten annual media mentions to a global earned media reach of 1.25B+ unique monthly visitors, including *The Associated Press, Bloomberg, CNBC, Forbes, Fast Company, NBC News, The Washington Post, The Wall Street Journal,* and more.
- **Spearheaded a $1.7 million brand revitalization** at Snagajob, **fueled by insights uncovered from a study on the behavioral economics of American hourly workers in collaboration with the Yale Center for Customer Insights team.**
- **Led communications for Blucora (NASDAQ: BCOR, now AVTA) during the acquisition of 1st Global, crafting messaging and directing announcement + change management communications for 17 separate audiences and stakeholder groups.** This expanded the company's leadership in tax-focused wealth management with 4,500 advisors and ~$60 billion in client assets.
- **Earned an IMDb Producer credit for "Red Bull: The Game Breaker," licensed by Fox Sports.** Produced five original TV series, 850 finished video content minutes, 3.7K professional photo stories, and five feature stories for Red Bull Media House.
- Led Red Bull's regional communications department across a 13-state territory, **driving media relations, content production, and brand awareness for Red Bull-endorsed athletes, racing teams, music festivals, and multi-million-dollar events.**

…continued

PROFESSIONAL EXPERIENCE

FlintSpark Communications, Dallas, TX 5/2013 – Current
Founder

- Fractional Chief Communications and Chief Marketing Consultant (CCO, CMO).
- Often referred to new clients based on reputation as a passionate brand strategist and storyteller with high business acumen.
- I help organizations, leaders, and personalities craft clear narratives to generate measurable value and increase ROI across brand awareness, marketing, and PR initiatives.

The Bliss Group, New York, New York 1/2023 – 1/2024
General Manager, Texas Office

- Hired by the Managing Partner to lead new business initiatives and establish Bliss's presence in Texas for a New York-based marketing and communications firm.
- Utilized professional connections and sought leads to identify the most significant challenges that potential clients face today.
- Worked to align Bliss's strengths with the needs and expectations of potential clients. Gained valuable insights into the decreasing compatibility of traditional agency models with the current structures, expectations, and goals of corporate marketing and communications departments.

Snagajob, Remote 6/2019 – 8/2022
Vice President, Marketing & Communications

- Predicted COVID-19 workforce impacts, creating a data-driven report distributed to media and clients weekly for 123 weeks, resulting in a 40% increase in client trust and engagement.
- Modernized brand identity to increase market differentiation and audience reach.
- Managed additional marketing functions (Product, Growth, Brand) due to COVID-19. Maintained oversight of PR, Executive Leadership, Crisis Comms, and social media despite a 15% workforce reduction.

Blucora, Irving, TX 10/2017 – 6/2019
Senior Director, Marketing & Communications

- Empowered financial advisors by delivering stock market insights and applications for client use as well as high-quality video content in partnership with the HD Vest Chief Investment Officer.
- Advanced communications between CEOs of Blucora, HD Vest, and TaxAct through byline articles, keynote speaking engagements, media interviews, media preparation, and internal communications.

Red Bull North America & Red Bull Media House, Dallas, TX 12/2007 – 5/2013
Communications Manager – Mountains & South Regions

- Spearheaded strategy, business planning, and day-to-day operations of the Red Bull communications department overseeing a 13-state territory.

SELECTIONS FROM EARLY CAREER

Account Supervisor/Senior Account Executive | Golin Harris International | Dallas, TX
Texas Regional Marketing Intern | Buena Vista, Disney Touchstone Pictures | Los Angeles, CA
New York Bureau Public Relations Intern | CNN & CNN Financial Network | New York, NY

EDUCATION & TRAINING

Bachelor of Arts, Business Marketing, Writing, & Communications | Baylor University
Inducted into the University Scholars Program

GENERATION 30
BOARD MEMBER
BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School:

Name of Sponsoring Entity:

Contact Information

Full Legal Name: Andrea Barger

Home Mailing Address:

[redacted]

Phone Number: [redacted]

Email Address: [redacted]

Knowledge and Experience

Describe the specific knowledge and experience you would bring to the board of the proposed charter school.

As a storyteller and strategist, I'm excited to help The Museum School of East Dallas bring its vision of joyful, community-oriented education to life. My experience leading high-impact communications and brand transformations will help us clearly articulate our unique expeditionary learning model to families and community partners. Having managed complex projects and stakeholder relationships throughout my career, I understand how to build trust and engagement across diverse audiences. From my work with Yale researchers to my time producing content for Red Bull, I've learned that authentic stories drive meaningful change. I look forward to applying these skills to help our scholars discover their own power to make positive impacts in their community.

Do you currently serve or have 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.

While I've been invited to serve on a Board of a non-profit organization, this is my first official board role.

Disclosures

Do you plan to contract or seek future employment with the sponsoring entity, the charter school, or any management company of the school? If yes, describe the nature of employment and all the compensation you expect to receive.

No, I do not.

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). N/A

No

Are you (or your spouse) partners or majority shareholders in a business/organization that may conduct business with the proposed charter school? If yes, identify all applicable business/organizations.

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, status, findings, and/or ruling.

No

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.

No

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. No

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.

No

Certification

I, Andrea Barger, 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) Andrea Barger

Date 12/18/2024

FOR NOTARY PUBLIC USE ONLY

State of Texas

County of Dallas

On this day, Andrea Barger

(name of affiant) appeared before me the undersigned notary public and deposed that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her

knowledge and belief.

Subscribed and sworn to before 18th day of Dec, 2024.

(Notary Public) _____

My commission expires 09/19/2027

STEVE HAZEN
Notary Public, State of Texas
Comm. Expires 09-19-2027
Notary ID 124688622

BIBI YASMIN KATSEV

CONTACT

[redacted]

OBJECTIVE

Education policy advocate and non-profit executive with expertise in policy development, grant writing, fundraising, research, strategy development, programmatic management, non-profits and community engagement. Nine years' experience planning, implementing, and monitoring education policy on state & federal levels. Expert in charter school law, accountability & K-12 policy and district charter partnerships.

SKILLS

Proficiency in Microsoft Office Suite, Adobe Acrobat, SPSS (Data Collection and Analysis), Maintaining databases and tracking systems, Communications, Web Content, Policy Analysis, Bill Language, Grant Development/Writing, Fundraising, Event Planning, Budget & Presentations

Fluent in English and German
Conversational in Spanish and limited Farsi

EDUCATION

Master of Education/Policy • May 2015 • University of Texas at Austin
GPA: 4.0, Concentration in Public Affairs and Education Policy/Planning

Bachelor of Arts• May 2013 • University of Miami (Florida)
Major(s): Political Science and History
Minor(s): Education Administration, German and Psychology

EXPERIENCE

Executive Director • Teach For America-Dallas-Fort Worth • 07/2022-present

- Lead in the vision of TFA by including corps members, teachers, parents, students, community leaders, donors and elected officials
- Advocate on behalf of students, districts, charters, non-profits and universities on education policy related to accelerating educational opportunity
- Collaborate with leaders, cultivated new relationships to strengthen partnerships with community stakeholders, education leaders and elected officials
- Collect, analyze, and share data and research to determine impact and inform decision making and policy solutions relating to talent recruitment and talent matching relating to TFA teachers and their efficacy.
- Represent and present on behalf of TFA DFW at various national, state, and local events/conferences
- Recruit, mentor and develop a diverse team of over 15 local leaders and lead partnerships across the metroplex spanning 4 school districts, 5 charter school networks
- support the regional growth of partnerships and community leaders
- supported fundraising efforts both in the region and statewide covering over $15 M a year
- Reported to regional advisory board(s) and philanthropy leaders

Consultant and Owner • Empirical Advisors • 08/2018-present

- support clients in legislative education policy issues
- advocate internally and externally with districts/charters to legislative body and staff on pressing education issues and bill language

Executive Director • Texas District Charter Alliance • 08/2018-present

- Advocated on behalf of districts, charters, non-profits and universities on district charter partnership law, education reform issues and rulemaking procedures
- Worked with education reform leaders throughout the local, state and country to provide knowledgeable support and guidance related to partnership and district authorizing work
- Collaborate with leaders, cultivated new relationships to strengthen partnerships with community stakeholders, education leaders and elected officials
- Collect, analyze, and share data and research to determine impact and inform decision making and policy solutions relating to partnerships, college and career readiness, innovation, and accountability
- Represent and present on behalf of DCA at various national, state, and local events/conferences
- Tracked and analyzed all legislation in the Texas legislature and aid with development of TEA rulemaking
- Developed and created communications campaigns and policy briefs
- Managed and supported grant writing and fundraising over a minimum $2 M a year, communications efforts, and financial records and review

BIBI YASMIN KATSEV

VOLUNTEER

Board Member • School Innovation Collaborative Charter School

Leadership GCISD Member

OC Taylor Elementary Parent Teacher Association

- Managed and supported non-profit C3 and C4 work and a staff of 10
- Reported to the non-profit board(s) and philanthropy leaders
- Increased organization membership from 11 to 42 members in 4 years

Managing Director of Student Success and School Innovations • Texas Education Agency • 06/2017-05/2018

- Assisted in the development and implementation of the System of Great Schools Initiative, the School Redesign Fund, the Transformation Zones and Senate Bill 1882
- Worked with education reform leaders throughout the country to provide technical assistance
- Tracked and analyzed all legislation in the Texas legislature and aid with development of TEA rulemaking

Senior Policy Analyst • Senator Donna Campbell • 06/2015 – 05/2017

- Collected, analyzed, proposed new legislation and advised on policy or legislation
- Reported findings, created memos, and interpreted data by developing comprehensive reports and solutions to justify recommendations
- Tracked and analyzed all education and higher education legislation in the Texas legislature
- Negotiated and determined bill language and communication materials

Legislative Aide • Texans for Education Reform (TER) • 01/2014 – 05/2015

- Assisted in day to day operations of TER
- Conducted policy research on education bills and legislation
- Tracked and analyzed legislation in the Texas Legislature
- Assisted in office management and newsletter communications

GENERATION 30
BOARD MEMBER
BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: The Museum School of East Dallas

Name of Sponsoring Entity:

Contact Information

Full Legal Name: Bibi Yasmin Katsev

Home Mailing Address: [redacted]

Phone Number: [redacted]

Email Address: [redacted]

Knowledge and Experience

Describe the specific knowledge and experience that you would bring to the board of the proposed charter school.

I am currently the Executive Director for Teach For America Dallas-Fort Worth. In my current capacity I support the region of North Texas with finding high quality talent leaders and support placement within seven LEAs. In addition, we support and develop our alumni leaders to continue their work in education and seek leadership oppourtunities in the community. In my previous experiences, I have supported legislative efforts at the state Capitol relating to Senate Bill 1882 partnerships, innovation and Rural School Innovation Zones (RPEP).

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.

Yes, School Innovation Collaborative 2021-2024

Disclosures

Do you plan to contract or seek future employment with the sponsoring entity, the charter school, or any management company of the school? If yes, describe the nature of employment and all the compensation you expect to receive.

No

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).

No

Are you (or your spouse) partners or majority shareholders in a business/organization that may conduct business with the proposed charter school? If yes, identify all applicable business/organizations.

No

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, status, findings, and/or ruling.

No

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.

No

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.

No

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.

~~Yes~~ No

Certification

I, Bibi Yasmin Katsev, 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) Bibi Yasmin Katsev

Date 12-5-24

FOR NOTARY PUBLIC USE ONLY

State of TX

County of Dallas

On this day, Bibi Yasmin Katsev

(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 5th day of December, 2024.

(Notary Public) Sydney Weaver

My commission expires May 5, 2026

SYDNEY D WEAVER
Notary ID #131527926
My Commission Expires
May 5, 2026



Ollie Malone, Jr., Ph.D., SPHR, SHRM-SCP

[redacted]

LinkedIn: in/DrOMalone | Twitter: DrOMalone

Chief Human Resources Officer

Connecting People, Progress, and Impact

A creative executive with more than 30 years of experience in very large organizations (WalMart, AT&T, Shell) as well as extremely small/start-up organizations. Well-known and highly-regarded for creating strategies that bring groups together, create and problem-solve to achieve game-changing solutions for historic issues, and establish systems for ongoing monitoring and impact. Leadership experience in marketing, finance, operations, and deep knowledge as a transformative human resources professional. Also possesses depth of experience in consulting, facilitating change, and working effectively with executive leadership.

Experience Highlights:

Olive Tree Associates, Plano, TX, President and Principal Consultant (1993-2000; 2002-2015; 2021-present). Created and managed this consulting firm that worked with individuals, teams, and organizations in conceptualizing and creating strategic, long-lasting change. Executive coach to C-suite executives as well as those aspiring to achieve such roles. Consulted with clients in the United States, Canada, Singapore, Australia, supporting **mergers and acquisitions**, **organization re/design**, **organization transformations**, **organization culture analysis and redesign, systemic leadership and management development initiatives**, as well as **diversity, equity and inclusion initiatives**. Clients included American Express, Boeing, City of Albany, GA, Cytec, GAF/ELK, Levi Strauss Foundation, Microsoft, Shell, State Farm Insurance, and WalMart.

Dallas-Fort Worth International Airport, TX. Vice-President, Human Resources. (2015-present) Oversee all aspects of the Airport's Human Resources programs including talent acquisition, talent development, total rewards (compensation, benefits, employee health and wellness), employee relations, diversity, equity, and inclusion (DE&I) and employee engagement efforts. Implemented award-winning wellness programs, employee lifecycle design, succession planning initiatives, achieved Blue Zones certification (first airport to do so), transformed leadership effectiveness through training, coaching, and accountability. Achieved numerous awards for DE&I, employee health and wellness, and work-life balance orientation. Manage a team of 52.

Goodwill Industries of Northern New England, Portland, ME, Senior Vice-President, Strategic Talent Management (2015). Led the HR function for the largest employer in a three-state area for this organization focusing on the empowerment of people with a variety of physical and intellectual challenges. Implemented leadership development programs, as well as programs designed to improve the quality of senior leadership effectiveness.

Pennzoil-Quaker State Company, Houston, TX, Vice President, Organization Learning and Diversity; Vice-President, International HR (2000-2002). Reestablished the organization's learning and employee development focus after a 12-year hiatus. Focused department's efforts on preparing employees for the company's transformation into a consumer products organization from its historical position as an oil and gas company. Implemented vehicles for executive idea generation, problem solving and change, created rapid learning programs for sales and marketing professionals, finalized requirements of an historic consent decree. Managed all aspects of the international Human Resources functions for employees in 20 international locations.

Experiences prior to 2000 include:

- **Cleveland State University,** Cleveland, OH (Co-Director of the first Master's Degree program in Diversity Management). Co-designed the program's curriculum, selected faculty, interviewed applicants for the program, taught selected courses and advised graduate research.
- **The Mead Corporation**, Dayton, OH (Director, Organization Learning and Development). Partnered with the CEO of this 150 year-old company in creating significant transformation to focus on increasing shareholder value through customer satisfaction, diversity, equity, and inclusion, innovative products and services, union relations partnership, and the development of leading-edge executives and employees at all levels. An executive coach, facilitator of executive learning, creator of train-the-trainer experiences for corporate-wide implementation.
- **Sprint**, Overland Park, KS, (Director, Human Resources Development), Created transformational elements for this new company in the areas of leadership development, executive development, diversity and inclusion, facilitator of teams to resolve major financial shortfalls based on ineffective IT systems; co-creator of Sprint Quality, the University of Excellence, and organization-wide assessment centers.
- **Faculty,** Ottawa University (courses in Human Resources Development; University of Missouri, Kansas City (Group Behavior); Webster University (Organization Development, Strategic Management); Bakke Graduate University (Strategic Leadership, Dissertation Advisor to Ph.D. students, member of dissertation committees); Gestalt Institute of Cleveland (Organization Systems Development; Working with Resistance); NTL Institute of Applied Behavioral Sciences (Facilitating Strategic Planning, Diagnosing Organizations with Impact, Team Development).
- **AT&T**, Kansas City, MO, and Dallas, TX (Various management roles). Hired as a high-potential management employee and moved through a variety of significant roles in marketing, operations, finance, labor relations, and human resources during my tenure. Significant executive coaching and consulting during AT&T's pre and post-divestiture organization stabilization activities.
- **Teacher, Coach, and Advocate for the Hearing-Impaired,** Kansas City, MO and KS. A "first-call" interpreter in the Kansas City metropolitan area recognized by the hearing-impaired and other advocates as a major voice in the creation of equitable communities and workplaces for the needs of those with hearing impairment. Teacher, drama coach, and track coach at the Kansas School for the Deaf, achieving national notoriety for student achievement in theatre and in academics.

Education:

Ph.D., Adult Development and Learning, Texas A & M University at Commerce. Minors in Organization Development and Special Education. Completed the degree while working full-time, teaching at the college level full-time, and completing the dissertation that focused on enhancing leadership through the active utilization of the Myers-Briggs Type Indicator. Published original research and presented at national conferences.

D.Min., Transformational Leadership for the Global City, Bakke Graduate University, Seattle, WA. Specialized doctoral studies included focus on the role of leaders as agents of transformation and included studies in world-class cities throughout the world. Cities examined included leaders in Chicago, Seattle, Cairo, Egypt; Amman, Jordan; and Jerusalem. Taught classes in strategic leadership, advisor to the president and dean, coached doctoral-level research, while completing the second doctorate.

M.B.A., Strategic Leadership, Amberton University, Garland, TX. Completed an MBA with emphasis in areas of strategic leadership and marketing. Upon completing the degree, was invited to join the faculty to teach courses in leadership, management, and human resources.

M.S., Hearing and Speech, University of Kansas, Lawrence. Studies were in the area of speech pathology, audiology, and the education and rehabilitation of the hearing-impaired. Recognized for innovative approaches to teaching and student growth.

B.A., Communication, William Jewell College, Liberty, MO. Major: Communication; Minors: Psychology, Music. Winner of numerous academic, leadership, and service awards and scholarships during undergraduate education. Voted "Mr. School Spirit" and Colonel Alexander Doniphan Award (senior male most likely to achieve excellence).

Professional and Volunteer Affiliations:

Society for Human Resources Management (SHRM). Professional membership organization for individuals engaged in the practice of human resources management.

Gestalt Institute of Cleveland—An organization focusing on training and coaching individuals, teams, and organizations in Gestalt-oriented approaches to individual, team, and organization development. Member of the faculty for the Organization Systems Development program (18-month development program) and open enrollment workshops.

OD Network—Professional organization for those whose professional work focus includes improving the quality, effectiveness and profitability of workplaces.

William Jewell College (Liberty, MO), Board of Trustees, Vice-Chairman of the Board; Chairman of the Academic Affairs and Student Life Committee. Active twelve-year member of the Board including membership in the selection committee for the president of the college.

The Artists Outreach—Current chairman of the Board of Directors for this organization that focuses on the use of the arts as a means of enhancing student learning in grades kindergarten through college. Implemented essential structural processes for the organization's current and long-term success.

The Texas Voices—Baritone soloist and board member of this professional choral organization performing original music by Texas composers.

Drug Prevention Resources, Inc., Selected as vice-president of the Board of Directors for this organization that focused on strategies for eliminating student drug use from fifth grade throughout college years.

The Connections—Keyboardist and arranger for this company-affiliated band that performed at major company events and throughout Dallas and Fort Worth.

National Certifications:

Society of Human Resource Management, Senior Certified Professional (SHRM-SCP) (certified through 2024)

Human Resources Certification Institute, Senior Professional in Human Resources (SPHR) (certified through 2024)

Registry of Interpreters for the Deaf (RID)—Comprehensively-certified professional interpreter

Additional Certifications: Gestalt Institute of Cleveland (Organization and Systems Development; Working with Groups); NTL Institute (Professional Member); Human Capital Institute (Strategic Workforce Planning, Creating an Engaged Workforce, Leadership Development and Succession Strategist); Partners in Leadership (Certified Oz Principle Accountability Trainer), Leadership Profile Certification (developing and scaling leadership throughout major organizations. Certified in the use of numerous assessments for working with individuals, teams, and organizations.

Publications, Awards:

- Author of:
  - *101 Leadership Actions for More Effective Presentations*;
  - *101 Leadership Actions for Effective Performance Management*;
  - *101 Leadership Actions for Creating and Managing Virtual Teams*;
  - *101 Leadership Actions for Managing Change in the 21st Century* (All published with HRD Press)
- Author of "Diversity Leadership" in *Handbook of Diversity Management,* Deborah Plummer, Ph.D., editor (University Press).
- Author of "The Adult Deaf Learner: A Very Neglected Species," in *Journal of Lifelong Learning.*
- Author of "Psychological Type Differences Between Minorities and Majorities in an Organizational Setting" in *Research in Psychological Type.*
- Author of "Why Sprint Puts New Employees in Charge of Their Own Orientation," *Journal of Staffing and Recruiting.*
- Author of "Diversity Leadership: There's More" in *Handbook of Diversity Management*, second edition, Deborah L. Plummer, Ph.D., editor (Half Dozen Publications).
- Author of "The Executive's Gestalt" in *Gestalt Practice: Living and Working in Pursuit of wHolism* (Libri Publications).
- Awards have included:
  - "Diversity Pioneer Award" (Cleveland State University);
  - "Trainer of the Year" (American Society for Training and Development);
  - "Achiever in Business and Industry" (Southern Christian Leadership Conference);
  - "Who's Who in Leadership" (Who's Who);
  - "Citation for Achievement" (Presented to outstanding graduates of William Jewell College)
  - "Ambassador Award" (Presented to outstanding graduates of Texas A&M University—Commerce)
  - "Who's Who in the Midwest" (Who's Who).
  - Making a Reel Contribution (WPTD—Dayton, OH Public Television)

Other Interest Areas:

- Professional musician (composer/arranger, vocalist, pianist, organist, flutist, French horn player, bassist)
- Certified interpreter and nationally-recognized advocate for the needs of the hearing-impaired. Past president of the Greater Kansas City Registry of Interpreters for the Deaf.
- Community development and transformation.
- Real estate investment and development.
- Avid tennis player and tennis watcher.

GENERATION 30
BOARD MEMBER
BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: **The Museum School**

Name of Sponsoring Entity: **insert response**

Contact Information

Full Legal Name: **Ollie Malone, Jr., Ph.D.**

Home Mailing Address: [redacted]

Phone Number: [redacted]

Email Address: [redacted]

Knowledge and Experience

Describe the specific knowledge and experience that you would bring to the board of the proposed charter school.

I hold a B.A. in Communication, an M.S. in Special Education (with emphasis in Education of the Hearing Impaired); I also hold an MBA in Business Administration (with emphasis in Marketing); I hold a Ph.D. in Adult Learning and Development (minor in Special Education) and I hold a D.Min. in Transformational Leadership.

Over the course of my more than 45 year work history, I have held such roles as:

* Teacher, track coach, and drama coach, Kansas School for the Deaf;
* Computer programmer, The Burroughs Corporation (now Unisys)
* Multiple roles with AT&T including: Marketing Manager, Marketing Educator; Management Development Manager; Organization Development Manager; Manager, Finance;
* Director, Human Resources Development, Sprint;
* Director, Organization Learning and Development, The Mead Corporation
* President and Principal Consultant, Olive Tree Associates (current role)
* Vice-President, Human Resources, Dallas-Fort Worth International Airport
* Vice-President, Organization Learning and Development, Pennzoil-Quaker State/Shell
* Senior Vice-President, Strategic Talent Management, Goodwill Industries of Northern New England
* Program Co-Director, Master of Science Degree in Diversity Management, Cleveland State University

I am a published author and have consulted with the Dayton, OH Public Schools; the Kansas City, MO, Public Schools; Albany, GA Public Schools; Sinclair College (Dayton, OH), Arizona State University; the University of South Carolina.

For 12 years, I was a member of the Board of Trustees at William Jewell College, Chair of the Academic Affairs and Student Life Committee, and Vice-Chair of 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.

No

Disclosures

Do you plan to contract or seek future employment with the sponsoring entity, the charter school, or any management company of the school? If yes, describe the nature of employment and all the compensation you expect to receive.

No

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).

No

Are you (or your spouse) partners or majority shareholders in a business/organization that may conduct business with the proposed charter school? If yes, identify all applicable business/organizations.

No

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, status, findings, and/or ruling.

No

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.

No

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.

No

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.

No

Certification

I, Ollie Malone, Jr., Ph.D., D.Min., 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) Ollie Malone Jr.

Date December 18, 2024

FOR NOTARY PUBLIC USE ONLY

State of Texas

County of Collin

On this day, Ollie Malone Jr.

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

Subscribed and sworn to before 18th day of December, 2024.

(Notary Public) Niamke Buchanan

My commission expires 9/11/2028

NIAMKE BUCHANAN
Notary ID #135034101
My Commission Expires
September 11, 2028

William J. Hanhausen

[redacted]

Summary

Dynamic and results-driven professional with extensive experience in operations, business development, and communications. Proven track record of driving strategic initiatives, fostering partnerships, and delivering exceptional results across diverse industries. Highly skilled in stakeholder engagement and fundraising, with deep expertise in managing art and investment portfolios.

Core Competencies

- Strategic Planning & Execution
- Business Development & Partnerships
- Revenue Growth Strategies
- Negotiation & Deal Structuring
- Crisis Communication Management
- Public Speaking & Presentation Skills
- Media Relations & Press Release Writing
- Stakeholder Engagement & Fundraising

Experience

Managing Director
W. J. Hanhausen & Co. Art Capital & Intelligence
May 2021 – Present
Lead a firm specializing in art investment and advisory, focused on providing unparalleled service, educational support, and high-return investment opportunities.

- Spearhead venture capital initiatives, managing a portfolio of 10+ investments valued at $20M+
- Develop and implement 5-year business strategies for 15+ clients, resulting in a 25% average growth rate
- Oversee 20+ art investment projects annually, totaling over $50M in value
- Conduct 50+ due diligence processes per year to ensure thorough risk assessments
- Foster 30+ strategic partnerships, expanding the firm's reach across four countries
- Services include: Art search and research, representation, pricing negotiation, authentication, restoration, collection management, market valuation

Vice Chairman, Board of Directors
Museum of Texas Art (MoTA)
April 2019 – Present
Drive strategic vision and operational efficiencies for the Museum of Texas Art as an active board leader.

- Secured a $62M pledge from a prominent U.S. family, enhancing MoTA's financial foundation
- Collaborate across departments, streamlining operations and improving efficiency by 20%
- Lead a team of 12 board members in quarterly strategic planning sessions

Managing Partner
Hanhausen & Backus Art Capital & Intelligence
June 2003 – June 2021
Co-led a premier art advisory and investment firm, specializing in high-net-worth client engagement and portfolio management.

- Managed relationships with 30+ high-net-worth clients, overseeing portfolios worth over $100M
- Led 10+ acquisition projects annually with an average deal size of $5M
- Achieved 40% year-over-year growth through targeted marketing strategies
- Directed a team of 8 professionals across three office locations

Managing Partner
H. & H. Investments & William Hanhausen Inc.
January 1995 – January 2003
Operated high-end retail locations for fine furniture and decorative arts across the Houston area.

New Business and Group Account Director
Young & Rubicam Advertising
June 1991 – January 1995
Instrumental in securing major clients and driving strategic growth initiatives for an international advertising agency.

- Secured 10+ major accounts, including Casa Cuervo, Kraft General Foods, and KFC, generating $30M+ in annual revenue
- Developed and executed 20+ marketing campaigns across Mexico and Latin America
- Managed a team of 4, overseeing 50+ client projects simultaneously

Education
Bachelor of Science in Communications Universidad Anáhuac Mexico
Diploma in English University of Cambridge
Master's Degree in Fine Woodworking Atelier d'Ébénisterie

Certifications
Licensed Social Communication Scientist SEP Mexico, Universidad Anáhuac
Master Ébéniste Atelier d'Ébénisterie (Mexico / Paris)

Honors & Awards
Best Promotional & Advertising Campaign of the Year AMAP
Vice Chairman, Board of Directors Museum of Texas Art (MoTA)
Latino Advisory Committee Museum of Fine Arts Houston
MMEC Gladiator Leader Award 2024
Marquis Who is Who in America 2024 Honored Listee
Redwood Media top 100 Trailblazers Leaders

GENERATION 30
BOARD MEMBER
BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: The Museum School of East Dallas

Name of Sponsoring Entity: The Museum School of East Dallas

Contact Information

Full Legal Name: William Joseph Hanhausen

Home Mailing Address: [redacted]

Phone Number: [redacted]

Email Address: [redacted]

Knowledge and Experience

Describe the specific knowledge and experience that you would bring to the board of the proposed charter school.

- Strategic Planning & Execution
- Business Development & Partnerships
- Revenue Growth Strategies
- Negotiation & Deal Structuring
- Crisis Communication Management
- Public Speaking & Presentation Skills
- Media Relations & Press Release Writing
- Stakeholder Engagement & Fundraising

As the Managing Director and partner of W. J. Hanhausen & Co. Art Capital & Intelligence, a firm specializing in art investment and advisory, focused on providing unparalleled service, educational support, and high-return investment opportunities.

- Spearhead venture capital initiatives, managing a portfolio of 10+ investments valued at $20M+
- Develop and implement 5-year business strategies for 15+ clients, resulting in a 25% average growth rate
- Oversee 20+ art investment projects annually, totaling over $50M in value
- Conduct 50+ due diligence processes per year to ensure thorough risk assessments
- Foster 30+ strategic partnerships, expanding the firm's reach across four countries
- Services include: Art search and research, representation, pricing negotiation, authentication, restoration, collection management, market valuation

As Vice Chairman, Board of Directors Museum of Texas Art (MoTA) I drive strategic vision and operational efficiencies for the Museum of Texas Art as an active board leader.

- Secured a $62M pledge from a prominent U.S. family, enhancing MoTA's financial foundation

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.

Museum of Texas Art, Dallas TX as Vice Chairman of the Board of Directors.
Museum of Fine Arts Houston, Latino Advisory Comeettee.

Disclosures

Do you plan to contract or seek future employment with the sponsoring entity, the charter school, or any management company of the school? If yes, describe the nature of employment and all the compensation you expect to receive.

Not for now, but if the need arises, I consider it.

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).

No

Are you (or your spouse) partners or majority shareholders in a business/organization that may conduct business with the proposed charter school? If yes, identify all applicable business/organizations.

NO

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, status, findings, and/or ruling.

No

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.

NO

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.

No

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.

No

Certification

I, William J Hankamer, 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) _____

Date Dec 12, 2024

FOR NOTARY PUBLIC USE ONLY

State of

County of

On this day, William Joseph Hankamer

(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 12th day of December, 2024.

(Notary Public) Odesseas Daramouskas

My commission expires 08-21-2028

ODESSEAS DARAMOUSKAS
Notary Public, State of Texas
My Comm. Exp. 08-21-2028
ID No. 132635969

JESSICA E. HERNANDEZ

[redacted]

EDUCATION

Tarleton State University, Stephenville, Texas

Bachelor of Science in Business with Psychological Focus — Expected December 2025

McLennan Community College, Waco, Texas

Mental Health Associate — Completed December 2014

Youth Counseling Associate — Completed December 2014

Social Work Certificate — Completed December 2014

VOLUNTEER EXPERIENCE

Advocacy Center for Crime Victims and Children — September 2011 – November 2013

600+ Volunteer Hours

- Conducted hospital intake paperwork including extensive client history, presented trauma, obtaining report of the assault, verbatim statement from the client, medications taken and/or given while at the hospital, information about the perpetrator and their history.
- Assistance to the Law Enforcement officers as well as assisting a Sexual Assault Nurse Examiner (SANE) during the SANE exam which included being an advocate to the client, acquiring evidence, acquiring picture evidence, measurements of any shown trauma, and providing and connecting client and family with community resources.
- Trained in HIPAA, date-rape drugs, addressing trauma, active listening, crisis counseling, suicide counseling, drug counseling, youth counseling, hotline counseling, sexual assault with different populations, HIV/AIDS, and sexually transmitted diseases.

WORK EXPERIENCE

Owenwood Farm and Neighbor Space — **July 2023 – Present**

Executive Director

- Building and managing staff team and in-house partners
- Fostering relationships with partners, community stakeholders, local schools, and community.
- Developing and implementing reporting outcomes of programs for grants.
- Creating budget and fundraising strategy and overseeing accurate accounting records.
- Seeking and securing funding to create stability and sustainability of the campus.

Drug Prevention Resources — **June 2022 – July 2023**

Dallas County Coalition Coordinator

- Working independently managing scheduled events, meetings, trainings, and fundraisers.
- Successfully built coalition of 40+ members representing a variety of community sectors.

- Coordinating and facilitating community outreach events, parental outreach and education in local schools, staff education in local schools and businesses, and youth outreach and education in local schools and in the community.
- Collaborating with local schools and community agencies in assuring community's social determinants of health are being met.
- Developing and implementing creative, impactful, and relevant outreach programs for target audience in the community.
- Preparing annual needs assessment, strategic plan, and implementation plan.
- Preparing and implementing evaluations for data analysis and outcome reporting.
- Successfully managing grant funding and budgeting expenditures.
- Preparing monthly and quarterly state reports.

Department Of Family and Protective Services **June 2021 – May 2022**

Investigator

- Worked independently and successfully managed caseload of 30+ cases.
- Conducted forensic investigations of reports of abuse and/or neglect to children to determine if abuse or neglect occurred.
- Interviewed people in the case such as the parents, caregivers, person who reports the concern, family members, professionals, and others familiar with the family situation.
- Determined action to be taken to remove or to reduce an immediate threat to the safety of a child.
- Documented all relevant and appropriate information gathered during the investigation.
- Participated in court proceedings, legal affidavit writing and filing, and court testimony.
- Developed and maintained effective working relationships with law enforcement officials, judicial officials, legal resources, medical professionals, and the community.

S.S. Conner Elementary, Dallas ISD **August 2017 – June 2021**

FCE Cadre Leader and Community Liaison

- Assisted in providing continuous support and supervision to 30+ campuses in assigned feeder patterns using the Family and Community Engagement assessment as a tool and guide.
- Built yearly reports regarding school implementation plans and participated in upcoming school year's needs assessment.
- Worked independently and successfully maintained caseload conducting home visits regarding truancy.
- Built rapport with school families maintaining relationships and assuring their social determinants of health needs were met.
- Coordinated and facilitated school and staff events, trainings, and fundraisers.
- Provided training programs to families on effective strategies to support student academic and behavioral success.
- Collaborated and maintained community partnerships pushing community mobilization.

Klaras Center for Families, MHMR **October 2015 – August 2017**

Behavioral Specialist – YES Medicaid Program

- Mentored children and adolescents ages 3-18.
- Worked independently and successfully maintaining a caseload of 20+ children and families.
- Provided training programs to parents on effective strategies to support student academic and behavioral success.
- Built rapport with school families maintaining relationships and assuring their social determinants of health needs were met.
- Responded to crisis situations while utilizing de-escalation techniques and rapport with the children.
- Conducted and supervised weekly peer groups.
- Educated youth on coping, social, and work skills.
- Collaborated and maintained community partnerships pushing community mobilization.

Family Health Center **April 2014 – October 2015**

Employee Activity Committee President and Client Service Specialist

- Coordinated and facilitated employee meetings and training for 300+ staff.
- Coordinated and facilitated agency fundraisers.
- Worked independently and successfully managed a physician's office.
- Successfully maintained physician and patient schedules.
- Collaborated with local MHMR psychiatrists in providing mental health services to patients in need building rapport and successfully maintaining integrated caseload.

Waitressing and retail experience available upon request

REFERENCES

Krystal Mann

Department of Family and Protective Services, Supervisor – (936) 662-6837

Stephanie Fuentes-Ponce

Dallas ISD, Supervisor – (469) 782-4166

Elizabeth Aza

Dallas ISD, Office Manager – (972) 749-8200

GENERATION 30
BOARD MEMBER
BIOGRAPHICAL AFFIDAVIT

Name of Proposed Charter School: **The Museum School**

Name of Sponsoring Entity:

Contact Information

Full Legal Name: **Jessica Hernandez-Gamez**

Home Mailing Address: [redacted]

Phone Number: [redacted]

Email Address: [redacted]

Knowledge and Experience

Describe the specific knowledge and experience that you would bring to the board of the proposed charter school.

With a strong professional background in mental health and social work, coupled with several years of direct experience in the East Dallas community, I bring a deep understanding of the unique challenges and opportunities facing our neighborhoods. My expertise allows me to advocate effectively for holistic, community-driven solutions, while my established relationships within the area ensure a collaborative and culturally informed approach to addressing local needs. Serving on the board would allow me to leverage my skills and insights to further strengthen programs that promote mental health, social equity, and community well-being.

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.

No

Disclosures

Do you plan to contract or seek future employment with the sponsoring entity, the charter school, or any management company of the school? If yes, describe the nature of employment and all the compensation you expect to receive.

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No

Certification

I, Jessica Hernandez, 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) _____

Date December 19, 2024

FOR NOTARY PUBLIC USE ONLY

State of Texas

County of Dallas

On this day, Jessica Hernandez

(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 19th day of December 2024.

(Notary Public) _____

My commission expires 09/03/25

KEMOND WHITE
Notary Public, State of Texas
Comm. Expires 09-03-2025
Notary ID 133314812

KEMOND WHITE
Notary Public, State of Texas
Comm. Expires 09-03-2025
Notary ID 133314812

Superintendent Résumé

If the sponsoring entity has identified a candidate for the role of Superintendent.

- Provide a professional résumé for the identified candidate(s).

If the sponsoring entity has not identified a candidate for the role of Superintendent.

- Provide a sample job description/posting for the Superintendent position.

Loren Paige Colman

[redacted]

KEY SKILLS

- People management
- Leading adult training
- Culture building
- Teacher Retention
- Project management
- Strategic planning
- Community Engagement
- Fiscal Responsibility

PROFESSIONAL EXPERIENCE

BES (Build. Excel. Sustain. – Previously Building Excellent Schools) – Dallas, TX

Community Co-Design Fellow, August 2023-Current

- Built a volunteer co-design team of 8 community leaders to collaborate on building a public charter school built on the wants and needs of the Far East Dallas Community.
- Distributed a community survey where over 400 responses were collected and analyzed to inform the school design.
- Hosted 4 focus groups and analyzed qualitative & quantitative data to inform school design.
- Collaborated with cohort of 10 school founders across the US to build an innovative school for the community.
- Attended weekly trainings for school founders across competencies, attended excellent school visits across the country, participated in four 2-week long residencies at high-performing schools in various communities.
- Collaborated with a robust team of experts to build a board and design a high-quality, innovative public charter school for our community.

Uplift Education – Dallas, TX

White Rock Hills Primary (PreK-5th) – Title 1, Director of Academics (Principal), June 2019 – March 2023

- Served as direct report to 57 staff members including 2 deans (assistant principals), 51 teachers & teacher assistants, 4 student teachers and in collaboration with our SPED Evaluation Team and coordinator, ESL team, and operations team including office staff, custodians, nurse, social counselor, as well as central office staff and partnerships supporting 670 scholars, including 13 teams
- Moved school accountability achievement performance from C (78) to B (87) throughout COVID pandemic, with an A (92) in Domain II; Outperformed neighboring schools
- Increased enrollment by 65% over four years, adding three grade levels including in-house prekindergarten
- Maintained high levels of employee engagement, consistently performing in the 80th percentile on Gallup Q12 surveys and retaining 90% of staff year over year
- Planned and facilitated frequent adult learning sessions, with strong scores on impact, engagement and relevance to classroom implementation
- Managed a $175,000 budget annually in response to campus needs assessments including all stakeholder input with state and federal allotments and grants spending 100% of funds with no debt or surplus and 100% of purchase orders approved and aligned with state funding codes
- Facilitated weekly data meetings with teachers, interventionists, and deans, collaborating and analyzing data reports, scholar work and making decisions about high leverage teacher actions to take that will impact scholar outcomes positively
- Designed leader development plan for assistant principals with weekly check ins on metrics and progress monitoring towards annual goals
- Created campus Instagram channel growing it to over 500 followers within 10 months, building out robust scholar and staff recruitment content to highlight exemplary practices and increase family and community engagement
- Vision, created, and managed after-school enrichment program with enrollment of 250 scholars via regular collaboration with parents, families and vendor relationships and community programming
- Planned annual strategic planning including strong attention to detail and logistics and project management with frequent check points to monitor progress towards annual goals

Uplift Heights Primary (K-5) – Title I, PYP Dean (Assistant Principal), June 2015 – June 2019

- Led 55 staff members as the International Baccalaureate Coordinator to gaining authorization
- Led multiple grade level teams to consistent top three academic performance within network
- Led weekly coaching and feedback cycles devoting 80% of my time to supporting high quality in class instruction, lesson plan internationalization, scholar work, and data driven instruction meetings
- Vision and managed distributive leader pipeline through our intervention team, hiring 4 interventionists support STEM and ELA
- Responded to staff feedback by creating a Shared Decision Maker Committee ultimately leading to 90th percentile response to staff feeling as though their opinion counts on our campus

Richardson ISD – Dallas, TX
Forest Lane Academy (PreK-6th) – Title I, 4th Grade Teacher, July 2011 – June 2015

- Outstanding record of success teaching math, science, and writing full time in two classes of 23 students, all qualifying as low-income students with over 80% English-Language Learners
- Achieved highest math growth and achievement across all grade levels campus wide 4 years in a row with a high population of scholars receiving special education and ESL services
- Selected to serve on the leadership team as a mentor teacher

The New Teacher Project (Elementary Schools) **– Fort Worth, TX**

- *Lead Seminar Instructor (2014-2015)* Planned, trained, and led monthly professional development and learning design for new teachers
- *Pre-Service Teacher Instructor (Summer 2013 & 2014)* Planned and led professional development on core Teach Like a Champion strategies. Led 3-hour training daily for an average of 45 new teachers from college and career changes
- *Seminar Instructor (2012-2013)* Planned and led professional development integrating best practice from Teaching for Results, Teach Like a Champion, and the ACE Rubric indicators. Led 22 new teachers bi-monthly in a 3-hour training class.

Expeditionary Learning – Coppell, TX
Manara Academy (K-5) 3rd Grade Teacher, June 2010 – June 2011

- Designed lesson plans and provided data driven instruction full time in all subjects in a self-contained classroom for 22 students
- Planned semester long interdisciplinary units of study and character development as part of our Expeditionary Learning Charter School process with frequent hands on, experiential learning lessons

Friendship Public Charter School – Washington, DC
Chamberlain Charter School (PK-7) Special Education Inclusion Teacher, August 2008 – June 2010

- Full time inclusion teacher serving as case manager for 20 students with LD, ADHD, and ED and co-teacher for over 100 general education students in reading and math in grades 2, 4, and 5

EDUCATION & CERTIFICATION

Texas State Board of Education Certified ● All Level Special Education, ESL, EC-6, Math 4-8, Principal ● Expire November 2025
Masters in Educational Leadership – Aspiring Educational Leaders Program ● Southern Methodist University ● 2017 ● GPA 4.0
Bachelors in Applied Science – All Level Special Education Certification ● University of Texas at Austin, TX ● 2008 ● GPA 3.8
Delta Gamma Fraternity – Pledge Class 2003

HONORS

D CEO Emerging Women Leadership Network (2024) ● ***Dallas, TX*** ● Selected to be a part of the 2024 Cohort of city leaders
Engage Dallas (2024) ● ***Dallas, TX*** ● Selected to be a part of the 2024 Cohort 11
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VOLUNTEER

The Artist Outreach Board Member (2024) ● ***Dallas, TX*** ● Invited to join the board for a local non-profit as their secretary
Paul Quinn College/Duke North TX Professional Scholar Mentor (2021-current) ● ***Dallas, TX*** ● Mentor college students looking to go into the field of education
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Upper Room Church (2014-2019) ● ***Dallas, TX*** ● Helped plan inaugural Global Conference as well as Volunteered at various events and on Sundays to serve our community

Superintendent Evaluation Tool

Provide the tool that will be used to evaluate the superintendent. Applicants may use a locally developed tool or adopt a pre-existing tool such as, but not limited to, the Texas Association of School Boards' (TASB) Superintendent Evaluation system.

If the applicant proposes to use a pre-existing tool, provide a single-page document that identifies both the (1) name of the tool; and (2) website. Applicants should not submit the entire evaluation tool.



Superintendent Evaluation

TMS will use the TEA recommended Texas Association of School Boards' Superintendent Evaluation Tool.

Link: Legal FAQ on Superintendent Evaluation | TASB

Leadership Team Résumés

If the applicant has identified individuals that will serve on Instructional, Operational, or Financial leadership teams.

- Provide a professional résumé for all identified leadership team candidates. Clearly indicate the position that is associated with each résumé (Instructional, Operational, or Financial Leadership).

If the applicant has not identified individuals that will serve on Instructional, Operational, or Financial leadership teams.

- Provide a single-page document that states, "The applicant has not identified candidates for any leadership team positions. No responsive documents are being provided."

Loren Paige Colman

[redacted]

KEY SKILLS

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- Culture building
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Upper Room Church (2014-2019) ● ***Dallas, TX*** ● Helped plan inaugural Global Conference as well as Volunteered at various events and on Sundays to serve our community

FRANCES MAISONET

[redacted] [redacted] [redacted]

EDUCATION

2016-2017 ***Regis University*** ***Denver, CO***

- Master's Degree in Educational Leadership & Principal Licensure

2001–2006 ***University of Puerto Rico*** ***Río Piedras Campus, PR***

- Bachelor's Degree of Elementary Education

PROFESSIONAL EXPERIENCE

2021 – Present ***Uplift Education, White Rock Hills*** ***Dallas, TX***

Dean/Assistant Principal of Instruction for Primary Years Program

- Evaluate teacher effectiveness through classroom observation, data analysis, and actionable feedback.
- Effectively handle student discipline by creating a positive school culture and building relationships with students, parents, staff, and all stakeholders. Develop appropriate behavioral interventional plans and continuums for student behavior.
- Provide support, coaching & supervise all staff: PreK-2, Specials, TAs, Urban Teachers & Texas Tech(student-teachers).
- Preschool liaison: classroom observations/feedback, ensuring student's readiness for kindergarten & create all events for the pre-kinder families to ensure PreKs stay in our elementary program.
- Develop the daily schedule for PreK-5th gr.
- Coordinate Director chat meetings and after school events to promote parent engagement.
- Regular walkthroughs, formal/information observations & weekly debriefs with teachers.
- Develop the grant implementation of The Artist Outreach Program for PreK, Kindergarten & 1st grade.
- Implementation of TEAs early reading proficiency support: mclass. Ensure weekly progress monitoring and follow up interventions based on the skills by mclass.
- Develop a plan to increase school attendance.
- Support staff and students on International Baccalaureate Programs (PreK-5).
- Support SPED staff and act out as the admin during ARD meetings.
- Frequent parent meetings to ensure academic, behavior & attendance support for students.

2016 – 2021 ***Global Village Academy*** ***Northglenn, CO***

Assistant Principal

- Evaluate 23 Spanish, Mandarin, Russian & English teachers K – 2nd grade (revise teacher effectiveness rubric from CDE).
- Manage substitute teachers, recess duties (incidents decreased by 50%) and discipline system (communication between teachers/parents increased by 25%).
- Support teachers with student accountability and discipline, including coordinating and facilitating interventions and family meetings to promote student success.
- Mentor and coach teachers in implementing standard based instruction (RELAY).
- Develop the MTSS team to provide support for teachers and students.
- Create and organize parent workshops to engage and empower parents to participate in their child's education in both English and Spanish.
- Create and lead monthly meetings in Spanish to increase parent participation.
- Research, implement and leader of standard based social emotional learning curriculum for K-8.
- Lead coordinator of the interview and hiring process of teachers and instructional assistant's candidates in all five campuses in Colorado and Puerto Rico.
- Plan and coordinate current year staff professional development based on school improvement plan.

- Develop Kindergarten training which includes the following: understanding of law, desired results (proficiency scales, progressions of learning, success criteria, non-negotiables), Child Observation Record software and resources/strategies to incorporate in the classroom.
- District trainer for standard based math curriculum "Envision" and Spanish "Tesoros".
- Certification in Crisis Prevention Institute and Threat Assessment in School Team Training.
- Representative for Child Observation Record for the state of Colorado (Kinder Readiness Plan).

K-5 Virtual School Administrator

- Develop the virtual learning and return in person plan for Global Village Academy Northglenn.
- Lead and develop policies/procedures for the Safety, Facilities, Health & Wellness Committee to ensure all health protocols are in place for in person learning.
- Coach teachers virtually to ensure academic instruction and needs of students are met.
- Promote virtual parent engagement/participation to support the needs of their children during distance learning.

2014 – 2016 ***Global Village Academy*** ***Northglenn, CO***

Immersion and Instructional Coach

- Assist teachers in the implementation of the Common Core State Standards and state mandates.
- Work with teachers K-8 to provide best practices for Immersion instruction as well as literacy and math interventions.
- Engage in reflective practices that include peer observations and analysis of intervention and coaching sessions with teachers.
- Design and implement bilingual professional learning opportunities that align with the school improvement plans to increase achievement of all students.
- Promote efforts on cultural and linguistic diversity, establish best practices and utilize skills to remove barriers for students of diverse cultural backgrounds.
- Organize, plan, and instruct teachers and administration on data team process.
- Collaborate with teachers and administration to analyze student data.
- Participate in intervention team meetings and individualized education program meetings as appropriate.
- Develop and provide Professional Developments to staff in a variety of settings (individual, team, grade-level, etc.)
- Support teachers regarding classroom management and student behavior.

2011 – 2014 ***Global Village Academy*** ***Northglenn, CO***

Kindergarten Immersion Teacher Leader, Spanish

- Vertical Teacher Leader for all Spanish immersion classes grade K-4 guiding teachers in developing a strong understanding of how their instruction meets Colorado State Standards.
- Horizontal Teacher Leader managing the planning, advising, and professional development for Spanish, Russian, and Chinese grades K-1.
- Evaluate demonstration lessons of Russian and Spanish prospective teachers, review resumes and work with administration to choose highly qualified teachers for the 2011-14 school years.
- Organize and implement training for grades K-1 mathematics Kathy Richardson assessments.
- Assist with the development of the Kindergarten immersion curriculum.
- Develop and present training seminars to the Global Village Charter Collaborative covering topics such as Colorado Standards, developing learning targets, understanding proficiency, immersion strategies, and Positive Behavior Supports.
- Cooperative teacher mentoring a student from Northern Colorado University.
- Implement Response to Intervention in developing strategies for success for all students.

2009-2011 ***Global Village Academy*** ***Aurora, CO***

Kindergarten Immersion Teacher

- Team Leader of the Kindergarten team, collaborating on curriculum implementation, lesson planning, and standards based grading. Research and implement best practices in developing lesson plans that meet the individual needs of each student.

Dr. Meesha-Gay Jones

[redacted] [redacted]

I am a results-driven, adaptive leader who dedicated over 20 years serving regional teams, school leaders, teachers, and students in under-resourced school communities. By leading with passion and a focus on accountability, under-performing schools positively transformed where students experienced academic and social-emotional success. It is with great honor and full understanding of the positive impact I fostered in schools that I am seeking professional advancement within your organization.

Experience

Executive Leadership Coach at Vision Mapping *January 2023 - Present*

- Plan, execute, and manage high level projects with clients to drive profitable and positive outcomes aligned to the organization's vision.
- Through consultative and practices, empower clients to implement high-quality plans that offer solutions to their biggest challenge.
- Strategically plan with regional and campus leaders to define clear, bite-sized actionable steps that will move: 1) academic performance, 2) adult+ student culture, and 3) leader-to-leader and leader-to-teacher coaching practices.
- Conduct side-by-side coaching to school leaders who are driving positive outcomes towards the state achievement.

Interim Director of Leader Development at IDEA Public Schools *Oct 2022 - Jun 2023*

- Trained and real-time coached 16 senior leaders at 8 schools on best instructional strategies to increase students reading by two grade levels.
- Maximized leader development by coaching and providing constructive feedback to 8 Assistant Principals and 20 teachers resulting in 100% of schools meeting organizational goals within 4 months.
- Orchestrated weekly touchpoints with school leaders to assist in the conceptualization and execution of academic programming that captured 100% of schools meeting organizational goals.
- Facilitated monthly skill-based professional development trainings for leaders to ensure capacity building and ownership of transferable leadership skills.

Regional Special Programs Coach + Interim Principal at IDEA Public Schools *Jul 2020 - Jun 2023*

- Pioneered tight loop coaching, progress monitoring, and strategy planning resulting in an A-rating by the Texas Education Agency for schools within the Tarrant County region.
- Spearheaded the regional instructional strategy to close 588 students reading gaps by two years
- Facilitated monthly 504 workshops and progress monitoring training for leaders to ensure 100% of schools are in compliance with servicing support to our most vulnerable students.
- Catapulted relational trust with internal stakeholders reaching exemplary ratings on Great Places to Work survey while positively influencing academic programming at IDEA Public Schools.

Assistant Principal at Fort Worth Independent School District *Jan 2013 - Jun 2020*

- Improved campus TEA rating from Improvement Required to Expectations M e t with distinction. Assistedprincipal with curriculum f id e l it y through w e e k l y coaching cycles for 80 teachers. Trained 80 teachers to progress monitor assessment data using PLC forums.
- Increased student achievement by 50% by coaching, planning, and developing leaders.
- Consult with 250 students focused on academic progress using restorative discipline practices.

Effectiveness Coach at The New Teacher Project (TNTP) *Apr 2012 - Jun 2013 & Summer 2010 & 2011*

- Trained a team of 25 Fort Worth & Dallas mentors to become summer instructors and coaches. Observed teachers and diagnosed key levers for improvement.
- Developed a deep knowledge of content and instruction in high-need schools with a PROVEN track record of raising student achievement.
- Tracked and analyzed data on teacher and student performance to uncover trends and implement behaviors for improvement.
- Collaborated with school administrators to ensure placement of quality teacher leaders in FWISD classrooms.

Education

- Abilene Christian University ▪ Ed. D in Organizational Leadership
- Mercy College ▪ MA in Secondary Education ▪ MA in School Leadership
- State University of New York at Binghamton ▪ BA of Philosophy, Politics, & Law
- Texas Certification ▪ Principal Certification (EC – 12) ▪ English Language Arts & Reading (8- 12)

Proposed Discipline Policy

Provide the school's proposed discipline policy.

THE MUSEUM SCHOOL OF EAST DALLAS DISCIPLINE POLICY

The Museum School of East Dallas (TMS) is committed to fostering a safe, positive, and productive learning environment that aligns with our mission to empower all students to thrive academically, socially, and emotionally. Grounded in our **T.H.R.I.V.E. principles** (tenacity, honor, responsibility, integrity, valor, and empathy) our discipline policy reflects our belief that strong relationships and clear expectations are fundamental to a healthy school culture. At TMS, discipline is centered on teaching, not punishment, ensuring that every challenge is treated as an opportunity for growth and learning. This approach creates a consistent, predictable, and inclusive environment where students feel safe, supported, and known, allowing them to embody our values as they develop into confident, capable, and compassionate individuals. Through intentional planning and collaboration, we align our practices with the belief that joy and accountability go hand in hand, ultimately cultivating a culture where students and staff bring out the best in themselves and one another.

Sec. 1. GENERAL GUIDELINES

The Museum School of East Dallas (TMS) personnel shall adhere to the following general guidelines when imposing discipline:

1. A student shall be disciplined when necessary to improve the student's behavior, to maintain essential order, or to protect other students, school employees, or property.
2. Students shall be treated fairly and equitably. Discipline shall be based on a careful assessment of the circumstances of each case.

Disciplinary consequences shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, age, or national origin.

Sec. 2. STUDENT CODE OF CONDUCT

The Board shall adopt a Student Code of Conduct, which shall establish standards for behavior and identify general types of prohibited behavior and their possible consequences. The Student Code of Conduct shall also outline TMS' due process procedures with respect to expulsion. *Education Code 12.131(a).*

At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:

1. Made available for review in the Principal's office; and
2. Made available on the TMS website and/or as hard copy to students, parents, teachers, administrators, and to others on request.

Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.

Sec. 3. OUT-OF-SCHOOL SUSPENSION AND STUDENTS WHO ARE HOMELESS

TMS may not place a student who is homeless in out-of-school suspension unless the student engages in the following conduct while on school property or while attending a school-sponsored or school-related activity on or off of school property:

1. Conduct that contains the elements of an offense related to weapons under Penal Code 46.02 or 46.05;

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2. Conduct that contains the elements of a violent offense under Penal Code 22.01, 22.011, 22.02, or 22.021; or
3. Selling, giving, or delivering to another person or possessing, using, or being under the influence of any amount of:
    a. Marijuana or a controlled substance, as defined by Health and Safety Code Chapter 481 or by 21 USC 801;
    b. A dangerous drug, as defined by Health and Safety Code Chapter 483; or
    c. An alcoholic beverage, as defined by Alcoholic Beverage Code 1.04.

The Museum School of East Dallas ensures that students with disabilities are treated equitably in all disciplinary actions, following the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and Texas Education Code § 37.004. This process protects access to a Free Appropriate Public Education (FAPE) and considers each student's unique needs. If a student with a disability is removed from their placement for more than 10 cumulative school days in a school year:

- Manifestation Determination Review (MDR):
    - Held within 10 school days of the removal.
    - The ARD/IEP committee or Section 504 team determines whether the behavior is a manifestation of the student's disability.
- If the behavior is NOT a manifestation:
    - The student may be disciplined like their peers.
    - The school will continue to provide educational services to allow progress in the general curriculum and IEP goals.
- If the behavior IS a manifestation:
    - The student returns to their original placement or an agreed alternative.
    - A Functional Behavior Assessment (FBA) is conducted, and a Behavior Intervention Plan (BIP) is created or updated.
- Educational Services During Removal:
    - For removals exceeding 10 days, the school ensures:
        - Access to the general education curriculum.
        - Continued progress toward IEP goals.
        - Additional supports (e.g., counseling) as determined by the ARD/IEP team.
- Documentation and Compliance:
    - The school will maintain clear records of removals, team decisions, services provided, and progress monitoring.

Education Code 37.005(d) and 37.004.

Sec. 4. CORPORAL PUNISHMENT

The Board prohibits the use of corporal punishment in TMS. Students shall not be spanked, paddled, or otherwise physically disciplined for violations of the Student Code of Conduct.

Sec. 5. EXTRACURRICULAR STANDARDS OF BEHAVIOR

Sponsors and coaches of extracurricular activities may develop and submit for approval standards of behavior that are higher than the TMS-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration

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conduct that occurs at any time, on or off TMS property. Extracurricular behavioral standards shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, age, or national origin.

Students shall be informed of any extracurricular behavior standards at the beginning of each school year or when the students first begin participation in the activity. Students and their parents shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions.

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

Sec. 6. EXPULSION

The Superintendent or designee shall determine conduct for which students may be expelled from school. Expellable offenses shall be described in the Student Code of Conduct, which shall be distributed to students and parents on an annual basis, as well as made available at each TMS campus and posted on the TMS website. *Education Code 12.131*.

a) *Federal Firearm Provision*

In accordance with the Gun-Free Schools Act, TMS shall expel from the student's regular program, for a period of one year, any student who is determined to have brought a firearm, as defined by federal law, to any TMS campus. The Superintendent may modify the term of expulsion for a student or assess another comparable penalty that results in the student's exclusion from the regular school program on a case-by-case basis. *18 U.S.C. 922*.

For the purposes of this provision, "firearm" means:

1. Any weapon (including a starter gun), which will or is designed to or which may readily be converted to expel a projectile by the action of an explosive;
2. The frame or receiver of any such weapon;
3. Any firearm muffler or firearm silencer; or
4. Any destructive device. "Destructive device" means any explosive, incendiary, or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or device similar to any of the preceding described devices. It also means any type of weapon (other than a shotgun shell or a shotgun that is generally recognized as particularly suitable for sporting purposes) by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and any combination of parts either designed or intended for use in converting any device into a destructive device as described in this item, and from which a destructive device may be readily assembled.

18 U.S.C. 921(a).

b) *Expulsion Proceedings*

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i. *Due Process*

Before a student may be expelled, the Board or its designee shall provide the student a hearing at which the student is afforded appropriate due process as required by the federal constitution. The minimum procedural requirements necessary to satisfy due process depend upon the circumstances and the interests of the parties involved. Federal due process requires notice and some opportunity for hearing.

ii. *Notice*

The notice should contain a statement of the specific charges and grounds that, if proven, would justify expulsion. In some cases, the student should be given the names of the witnesses against him or her and an oral or written report on the facts to which each witness testifies.

iii. *Hearing*

The rights of the student may properly be determined upon the hearsay evidence of school administrators who investigate disciplinary infractions.

iv. *Representative*

At the hearing, the student is entitled to be represented by the student's parent, guardian, or another adult who can provide guidance to the student and who is not an employee of TMS. If TMS makes a good-faith effort to inform the student and the student's parent or guardian of the time and place of the hearing, TMS may hold the hearing regardless of whether the student, the student's parent or guardian, or another adult representing the student attends.

v. *Term of Expulsion*

If the period of expulsion is inconsistent with the guidelines on length of expulsion in the Student Code of Conduct, the order must give notice of the inconsistency.

vi. *Appeals*

The Superintendent or designee shall develop an appeal process for expulsion decisions; this process shall recognize the Board's final authority to hear or decide a parent or student appeal of an expulsion. The Superintendent or designee shall ensure that the appeal process is made available to students and parents through the Student Handbook. The Board's decision is final and may not be appealed.

Disciplinary consequences shall not be deferred pending an appeal.

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Organizational Charts

Provide three organizational charts that show the school's governance, management, and staffing structures:

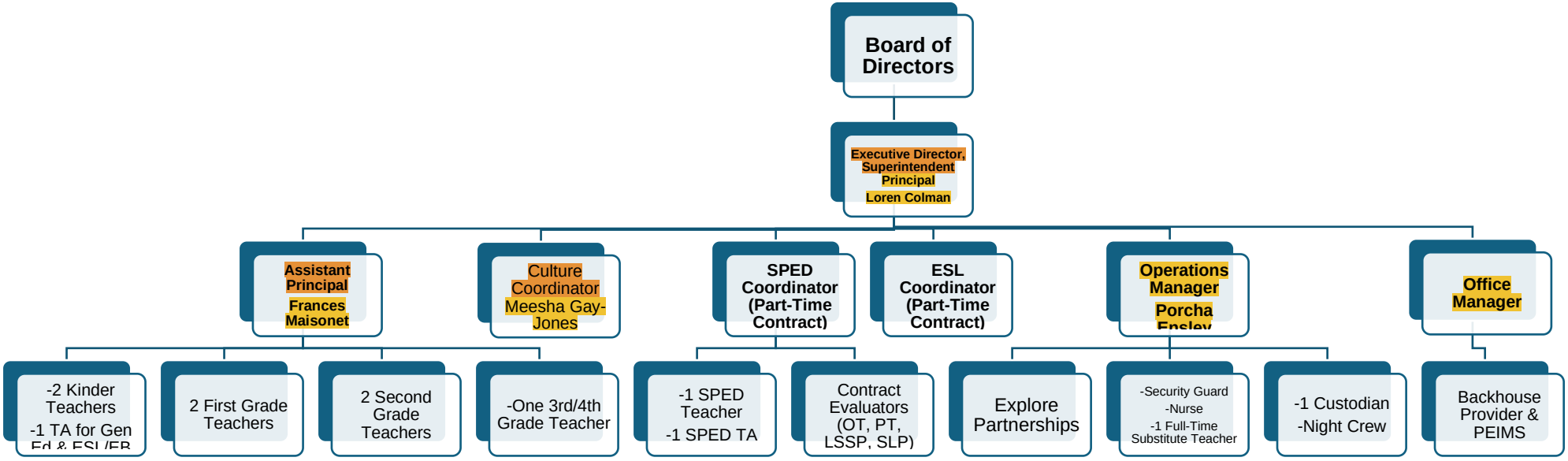
1. the first organizational chart will represent the school's structure during Year 1;
2. the second chart will represent the school's structure during Year 3; and
3. the third chart will represent the school's structure during Year 5

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 Year 5.

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.

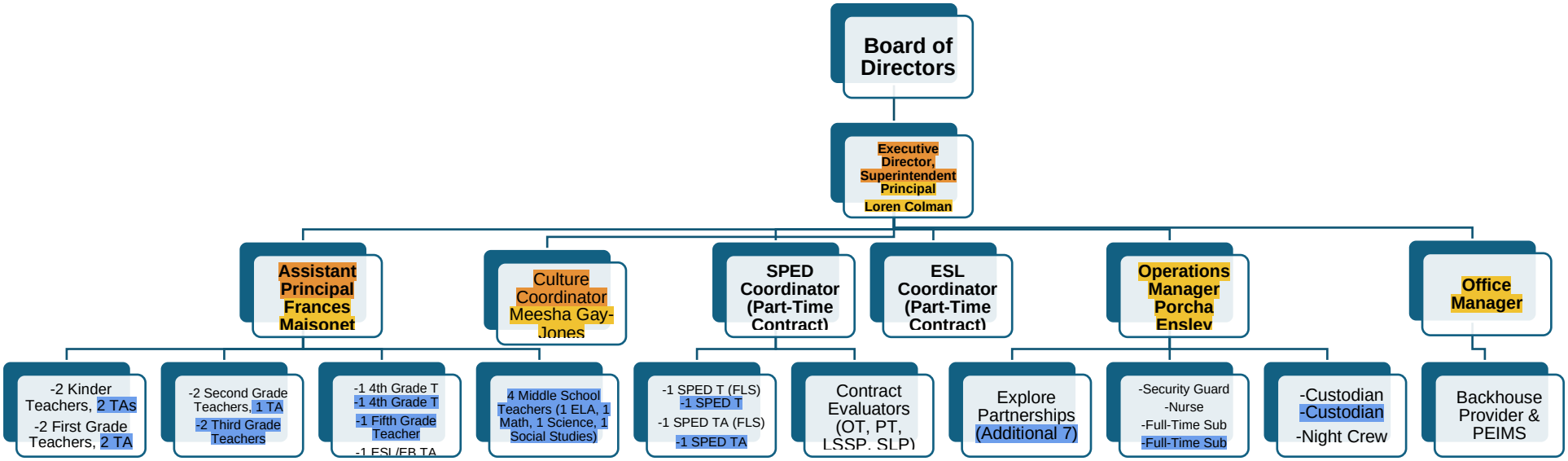
The organizational charts must clearly document the lines of authority and reporting within the charter school.

The Museum School of East Dallas
Organization Chart: 2026-2027 – YEAR 1



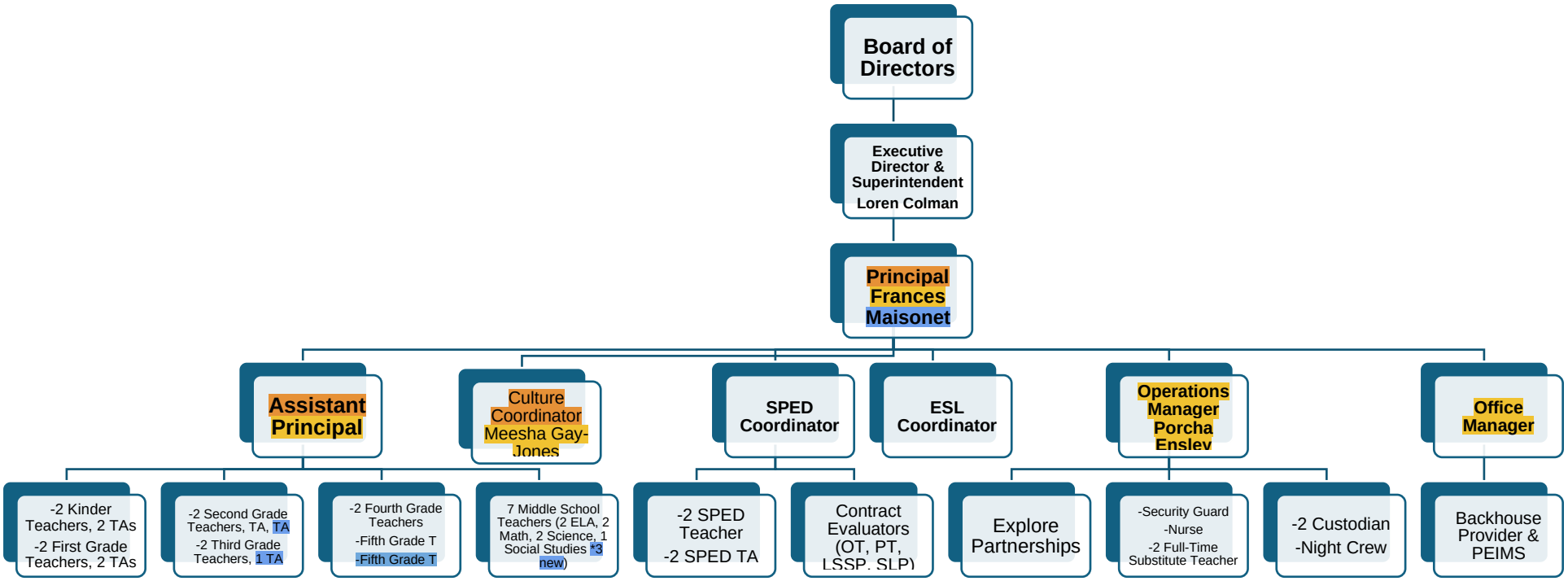
Instructional Leadership Team (ILT) Member
School Leadership Team (SLT) Member

The Museum School of East Dallas
Organization Chart: 2028-2029 – YEAR 3



Instructional Leadership Team (ILT) Member
School Leadership Team (SLT) Member
Added Position

The Museum School of East Dallas
Organization Chart: 2030-2031 – YEAR 5



Instructional Leadership Team (ILT) Member
School Leadership Team (SLT) Member
Added Position

Teacher Evaluation Tool

Provide the tool that will be used to evaluate teacher positions. Applicants may use a locally developed tool or adopt a pre-existing tool such as, but not limited to, the Texas Teacher Evaluation and Support System (T-TESS).

If the applicant proposes to use a pre-existing tool, provide a one-page document that identifies both the (1) name of the tool and (2) website. Applicants should not submit the entire evaluation tool.



Teacher Evaluation

TMS will use the TEA recommended T-TESS teacher Evaluation Tool.

Link: Home T-TESS (teachfortexas.org)

Annual Calendar and School Schedule

Provide the proposed annual calendar for the first year of operation. At minimum, the annual calendar should identify the following:

- first day of school;
- any planned breaks;
- last day of school; and
- total number of minutes of instruction for the academic school year

Also, provide a proposed school schedule for a sample day and a sample week. Include any planned scheduling for accelerated student learning.

2026-2027 School Calendar



The Museum School of East Dallas

Address: TBD
Email: tmseastdallasinfo@gmail.com
Contact No: 512-577-3417

DATE	EVENT/HOLIDAY	TYPE
11-Aug-26	First Day of School	Local
07 Sep 2026	Labor Day	Federal
8 Oct 2026	Fall Break Begins	Local
9-Oct-26	Fall Break Ends	Local
12-Oct-26	Columbus Day	Federal
23-Nov-26	Thanksgiving Break Begins	Local
26 Nov 2026	Thanksgiving Day	Federal
27-Nov-26	Thanksgiving Break Ends	Local
18-Dec-26	Winter Break Begins	Local
25 Dec 2026	Christmas	Federal
01 Jan 2027	New Year's Day	Federal
6-Jan-27	Winter Break Ends	Local
18 Jan 2027	M L King Day	Federal
15 Feb 2027	Presidents' Day	Federal
8 Mar 2027	Spring Break Begins	Local
26 Mar 2027	Good Friday	Federal
28 Mar 2027	Easter Sunday	Federal
29-Mar-27	Bad Weather Make Up Day	Local
27-May-27	Last Day of School	Local
28-May-27	Bad Weather Make Up Day	Local
31 May 2027	Memorial Day	Federal
19 Jun 2027	Juneteenth	Federal
04 July 2027	Independence Day	Federal
05 July 2027	Independence Day Holiday	Federal

No School/Holiday

Bad Weather Make Up Day

Federal Holiday

First/Last Day of School

Teaching Professional Development

Total Minutes = 95,580

August 2026

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2027

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Local Model Comparison						
	School Start to End Time	**Minutes Per Year**	**Minutes for Instruction per Day**	**Minutes for Intervention per Day**	**Minutes for Enrichment per Day**	**Teacher Collaboration and PD Minutes per Day**
Traditional School Model	8:00am - 3:30pm (drop off 7:30 am)	75,600	330 minutes	30-60 pull out from instruction	60	60-90
TMS Extended Day Model	8:00am - 5pm (paid drop off at 6:00am)	95,580 (equivalent to 41 additional days of instruction)	480 minutes	60 minutes in addition to instruction	180-240	120-150

M-F Daily Core Schedule (K-2)	
8:00 - 8:15PM	Morning Meeting
8:15 - 9:00PM	Phonics
9:00 - 10:00PM	Reading
10:00-10:30PM	Humanities
10:30-12:00PM	Math
12:00-1:00pm	Lunch/Recess

M-F Daily Core Schedule (3-4)	
8:00 - 8:15PM	Morning Meeting
8:15 - 10:00PM	ELAR
10:00-10:30PM	Humanities
10:30-12:00PM	Math
12:00-1:00pm	Lunch/Recess

Total Minutes Per Week
Phonics = 225
Reading = 300
Humanities = 150
Math = 450
Science (Explore) = 300

*ELAR = 525

*Schedule is the same daily M-F

	Monday			
Time (PM)	1	2	3	4
KA	Labori	Intervention	STEM	TAO
Kb	Intervention	Labori	TAO	STEM
1A	TAO	STEM	Intervention	Labori
1B	STEM	TAO	Labori	Intervention
2A	Intervention	Labori	LHSM	LHSM
3/4A	Labori	Intervention	LHSM	LHSM

	Tuesday			
Time (PM)	1	2	3	4
KA	Yoga	Intervention	Technology	Gardening
Kb	Intervention	Yoga	Gardening	Technology
1A	Technology	Gardening	Yoga	Intervention
1B	Gardening	Technology	Intervention	Yoga
2A	Yoga	Intervention	Gardening	Technology
3/4A	Intervention	Yoga	Technology	Gardening

	Wednesday			
Time (PM)	1	2	3	4
KA	Labori	Intervention	STEM	TAO
Kb	Intervention	Labori	TAO	STEM
1A	TAO	STEM	Intervention	Labori
1B	STEM	TAO	Labori	Intervention
2A	Intervention	Labori	LHSM	LHSM
3/4A	Labori	Intervention	LHSM	LHSM

	Thursday			
Time (PM)	1	2	3	4
KA	Yoga	Intervention	Technology	Gardening
Kb	Intervention	Yoga	Gardening	Technology
1A	Technology	Gardening	Yoga	Intervention
1B	Gardening	Technology	Intervention	Yoga
2A	Yoga	Intervention	Gardening	Technology
3/4A	Intervention	Yoga	Technology	Gardening

	Friday			
Time (PM)	1	2	3	4
KA	Labori	Intervention	STEM	TAO
Kb	Intervention	Labori	TAO	STEM
1A	TAO	STEM	Intervention	Labori
1B	STEM	TAO	Labori	Intervention
2A	Intervention	Labori	LHSM	LHSM
3/4A	Labori	Intervention	LHSM	LHSM

Sample Individualized Student Schedules for Explore Time					
	K-2 Student	**3-5 Student**	**6-8 Student**	**EB/ESL Student**	**SPED/504 Student**
1:00 - 2:00	Accelerated Small Group	Accelerated Small Group	Movement	ESL/EB Class	Resource Instruction
2:00 - 3:00	Movement	STEM Lab	Accelerated Small Group	Accelerated Small Group	Movement
3:00 - 4:00	STEM Lab	Movement	CTE	Movement	STEM Lab
4:00 - 5:00	Art	Music	Art/Music	STEM Lab	Art/Music

	Teacher Daily Planning Schedule				
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
1:00 - 2:00pm				Rotate: (Wk 1) Explore Partner Collab; (Wk 2) SPED Collab; (Wk 3) ESL/EB Collab; (Wk4) MTSS	
2:00 - 3:00pm	Planning Time	DDI	Professional Development	Team Collaboratio	Planning Time

TMS ASSESSMENT SCHEDULE 2026-27

DATES.	GRADES	UNIT / ASSESSMENT	NOTES
8/17 – 8/21	K-4	**BOY iReady Window**	
8/24 – 9/4	K-2	**Fundations**	
10/27 – 10/29	2-4	**Common Assessment for Math, ELA + Science** (9 weeks of instruction)	
10/30		**Scoring, Analysis, and Planning Math PD** Focus: priorities from the data	
11/2 –11/6		**RE-TEACH Week** Re-teach based on test results analysis	
11/30 – 12/4		**Fundations**	
12/7 – 12/11		**MOY iReady Window**	
1/5		**Scoring, Analysis, and Planning Literacy PD** Focus: priorities from the data	
1/11 –1/15		**RE-TEACH Week** Re-teach based on test results analysis	
2/23 – 2/25		**Interim Assessment for Math, ELA + Science** (8 weeks of instruction)	
3/5		**Scoring, Analysis, and Planning**	
3/15 –3/19		**RE-TEACH Week** Re-teach based on test results analysis	
3/22 – 3/25		**Re-teach Key Gaps Across Units & Test Preparation**	
April 2027	3-4	**STAAR ELA + Math**	
5/10 – 5/14	K-2	**Fundations**	
5/17-5/21	K-4	**EOY iReady Window**	

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, when 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.

THE MUSEUM SCHOOL OF EAST DALLAS
ADMISSIONS AND ENROLLMENT POLICY

Applications Open: November 1, 2025 Close: February 1, 2026 Lottery: February 16, 2026

Sec. 1. NON-DISCRIMINATION IN ADMISSIONS

It is the policy of The Museum School of East Dallas (TMS) to comply with all state and federal regulations regarding admission and not to discriminate during the admission and the lottery process on the basis of sex; national origin; ethnicity; religion; disability; academic, artistic, or athletic ability; or the district the child would otherwise attend. *Education Code 12.111(a)(5)*; *19 TAC 100.1207(d)(1).*

Sec. 2. GENERAL ELIGIBILITY FOR ADMISSION

TMS requires applicants to submit a complete TEA Charter Student Admission Application form in order to be considered for admission. The Superintendent or designee shall set a beginning and closing date for the application window for each school year. *19 TAC 100.1207(a)(1).* Applicants are not required to provide transcripts or other academic records until after they are offered admission.

TMS shall generally admit all persons who reside within the geographic area served by TMS and for whom TMS operates a grade level sought and who, as of September 1 of any school year, are at least five years of age and under 21 years of age, or are at least 21 years of age and under 26 years of age and admitted by TMS to complete the requirements for a high school diploma, if the person meets any of the following conditions:

1. The applicant and either parent reside in the geographic area served by TMS.
2. The applicant does not reside the geographic area served by TMS boundaries, but one of the parents resides within the geographic areas served by TMS and that parent is a joint managing conservator or the sole managing conservator or possessory conservator of the applicant.
3. The applicant and his or her guardian or other person having lawful control under a court order reside within the geographic area served by TMS.
4. The applicant is under the age of 18 and has established a separate residence within the geographic area served by TMS separate and apart from his or her parent, guardian, or other person having lawful control under an order of a court and has established that the applicant's presence in TMS is not for the primary purpose of participation in extracurricular activities. However, TMS is not required to admit an applicant under this provision if the applicant:
   a. Has engaged in conduct or misbehavior within the preceding year that has resulted in removal to a disciplinary alternative education program or expulsion;
   b. Has engaged in delinquent conduct or conduct in need of supervision and is on probation or other conditional release for that conduct; or
   c. Has been convicted of a criminal offense and is on probation or other conditional release.
5. The applicant is homeless, regardless of the residence of the applicant, of either parent of the applicant, or of the applicant's guardian or other person having lawful control of the applicant.
6. The applicant is a foreign exchange student placed with a host family that resides within the geographic area served by TMS by a nationally recognized foreign exchange program, unless TMS has applied for and been granted a waiver by the Commissioner because:
   a. Admission would impose a financial or staffing hardship on TMS;
   b. Admission would diminish TMS's ability to provide high-quality education services for TMS's domestic students; or
   c. Admission would require domestic students to compete with foreign exchange students for educational resources.

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7. The applicant resides at a residential facility, as defined in Education Code 5.001, located within the geographic area served by TMS.
8. The applicant resides within the geographic area served by TMS and is 18 or older or the applicant's disabilities of minority have been removed.
9. The applicant does not reside within the geographic area served by TMS, but a grandparent resides within the geographic area served by TMS and provides a substantial amount of after-school care for the applicant as determined by the Board.
10. The applicant and either parent of the applicant reside in a residence homestead that is located on a parcel of property any part of which is located within the geographic area served by TMS.

Education Code 25.001.

Students who reside outside the primary geographic boundary stated in the TMS charter shall not be admitted to the charter school until all eligible applicants that reside within the primary boundary and have submitted a timely application have been enrolled. Then, if the charter provides for a secondary boundary, TMS may admit students who reside within the secondary boundary in accordance with the terms of the charter. *19 TAC 100.1207(g).*

TMS may also admit a child of a TMS employee regardless of whether the child resides in the geographic area served by TMS. Such a child must satisfy all other eligibility requirements imposed by law and/or TMS in order to be granted admission and enrollment in TMS.*Education Code 12.117(d).*

Sec. 3. LOTTERY PROVISIONS

A "lottery" for purposes of this policy is a non-weighted, random selection process that determines the order of enrollment of student applicants. A lottery is to be conducted if the number of applicants exceeds the maximum enrollment. The lottery shall take place within 15 days after the closing date of the application period. The lottery will be conducted via lottery selection software. The principal or designee of each campus will conduct the computerized lottery, with supervision by at least one member of the sponsoring entity or his or her designee and a representative from the TMS Central Office. This ensures that the admissions list and the waiting list are selected randomly. Results of the lottery shall be certified by a notary public.

a) *Development of Waiting List*

The lottery will be paused momentarily after all available seats are filled. The names of eligible students with completed applications who apply and are not admitted shall be added to the end of the waitlist in the order in which the applications are received. As spaces become available during the school year, TMS must consult the applicable waitlist and select a new student for enrollment in the order that students appear on the list. TMS shall review each waitlist no less than every 60 days and eliminate duplicate entries and the names of students who have been admitted to TMS. *19 TAC 100.1207(e).*

b) *Admission Process of Returning Students*

Students who currently attend TMS and intend to return the next school year (referred to as "returning students") are exempted from the lottery if they notify TMS of their intent to return for the next school year by the deadline designated by the Superintendent or designee for the then-current school year.

c) *Siblings Policy and Children of the School's Founders and Employees*

Siblings of returning students are exempt from the lottery and, space permitting, are automatically enrolled. For this policy "sibling" shall mean a biological or legally adopted brother or sister residing in the same household as the applicant. Cousins, nieces, nephews and unrelated children sharing an address with the applicant are not

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siblings. Sibling enrollment is dependent on available space and does not guarantee enrollment of each listed sibling.

Children of TMS's founders, board members, teachers, and staff (so long as the total number of students allowed constitutes only a small percentage of the total enrollment) are exempt from lottery requirements, as permitted by federal guidance on the Charter Schools Program.

19 TAC 100.1207(b).

d) *Applications Submitted Outside the Designated Application Period*

If a student applies to TMS outside of the designated application period, the student will be placed on a waiting list in the order of the date in which the application is received.

e) *Waitlist Reporting Requirements*

Each school year, the following information must be maintained at the campus level for reporting to the Texas Education Agency no later than the last Friday in October of each school year:

1. The total number of students on the waitlist;
2. The number of students on the waitlist disaggregated by grade level;
3. The number of students enrolled;
4. The enrollment capacity; and
5. Information necessary to identify each student, as specified in Texas Education Code § 12.1174.

Sec. 4. STUDENTS WITH DOCUMENTED HISTORIES OF A CRIMINAL OFFENSE AND/OR MISCONDUCT

As authorized by its open-enrollment charter, TMS shall exclude from enrollment those students who have a documented history of a criminal offense, a juvenile court adjudication, or discipline problems under Subchapter A, Chapter 37 of the Education Code. *Education Code 12.111(a)(5)(A).*

Sec. 5. VERIFICATION OF RESIDENCY AND IMMUNIZATION RECORDS FOR ENROLLMENT

Verification of residency and current immunization records are required for all students enrolling. Every student enrolling for the first time must present a signed statement from a physician or documentation of immunizations as required by the Texas Department of Health, no later than 30 days after enrolling. Students who submit an affidavit from a physician stating immunizations should not be administered for medical reasons, and students who submit an affidavit signed by the student's parent or guardian declining immunizations for reasons of conscience, will be excepted from this requirement. The parent or guardian must furnish records that verify the identity of the student.

A person's "residence," for the purpose of this policy is the true, fixed and permanent place where the qualifying occupant ordinarily lives and sleeps, not less than four nights during the school week and to which, when temporarily absent from the residence, the occupant intends to return. The qualifying occupant specified by Education Code 25.001(b) must generally reside in the geographic area served by TMS. A person who is homeless, as defined by 42 U.S.C. 11302, need not reside within the geographic area served by TMS.

In order to verify residency for enrollment, acceptable evidence of residency includes:

- Current property tax bill with parent/guardian's name and property address;

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- Current rental or lease agreement with parent/guardian's name, student name, and address, as well as manager or owner's name and telephone number;
- Documents related to the purchase of the residence with the parent/guardian's name and property address;
- Mail dated within 60 days before the application date from the following sources:
  - Social Security Administration;
  - A Texas State government agency;
  - Utility companies;
  - Credit card bill;
  - Financial institutions; including checking or savings;
  - Insurance companies;
  - State and Federal Revenue documents;
  - Paycheck information; and
  - Other sources or documents demonstrating residency.

If, at any time, a student's or qualifying occupant's residence is in question, TMS may ask for additional documents for verification. If the parent or legal guardian cannot provide evidence of residency because the parent or legal guardian is living with a relative or friend, a notarized statement by the relative or friend may be accepted by TMS with the following stipulation:

- The notarized statement must state that the parent or legal guardian and child are living with the relative/friend;
- The notarized statement must state the name of the relative or friend who is on the relative or friend's proof of residence;
- The notarized statement must state the same address of the relative or friend who is on the relative or friend's proof of residence;
- A copy of the relative or friend's proof of residence must be attached to the notarized statement (meeting the documentation criteria described above); and
- The notarized statement must be signed by the same name of relative or friend who is on the relative or friend's proof of residence.

A person whose parent or guardian is an active-duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, may establish residency by providing to TMS a copy of a military order requiring the parent's or guardian's transfer to a military installation in or adjacent to TMS's attendance zone. Such proof of residence shall be provided to TMS not later than the 90th day after the arrival date specified in the military order requiring the parent's or guardian's transfer. For purposes of this provision, the term "residence" includes residence in a military temporary lodging facility. *Education Code 25.001(c-1)-(c-2).*

TMS may conduct home-visits, at any time, to confirm residency of applicants and enrolled students. Falsification of residence on an enrollment form is a criminal offense.

Sec. 6. <u>ADULT STUDENT ATTENDANCE REQUIREMENT FOR CONTINUED ADMISSION</u>

A person who voluntarily attends school after his or her 19th birthday shall attend school each school day for the entire period the program of instruction is offered. TMS may revoke, for the remainder of the school year, the enrollment of a person who has more than five absences in a semester that are not excused under Education Code 25.087, except that TMS may not revoke the enrollment on a day on which the person is physically present at school. A person whose enrollment is revoked under this subsection may be considered an unauthorized person on school grounds and a criminal trespass warning may be issued. Prior to revoking the person's enrollment, TMS shall issue a warning letter to the person, after the third unexcused absence, stating that the person's enrollment may be revoked for the remainder of the school year if the person has more than five unexcused absences in a

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semester. As an alternative to revoking enrollment, TMS may impose a behavior improvement plan. *Education Code 25.085(e), (g), (h)*.

Sec. 7. STUDENT RESIDENCY SEPARATE FROM PARENT/GUARDIAN

In order to protect the best interests of students enrolled, for purposes of students under the age of 18 who have established a residence apart from the person's parent, guardian, or other person having lawful control, such persons must establish their separate residency and verify it with documentation acceptable to TMS in the same manner as other students.

Sec. 8. ADMISSION OF HOMELESS STUDENTS

a) *Definitions*

"Enroll" and "enrollment" include attending classes and participating fully in school activities.

"Homeless child" or "homeless children" means children or youths who lack a fixed, regular, and adequate nighttime residence and includes:

1. Children who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Children who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
3. Children who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children living in circumstances described above. "Migratory child" means a child who made a qualifying move in the preceding 36 months (a) as a migratory agricultural worker or a migratory fisher; or (b) with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher.

"School of origin" means the school that the child attended when permanently housed or the school in which the child was last enrolled, including a preschool. When a child completes the final grade level served by the school of origin, the term "school of origin" shall include the designated receiving school at the next grade level for all feeder schools, as applicable.

"Unaccompanied youth" includes a homeless child or youth not in the physical custody of a parent or guardian.

b) *General Requirements*

As a condition of receiving federal funds under the McKinney-Vento Homeless Assistance Act, TMS shall, according to a homeless child's best interest:

1. Continue the child's education in the school of origin for the duration of homelessness;
   a. If the child's family becomes homeless between academic years or during an academic year; and
   b. For the remainder of the academic year, if the child becomes permanently housed during an academic year; or
2. Enroll the child in any TMS school that non-homeless students who live in TMS's geographic boundaries are eligible to attend.

42 U.S.C. 11432(g)(3)(A).

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In determining the best interest of a homeless child, TMS shall:

1. Presume that keeping the child in the school of origin is in the child's best interest, except when doing so is contrary to the request of the child's parent or guardian, or in the case of an unaccompanied youth the youth;
2. Consider student-centered factors related to the child's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children, giving priority to the request of the child's parent or guardian or the unaccompanied youth;
3. If, after conducting the best interest determination based on consideration of the presumption in item 1 above and the student-centered factors in item 2 above, TMS determines that it is not in the child's best interest to attend the school of origin or the school requested by the parent or guardian or the unaccompanied youth, provide the parent, guardian, or unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal as set forth in Sec. 8-f below; and
4. In the case of an unaccompanied youth, ensure that the homeless liaison assists in placement and enrollment decisions under these provisions, gives priority to the views of such unaccompanied youth, and provides the notice to such youth of the right to appeal as set forth in Sec. 8-f below.

42 U.S.C. 11432(g)(3)(B).

TMS shall not stigmatize or segregate a student who is homeless.

c) *Information from Parents*

TMS may require the parent or guardian of a homeless child to submit contact information. *42 U.S.C. 11432(g)(3)(H).*

d) *Enrollment*

TMS shall immediately enroll a homeless child, depending on available seats, even if the child:

1. Is unable to produce records normally required for enrollment, such as previous academic record, records of immunization and other required health records, proof of residency, or other document; or
2. Has missed application or enrollment deadlines during any period of homelessness.

42 U.S.C. 11432(g)(3)(C).

e) *Enrollment in School of Origin*

In determining the best interest of the student for the purpose of continuing the student's education in the school of origin, TMS shall presume that keeping the student in his or her school of origin is in the student's best interest, except when doing so is contrary to the request of the parent, guardian, or unaccompanied youth. TMS shall also consider the best interests of the student with regard to the impact of moving schools on the student's achievement, education, health, and safety, including such relevant factors as:

1. Continuity of instruction;
2. Age and grade placement of the student;
3. Distance of the commute and its impact on the student's education or special needs;
4. Personal safety of the student;

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5. The student's eligibility and need for any specialized services and supports, such as Section 504, special education and related services, or bilingual or English as a second language services;
6. Length of anticipated stay in a temporary shelter or other temporary location, if applicable;
7. Likely area of the family's or youth's future housing;
8. Time remaining in the school year; and
9. School placement of siblings.

Services, including transportation, that TMS is required to provide shall not be considered in determining the student's school of attendance.

f) *Disputes Concerning Enrollment*

If a dispute arises over eligibility, or school selection or enrollment in a school:

1. The child shall be immediately enrolled in the school in which enrollment is sought, pending final resolution of the dispute, including all available appeals;
2. The parent or guardian of the child or an unaccompanied youth shall be provided with a written explanation of any decisions related to school selection or enrollment made by TMS, including the rights of the parent, guardian, or unaccompanied youth to appeal such decisions.
3. The parent, guardian, or unaccompanied youth shall be referred to the homeless liaison, who shall carry out the dispute resolution process as expeditiously as possible after receiving notice of the dispute; and
4. In the case of an unaccompanied youth, the liaison shall ensure that the youth is immediately enrolled in the school in which the youth seeks enrollment pending resolution of such dispute.

42 U.S.C. 11432(g)(3)(E).

g) *Comparable Services*

TMS shall provide a homeless child with services comparable to those offered to other student in the school in which the child is enrolled. *42 U.S.C. 11432(g)(4).*

Sec. 9. TRANSFER OPTIONS FOR CERTAIN ENROLLED STUDENTS

a) *No General Transportation Services*

TMS is not required to provide general transportation to a student who transfers to another TMS location under Section 9 of this policy.

Sec. 10. ADMISSION OF MILITARY DEPENDENTS

a) *Applicability*

The provisions of Sec. 10 of this policy shall apply to the children of:

1. Active duty members of the uniformed services, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Sections 1209 and 1211;
2. Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement; and
3. Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.

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Sec. 10 of this policy shall not apply to the children of:

1. Inactive members of the national guard and military reserves;
2. Members of the uniformed services now retired, except as provided above;
3. Veterans of the uniformed services, except as provided in this policy; and
4. Other U.S. Department of Defense personnel and other federal agency civilian and contract employees not defined as active duty members of the uniformed services.

Education Code 162.002 Article III.

b) *Definitions*

"Active duty" means full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Sections 1209 and 1211.

"Children of military families" means a school-aged child, enrolled in kindergarten through twelfth grade, in the household of an active duty member.

"Deployment" means the period one month prior to the service members' departure from their home station on military orders through six months after return to their home station.

"Transition" means:

1. The formal and physical process of transferring from school to school; or
2. The period of time in which a student moves from one school in the sending state to another school in the receiving state.

"Uniformed services" means the Army, Navy, Air Force, Marine Corps, Coast Guard, as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration, and Public Health Services.

"Veteran" means a person who served in the uniformed services and who was discharged or released therefrom under conditions other than dishonorable.

Education Code 162.002 Article II.

c) *Eligibility for Enrollment*

Special power of attorney, relative to the guardianship of a child of a military family and executed under applicable law, shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent.

i. *Continued Acceptance*

A transitioning military child, placed in the care of a non-custodial parent or other person standing *in loco parentis* who lives in a jurisdiction other than that of the custodial parent, may continue to attend the school in which the child was enrolled while residing with the custodial parent.

Education Code 162.002 art. VI, § A.

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d) *Education Records*

i. *Unofficial Records*

In the event that official education records cannot be released to the parents for the purpose of transfer, the custodian of the records in the sending state shall prepare and furnish to the parents a complete set of unofficial education records containing uniform information as determined by the Interstate Commission. Upon receipt of the unofficial education records, TMS **s**hall enroll and appropriately place the student based on the information provided in the unofficial records pending validation by the official records, as quickly as possible.

ii. *Official Records*

Simultaneous with the enrollment and conditional placement of the student, TMS shall request the student's official education record from the sending district.

Education Code 162.002 art. IV, §§ A–B.

e) *Tuition*

<<Charter Holder>> is prohibited from charging tuition to:

1. A transitioning military child placed in the care of a non-custodial parent or other person standing *in loco parentis* who lives in a jurisdiction other than that of the custodial parent; or
2. A student who is domiciled in another state and resides in military housing that is located within TMS's boundaries.

Education Code 25.004, 162.002 art. VI, § A.

f) *Grade-Level Placement*

Students shall be allowed to continue their enrollment at grade level in TMS commensurate with their grade level, including kindergarten, from the sending district at the time of transition, regardless of age. A student that has satisfactorily completed the prerequisite grade level shall be eligible for enrollment in the next highest grade level in TMS, regardless of age. A student transferring after the start of the school year shall enter TMS on his or her validated level from an accredited school in the sending state. *Education Code 162.002 art. IV, § D.*

g) *Course Placement*

When the student transfers before or during the school year, TMS shall initially honor placement of the student in educational courses based on the student's enrollment in the sending district and/or educational assessments conducted at the sending district if the courses are offered. Course placement includes but is not limited to honors, international baccalaureate, advanced placement, vocational, technical, and career pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses should be paramount when considering placement. This does not preclude TMS from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the course(s). *Education Code 162.002 art. V, § A.*

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h) *Educational Program Placement*

TMS shall initially honor placement of the student in educational programs based on current educational assessments conducted at the sending district or participation/placement in like programs in the sending state. Such programs include, but are not limited to:

1. Gifted and talented programs; and
2. English as a second language (ESL).

This does not preclude TMS from performing subsequent evaluations to ensure appropriate placement of the student. *Education Code 162.002 art. V, § B.*

i) *Waivers*

TMS administrative officials shall have flexibility in waiving course/program prerequisites, or other preconditions for placement in courses/programs offered by TMS. *Education Code 162.002 art. IV, §§ A–B, D.*

Sec. 11. DISCREPANCIES IN STUDENT NAME

The Superintendent or designee shall notify the Missing Children and Missing Persons Information Clearinghouse if a child is enrolled under a name other than the name that appears on the identifying documents. If a student's records have not been received within 30 days of a request, the Superintendent or designee shall notify local law enforcement for a determination of whether the child has been reported as missing. *Education Code 25.002(b).*

Sec. 12. FOOD ALLERGY INFORMATION

The parent of each student enrolled with TMS must complete a form provided by TMS that discloses (1) whether the child has a food allergy or a severe food allergy that should be disclosed to TMS to enable TMS to take any necessary precautions regarding the child's safety and (2) specifies the food(s) to which the child is allergic and the nature of the allergic reaction.

For purposes of this requirement, the term "severe food allergy" means a dangerous or life-threatening reaction of the human body to a food-borne allergen introduced by inhalation, ingestion, or skin contact that requires immediate medical attention.

TMS may also require information from a child's physician if the child has food allergies.

Food allergy information forms will be maintained in the child's student records, and shall remain confidential. Information provided on food allergy information forms may be disclosed to teachers, school counselors, school nurses, and other appropriate school personnel only to the extent consistent with Board policy and as permissible under the Family Educational Rights and Privacy Act of 1974 ("FERPA").

Education Code 25.0022(a)-(c).

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Budget Narrative

Provide a detailed budget narrative to support the assumptions and projections presented in the Financial Plan Workbook— including revenue, staffing levels, and costs. Include a contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

The responsive document for this attachment is limited to 1,500 words.

Note: Applicants should review the federal definition of a charter school in the Letter of Special Assurances to ensure eligibility for the Charter School Program (CSP) Start-Up Grant prior to including those grant funds in the budget.

TMS Budget Narrative

Student Enrollment The Museum School of East Dallas (TMS) plans to open in August 2026 with 202 K-4 students, growing to 450 K-8 students by Year 5, based on a per-pupil funding model. The budget covers Years 0-5, supporting operations, staff, and facilities to ensure a strong start. Anchored by enrollment, staff structure, operations, and facilities, it provides extended learning time and access to museums citywide. Projections assume 90% enrollment, two cohorts per grade, and an 11:1 student-teacher ratio at full buildout.

Year	K	1	2	3	4	5	6	7	8	Total
1 (2026)	52	52	52	13	13					182
2 (2027)	51	51	51	52	15	15	15			250
3 (2028)	48	48	48	48	48	25	25	25	13	328
4 (2029)	48	48	48	48	48	48	26	25	25	364
5 (2030)	44	44	44	44	44	46	46	46	47	405

Revenue

The Museum School of East Dallas (TMS) will create a sustainable, community-driven model. We project 85% ADA in Year 1, with potential state waivers at 100% enrollment, growing to 94% ADA by Year 5 aligning with surrounding districts. Primary revenue sources include federal, state, and local/fundraising funds.

Federal Revenue:

- Title I: $600 per student (120 students) = $72,000
- Title III: $150 per student (70 students) = $10,500
- IDEA: $1,200 per student (21 students) = $25,200
- NSLP: 80% qualifying students, 90% enrollment (146 students) x $7.91/day x 180 days = $207,874
- E-Rate: 80% FRL eligibility in an urban area = 90% reimbursement of wifi and phone network expenses (not hardware) = $18,000
- Total Federal Revenue: $333,574

State Revenue:

- Year 1 state funding totals $1,762,910 (F17).

Local/Fundraising Revenue: $25,000 BES grant (E24) received; applied for Charter School Growth Fund; will pursue additional grants and fundraising.

Organizational Staff Structure

Teacher salaries start at $62,000, increasing 3% annually (E17-18, P-S10), with 20% budgeted for taxes/benefits (E-M62-73). TMS plans to join the Teacher Incentive Allotment program when eligible but has allocated 2.5% of total payroll for stipends, supplemental pay, and performance bonuses in the interim (F-M74). Salaries, including taxes and benefits, total 54% ($1,204,126) of the budget (F77). Year 1 includes 17 full-time roles (operations and academics) and part-time positions for PEIMS, ESL/EB Coordinator, SPED Coordinator, Security Guard, and Nurse. By Year 5, staffing grows to 45 positions (34 teachers) with an 11:1 ratio. All core teachers will obtain ESL certification in their first year. “Specials” teachers are not budgeted, as afternoon Explore time will be serviced through community partnerships, including Labori Boxing Gym (PE), Rachel Larlee Art Studio, Lake Highlands School of Music, and The Artist Outreach (drama). Special education

starts with 1 teacher and 1 TA for 3 self-contained and 10 resource students. A dual-role ESL/EB Coordinator begins part-time, growing to full-time. Salaries for 11 months are state and federally funded; the first 30 days are covered by the CSP grant.

Operating Expenses

Professional Contracted Services for Planning and Implementation Purposes - TMS will secure contracted services with experienced organizations familiar with charter schools during the planning year and Year 1 (SU tab).

- **Accounting, Audit, Payroll:** $55,000 (F81+86). The board will secure a contract upon approval of the application through a formal Request for Proposal (RFP) process. We have budget a 2% increase per year. (quotes from $38,000 Region 11 ESC Back House Provider per year plus $17,000 for Independent Auditor) *Cost is the same for Y0, E81+86
- **Legal Services:** $5,000 (F82). Support with policies, real estate, and special education needs. Costs include a 2% annual increase. *Cost is the same for Y0, E82
- **Nurse:** $15,000 (F84). Covers a 10-month part-time nurse (120 days, $25/hr, MWF, 9am–2pm), funded by state revenue. First 30 days covered by CSP grant ($1,500). The role grows to full-time by Year 4.
- **School Lunch:** $215,716 (F85). Based on an 80% FRL rate and 90% enrollment, initial quotes from Full Filled Project/Diwa Kitchen total $2.57 + $4.13 + $1.21 x 149 students x 180 days. An RFP will finalize the provider.
- **Special Education Consulting and Technology:** $49,190 (E-F87). Includes eSPED IEP setup ($15,190 CSP), a Year 1 subscription fee ($4,000), and contracted services for Diagnostician, LSSP, SLP, and PT/OT ($30,000). (Y0/1 combined)
- **Explore Afternoon Partnerships:** $80,000 (F89). Funds community enrichment classes (1–5pm) with Labori Boxing, Lake Highlands School of Music, The Artist Outreach, and Rachel Larlee Art Studios ($10,000/partner/year for 10 hours/week).
- **Learning Expeditions:** $20,000 (F90). quarterly museum visits and on-campus liaisons.

School Operations - The largest expenditures after staffing in Year 0 and Year 1 focus on start-up needs. Furniture and equipment costs total $76,000 (E-F102) for eight classrooms in Year 1, preparation for four more in Year 2, and enrichment equipment for programs like PE, STEM, music, garden, and chess. Classroom supplies and curriculum materials are budgeted at $109,000 (E100-101 + F98, 99, 101), covering $500 per classroom, materials for IEP goals, copying, printing, and books for classrooms and the central library. Technology costs total $135,195 (E103-104, 117-118, 131-132 + F103-105, 117-118, 131-132), including refurbished iPads for K-1, Chromebooks for grades 2-4, projectors, document cameras, warranties, and IT services like WiFi installation and phones. Transportation costs total $221,038 (E-F107) for four 15-passenger vans, Year 1 maintenance, and gas, enabling learning expeditions and transportation for special education students, with staff trained in-house to drive. Special education transportation costs, calculated under the Special Education Program Transportation Allotment, multiply 20 daily miles by the per-mile rate for 180 school

days, increasing by 5 miles annually to account for growth. Additional Year 1 operational expenses are also included to ensure a smooth opening.

- ($6,000) (F97) **Board Expenses** Lone Star Governance and any TEA required including TPCSA conference (outlined in CSP disaggregated costs in narrative application) *Same cost for Y0 (E97)
- ($900) (F105) **Supplies for nurs**e including basic first aid, over-the-counter-items, and thermometers
- ($5,000) (F109) **Office expenses** such as tape, staplers and filing folders
- ($19,000) (E-F110) **Professional development** (Y0/1 combined) Teacher/leader training in TMS mission and school model (outlined in CSP disaggregated costs in narrative application)
- ($26,500) (E-F111-112) **Recruitment and Community Engagemen**t **for Staff and Students** Y0/1 ($200 per FTE/100 per part-time, $75 per student) With a 40% enrollment increase for Y2 and 6 growth positions, will invest in marketing materials and events to ensure a strong start for SY27-28.

Facility Operation & Maintenance for Planning and Implementation Purposes - As a school built with and for the community, TMS is exploring several facility options in East Dallas/West Mesquite:

- A local community center seeking to expand free services, with a completed traffic study and property assessment by a K-12 architect.
- A local Presbyterian church offering free rent for 2-3 years after shifting to virtual services post-COVID.
- A local community college with space for a lab school.
- Vacant shopping centers eligible for city tax credits and revitalization.

We are working with an experienced real estate broker (Lesa French) familiar with charter schools to find locations, estimating a need of 75 square feet per student or at least 10,000 square feet. To prioritize academic investment, we will keep facility costs at or below 15% of total revenue, with $290,000 allocated for rent between Year 0 and Year 1 (E-F127). One top location, a church, may require $20,000 in HVAC repairs, which we plan to fund using the CSP grant (E128). Additional facilities costs include:

- **Insurance:** $20,000 (F125) for Directors & Officers Liability, van insurance, and land coverage.
- **Janitorial Supplies and Cleaning:** $36,000 (E-F126 + F133) for pre-opening custodial services (fundraised) and ongoing night cleaning (state-funded).
- **Security Services:** $12,000 (E-F129) for Y0/1 combined, including background checks, Raptor system setup, and hardware upgrades like cameras.
- **Utilities:** $29,500 (E-F130) for facility utilities during planning and Year 1 to prepare for opening.

Contingencies and Reserves

The Museum School of East Dallas (TMS) is committed to a mission-driven, lean financial model focused on sustainability. Year 0 and Year 1 projections show positive operating income and cash flow before depreciation. We plan to start with 2% in reserves, growing toward 60 days of cash on hand to address emergencies, enrollment fluctuations, and delayed state funding. This approach allows us to invest most of our revenue into TMS while maintaining financial preparedness. Year 0 contingencies total $15,783 (2%) (E136), growing to $107,000 (5%) (F136) in Year 1. To ensure flexibility, TMS evaluated realistic scenarios for revenue shortfalls, higher expenses, or cash flow issues. Our facilities plan prioritizes "as utilized" rent agreements, a proven strategy among charter schools. If this option is unavailable, the budget includes contingencies to lease appropriately sized facilities through Year 5. We will also adjust variable costs (e.g., classroom materials, personnel) while preserving the integrity of our academic model and seeking additional philanthropy as needed.

The Museum School
2025 Fundraising Development Plan

The Museum School of East Dallas (TMS) will provide a distinctive educational opportunity based on the museum school model. This academic model approaches education implementation through explorations, reflections, and exhibit productions. Focusing on experiential learning and community support, TMS will foster positive outcomes for children and their families.

The school will operate as an independent charter school within Texas. The state funds charter schools through the Foundation School Program (FSP), which does not include local tax dollars. A charter school's funding is based on the number of students enrolled and their program participation. For TMS to achieve exceptional education opportunities, ambitious fiscal goals must be established and reached.

Meeting these fundraising goals requires a strong team effort, with contributions of time, talent, and treasure from the board of directors, key staff, community support, and dedicated volunteers. The Fund Development Committee will identify the critical areas of need and facilitate the fundraising strategies. This strategy outlines our fundraising goals and provides a roadmap for this strong team to organize and attain them.

Achieving TMS's mission and long-term sustainability will require several successful fundraising strategies. This report includes TMS's 2025 fundraising plan, a starting point, and a foundation for future growth.

The Museum School's total budget for 2026-2027 is **$2.2 million**. This fundraising plan identifies opportunities for additional foundation fundraising, cultivation of local business connections, increased giving from individual donors, and growth in earned income with a goal of **$1,500,000** in new funding. With these expanded fundraising and revenue sources, the 2027-2028 budget will increase to **$2.7 million**. This fundraising plan is our roadmap to reaching the goals of our strategic plan by raising the money necessary to support our new and growing school community. This will allow TMS to continue to fulfill its mission of providing opportunities for exploration and discovery.

Unique components of The Museum School:

- Exploration and Discovery: Emphasis on immersive learning within the community through learning expeditions. Students create and venture to interactive exhibits and programs hosted by partner museums that are curated to TMS units, enabling students to make real-world connections to their studies in science, history, art, and more.
- Increased Classroom Time: The program design ensures students spend quality time in the classroom, on-site learning experiences, and an extended day. This additional time allows for deeper engagement with subjects, additional accelerated learning, and increased dosage of enrichment to 5 days/week as opposed to once/week.
- School designed with neurodivergent and Emergent Bilingual students in mind, mainstreaming with neuro-typical students.

To effectively launch and maintain The Museum School requires fundraising for:

- Renovations of school facilities
- Competitive wages for all staff
- Transportation costs for learning expeditions (so that we can host multiple on one day, right now we can only do one at a time)
- Educational materials and resources
- Training workshops for teachers to implement the museum school model
- Community Engagement

Sources:

- Individual donors: Community of families, board members, and individuals that share the educational vision.
- Annual Events: Events hosted by school in partnership with local businesses and community participation
- Product Fundraiser: Offering merchandise, consumables, or other product for sale
- Local Businesses & Corporations: Partnerships with businesses that value education and community service.
- Museum and Arts Philanthropists and Foundations
- Foundations & Grants: Foundations that support educational initiatives, especially those focused on innovative teaching methods or underserved populations.

Strategies:

- Annual Fundraising Events: Host events such as carnivals, concerts, gala dinners, or fun runs that unite the community and generate funds.
- Individual or collective Campaigns: Launch an online event, or host home parties, to raise funds and highlight the mission and goals to engage a wider audience and invite small donations.
- Sponsorship Opportunities: Develop sponsorship packages for local businesses to support specific programs or events.
- Grants and Proposals: Research and apply for grants from educational foundations and government programs that support innovative academic initiatives.

Marketing and Communication:

- Online Presence: Build a website that presents the organization's mission, achievements, and fundraising needs. Share success stories and updates on social media.
- Newsletters: Create regular newsletters to keep supporters informed and engaged.
- Storytelling: Use testimonials and case studies from students, teachers, and parents to highlight the impact of the school

Community Engagement:

- Volunteer Programs: Encourage community involvement through volunteer opportunities that foster support and create ownership.
- Workshops and Open Houses: Host events showcasing the museum school approach to attract potential supporters and provide firsthand experience.

Evaluation and Follow-up

- Tracking Progress: measure fundraising success and adjust strategies as needed (e.g., number of donations, event attendance).
- Thank You Campaign: Implement a follow-up thank-you strategy for donors to show appreciation and maintain relationships for future support.
- Ongoing donor relationship management

Timeline

- Months 1-3: Establish committees, develop marketing materials, and launch an awareness campaign.
- Months 4-6: Host the first major fundraising event and begin to apply for grants.
- Months 7-9: Evaluate the success of various strategies and make adjustments for continued engagement and fundraising efforts.

The Fundraising Plan

Goals:

1. **Increase Teacher Pay ($1,000,000):** We believe that educators are the magic makers that make dreams become a reality in the classroom. In order to hire the best teachers, including recruiting teachers of the year from other states with a potential relocation stipend and assistance with finding housing in or near target community, our desire is to pay teachers more. We will justify increased pay by increased expectations for work in the summer time with the trade off of increased scheduling flexibility. Right now teachers are being paid the same as surrounding districts. With raised funds, we would like to make a statement about how we value teachers and the work they do. In an ideal world, we would increase all salaries up to 25%. This could start with founding teacher stipends paid out in a bonus structure with the goal of applying for access to TIA with additional funds for increased pay. Our dream would also be to provide paid family leave and find community partners that help teachers purchase homes in the community so that they live nearby and are part of the community while also ensuring teachers have access to affordable housing.

2. **Increase Access to High-Quality Museum Partnerships ($685,000):** As of right now we have allotted enough funds to carry out our innovative program with learning expeditions in the community. Raising funds however would help us be able to go more often and have multiple outings per day. Right now, our current transportation model only allows for one grade at a time to be off campus. We would love to be able to own multiple charter buses with a full time driver so that we are not limited by transportation in order to fully engage in the museum model.

3. **Facilities:** Another dream of TMS is to partner with a museum on site for our facility and/or be able to bring in elements of a museum within our campus. There will be extreme variability in this cost based on locations. While this number is not yet identified, once realistic locations are identified for purchase and/or construction, the plan will be revised to include this number and strategy.

Individual donors

The Board of Directors will take the lead in cultivating, asking, and stewarding individual donors in the community. The new individual campaign will take a strategic approach by asking those already invested in The Museum School to deepen their investment with a donation.

- Board members will demonstrate leadership by committing to a minimum gift of $2500. 11 board members @ $3000/each = $33,000 by October 1
- Board members will use their contacts and work in teams of two to hold house parties. Board member raises $10,000 at each house party.
  - · House parties to raise $10,000 each x 7 = $70,000
  - · 1 party in March
  - · 1 party in April
  - · 1 party in May
  - · 1 party in July
  - · 1 party in September
  - · 1 party in October
  - · 1 party in November
- Individuals campaign
  - · 2 @ $5,000/each= $20,000
  - · 3 @ $5,000/each= $15,000
  - · 5 @ $2,500/each= $12,500
  - · 5 @ $1,500/each= $7,500
  - · 5 @ $1,000/each= $5,000
  - · 10 @ $100/each= $1,000
  - · 85 @ $ 75/each= $6,375
  - · 120 @ $ 50/each= $6,000
  - · 200 @ $ 20/each = $4,000
- Major Donors: Volunteers and supporters are compelled to give because they see great value in the program for the students and the community.

·New Major donor campaign February-May
· 10 donors @ $2,000/each = $20,000

Goal for individual donors = $200,375

Foundation fundraising

Includes a list of possible foundations that could provide support.

- Proposals to annual foundation donors:
  - · $85,000 Moody Foundation
  - · $65,000 Communities Foundation of Texas
  - · $15,000 Communities Giving
  - · $20,000 Education Foundation
  - · $25,000 Meadows Foundation
  - · $25,000 Mellon Foundation

- Proposals foundations with board contact:
  - · $10,000 Program Texas Pioneer
  - · $45,000 United Way
  - · $20,000 Dallas Foundation
  - · $20,000 The Charles Butt Foundation
  - · $10,000 Walton Family
  - · $15,000 Hoglund Foundations
  - · $30,000 Williams Foundation
  - · $15,000 Educate Texas Foundation
  - · $45,000 Harold Simmons Foundation
  - · $35,000 Addy Foundation
- Total asks: $480,000

Goal for foundations = $355,500

Grants fundraising

Includes a list of possible grants that could provide support.

- Education grant organizations:
  - · $750,000 New Schools Venture Fund
  - · $215,000 Charter School Growth Fund
  - · $50,000 American Library Association
  - · $45,000 Office of Educational Technology
  - · $10,000 School Safety

Goal for grants = $1,070,000**

Local Business and Corporations

Connections with businesses to include corporate support.

- Cultivate and make asks for corporate donations
  - · $4,500 Dick's Sporting Goods
  - · $7,000 State Farm
  - · $5,000 Kimberly-Clark
  - · $5,500 TXU
  - · $6,000 Bank of America
  - · $5,000 Baylor Scott and White
  - · $1,000 Baker Brother's Plumbing and Air

- Workplace and consumer giving in partnership with local businesses

· $ 500 Half Priced Books
· $ 300 Texas Tree Transformations
· $1,000 Rio Grande Market
· 11 @ $75 each/Local medical office = $825
· 10 @ $100 each/Local Stores = $1,000

Goal for local businesses = $37,625

Earned income strategies

Through visibility and contacts in the surrounding neighborhoods, hosting annual events, and increasing support.

- Activities
  - · $8,000 Carnival
  - · $5,000 Product fundraiser
  - · $6,000 Fun Run
  - · $2,500 Merchandise

Goal for earned income = $21,500

2026-2027 Total fundraising goal: $1,685,000

**Grant may be given annually or in a single year. Therefore, the grant total is not included in the budget total.
*A Capital Campaign for new construction will be pursued upon researching a permanent location for TMS. The total initial estimate for this project is $10,000,000.

Lesa Nickelson French
Executive Managing Director

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M: +1 713 515 0188

609 Main Street
Suite 2850
Houston, TX 77002

savills.us

November 4, 2024

Sent Via Email: ***lcolman@fellow.bes.org***

Loren Colman
Founder
Museum School of East Dallas

Re: Exclusive Right to Represent

Dear Loren:

Please allow this letter to set forth our agreement by and between Museum School of East Dallas ("Client") and Savills, Inc. ("Savills") ("Broker") regarding the engagement of Broker to assist and represent Client in the lease and/or purchase of school space or land located in the Dallas, Texas area (the "Property"). It is agreed that Broker is appointed Client's exclusive representative with respect to negotiating a lease and/or purchase of the Property.

The term of this Agreement will start on the date first written above and remain in effect for a period of one (1) year.

Broker will first look to Landlord, Owner, or Developer, as the case may be, for compensation for its duties and activities under this Agreement. However, in the event the Landlord, Owner, or Developer, as the case may be, does not offer a market commission, then Broker shall be compensated by Client as follows; four percent (4%) of the gross rentals in the event of a lease and three percent (3%) of the purchase price in the event of a purchase.

Broker advises Client to engage legal counsel for all document review and legal advice for purposes of properly documenting the lease and/or purchase contemplated by this Agreement.

Client may terminate this Agreement if Client determines that Broker's services are not satisfactory by submitting written notice to Broker five (5) business days prior to the expiration date. Broker will be entitled to a commission as provided above with respect to any lease and/or purchase transaction that is contracted for after the expiration or termination of this Agreement if prior to such expiration or termination Broker presented and/or toured the Property with Client and within twelve (12) months immediately following the expiration or termination of this Agreement, a contract, lease or other agreement is executed between Client and the Landlord, Owner or Developer.

If you are in agreement with the foregoing, please execute where indicated.

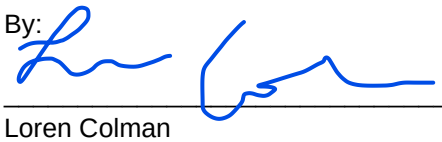
Sincerely,



Lesa Nickelson French
Savills, Inc.
Executive Managing Director

Agreed to and accepted this 7 day of November 2024.

Museum School of East Dallas

By: 
_____
Loren Colman
Founder

Lesa Nickelson French Bio

Lesa Nickelson French

Executive Managing Director
LFrench@savills.us | +1 713 237 5524

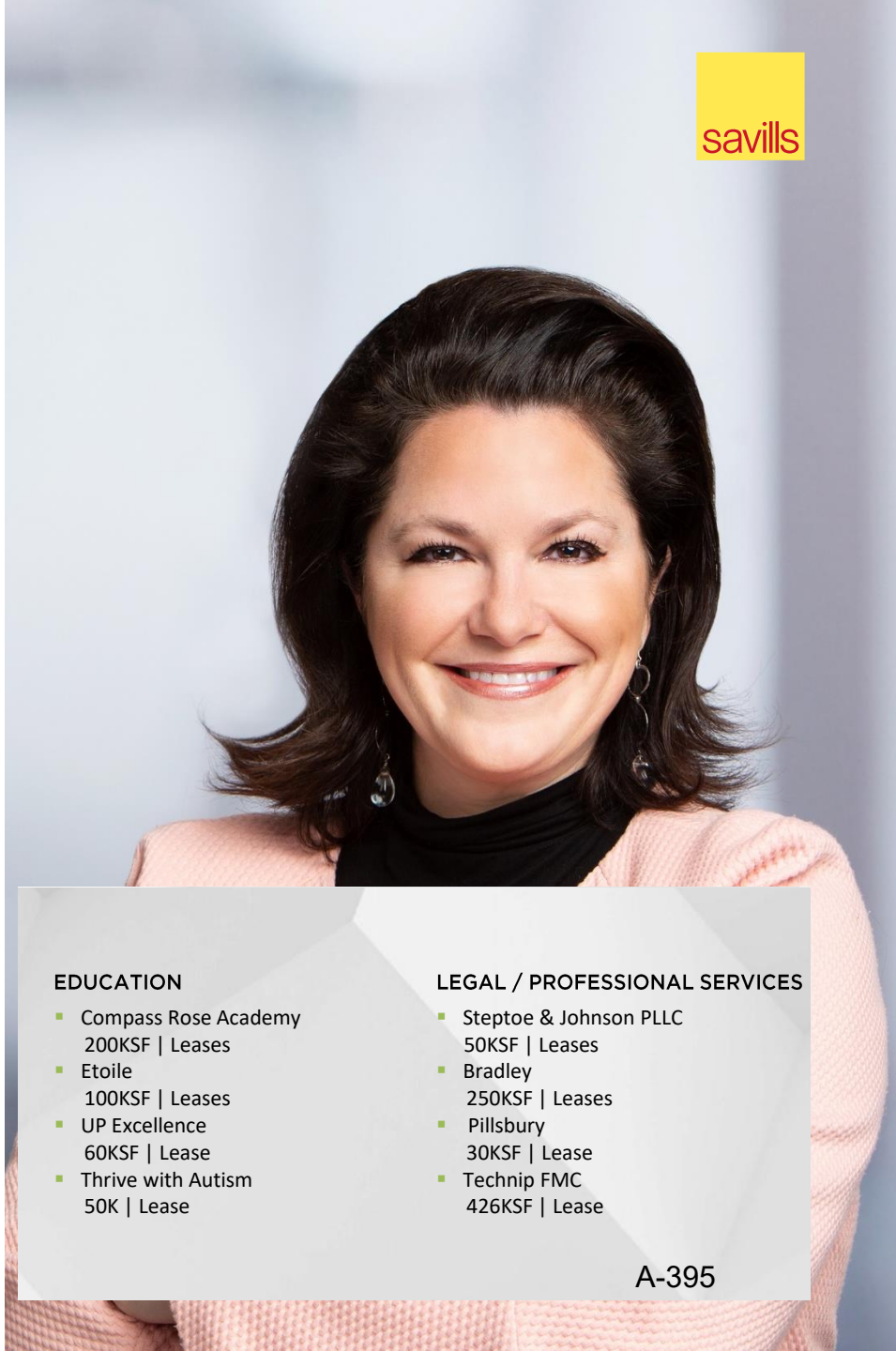
PROFESSIONAL EXPERTISE
As Executive Managing Director in Savills Houston office, Lesa Nickelson French helps clients achieve their business goals through customized real estate solutions. She draws on her expertise from both her legal training and extensive experience in commercial real estate to serve tenants in lease transactions ranging from 2,500 to more than 500,000 square feet. Specializing in tenant representation, leasing, acquisitions and dispositions, she works strategically with her clients to understand their unique needs, regardless of size. Lesa helps companies of all sizes achieve their business goals by synthesizing her negotiation and contract skills with in-depth market knowledge, skillfully representing clients in finding the right space to thrive.

Lesa joined Savills in 2019, after eight years as Senior Vice President with JLL, where she was a top performer in office tenant representation. Before that, she worked at CBRE for six years, representing mid- to large-size tenants.

Before entering commercial real estate, Lesa practiced law for ten years. She was a commercial litigator and then spent six years at Service Corporation International, successfully supervising the firm's U.S. and Canadian litigation.

AWARDS, ACHIEVEMENTS AND ACTIVITIES
Lesa earned recognition as a "Heavy Hitter in Office Leasing" from the Houston Business Journal, and several awards for achievement at JLL, including Top Gun Designation, Gold Achiever Designation and Top Achiever Designation. She served as a Board Member and Client Relations Chair on the JLL Houston Women's Network.

She is also a member of several community organizations, including the Women's Energy Network; the Houston Area Women's Center, where she served as a Board Member from 2016-2018 and as Facilities Committee Chair in 2018; and as Board Co-Chair for the American Lung Association from 2015-2016.



October 24, 2024

The Museum School of East Dallas
Loren Colman, Founder

SERVICES AGREEMENT

Dear Loren,

This is a Services Agreement ("Services Agreement") by and between **The Museum School of East Dallas,** a Texas school with a place of business at **(TBD)** ("Client") and **Dynamic Support Solutions, LLC** ("Consultant"), a Texas limited liability company with a place of business at **2341 W. Northwest Hwy #541012, Dallas, Texas 75220** as of the date first written above (the "Effective Date"). Client and Consultant hereby agree as follows:

1. SERVICES. In consideration of Client's performance under this Services Agreement, including without limitation Client's timely payment of Fees, Services rendered shall be as described in **EXHIBIT A, ADDENDUM 1, STATEMENT OF WORK SUMMARY** below. Consultant agrees to use its commercially reasonable efforts to provide to Client certain consulting services (collectively, "Services") described therein.

2. FEES AND PAYMENT.

2.1 Fees. Client hereby agrees to pay to Consultant certain fees ("Fees") under this Services Agreement as described in **EXHIBIT A, ADDENDUM 2, FEE SCHEDULE.**

2.2 Payment. Fees shall be due and payable no later than thirty (30) days from the date of corresponding Consultant invoice. Without limiting the generality of the foregoing, any failure by Client to pay Fees in a timely manner may be deemed a material breach of this Services Agreement at Consultant's option.

3. CONFIDENTIAL INFORMATION. Each party (the "Disclosing Party") may in the course of performance of this Services Agreement provide to the other party (the "Receiving Party") certain confidential information regarding the business, technologies and plans of the Disclosing Party ("Confidential Information"). The Disclosing Party shall mark Confidential Information as such in writing, or when disclosed orally shall identify such Confidential Information as such at the time of disclosure and shall confirm such identification in writing within ten (10) days thereafter. The Receiving Party shall use Confidential Information only in the performance of this Services Agreement and shall not disclose Confidential Information to any third party other than as required by law during or after the term of this Services Agreement. The obligations of this **SECTION 3 ("CONFIDENTIAL INFORMATION")** shall continue for in perpetuity after the date of expiration or termination of this Services Agreement.

3.1 Texas Public Information Act. The parties understand and agree that Client is subject to the Texas Public Information Act, codified at Chapter 552 of the Texas Government Code (the "TPIA"). Consultant further understands and agrees that Client may be required under the TPIA to release to members of the public information that pertains to this Agreement and the services provided by Consultant. Client's obligation to protect Confidential Information belonging to Consultant in the event of a records request is solely limited to the ten (10) business day response period for requesting an Attorney General opinion pursuant to section 552.30l(a)–(b) of the TPIA. In the event that Client receives a request for public information related in any manner to this Agreement, Client shall inform Consultant of the request in the manner and time specified by section 552.305 of the TPIA. It shall then be the sole responsibility of Consultant to prepare a timely submission—including but not limited to documents, legal briefs, and arguments—to the Attorney General as may be necessary to protect any Confidential Information from disclosure under the TPIA. In the event of an adverse decision from the Attorney General's office requiring disclosure of Confidential Information, the parties understand and agree that Client is not in violation of paragraph 3 of this Agreement in releasing such materials in conformity with the decision of the Attorney General. CONSULTANT, BY ITS SIGNATURE TO THIS AGREEMENT, DOES HEREBY RELEASE CLIENT FROM ANY AND ALL CLAIMS, LOSSES, DAMAGES, JUDGMENTS, CAUSES OF ACTION, AND LIABILITY ARISING FROM SAID RELEASE OF ANY SUCH INFORMATION BY CLIENT. Client shall not be obligated to pursue an appeal from the decision of the Attorney General. Consultant and Client agree to follow similar public information acts as enacted by other State government agencies where Client conducts business.

4. TERM AND TERMINATION. The term of this Services Agreement shall commence upon the **Effective Date.** In the event of termination, Consultant shall only be entitled to receive just and equitable compensation for any services rendered up to and through the termination date. Upon termination of this Agreement, or whenever requested by the parties, each party shall immediately deliver up to the other party all property in its possession or under its care and control belonging to the other party.

4.1 Termination for Breach. Either party may terminate this Services Agreement upon notice for the material breach of the other party which material breach has remained uncured for thirty (30) days after the date of notice thereof to the breaching party. Notwithstanding the foregoing, if either party breaches and subsequently cures a breach on two occasions, the non-breaching party may terminate this Agreement without any additional cure period upon the third breach. Consultant will be in breach if any of the following occur: (a) Consultant and/or its employees or agents fail to perform promptly at the time and in the manner specified in this Services Agreement; (b) Consultant and/or its employees or agents make any representation or statement to Client that is false or misleading in any material respect; (c) Consultant is debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in any transaction involving state or federal funding by any state or federal department or agency; or (d) Consultant becomes insolvent or bankrupt.

4.2 Termination for Convenience. After an initial term of six (6) months past the Effective Date, this Agreement may be terminated at any time for any reason by either party by giving sixty (60) days' written notice to the other party.

4.3 Loss of Funding and Commitment of Current Revenue. By executing this Services

Agreement, Client warrants that Client has funds appropriated and available to pay all amounts due hereunder through the end of Client's current fiscal period. Client further agrees to request all appropriations and funding necessary to pay for the services for each subsequent fiscal period through the end of the Services Agreement term. In the event Client is unable to obtain the necessary appropriations or funding for the services provided under this Services Agreement, Client may terminate this Services Agreement without liability for termination charges upon the following conditions: (i) Client's funding has been materially reduced or suspended; (ii) Client has taken all actions necessary to obtain adequate appropriations or funding; and (iii) despite Client's best efforts, funds have not been appropriated and are otherwise unavailable to pay for the services. Client may also terminate this Services Agreement under this subsection, without incurring any liability to Consultant, if Client's open-enrollment charter is revoked, non-renewed, and/or allowed to expire. Client must provide Consultant thirty (30) days' written notice of intent to terminate under this subsection, and shall be effective as of the last day for which funds were appropriated or otherwise made available, or as of the last date for which Client's open-enrollment charter is effective.

5. LIMITATION OF LIABILITY. ALL GOODS AND SERVICES, INCLUDING WITHOUT LIMITATION THE SERVICES AS DESCRIBED IN SECTION 1 ("SERVICES"), ARE PROVIDED ON AN "AS IS" BASIS WITHOUT WARRANTY. CONSULTANT HEREBY DISCLAIMS ANY AND ALL WARRANTIES WITH RESPECT THERETO INCLUDING WITHOUT LIMITATION ANY IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE OR NON-INFRINGEMENT OF THIRD PARTY RIGHTS.

6. DAMAGES. OTHER THAN FOR DAMAGES ARISING FROM A BREACH OF **SECTION 3 ("CONFIDENTIAL INFORMATION")**, NEITHER PARTY SHALL BE LIABLE FOR ANY INCIDENTAL, CONSEQUENTIAL, INDIRECT, SPECIAL OR PUNITIVE DAMAGES UNDER THIS SERVICES AGREEMENT, EVEN IF ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. IN NO EVENT SHALL THE TOTAL LIABILITY OF CONSULTANT UNDER THIS AGREEMENT EXCEED THE GREATER OF TOTAL FEES ACTUALLY PAID TO CONSULTANT HEREUNDER THE INSURANCE POLICY LIMITS MAINTAINED BY CONSULTANT, REGARDLESS OF THE CAUSE OF ACTION, IN CONTRACT, TORT OR OTHERWISE. The limitations of liability in this section shall not apply to Consultant's indemnity or defense obligations expressly assumed in this Agreement, nor to any action for breach of contract arising from Consultant's failure to perform or honor such indemnity or defense obligations.

7. INDEPENDENT CONTRACTOR. This Agreement shall not be considered or construed to be a partnership or joint venture. Consultant acknowledges that it is acting as an independent contractor, that Consultant is solely responsible for its actions or inactions, and that nothing in this Agreement shall be construed to create an employment relationship between the parties for any purpose, including but not limited to the application of the Federal Insurance Contribution Act, the Social Security Act, the Federal Unemployment Tax Act, the provisions of the Internal Revenue Code, the Texas Workers' Compensation Act, and other benefit payment and third-party liability claims. Consultant is not authorized to enter into contracts or agreements on behalf of Client or to otherwise create obligations of Client to third parties. Consultant shall be responsible for and shall maintain adequate records of expenses it shall incur in the course of performing Services hereunder and shall be solely responsible for and shall file, on a timely basis, tax returns and payments required to be filed with or made to any federal

or state or local tax authority with respect to its performance of Services hereunder. Neither federal, nor state nor local income tax of any kind shall be withheld or paid by Client with respect to any amount paid to Consultant pursuant to this Agreement. Consultant agrees that Consultant is responsible for payment of all applicable workers' compensation, disability benefits and unemployment insurance, and for withholding and paying such employment taxes and income withholding taxes as required, with respect to Consultant or any employee of Consultant.

8. CONSULTANT'S PERSONNEL.

8.1 Subcontractors. Consultant agrees that, with respect to Services provided hereunder, neither Consultant nor any personnel supplied by Consultant or a subcontractor thereof are Client employees for any purpose, including, without limitation by specification: (i) for federal, state or local tax, employment, withholding or reporting purposes; or (ii) for eligibility or entitlement to any benefit under any of the Client's employee benefits. Consultant agrees that all such personnel shall be informed that they are employees solely of Consultant, or subcontractors if applicable, and not employees of Client.

8.2 Personnel Standards. Consultant acknowledges that, in the course of providing Services, Consultant and personnel performing Services hereunder may have access to, or acquire, knowledge of confidential, proprietary and/or sensitive information regarding Client, Client's clients or other parties with whom Client has a relationship. Consultant agrees that all such personnel will be advised of the standards imposed upon them with respect to Services they render and of their not being employees or agents of Client for any purpose.

8.3 Background Checks. Consultant agrees that before Consultant and/or any of its employees, agents, or subcontractors will be permitted on school grounds while students are present, Consultant and/or such employees, agents, or subcontractors will be fingerprinted and/or have their backgrounds checked as required by Texas law. If Consultant and/or any of its employees, agents, or subcontractors are determined to be ineligible to work at a Texas public school, such individual shall not be eligible to provide services under this Services Agreement. Consultant shall annually provide Client with certification that all applicable criminal history background checks have been completed. Client reserves the right to refuse entry onto its school grounds to any individual whose background check does not meet the requirements established by Client pursuant to Texas law.

9. MISCELLANEOUS.

9.1 Insurance. At all times during the term hereof, Consultant, at Consultant's sole expense, shall keep in full force and effect commercial or professional liability insurance naming Client as an additional insured and providing coverage against bodily injury and disease, including death resulting therefrom, and property damage, to a combined limit of $1,000,000 in the aggregate. With respect to the coverage described in this Agreement, the policies shall include a provision waiving any right of subrogation against Client which otherwise might exist in or accrue. Proof of such insurance shall be provided within fifteen (15) business days of the execution of this Agreement. Client shall not obtain, pay for, or reimburse Consultant for the cost of any liability insurance.

9.2 Indemnification. Consultant shall hold harmless, indemnify, and defend Client, its

officers, employees, agents, subcontractors and consultants in their official and individual capacity from and against all actions, claims, suits, liabilities, proceedings, penalties, fines, costs, and expenses (including reasonable attorneys' fees at both the trial and appellate levels) which may be asserted, claimed or recovered against or from Client, its officers, employees, agents, subcontractors or consultants in their official or individual capacity by reason of any violation of a person's federally protected rights, damage to property or injury or death of any persons which arises out of, is incident to, or in any manner connected with this Agreement or the services hereunder. This provision shall survive termination of this Agreement and shall be binding on the parties and their successors, representatives, and assigns and cannot be waived or varied.

9.3 Governmental Immunity. NOTWITHSTANDING ANYTHING TO THE CONTRARY IN THIS AGREEMENT, CONSULTANT ACKNOWLEDGES, STIPULATES, AND AGREES THAT NOTHING IN THIS AGREEMENT SHALL BE CONSTRUED AS A WAIVER OF ANY STATUTORY OR GOVERNMENTAL IMMUNITY FROM SUIT AND/OR LIABILITY AVAILABLE TO CLIENT UNDER APPLICABLE LAW.

9.4 Governmental Limitations. NOTWITHSTANDING THE FOREGOING, THE PARTIES ARE AWARE THAT THERE RE CONSTITUTIONAL AND STATUTORY LIMITATIONS ON THE AUTHORITY OF CLIENT (A PUBLIC SCHOOL) TO ENTER INTO CERTAIN TERMS AND CONDITIONS OF THE AGREEMENT, INCLUDING BUT NOT LIMITED TO THOSE TERMS AND CONDITIONS RELATING TO LIENS ON CLIENT'S PROPERTY; DISCLAIMERS AND LIMITATIONS OF WARRANTIES; DISCLAIMERS AND LIMITATIONS OF LIABILITY FOR DAMAGES; WAIVERS, DISCLAIMERS, AND LIMITATIONS OF LEGAL RIGHTS, REMEDIES, REQUIREMENTS, AND PROCESSES; LIMITATIONS OF PERIODS TO BRING LEGAL ACTION; GRANTING CONTROL OF LITIGATION OR SETTLEMENT TO ANOTHER PARTY; LIABILITY FOR ACTS OR OMISSIONS OF THIRD PARTIES; PAYMENT OF ATTORNEYS' FEES; DISPUTE RESOLUTION; INDEMNITIES; AND CONFIDENTIALITY (COLLECTIVELY, THE "LIMITATIONS"), AND TERMS AND CONDITIONS RELATED TO THE LIMITATIONS WILL NOT BE BINDING ON CLIENT EXCEPT TO THE EXTENT AUTHORIZED BY THE LAWS AND CONSTITUTION OF THE STATE OF TEXAS.

9.5 Notice Concerning Withholding of Taxes. Consultant recognizes and understands that it will receive an IRS 1099 statement and related tax statements, and will be required to file individual tax returns and to pay taxes in accordance with all provisions of applicable Federal and State law. Consultant hereby promises and agrees to indemnify Client for any damages or expenses, including attorneys' fees, and legal expenses, if any, incurred by Client as a result of Consultant's failure to make such required payments.

9.6 Ineligibility for Nonpayment of Child Support. Pursuant to Texas Family Code § 231.006(d), regarding child support, Consultant certifies that Consultant is not ineligible to receive the compensation specified in this Agreement and acknowledges that this Agreement may be terminated and payment may be withheld if this certification is inaccurate.

9.7 Compliance with Applicable Law. Consultant shall fully comply with all provisions of applicable federal and state law, including but not limited to the Texas Education Code and the Texas Administrative Code as well as applicable federal and state guidelines. Consultant must also fully comply with any and all federal, state, and local laws or regulations regarding any necessary business permit(s) and/or license(s) that are required to perform the services described in this Agreement in Texas public schools. Consultant shall provide Client with copies of such permit(s) and/or license(s) within ten (10) business days of the parties' execution of this Agreement, and Consultant shall immediately notify

Client of any changes to same.

10. CHOICE OF LAW AND JURISDICTION. Any dispute under this Services Agreement shall be subject to the laws of the State of Texas as apply to contracts entered into and performed in Texas between Texas residents and without regard to conflicts of laws principles. The State and Federal courts located in Dallas County, Texas, shall have sole jurisdiction over any disputes under this Services Agreement and the parties hereby consent to the personal jurisdiction of such courts.

11. GENERAL. This Services Agreement may not be assigned by either party without the prior written consent of the other party which consent shall not be unreasonably delayed or withheld. This Services Agreement may be modified only in writing and signed by both parties. Any purported oral amendment to this Services Agreement shall have no effect. This Services Agreement is the entire agreement between the parties with respect to this subject matter, and supersedes any and all prior or contemporaneous, conflicting or additional communications, negotiations or agreements.

If you agree with the terms of this Services Agreement, please so indicate by signing below and returning this Services Agreement to me within fourteen (14) days.

We look forward to working with you.



James Dworkin
CEO
Dynamic Support Solutions, LLC

The Museum School of East Dallas

By:_____

Title:_____

Date:_____

EXHIBIT A
SERVICES, FEES AND CHARGES

ADDENDUM 1
STATEMENT OF WORK SUMMARY

This Statement of Work Summary between **DYNAMIC SUPPORT SOLUTIONS** (the Consultant) and **THE MUSEUM SCHOOL OF EAST DALLAS** (the Client) will be part of the final service agreement. This Statement of Work Summary lists all possible services that could be provided by Consultant to the Client. Any services requested that are beyond the scope of the services listed below will not be performed without written consent of both the Consultant and the Client.

Consultant shall maintain a high standard of professionalism and confidentiality of the Client's data. Consultant shall not have the authority to make any managerial decisions. Consultant shall perform the following business functions:

SECTION 1

Year 0: Pre-Opening Support

- Setup and implementation of the Client's selected ERP/SIS on an accrual-based accounting system
- Support in the management of all school information systems in connection with the administration and reporting systems required of the school
- Provide consultation and guidance for the initial setup of Financial, Grants, PEIMS, and Technology systems
- Support with charter school cooperatives and resource sharing
- Review and advise on policies, manuals, and handbooks

SECTION 2

Chief Financial Officer

- **Superintendent & Board Support**
  - Provide financial support and consultation to the Superintendent and the Board
  - Support Superintendent with finance department structure and processes improvements
  - Furnish financial dashboard and statements to the management and the Board
  - Reconcile and verify all balance sheet accounts monthly
  - Provide budget preparation, forecasting, and amendments
  - Perform federal program expense monitoring and drawdowns
  - Leadership coaching and staff development
  - Review and consult on finance and accounting policies and procedures
  - Facilitate staffing assessment and recommendations
  - Provide consultation and transition support for finance and accounting positions
  - Advise management on capital and major projects
  - Attend management, staff and vendor meetings
  - Provide and assist ad-hoc projects required by the management

- **Bonds & Financing Related Support**
  - Assist with account setup, and GL entries in accounting system
  - Perform and assist bond periodic Continuing Disclosure Reporting required by the bond master trust indenture and loan agreement
  - Perform and assist bond cash account reconciliation and recording in accounting system
  - Perform and assist bond related project account reconciliation
  - Perform and assist bond project reimbursement requests and recording
  - Facilitate bond public posting with Financial Advisors and other related parties

- **DSS SchoolReport**
  - P&L and General Ledger refreshed daily directly from SIS/ERP
  - Financial dashboards and built-in analytics
  - On-Demand export of General Ledger
  - Running calculation estimate for Charter FIRST rating

Accounting Services

- **Accounting Support**
  - Perform financial and accounting functions and related training for client staff as needed
  - Perform monthly bank account reconciliations and accounts payable and payroll vendor clearing accounts
  - Create and implement financial accounting policies established by federal and state rule
  - and law
  - Monitor and comply with all federal and state reporting deadlines
  - Assist and monitor all purchase requisitions to ensure accuracy of information, calculations, coding, and perform all accounting reconciliations
  - Assist in the maintenance of physical and computerized financial and accounting records and related documents
  - Comply with federal and state regulations related to record retention
  - Create and review weekly accounts payable, monthly revenue, payroll, and check register reports

- **Fiscal Year-End Closeout & Pre-Audit Preparation**
  - Assist Annual Independent Financial Audit on-site fieldwork
  - Verify and assist fiscal year beginning and ending balances for all accounts
  - Perform general ledger analysis and testing for account code integrity
  - Verify all Federal Program NOGA with payment records, reconcile with program and fiscal year total expenses
  - Assist or perform bond cash, asset and liability accounts reconciliation
  - Assist and verify operating cash account reconciliation
  - Assist to analyze and record Federal, State and Local revenue accruals
  - Assist fixed asset depreciation schedule update and depreciation expenses recording
  - Verify and analyze Accounts Receivable and Payable details in accounting system
  - Prepare and record Accounts Receivable and Payable entries if necessary
  - Verify and analyze payroll liability accounts
  - Assist preparing and recording payroll account year-end accruals
  - Assist Program Intent Code and Maintenance of Effort (MOE) compliance analysis
  - Assist audit report review and final audit report submission to TEA and its departments
  - Assist IRS Form 990 preparation and review

Business Office

- Manage cash receipts for deposit and recording
- Code/verify coding on Requisitions and Travel Expense Reports
- Manage A/P invoices including monthly debit/credit card bills
- Execute A/P check processing with client staff supports as needed
- Process and code Manual Checks, ACH, Wires, and credit cards expenditures
- Verify and release A/P Positive Pay exceptions
- Request, review, and verify vendor's information (W-9 and other required vendor forms/contracts)
- Review and retrieve online banking information/online internal fund transfers
- Process year-end Form 1099 and upload electronic file to IRS
- Support Federal and State grant applications, producing records for drawdowns
- Facilitate payroll review and related filings (Form 941 and TWC reports) and payroll deduction processing and reconciliation

Payroll Processing Services

- Update/maintain payroll worksheets documenting anomalies each pay period
- Process payroll run and direct deposit to bank(s)
- Review pre-payday payroll reports for accuracy/correction
- Process new and current employee data changes related to payroll
- Process tax deposit to IRS EFTPS
- Process manual payroll checks as needed
- Process TRS reports through TRAQS and payments to TEXNET
- Assist HR with benefits reconciliation based on payroll and billing quarterly
- Generate payroll registers for designated management member approval
- Prepare, verify, and process payroll journal entries
- Reconcile payroll garnishment and required deductions against monthly invoices
- Prepare and file quarterly IRS 941 Report and TWC Wage Report
- W-2's verification, processing and distribution
- Vendor Form1099's review and process
- IRS and SSA compliance and tax reports

SECTION 3

Federal & State Grants Management

- Continuous management of Federal and State grants including grant expenditure and drawdown reviews
- Prepare and submit grant applications
- Advise on underutilized grants and funding strategies for maximizing grant utilization
- Submit required Federal and State grant reporting
- Assist, guide, and train client staff on Federal and State grant compliance
- Advise on industry best practices across all assessed areas

SECTION 5

PEIMS

- Manage PEIMS Coordinator processing, reporting, records creation and distribution of data related to State reporting
- Manage student data collection, reporting policies, data quality manuals, and procedures
- Perform forensic system data/information conversion and data entry accuracy and provide feedback, solutions, and training for any areas needing improvement. Includes regular periodic check-ins to verify that improvements have been made and data entry is being completed accurately at each campus
- Support and review enrollment and attendance records including but not limited to special and economically disadvantaged populations
- Review, analyze, verify, and submit campus/district data collections and data submissions to the State
- Review and analyze past and current State FSP data submissions, making recommendations for district-wide process improvement and implementation
- Furnish reports to the management prior to submissions, identifying findings and making recommendations
- Act as trainer and guide for campus and district staff in their own development related to data collection, analysis, and reporting

SECTION 6

Technology Support Services

- Diagnose and resolve issues with end user devices including laptops, desktops, tablets, printers, scanners, or other similar devices
- Provide CTO services including management of E-Rate bid creation and grading, vendor/3rd party management, and strategic planning.
- Meet once monthly with Client to discuss overall health of service delivery, critical infrastructure updates, technical budget, forecasting, and strategic planning.
- Monitor device health and perform regular operating system and application updates
- Support 3rd party vendors integration with customers IT systems
- Manage data rostering of students and staff in 3rd party applications through standard tools including, but not limited to, ClassLink and/or Clever
- Manage, monitor, and troubleshoot backup of critical infrastructure. Ensure backups are performed on the desired schedule and act on behalf of Client to resolve issues directly with backup manufacturer.
- Perform routine vulnerability scans of critical infrastructure and continuously advise on cybersecurity risks.
- Implement best practices, particularly security related, and report on technical gaps on an ongoing basis.
- Perform on-demand training for Client technology personnel.

ADDENDUM 2
FEE SCHEDULE

Annual fees are based on actual state, federal, and local revenue with monthly invoices based on budgeted revenue. Budget amendments will proportionally adjust the monthly invoices with a final reconciliation to actual revenue and fees completed at fiscal year-end.

Year 0 Support	
Pre-Opening Consultation & Support Services	$60,000/annual
Year 1+ Support	
CFO, Accounting, Business Office & Payroll Services	2.0%
Federal & State Grants Services	.42%
PEIMS Services	.42%
Technology Services	.42%
TOTAL	**3.26% of annual state, federal, and local revenue**

Thank you for the opportunity to work with the Museum School of East Dallas!

Gmail Loren Colman <lorencolman11@gmail.com>

Fw: Inquiry

8 messages

Enala Phiri <ephiri@esc11.net> Tue, Oct 22, 2024 at 10:20 AM
To: Erin Johnson <EJohnson@esc11.net>
Cc: "lorenfowler@gmail.com" <lorenfowler@gmail.com>

Good Morning Erin,

See the email below From Ms. Colmen

Thank you,

Enala Phiri
CRIS Technician
1451 S. Cherry Lane | White Settlement, Texas | 76108
O: 817-740-7524 | F: 817-740-3647,817-740 7600
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EDUCATION SERVICE CENTER REGION 11

Vision — To be an innovative community that builds trust, provides quality service, and collaborates with partners to support learning and growth.
Mission — ESC Region 11 supports stakeholders in preparing all learners for tomorrow's opportunities.

Book time to meet with me

From: Loren Fowler <lorenfowler@gmail.com>
Sent: Tuesday, October 22, 2024 10:16 AM
To: Central Registration <centralregistration@esc11.net>
Subject: Inquiry

[You don't often get email from lorenfowler@gmail.com. Learn why this is important at https://aka.ms/LearnAboutSenderIdentification]

Good Morning,

My name is Loren Colman and I am in the process of starting a charter school in Dallas and am needing a quote for full service financial support. Is this something you are able to help me with? Thanks and I look forward to hearing from you!

Thank you!
Loren Colman

Sent from my iPhone

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Loren Fowler <lorencolman11@gmail.com> Tue, Oct 22, 2024 at 10:30 AM
To: Enala Phiri <ephiri@esc11.net>
Cc: Erin Johnson <EJohnson@esc11.net>, lorenfowler@gmail.com

Thank you Enala!

Erin, I look forward to hearing from you!

Sent from my iPhone

> On Oct 22, 2024, at 10:20 AM, Enala Phiri <ephiri@esc11.net> wrote:
>
> Good Morning Erin,
>
> See the email below From Ms. Colmen
>
> Thank you,
>
> **Enala Phiri**
> CRIS Technician
> 1451 S. Cherry Lane | White Settlement, Texas | 76108
> O: 817-740-7524 | F: 817-740-3647,817-740 7600
> Follow Us: Facebook | Twitter | Instagram | esc11.net
>
> <Outlook-zcphuc0r.png>
>
> *Vision — To be an innovative community that builds trust, provides quality service, and collaborates with partners to support learning and growth.*
> *Mission — ESC Region 11 supports stakeholders in preparing all learners for tomorrow's opportunities.*
>
> <Outlook-0mm0ec3o.png> Book time to meet with me
> [Quoted text hidden]

Erin Johnson <EJohnson@esc11.net> Tue, Oct 22, 2024 at 12:30 PM
To: Loren Fowler <lorencolman11@gmail.com>
Cc: Laura Weir <lweir@esc11.net>

Good Afternoon Ms. Fowler, Laura Weir will be reaching you to you regarding a quote for business services.

Thank you for your interest in ESC Region 11, we look forward to working with you.

Regards,

Erin Johnson

Business Office Coordinator
1451 S. Cherry Lane | White Settlement, Texas | 76108
O: 817-740-7706

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Mission — ESC Region 11 supports stakeholders in preparing all learners for tomorrow's opportunities.

From: Loren Fowler <lorencolman11@gmail.com>
Sent: Tuesday, October 22, 2024 10:31 AM
To: Enala Phiri <ephiri@esc11.net>
Cc: Erin Johnson <EJohnson@esc11.net>; lorenfowler@gmail.com
Subject: Re: Inquiry

You don't often get email from lorencolman11@gmail.com. Learn why this is important

[Quoted text hidden]

Laura Weir <lweir@esc11.net> Tue, Oct 22, 2024 at 11:25 PM
To: Loren Fowler <lorencolman11@gmail.com>
Cc: Brandilyn DePalma <bdepalma@esc11.net>

Hello Loren!
I understand you are interested in financial support services for a future charter school.

May I ask if you have an ERP system you are planning on using? If so, which will you be using? With ESC Region 11, we support a few of the ERP systems and I want to make sure you are going with one that we are able to support.

Also, what is your estimated enrollment?

If you would like to speak in person, please contact me at the number below.

Look forward to hearing from you.

Thank you,

Laura Weir
Business Office Director
1451 S. Cherry Lane | White Settlement, Texas | 76108
O: 817-740-3602 | F: 817-740-7600
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From: Erin Johnson <EJohnson@esc11.net>
Sent: Tuesday, October 22, 2024 12:30 PM
To: Loren Fowler <lorencolman11@gmail.com>
Cc: Laura Weir <lweir@esc11.net>
Subject: RE: Inquiry

[Quoted text hidden]

Loren Fowler <lorencolman11@gmail.com> Wed, Oct 23, 2024 at 10:21 AM
To: Laura Weir <lweir@esc11.net>
Cc: Brandilyn DePalma <bdepalma@esc11.net>

Hello!

This is correct. I will need advising on an ERP. Our projected enrollment is 150 and we plan to grow to 450 in 5 years.

Thanks!

Loren

Sent from my iPhone

> On Oct 22, 2024, at 11:25 PM, Laura Weir <lweir@esc11.net> wrote:
>
> Hello Loren!
> I understand you are interested in financial support services for a future charter school.
>
> May I ask if you have an ERP system you are planning on using? If so, which will you be using? With ESC Region 11, we support a few of the ERP systems and I want to make sure you are going with one that we are able to support.
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>
> If you would like to speak in person, please contact me at the number below.
>
> Look forward to hearing from you.
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> Thank you,
>
> **Laura Weir**
> Business Office Director
> 1451 S. Cherry Lane | White Settlement, Texas | 76108
> O: 817-740-3602 | F: 817-740-7600

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<Outlook-5eizdo1i.png>

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From: Erin Johnson <EJohnson@esc11.net>
Sent: Tuesday, October 22, 2024 12:30 PM
To: Loren Fowler <lorencolman11@gmail.com>
Cc: Laura Weir <lweir@esc11.net>
Subject: RE: Inquiry

Good Afternoon Ms. Fowler, Laura Weir will be reaching you to you regarding a quote for business services.

Thank you for your interest in ESC Region 11, we look forward to working with you.

Regards,

Erin Johnson

Business Office Coordinator
1451 S. Cherry Lane | White Settlement, Texas | 76108
O: 817-740-7706

Follow Us: Facebook | Twitter | Instagram | esc11.net

[Quoted text hidden]

[Quoted text hidden]

Laura Weir <lweir@esc11.net> Wed, Oct 23, 2024 at 8:43 PM
To: Loren Fowler <lorencolman11@gmail.com>
Cc: Brandilyn DePalma <bdepalma@esc11.net>, Tom Call <tcall@esc11.net>

Fantastic!

There are many ERPS to choose from; the ones we provide finance and payroll services for are Ascender, Skyward Qmlativ, and Skyward PAC. Although Skyward has been bringing new clients in with the Qmlativ module.

We support the Ascender software here at the ESC from a technical sense. I have copied Tom Call on this email so that he can provide you with ERP pricing.

With regard to Business Services, full service for a school your size is currently $38,000. (This price may increase in the next couple of years). Full service means we will process payroll and TRS for you as well as finance work such as AP, JEs, bank recs, BAs, budgets, board reports, etc.

I've attached our contract handbook. If you have any questions, please feel free to ask.

Thank you!

Laura Weir
Business Office Director
1451 S. Cherry Lane | White Settlement, Texas | 76108
O: 817-740-3602 | F: 817-740-7600
Follow Us: Facebook | Twitter | Instagram | esc11.net

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From: Loren Fowler <lorencolman11@gmail.com>
Sent: Wednesday, October 23, 2024 10:21 AM
To: Laura Weir <lweir@esc11.net>
Cc: Brandilyn DePalma <bdepalma@esc11.net>
Subject: Re: Inquiry

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ESCR11_BusinessCenter_Bk_P7_HR (4).pdf
2452K

Tom Call <tcall@esc11.net> Thu, Oct 24, 2024 at 9:11 AM
To: Laura Weir <lweir@esc11.net>, Loren Fowler <lorencolman11@gmail.com>
Cc: Brandilyn DePalma <bdepalma@esc11.net>

Hello Loren, nice to meet you. I am Tom Call, the Director of Management Information Systems at ESC Region 11. My department supports and offers trainings on the ASCENDER product along with PEIMS preparation and submissions to the state. I'm going to have my staff put together some information and pricing for you. The ASCENDER product not only offers an ERP solution for schools, but it is also a full-featured student information system. I'm going to have Stephanie Smelley reach out to you. She is the coordinator over these specific services and products.

Tom Call
Director of MIS
1451 S. Cherry Lane | White Settlement, Texas | 76108
O: 817-740-7704
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From: Laura Weir <lweir@esc11.net>
Sent: Wednesday, October 23, 2024 8:43 PM
To: Loren Fowler <lorencolman11@gmail.com>
Cc: Brandilyn DePalma <bdepalma@esc11.net>; Tom Call <tcall@esc11.net>
Subject: Re: Inquiry

[Quoted text hidden]

Loren Fowler <lorencolman11@gmail.com> Thu, Oct 24, 2024 at 9:47 AM
To: Tom Call <tcall@esc11.net>
Cc: Laura Weir <lweir@esc11.net>, Brandilyn DePalma <bdepalma@esc11.net>

Great, thanks!

Sent from my iPhone

> On Oct 24, 2024, at 9:11 AM, Tom Call <tcall@esc11.net> wrote:
>
> Hello Loren, nice to meet you. I am Tom Call, the Director of Management Information Systems at ESC Region 11. My department supports and offers trainings on the ASCENDER product along with PEIMS preparation and submissions to the state. I'm going to have my staff put together some information and pricing for you. The ASCENDER product not only offers an ERP solution for schools, but it is also a full-featured student information system. I'm going to have Stephanie Smelley reach out to you. She is the coordinator over these specific services and products.
>
> **Tom Call**
> Director of MIS
> 1451 S. Cherry Lane | White Settlement, Texas | 76108
> O: 817-740-7704
> Follow Us: Facebook | Twitter | Instagram | esc11.net
>
> <Outlook-n5djhau0.png>
>
> *Vision — To be an innovative community that builds trust, provides quality service, and collaborates with partners to support learning and growth.*
> *Mission — ESC Region 11 supports stakeholders in preparing all learners for tomorrow's opportunities.*
>
> ---
>
> **From:** Laura Weir <lweir@esc11.net>
> **Sent:** Wednesday, October 23, 2024 8:43 PM
> **To:** Loren Fowler <lorencolman11@gmail.com>
> **Cc:** Brandilyn DePalma <bdepalma@esc11.net>; Tom Call <tcall@esc11.net>
> **Subject:** Re: Inquiry
>
> Fantastic!

There are many ERPS to choose from; the ones we provide finance and payroll services for are Ascender, Skyward Qmlativ, and Skyward PAC. Although Skyward has been bringing new clients in with the Qmlativ module.

We support the Ascender software here at the ESC from a technical sense. I have copied Tom Call on this email so that he can provide you with ERP pricing.

With regard to Business Services, full service for a school your size is currently $38,000. (This price may increase in the next couple of years). Full service means we will process payroll and TRS for you as well as finance work such as AP, JEs, bank recs, BAs, budgets, board reports, etc.

I've attached our contract handbook. If you have any questions, please feel free to ask.

Thank you!

Laura Weir
Business Office Director
1451 S. Cherry Lane | White Settlement, Texas | 76108
O: 817-740-3602 | F: 817-740-7600
Follow Us: Facebook | Twitter | Instagram | esc11.net

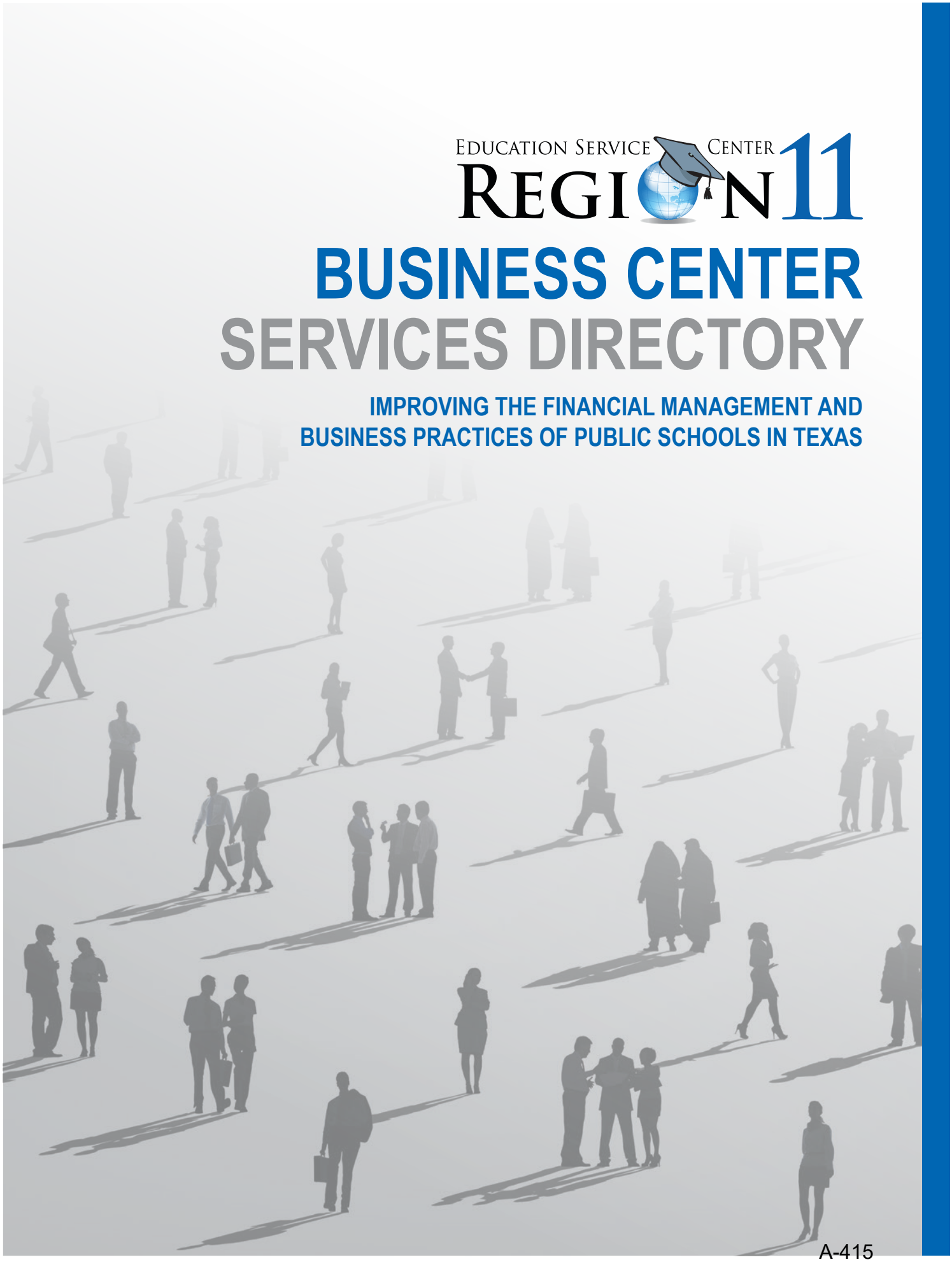
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EDUCATION SERVICE CENTER REGION 11

BUSINESS CENTER SERVICES DIRECTORY

IMPROVING THE FINANCIAL MANAGEMENT AND BUSINESS PRACTICES OF PUBLIC SCHOOLS IN TEXAS



EDUCATION SERVICE CENTER REGION 11





WELCOME TO
ESC REGION 11 BUSINESS CENTER...
WE MAKE SCHOOLS BETTER.

Thank you for taking the time to review what we at ESC Region 11's Business Center are most proud of — our business services systems.

This directory outlines our core offerings and how we can deliver these to school districts, charter schools, and business center personnel. Since 1967, our organization has had the honor of delivering these solutions to some of our region's largest districts and charter schools, making their systems provide better services to the students, teachers, and the communities they serve.

This directory is an excellent "first step" in understanding what we provide, as we firmly believe in partnering with our clients. Call us at 817-740-3604 to discuss your business service needs and start your journey with ESC Region 11's Business Center.

We look forward to hearing from you.

Brandilyn DePalma
ESC Region 11 Chief Financial Officer

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WHAT WE DO

The Education Service Center Region 11 Business Center utilizes a business model that streamlines and facilitates sound business procedures and practices. The following handbook outlines the services provided and the forms and procedures that school districts, charter schools, and business center personnel must follow. Our ultimate goal at ESC Region 11 is to establish and maintain a business system for our clients that can be followed and maintained at a high level, regardless of personnel changes.

SERVICES WE PROVIDE

Under the **Basic Services Package**, the ESC Region 11 Business Center processes minimal transactions *(such as budgeting, Summary of Finance, and audit assistance only)*. It does not include all items listed below. Under the **Full Services Package**, ESC Region 11 will offer the services described below, including finance and payroll assistance, budgeting assistance, and Summary of Finance work. The Business Services Center does not act as the business manager or chief financial officer for the school district/charter school. The accuracy of the coding, payroll amounts, payroll deductions, federal fund NOGA requirement compliance, and finance check amount is the sole responsibility of the school district/charter school. ESC Region 11, however, will make every effort to advise the school district/charter school if we discover an error. In addition, Business Manager services are available upon request for additional fees. Please submit the appropriate form provided in Appendix A.

Services Provided	Bank Recon	Payroll Only	Basic Finance	Elite Services
Payroll		X		X
Bank Reconcilations	X		X	X
Accounts Payable			X	X
Accounts Receivable			X	X
General Accounting			X	X
Summary of Finance				X
Budgeting Assistance				X
Audit Assistance				X

For more information, contact the Business Center at 817-740-3604 or businesscenter@esc11.net.

BUDGET PROCESSING

DISTRICT/CHARTER RESPONSIBILITY

The school district/charter school can input the preliminary budget on-site. This process requires setup and access to the finance software. It is the fastest and most efficient method of entry.

In the event that the school district/charter school does not have the capability or does not wish to input its preliminary budget on-site, the preliminary budget can be submitted to the Business Center for data entry by adhering to the following procedures:

- Submit the data on the budget form provided with complete coding and amounts.
- Include both revenue and expenditure amounts for all funds that you wish to enter.
- Submit data in order by fund/function/object code.

Submit no later than three (3) business days after the Board approves the new budget.

ESC REGION 11 BUSINESS CENTER RESPONSIBILITY

The Business Center will:

- Provide data entry upon request.
- Provide any preliminary budget or budget reports that the school district/charter school requests (Report Types are Line Item, By Fund/Function, By Fund/Object Code, By Fund/Organization, or By Fund/Program Intent.)
- Make budgets available in next year's finance within five (5) business days following receipt of the notification of approval by the school district/charter school board.
- Post all fiscal year budget amendments.

CASH RECEIPT PROCESSING

DISTRICT/CHARTER RESPONSIBILITY

For local and federal funds not paid through the Texas Education Agency (TEA), school districts/charter schools may submit cash receipt data utilizing the Business Center "Cash Receipts Voucher Form" during the month the revenue is received.

Submit no later than three (3) business days after the date of deposit.

ESC REGION 11 BUSINESS CENTER RESPONSIBILITY

The Business Center will:

- Post all funds listed on the Texas Education Agency (TEA) payment report to the general ledger in the month that payment is received.
- Post all local funds and any other grant funds not paid through TEA to the general ledger based on data submitted by the school district/charter school on the "Cash Receipts Voucher Form."
- Draw down Federal and State Grant funds through the Texas Education Agency TEAL website monthly so that they will be posted to the TEA payment report (if requested).
- Reconcile cash receipts to the bank statement monthly
- Provide the school district/charter school with a monthly cash receipt journal.
- Allow three (3) business days for processing.

For more information, contact the Business Center at 817-740-3604 or businesscenter@esc11.net.

FINANCE

PURCHASE ORDER AND VENDOR PAYMENT PROCESSING

DISTRICT/CHARTER RESPONSIBILITY

School districts/charter schools may submit requisitions and create purchase orders utilizing the Purchasing package of the finance software for an additional fee. ***Note:*** *This is not practical if the school district/charter school issues a small number of monthly checks to vendors. This creates an encumbrance and later purchase order with correct coding to the general ledger.*

School districts/charter schools not utilizing the purchasing system must submit to the Business Center a Requisition Purchase Order Form with complete coding, vendor information, P.O. numbers, and amounts.

- School districts/charter schools may submit payment authorization requests utilizing the Business Center "Payment Authorization Form" with complete coding, vendor information, and amounts.
- Vendor additions and vendor information changes can be submitted utilizing the Business Center "New Vendor/Payee Form."
- W-9 forms are the sole responsibility of the school district/charter school and are recommended before payment to the vendor.
- Allow three (3) business days for processing.

ESC REGION 11 BUSINESS CENTER RESPONSIBILITY

- Process and enter payment authorizations and purchase order forms into the general ledger for payment.
- Provide outstanding purchase order reports to school districts/charter schools (if applicable).
- Allow three (3) business days for processing.

FINANCE CHECK PROCESSING

DISTRICT/CHARTER RESPONSIBILITY

- Submit a copy of the invoice marked "OK to Pay," which includes the purchase order number if applicable.
- If utilizing a payment authorization, submit the Business Center "Payment Authorization Form."
- Allow three (3) business days from the date of request.

ESC REGION 11 BUSINESS CENTER RESPONSIBILITY

- Post finance checks to the general ledger.
- Print and return finance checks to the school district/charter school for distribution.
- Provide a check register with checks to the school district/charter school.
- Sign checks (if signatures are provided).
- Bank reconciliation to the general ledger monthly and reported to the school district/charter school.
- Allow three (3) business days from the date of request.

For more information, contact the Business Center at 817-740-3604 or businesscenter@esc11.net.

GENERAL LEDGER AND YEAR-END PROCESSING/MAINTENANCE

DISTRICT/CHARTER RESPONSIBILITY

- Submit all budget amendments utilizing the Business Center "Budget Amendment/Adjustment Form," complete with coding and amounts.
- Submit all journal entries utilizing the Business Center "Journal Voucher Form," complete with proper coding, amounts, and a valid reason for the change.
- Submit audit adjustments and opening entries as provided by the school district/charter school auditor.
- Allow three (3) business days for processing.

ESC REGION 11 BUSINESS CENTER RESPONSIBILITY

- Post all journal entries.
- Insure that all funds are in balance in the general ledger monthly prior to closing.
- Close individual school district/charter school files monthly.
- Enter audit adjustments and opening entries.
- Provide end-of-month reports to school districts/charter schools in accordance with prior established timelines for board meetings.
- Allow three (3) business days for processing.

YEAR-END (FISCAL/CALENDAR) PROCESSING

DISTRICT/CHARTER RESPONSIBILITY

- Maintain W-9 documentation.
- W-9 forms are the sole responsibility of the school district/charter school and are recommended before payment to the vendor.
- Provide list or vendors receiving 1099 if not system-generated.
- Distribute 1099s to all vendors.

ESC REGION 11 BUSINESS CENTER RESPONSIBILITY

- Prepare 1099s at calendar year end and distribute to school districts/charter schools prior to January 31st . File will be submitted electronically through the IRS FIRE portal.
- Close out the fiscal year in the finance software.
- Provide year-end reports to school districts/charter schools.

PRE-AUDIT PREPARATION

DISTRICT/CHARTER RESPONSIBILITY

- Request data files for auditor.
- Request finance reports for auditors.
- Allow a minimum of five (5) business days for processing and receipt.
- Contact auditors to determine schedule and notify ESC Region 11.

ESC REGION 11 BUSINESS CENTER RESPONSIBILITY

- Create data files and reports for the auditor.
- Distribute data files and reports as requested to school districts/charter schools.
- Allow a minimum of five (5) business days for processing and receipt.

PEIMS SUBMISSION

DISTRICT/CHARTER RESPONSIBILITY

- Information is submitted to TEA by the school district/charter school (if the district/charter does not contract for PEIMS services through ESC Region 11).
- Review PEIMS data prior to transmission.
- Submit final approval of PEIMS data to TEA.

ESC REGION 11 BUSINESS CENTER RESPONSIBILITY

- Extract budget and personnel data for the fall PEIMS report.
- Extract audited fiscal finance data for the mid-year PEIMS report.
- Reconcile the audit and make adjustments to the PEIMS data.
- Information is submitted to TEA (for Region 11 districts/charters).

For more information, contact the Business Center at 817-740-3604 or businesscenter@esc11.net.

PAYROLL

PAYROLL CHECK PROCESSING

DISTRICT/CHARTER RESPONSIBILITY

- Submit demographic data on new hires, new subs, and any changes such as address or last name.
- Gather substitute teacher information and absence data and submit them to ESC Region 11 by the FTP portal or email five (5) business days before the scheduled EFT/payroll check processing date.
- Provide any changes in payroll amounts for distributions or deductions on the "Payroll Change Form" five (5) business days before the scheduled EFT/payroll check processing date.
- Submit supplemental, hourly, or stipend pay data for the pay period five (5) business days before the scheduled EFT/payroll check processing date.
- Submit any W-4 status change notices from employees.
- Sign payroll and deduction checks, if applicable, and distribute.
- Ensure cash is available at the bank for payroll expenses.

ESC REGION 11 BUSINESS CENTER RESPONSIBILITY

- Data enter employee information into the payroll system, including payroll and employee leave transactions.
- Run payroll calculations.
- Print payroll checks.
- Prepare and submit an electronic funds transfer file to the bank.
- Checks and reports mailed to school.
- Sign payroll and deduction checks (if signatures are provided).
- Interface monthly payroll to finance.
- Submit monthly payroll taxes through EFTPs.
- Process supplemental payroll as required. Note: Additional supplemental payrolls will be billed according to the current school year's Business Center Contract Price List.

DEDUCTION PROCESSING INFORMATION

DISTRICT/CHARTER RESPONSIBILITY

- Provide employee voluntary deduction information immediately following open enrollment or date of hire.
- Provide deduction changes monthly (five business days before EFT/payroll check processing due date) after first notifying Third Party Administrator* of deduction change.
- Provide ESC Region 11 with a TRS Active Care bill as soon as it is available (if applicable).

ESC REGION 11 BUSINESS CENTER RESPONSIBILITY

- Maintain employee deduction information in Ascender.
- Print payroll deduction checks.
- Balance deduction reports.

TRS REPORTING

DISTRICT/CHARTER RESPONSIBILITY

- Provide a copy of the Basic Claim filed for Child Nutrition to ESC – due on the 2nd day of each month.
- Provide a copy of the social security card for name changes for timely reporting of change to TRS.
- Provide all items needed for the TRS reporting no later than the 2nd day of each month. Starting with the 2024-2025 reporting year, TRS will charge late fees to reports not completed by the 6th of the month.

ESC REGION 11 BUSINESS CENTER RESPONSIBILITY

- Prepare and submit monthly TRS reports utilizing the TRS Reporting portal.
- Submit wire for TRS utilizing TexNet.
- ***Note:*** *ESC Region 11 will not be responsible for TRS reporting late fees if all items are not received by the 2nd of each month.*

For more information, contact the Business Center at 817-740-3604 or businesscenter@esc11.net.

PAYROLL

PEIMS REPORTING

DISTRICT/CHARTER RESPONSIBILITY

- Information is submitted to TEA by the school district/charter school (if the district/charter does not contract for PEIMS services through ESC Region 11).
- Submit final approval of PEIMS data to TEA.

ESC REGION 11 BUSINESS CENTER RESPONSIBILITY

- Verify payroll-related data for Fall PEIMS Submission.
- Verify payroll-related data for Summer Submission.
- Submission of Fall PEIMS file.

QUARTERLY AND YEAR-END PROCESSING

DISTRICT/CHARTER RESPONSIBILITY

- Provide ESC Region 11 with payroll information for the following school year beginning in February of each year. This will include employee terminations, new hires, distribution changes, retirees, etc., to allow timely data entry for Next Year's Payroll files.
- Distribute W-2s to employees.
- Process ACA information on their own or through a separate Third Party if ISD/Charter School has more than 50 employees (ALE). Note: The 1094C and 1095C will not be completed or filed by ESC 11 Business Center.

ESC REGION 11 BUSINESS CENTER RESPONSIBILITY

- Enter and maintain information in Next Year's Payroll files beginning in February of each year.
- Interface Next Year's Payroll salary and benefit information into the Budget system when requested by the school.
- Balance, prepare, and print W-2s at calendar year-end.
- Process the August accrual job when applicable.
- Process ACA 1094B and 1095B for clients with less than 50 employees (non-ALE)- will be reported via paper method unless the client has IRS FIRE access and requests to file it electronically.
- Prepare quarterly 941 reports; prepare and submit TWC and Unemployment reports through TASB/TWC Web site.

PRICING

To view base pricing information, see *Business Center Contract Price List* on page 10.

Other Services Available at an Additional Fee

Business Manager Services

- Includes on-site visits to train, assist and/or code purchase orders, budget amendments, and journal vouchers.
- Monitor compliance with special programs and federal and state grants.
- Monitor trial balances of all funds.
- Build and provide budget reports on-site.
- Review/assist with payroll coding of employees.
- Hourly rate or extended contract for services available upon request.

Summary of Finance and Budget Services

- Summary of Finance Tracking – $200/hr, max $6,000 per year
- Summary of Finance and Budget Tracking – $200/hr, max $10,000 per year

For more information, contact the Business Center at 817-740-3604 or businesscenter@esc11.net.

BUSINESS CENTER CONTRACT

PRICE LIST — 2024-2025

BUSINESS CENTER CONTRACT PRICE LIST				
Service	Enrollment			
	< 600	600-1,199	1,200-1,799	1,800-2,399
Basic Finance Services	$12,000	$13,500	$16,000	$20,000
Full-Service Finance Services	$24,000	$27,000	$30,000	$33,000
Full-Service Payroll Services	$24,000	$27,000	$30,000	$33,000
Full-Service Finance and Payroll Services	$38,000	$44,250	$53,250	$59,500
Monthly Bank Reconciliation Services	$3,500	$3,500	$3,500	$3,500
Single Services (Summary of Finance, Budget, etc.)	Hourly - MOU	Hourly - MOU	Hourly - MOU	Hourly - MOU

Other Business Center Charges

New Client Fee: A new client conversion fee will be charged after the initial analysis of the prospective client's current finance, accounting, and payroll data. The amount will be determined based on the scope of work and timing.

Supplemental Payroll Fee: ISDs/Charters contracting for payroll services will be charged $250 for each supplemental payroll that is requested by the client. If more than two (2) supplementals are requested in one month, an additional $500 charge will apply.

Bank Account Reconciliation Services: ISDs/Charters contracting for bank reconciliation services will be charged $291.67 per month for the first bank account and $75 per month for each additional account.

Ascender Software Charges

The following are separate charges that will be billed through Management Information System Department contracts:

- New client database creation charge, hosting fee, requisition fee, and a one-time SQL license fee (must complete "Ascender Service Fees" Contract)
- Ascender license and support fees (must complete "Management Information Services Software and Support" Contract).

Business Center Cancellation Policy

- Either party has a right to cancel with a 30-day notice subject to the 25% non-refundable amount described below. A letter of intent to contract for services must be signed (or an online contract must be submitted and accepted) before work begins for the new year.
- 25% of the total contract amount is non-refundable once any service has begun. This policy includes, but is not limited to, beginning the set up of payroll or budget information.
- Refunds will be determined by monthly proration. The monthly proration will be calculated by subtracting the 25% non-refundable amount and any Ascender fees incurred from the contract amount, then dividing the remaining contract amount by the number of months of the contract to come up with a per-month amount. Once a transaction has been posted to a month by the ESC Region 11 Business Center, the total month's proration is earned by the ESC Region 11 Business Center.
- Any amount due to the client or the ESC Region 11 Business Center is due within 30 days after the effective date of cancellation. If canceling a contract, any remaining work will be completed that pertains to the service year paid. Anything outside of the paid service year will be the school's responsibility.

(please print on ISD/Charter letterhead)

Letter of Intent to Contract with ESC Region 11 Business Center

We intend to contract with ESC Region 11 Business Center for the period beginning _____ through _____for *(check one):*

☐ payroll only ☐ finance only ☐ both payroll and finance ☐ bank reconciliation only

By signing this contract, we understand:

(1) If a contract is not in place for the service period, a letter of intent to contract must be signed prior to work beginning for the new year.

(2) We are authorizing ESC Region 11 to begin payroll and/or finance services for the contract period mentioned above.

(3) 25% of the total contract amount *(see Business Center Contract Price List)* is non-refundable once any service has begun.

(4) Failure to execute this letter of intent in a timely manner may jeopardize the timely delivery of service at the beginning of our school or fiscal year.

(5) We are agreeing to the cancellation policy described below.

Business Center Cancellation Policy:

- Either party has a right to cancel with a 30-day notice subject to the 25% non-refundable amount described below.
- 25% of the total contract amount is non-refundable once any service has begun. This policy includes, but is not limited to, beginning the setup of payroll or budget information.
- Refunds will be determined by monthly proration. The monthly proration will be calculated by subtracting the 25% nonrefundable amount and any Ascender fees incurred from the contract amount, then dividing the remaining contract amount by the number of months of the contract to come up with a per-month amount. Once a transaction has been posted to a month by the ESC Region 11 Business Center, the total month's proration is earned by the ESC Region 11 Business Center. Any amount due to the client or the ESC Region 11 Business Center is due within 30 days after the effective date of cancellation.

ISD/Charter

Superintendent or Director Date

Education Service Center Region 11

ESC Region 11 Executive Director Date

Date Received by ESC Region 11

Charter School Success

The Last Texas Charter School Resource You'll Ever Need

Full Services Proposal

For

The Museum School of East Dallas

By Charter School Success

Company Overview

Charter School Success is the premier Texas Charter School Business Services (Back Office) organization. Our mission is to ensure that the maximum amount of a charter's revenue is available for the education of students of Texas. To meet this mission, CSS serves Texas charter schools through comprehensive business and training services. **CSS hires experienced staff to provide the premier, comprehensive business office services in the state. See the CSS references provided.**

Charter School Success was founded in January 2013 in response to a passion to improve the services available for Texas charter business offices. Karen Mowbray, after 18 years in financial consulting in the corporate arena and eight years as a business officer of Mosbacher Odyssey Academy, wanted to help other Texas business officers. The mission of CSS is to provide services, training and consulting to assist the business offices of Texas charter schools understand and meet all compliance requirements as well as improve their operations through effective and efficient systems and procedures. The goal is maximizing the school funds availability for the education of charter students of Texas. CSS has continued to recruit and hire experienced staff in all areas of Finance, Federal Grant Funds, PEIMS and Human Resources. Currently CSS is staffed with experienced charter school business specialists throughout the state who focus on the financial, human resources, PEIMS and federal areas of a business office, relying on their cumulative more than 150-years of experience in Texas schools. Thus, CSS and your charter will interact with several individual experts, each in their own area of expertise with a single manager as the main point of contact and responsible for all your needs.

Business Services: Texas charter schools are multi-million dollar publicly funded organizations with many compliance responsibilities and deadlines. The "business" of a Texas charter school requires extensive specialized knowledge in many areas such as Texas Charter Accounting, Budgeting, Purchasing, Payroll, Human Resources, Federal Grant Administration, PEIMS coding, Financial Accountability and so much more. We provide the business office functions in an efficient, compliant and customer friendly manner, so your board and administration can more easily manage the charter and focus on the education of their students, planning the charter's future with CSS as their business partner.

Training: CSS offers trainings that are specific to Texas charter schools on topics of compliance, deadlines and best practices. CSS has over 70 courses offered as both live webinars and online courses. All courses are TEA approved and provide 90 minutes of TEA, CPA and TASBO continuing education credits. CSS offers all the required courses to meet the state mandates for all Charter Administration (Superintendent, Business Officer, Principal, etc.) and Charter Board training. The training schedule can be found at www.CharterSchoolSuccess.com .

Proposed Business Financial Services

Charter School Success's Business Office Services allow our clients' Administration and Board the freedom to focus their time and effort on educating their students with the confidence that the Texas charter school business office experts are processing their school's business functions. Our services are designed to maximize efficiency, reduce your operating costs, and meet compliance requirements and deadlines. We guarantee you get cost-efficient operations so the use of state and federal funds the charter earns are maximized for education. CSS provides comprehensive services; of Financial Compliance, Payroll, Accounts Payable, Board Reporting, Audit Support, PEIMS and Budget Management. This full package is integrated and ensures that all compliance requirements are met, and your staff may focus on the education of your students.

CSS services are personalized to the client's needs and organization. Every month we consult with your administration to review fiscal compliance, and trends. CSS will attend at least one board meetings at year. CSS is always here for you; we provide unlimited access via phone or email to our experts and are eager to assist you assure business success.

Finance Services

- **Accounting and Bookkeeping, Month-end and Year-end**
  - Post all journal entries.
  - Balance general ledger.
  - Reconcile liability accounts, quarterly.
  - End of month closing and reporting, ensuring all current activity is booked in the proper month.
  - Monthly bank reconciliation on all accounts cash, bond and investment accounts, within 10 business days AFTER all supporting documentation is provided by your charter to CSS.
  - Post cash receipts provided by your charter.
  - Post all TEA payments from the TEA payment report.
  - Close out fiscal year.
  - Perform the monthly federal drawdowns of all grant funds available in the Expenditure Reporting application of TEASE, performed once per month in the month following the posted expenses.
  - Track funds encumbrance.
  - Account for any long-term debt structure which does not include any quarterly or annual debt covenants requirements.

- **Budget Creation, Analysis and Financial Reporting**
  - Develop with your administration, a Budget Planning and Review Schedule.
  - Virtual budget sessions to develop the following year's budgets.
  - Input budget to the finance system utilizing the full TEA required account coding structure.
  - Reporting: Monthly budget to actual reporting and analysis, completed within approximately 15 business days after month-closing. This is dependent upon CSS receiving all necessary documentation from the school in a timely manner.

- Budget amendment recommendation, preparation and review with your administration, as a part of the Board reporting above.
- CSS representatives will virtually attend the annual budget approval board meeting upon charter's request.
- Maintain, create and update the 5-Yr Budget Projections – Annually updated.
- Assist with Financial Projections for Bonds and Bond Meetings.

- **Annual Financial Audit**
  - Serve your liaison with the charter's auditor.
  - Meet with auditor to acquire and understand their needs and timelines.
  - Be available and respond to all the field audit questions and requests.
  - Prepare year-end close out and meet all the annual financial audit requirements.
  - Review and discuss draft audit with your administration and the chosen auditor.
  - Provide support for the submission of the AFR and Audit Tables in the TEAL application.

- **Financial Reporting, Financial Compliance and Board Reporting**
  - Monthly standard financial reports include but not limited to Statement of Activities, Statement of Financial Position, Budget to Actual Reporting, and Cash Position.
  - Monthly Trend Analysis – graphic representations of key indicators; enrollment, attendance, cash, etc.
  - Monthly Fiscal Compliance Reporting and Tracking (Charter FIRST, State and Federal MOE); indicators such as Days of Cash on Hand, Current Ratio, and all Calculated FIRST Indicators.
  - Monthly consulting with your administration on the school's status; including an Executive Summary Report, Board Financial Reports, Trend Analysis and associated recommendations. This is generally delivered in the middle of the month however this is dependent upon CSS receiving all necessary documentation from the school in a timely manner.

- **Purchasing and Accounts Payable**
  - Note: Packets should include PO, Invoice and/if applicable any packing slips.
  - Assist with implementing efficient and compliant processes and procedures.
  - Review and process submitted purchase orders for proper coding and approvals; (CSS encourages the use of the finance system PO processing for greatest efficiency).
  - Encumber purchase order funds for cash flow analysis.
  - Review all request for payments for proper coding and approvals.
  - Process payables once weekly, on an-agreed upon schedule including a (3) business day turnaround commitment.
  - Post to accounting and print checks with electronic signature.
  - Distribute/mail vendor checks from CSS offices.
  - Provide audit ready backup for all checks disbursed.
  - Maintain all disbursement records to include, date, amount, vendor, coding, check numbers, etc.
  - Prepare, print and distribute 1099s annually.
  - As part of the onboarding process, your assigned CSS Finance Director will work with you to work out a mutually agreeable schedule for this process.
  - Provide limited assistance with entering Vendors into software with a valid W9.
  - Provide limited assistance with Security Setup for staff – assist with troubleshooting finance and security matters.

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Year 0, New Charter One-Time Services

The services below are only performed during year 0 for a new charter, to assist in the one-time setup of the school. These items will not be performed as a part of the normal service fee after the school has opened.

- Enter Purchase Orders for Encumbrances and train staff to take over after year zero.
- Serve as the liaison between the school and software provider. Ensure the system is set up correctly and all applications are turned on appropriately.
- Assisting with the personalization of the fiscal policies and manuals such as the Fiscal Manual, Vendor packet, Reimbursement forms.
- Provide various templates.
- Assist with the set-up of vendors.
- Assist with staff training on any financial responsibilities that are hired for internally.
- TEA Site Visit Assist in providing the financial reports requested.
- CSP Audit, Assist in providing the financial reports needed for the audit.

Services NOT Included:

- Training for school staff on their specific software system.
- CSS staff are not eligible to be a signatory on school checks.
- CSS does not accept responsibility for inaccuracies in data for work completed prior to services provided by CSS.
- Full CFO services, though many services CSS offers are similar to what a CFO performs, CSS staff are not school officers and cannot make decisions for the schools. CSS can only advise and consult and are not responsible for decisions made by the school against CSS advice that result in negative consequences.
- **Travel, No Travel is included but may be available upon request. All travel expenses shall be pre-approved and billed to the school in addition to the normal monthly fees, CSS follows GSA travel guidelines.**

Services Available At Additional Cost

- On-site, in-person, or virtual support for staff assistance, trainings or board meetings.
- Assistance, guidance, support and management through software transitions.

Payroll Services

- **Payroll Processing**
  - Process all regular payroll submitted by your charter based on the unique payroll calendar due date (established schedule). The established schedule serves as an agreement linking pay periods to pay dates and all processing deadlines and activities in-between. Payroll processing requests, or submission of data to be processed that occurs outside of this established schedule, is not considered to be a part of this agreement and may not be processed. Any additional payroll runs will incur additional charges.
  - This proposal includes for the processing of 2 payrolls per month, except for the two months of the year that will have 3, for those schools who are bi-weekly payers, and 2 supplemental payrolls.
  - Process all supplemental payroll runs scheduled 45 days in advance of the associated pay date.
  - Maintain employee pay information electronically and compliant with PEIMS reporting format.
  - Prepare, report and pay when applicable: IRS/EFTPS, TRS TEAM, 941s, TWC and other relevant payroll garnishments.
  - Investigate and reconcile IRS notices.

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- Manage benefit payments, manage provider checks, benefit reconciliations and uploads to specified vendors.
- Process terminations – calculate final pay outs, notification of termination must be provided to CSS by the date that all payroll data is due for client.
- Electronically record employee leave and time away from work activities per your policies.
- Print and distribute payroll checks and/or arrange direct deposits.
- Disburse benefit provider checks as part of the payroll cycle, linked to deductions.
- Serve as main point of contact for TWC Audits and benefits audits.
- Update, store and send out employee service record information.
- Ascender schools, track years of service, years of experience, education experience all within the payroll software to ensure correct and appropriate state reporting. Will enter historical data should that be provided, service does not include historical research.
- Processing of school provided Employee timekeeping information and absence management.
- Prepare, print and distribute W2s annually.
- Prepare, print and distribute ACA Forms (1095B) annually.
- As part of the onboarding process, your assigned CSS Finance Director will work with you to work out a mutually agreeable schedule for the whole payroll process.
- CSS will process your TRS ActiveCare payment, which is to be made by the 15th of every month. CSS will then do all extracts and edits, then upload files to the TRS portal. We will also work to resolve errors and getting reports to completion.

Travel, No Travel is included but may be available upon request. All travel expenses shall be pre-approved and billed to the school in addition to the normal monthly fees, CSS follows GSA travel guidelines.

Human Resource Services

CSS's Human Resource Services provides the charter administration with a streamlined onboarding experience for new employees, electronic processing of all personnel actions and changes, benefit coordination, records management, support for policy and documentation development, mandated reporting, and expert guidance for HR compliance matters.

HRIS: TalentEd and Formsite

CSS utilizes the Powerschool product, TalentEd, for electronic personnel records management, which creates a professional and efficient employee interface. This allows employees to be onboarded quickly and provides a professional hiring experience for your employees. The HR system has built-in workflows and approval processes which allow users an easy, quick view of the status of all HR transactions. The system is customizable, using your unique school logo, workflow, and approval processes and has automated reminders and follow-up for employees and staff. TalentEd significantly reduces staff follow-up and time required in the hiring process and through automation, tremendously reduces human error.

Formsite houses the electronic application tool. Fully customizable with your logo and application data points, Formsite offers an easy solution for collection of general information, resumes, cover letters, and more from your interested candidates. Formsite is easily navigable by both candidates and school admin, making a user-friendly experience for all involved. Formsite is also enabled to collect electronic references upon request.

Records and Required Reporting Management and Compliance

- Process HRIS activity included in CSS TalentEd standard onboarding documents and transactions
- Support the Fingerprint and background check requirements of TEA/DPS
- Advisement on processing I9s and CCH background checks (these specific tasks may not be outsourced for legal compliance purposes)
- Uploads and reporting: ECOS for fingerprinting, DNH Registry, SSA1945
- Request and review upon hire: service records, transcripts, certificates
- Create and maintain an employee manifest to track employee status and activity
- Administer employee offboarding of benefits and exit survey distribution
- Support the school in developing and distributing the following documents each new school year: letters of reasonable assurance, offer letters, job descriptions, employee manual, duty calendars
- Provide monthly status reports on high level HR activity, as part of the monthly consolidated Board report
- Support in preparation for DPS audit
- Offer guidance and support for all general HR questions, including complex topics involved with the regulations of FMLA, FLSA, ADA, TRS and more
- Provide templates and guidance for growth plans, grievances, investigations, and other related matters

Benefits Coordination

- Open enrollment preparation support, including working directly with the school and the TPA to select new year plans, develop employee enrollment materials, and offer guidance at in-service
- Support employees directly with all enrollment and plan change questions and events
- Monthly reconciliation of enrollment and billed activity
- Coordination of Affordable Care Act Reporting

General Operations

- Communication via a dedicated email account, monitored by CSS HR staff but housed by your charter.

Services NOT Included:

- Staffing Services (recruiting and selection services)
- Employee timekeeping and leave management.
- I9 verification and CCH background check in DPS site (these tasks must be maintained locally at the school for legal compliance purposes. CSS can advise on how to set up access and accomplish these tasks)
- Management and monitoring of required teacher and other academic professionals' training. CSS training is intended for the Board and Business office only.
- Teacher Certification Tracking
- Software transition assistance.
- **Travel, No Travel is included but may be available upon request. All travel expenses shall be -pre-approved and billed to the school in addition to the normal monthly fees, CSS follows GSA travel guidelines.**

Services Available At Additional Cost

- On-site in-person support.
- Pre-Hiring Assistance Screening, preliminary interviews.
- HR Director to fully conduct (beyond consulting) actual investigations, mediations, interactive process meetings, performance-based meetings, and other hands-on, direct personnel support and management

Charter School Success

Federal Grant and State Special Allotment Program Services

Federal Grant and State Special Allotment Program services provided by Charter School Success offer a unique combination of programmatic and financial compliance assistance with Federal formula grants under ESSA and IDEA-B and with the State Special Allotment Program. CSS focuses on grant and special program components such as Comprehensive Needs Assessment (CNA), Campus Improvement Plan (CIP), District Improvement Plan (DIP), and all Federal and Special Program Intent Code (PIC) requirements including allowability and required expenditures. Overall, the Federal and Special Program service from CSS implements a coaching and support model.

Federal Grant Fund and Compliance Services:

- Support and guidance for ESSA grants, IDEA-B, Title I School Improvement, ESSER, TCLAS, LASO, TEA administered state safety grants, and the State Special Allotment Program/PIC.
- Support and guidance for the Charter Start-Up grant and High-Quality Replication grant.
- Limited support for State Accountability as it relates to Federal grants and Special Program funds.
- Annual review and guidance (coaching) for the update and completion of the Comprehensive Needs Assessment, Campus Improvement Plans, District Improvement Plan, and Program Evaluations.
- Assistance in completing the Federal Formula Grant Applications, compliance reporting, and amendments (guidance with eGrants in TEAL).
- Guidance on budget determinations and allowability for Federal Formula funds and Special Program funds.
- Identify eligible staff for allowable funding and provide guidance to ensure that proper documentation for audit reference is available.
- Guidance to ensure expenditure compliance with grant regulations, determining allowable costs, and procedural compliance.
- Coach and monitor the completion of ESSA program requirements such as Parent and Family Engagement, Title I Comparability, Time and Effort, etc.
- Monthly reporting - review of Federal Formula funds and Special Program funds – including required program components.
- Ongoing guidance, monitoring, and support for financial and programmatic compliance with grant guidance and regulations and special program rules, such as the Supplement Not Supplant Methodology, Parent and Family Engagement, and Title I Comparability.
- Support and guidance to ensure Federal, SCE, and Bilingual/ESL manuals are updated annually.
- Support and guidance with completing the ESSER State & Federal reporting.
- Ongoing guidance for website postings and required public hearings.
- Assistance with draw-down justifications.
- Reviewing information periodically in AskTED and providing instructions to our schools on how to make updates and to ensure the federal contacts are up to date.
- Assistance and guidance with submitting the Indirect Cost Rate application, Substitute System of Time and Effort certification, and self-certifying a higher micro-purchase threshold for federal grants.
- Monitoring TEA risk assessment levels and advising on areas of needed improvement.
- Limited assistance and guidance with preparing the annual TAPR presentation.
- Support and guidance in preparing validation documents if selected for a random validation.
- Support and guidance in Title IV Reporting.

Our Services Do Not Include:

- Training/Onboarding of more than one person in the role of Federal Programs at the school per year.
- Completion and submission of TEA required forms and documentation.
- Replacing the LEA administrative team in activities such as CNA completion, DIP/CIP development, development and evaluation of parent and family engagement policies/compacts or writing procedures/policies.
- Assistance with developing or monitoring HB3 Board Goals.
- Assistance with writing or monitoring Bilingual Education Exceptions or ESL Waivers.
- Assistance with completion, documentation, or compliance of SHARS.
- **Travel, No Travel is included but may be available upon request. All travel expenses shall be pre-approved and billed to the school in addition to the normal monthly fees, CSS follows GSA travel guidelines.**

Services Available At Additional Cost.

- Training/Onboarding of Federal Program staff, should it exceed more than one per year.
- Providing on-site Title I Schoolwide Transition training.
- Leading on-site CNA/DIP/CIP committee meetings.
- On-site EISO training.
- On-site PD workshops on topics tailored to the school's needs (parent and family engagement, SCE or Federal allowability/spending).
- Leading on-site program evaluations.

PEIMS Services

Most Texas charters "give up" thousands and many times tens of thousands of dollars a year in "earned" funding due to inaccurate PEIMS coding and data integrity reporting issues. The objective of CSS PEIMS support is to assist our charters in receiving the maximum State Funding (FSP) they have earned! Maximum funding requires confirming the accuracy and all-inclusiveness of a charter district's PEIMS data. It is critical that the school submits a true account of the students you have served, and the services you have provided. PEIMS data is used for most TEA requests and directly affects a charter district's funding as well as accountability and compliance systems. Reporting verified, accurate and valid PEIMS data will help charters avoid costly and time-consuming TEA interventions.

PEIMS Services- *Included*

- Overall, the PEIMS service from CSS implements a coaching and support model to charter functions that impact PEIMS through in-person, email, online training or phone support for the district- focusing on processes and procedures that directly impact the PEIMS submissions and Core Collections.
- Robust support for PEIMS submissions (Fall, Summer, Mid-Year (*if your district has CSS Financial Services)* and Extended Year, including Resubmissions), and all applicable Core Collection submissions.
  - This support includes setting up your Ed-Fi sync,
  - Performing the submission processing within TSDS,
  - Deciphering errors and making recommendations on how to fix those errors
  - Facilitating a TSDS report review. Reports should be reviewed and signed by district personnel approving the data.

  - Perform a PEIMS assessment during, or after, the completion of each original submission to ensure data integrity in preparation for a resubmission (if needed).
  - Your PEIMS lead will complete the first step of the submission process in TSDS
  - Your Superintendent will review and approve the data in TSDS.
- Monthly virtual PEIMS Team meetings for district PEIMS leads to communicate new information and outline current PEIMS goals. This meeting is recorded, and a recap email is distributed to any district staff members who would benefit from this information.
- Optional weekly virtual meeting for CSS/district PEIMS support staff & access to CSS PEIMS "office hour" sessions.
- Assistance with understanding, identifying, and verifying the 200+ data elements required for PEIMS submissions and Core Collections.
- Assistance with understanding where the Student PEIMS data elements are coded in your Student Information System (SIS).
- Provide updates on new and/or changing PEIMS data elements
- Provide updates on new and/or changing Core Collections
- Limited support for smaller or indirectly related submissions (ex: such as the Office of Civil Rights Data Submission), including coaching and on-call support
- Perform the Unique ID Assignment (UID) for students (and staff if the district has full-service CSS support) Discrepancies will be sent back to the district to be resolved.
- Perform the required weekly UID Enrollment Tracking submission.
- Foundation School Program 6 weeks submission support including facilitating the district report review process and ensuring all submission deadlines are met.
- Support in creation and/or updating the district's Attendance Procedures Manual
- Bi-annually perform calendar minutes assessment to ensure the district is on track to meet the 75,600-minute minimum requirement for full ADA funding.
- Provide support to ensure the district understands the importance of accurate attendance taking rules and regulations.
- Provide support for Attendance Organization to ensure compliance
- Bi-annual support for the required Membership Roster Reconciliation process
- Support for attendance related waivers as needed
- If needed, support in determining the campuses official attendance time (OAT)
- Annually perform a local attendance code SIS coding audit to ensure proper funding
- Bi-annual support to ensure Contact Hour Report compliance
- Provide updates on changing Student Attendance Accounting Handbook information
- Provide support to ensure the district understands the importance of Special Programs coding, documentation and timelines.
- Bi-annually perform PK qualifier SIS coding audit.
- Annually perform a leaver SIS coding audit with continuous support for leaver coding
- Bi-annually perform a discipline incident coding SIS coding audit to verify appropriate coding is used.
- Run SIS utilities to update census block coding for students.
- Master Schedule Course SIS coding audit to ensure the district is using valid Service IDs. Support the verification of proper CTE and Dual credit course coding which impacts CCMR accountability.
- Limited TREx training and support including a support plan to disseminate information to district staff regarding documents that have been received.
- Limited Student Registration Documents and Re-Enrollment Document support
- Guidance regarding records retention guidelines

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- Support for Special Education ARD compliance
- Offer Guidance on master schedule development and Student Information System input.
- Ongoing monthly administration and board reports on the Year Round PEIMS services and status
- Support for TEA attendance compliance reviews and PEIMS related audits, including Performance Based Monitoring (PBM) events
- Support for End-of-Year Student Information System data base rollover process
- General Student Service Functions: The goal of CSS' PEIMS Consulting Program is to support data quality for all PEIMS information that has been entered into your SIS software. In this role, we are not in a position to know if any data has been inadvertently left out of your submission. CSS can facilitate the verification of TSDS reports by district staff, in hopes of shedding light on any missing or inaccurate data.

Services Not Included:

- Maintenance of the district's master schedule in SIS
- Register students in SIS
- Determine Economically Disadvantaged student coding
- Code student data elements in SIS
- Code student schedules in SIS
- Code transcripts in SIS
- Code graduation plans in SIS
- Testing Data Support- Required Elementary testing STAAR and/or EOC support
- Perform transcript audits to determine if a student is on track to graduate
- Graduation Requirement trainings
- Perform TREX requests (incoming and outgoing)
- Facilitate discussions or assist with the sync of 3rd party data transfers
- Support the teacher portal (grades and attendance)
- Parent portal setup or support
- Support the creation or upkeep of the Student Handbook.
- Teacher trainings
- SIS Data migration support when changing Software Vendors

Travel, no travel is included but may be available upon request. All travel expenses shall be -pre-approved and billed to the school in addition to the normal monthly fees, CSS follows GSA travel guidelines.

One-Time Services – Year Zero, in addition to what is listed above, CSS is able to assist with the following items to facilitate a successful first year of operation. **CSS IS NOT ABLE TO PROVIDE SUPPORT WITH THESE ITEMS BEOND YEAR ZERO.**

- Enroll students (enter student demo info into SIS). CSS will not be verifying qualifiers or age…just data entry assistance.
- Code Master Schedule in SIS
- Code Student Schedules in SIS
- Assign Campus ID of Residence for students
- Y1 TEA visit support
- We supplement the ESC and/or Software support teams with specific training to staff on registration, scheduling, discipline, attendance, etc.

Fee Structure

Charter School Success offers three-year agreements: Annual fees are based on the annual budgeted state, federal and local revenue.

The pricing below reflects a bundled discount price for all services.

Full Financial, Accounting, Payroll Services	3.00%
Federal Grants Services	0.50%
Human Resources Services	0.50%
PEIMS Services	0.50%
Year 0 – Transition Services	18,500.00 (For Work Performed 2025-2026 post-award)
Online Training	No Additional Cost
TOTAL	4.50% (Based on annual budgeted state, federal and local revenue)

*Based on a percentage of Budgeted Revenue, 4.50%** - Revenues are the state, local and federal budgeted revenues. When the budget is amended, the monthly cost will be proportionally adjusted to reflect the amendment, as our fee is based on the % of current budgeted revenue at all times.*

For full services, the minimum monthly fee is $8,250.00 *(Finance, Federal Grants, HR, PEIMS, Training) Fees are due one month ahead of services.*

Travel expenses shall be billed in addition to the normal fees contained in this agreement, CSS follows GSA travel guidelines. Travel is an additional expense to the monthly fees described above for services.

Thank you for considering this proposal. We would love to partner with you! Our mission is to help charters leaders like you succeed.

Dan Hernandez
Charter School Success
210-300-4757
Dhernandez@charterschoolsuccess.com

Gmail Loren Colman <lorencolman11@gmail.com>

ASCENDER Student Support

2 messages

Stephanie Smelley <ssmelley@esc11.net> Fri, Oct 25, 2024 at 4:16 PM
To: "lorencolman11@gmail.com" <lorencolman11@gmail.com>
Cc: Tom Call <tcall@esc11.net>

Good Afternoon Loren,

Thank you for your interest in our services! I understand you're preparing to launch a new charter school with around 200 students in the first year—congratulations on this exciting endeavor! My team provides expert support for the ASCENDER Business and Student Software Systems. We offer a range of training and support options tailored to meet your needs, including assistance via phone, email, Zoom, as well as through hands-on workshops and webinars.

Below is an estimate for each of the services we offer. Please note that these prices are just an estimate, as we release new pricing each year in early spring. I'd be happy to walk through the details with you and explore how we can best support your school's success.

Annual Fees (September 1 – August 31):

ASCENDER Service Fees (Coop Fee and Hosting Fee) – $4000

ASCENDER Business Software & Support – $9975

ASCENDER Student Software & Support – $11000

TSDS (PEIMS, TIMS, UID, Core Collections) – $1820

Please don't hesitate to call me at the number below to discuss further or ask any questions you may have.

Thank you,

Stephanie Smelley

MIS Coordinator, Business and Student Services

1451 S. Cherry Lane | White Settlement, Texas | 76108

O: 817-740-7602 | F: 817-740-7521

Follow Us: Facebook | Twitter | Instagram | esc11.net

Vision — To be an innovative community that builds trust, provides quality service, and collaborates with partners to support learning and growth.

Mission — ESC Region 11 supports stakeholders in preparing all learners for tomorrow's opportunities.

Loren Colman <lorencolman11@gmail.com> Fri, Oct 25, 2024 at 6:02 PM
To: Stephanie Smelley <ssmelley@esc11.net>

Thank you so much, Stephanie. I am sharing this with my board and will get back to you soon!
[Quoted text hidden]
--
With Gratitude,

Loren Colman
www.tmseastdallas.com

Gmail

Loren Colman <lorencolman11@gmail.com>

Re: Inquiry

Joe Hoffer <jhoffer@slh-law.com> Thu, Nov 7, 2024 at 12:16 PM
To: Chancee Wyatt <cwyatt@slh-law.com>, Loren Colman <lorencolman11@gmail.com>

Loren,

We are full service so our start-up fees depend on complexity of issues you face and help you need.

We provide access to our active clients to our policies and handbook templates at no cost, but do charge to customize but it is incredibly efficient if you start from our foundational documents.

Real Estate, Public Finance for a facility, and Construction procurement and contract negotiations will be a big part of the work we may do for you. Those fees can range from $30K to $200K depending on what type of deal you pursue, etc. and often get billed into the project or financed.

HR and Student issues with the start-up work are typically minimal during year 0.

Negotiating charter contract contingencies can be a few thousand dollars.

General Counsel work and advice can be a few thousand dollars as well.

Our pledge is you will get very clear billing and detailed notes for what work is done and why, and we can also prepare budgets for specific projects.

Joseph E. Hoffer
Attorney at Law
Managing Partner

SLHA Schulman, Lopez, Hoffer & Adelstein, LLP
Attorneys & Counselors at Law

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PowerSchool
Powering Brighter Futures

PowerSchool Group LLC
150 Parkshore Dr., Folsom, CA 95630
Quote #: Q-1068437 - 1
Quote Expiration Date: 31-DEC-2024

Sales Quote - This Is Not An Invoice

Prepared By:	Abigail Grone	Customer Contact:	Loren Colman
Customer Name:	The Museum School of East Dallas	Title:	Founder
Enrollment:	150	Address:	
Contract Term:	36 Months	City:	
Start Date:	8-NOV-2024	State/Province:	
End Date:	7-NOV-2027	Zip Code:	
		Country:	
		Phone #:	5125773417

Product Description	Quantity	Unit	Extended Price
Initial Term 8-NOV-2024 - 7-NOV-2025			
License and Subscription Fees			
PowerSchool SIS Hosted Subscription	150.00	Students	USD 3,500.00
PowerSchool SIS Hosting SSL Certificate	1.00	Each	USD 400.00
PD+ Subscription	150.00	Students	USD 1,685.00
Lesson Planner for PS SIS	1.00	Each	USD 0.00
PowerSchool Enrollment Charter for PS SIS	150.00	Students	USD 10,000.00
Powerschool Special Programs SECM SaaS	150.00	Students	USD 2,000.00
PowerSchool Special Programs 504 - Add-On Module Saas	150.00	Students	USD 2,000.00
		License and Subscription Totals:	**USD 19,585.00**
Professional Services and Setup Fees			
PowerSchool SIS Deployment - Guided	1.00	Each	USD 12,670.00
PowerSchool Enrollment Charter Implementation PS SIS	150.00	Students	USD 4,780.00
Enrollment Consultation Remote	10.00	Hours	USD 2,400.00
PowerSchool Special Programs Deployment - Guided	1.00	Each	USD 11,770.00
		Professional Services and Setup Fee Totals:	**USD 31,620.00**
Training Services			
SIS Per Person Per Day Training/Certification Remote	9.00	Each	USD 3,420.00
Enrollment Per Person Per Day Training Remote	2.00	Each	USD 760.00
Special Programs Per Person Per Day Training Remote	9.00	Each	USD 3,420.00
		Training Services Total:	**USD 7,600.00**

Subscription Period Total

Subscription Period	**8-NOV-2024 - 7-NOV-2025**

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Amount To Be Invoiced	**USD 58,805.00**

Annual Ongoing Fees as of 8-NOV-2025 - Fees subject to an annual uplift, which will be reflected on renewal quote

PowerSchool SIS Hosted Subscription	150.00	Students	USD 3,500.00
PowerSchool SIS Hosting SSL Certificate	1.00	Each	USD 400.00
PD+ Subscription	150.00	Students	USD 1,685.00
Lesson Planner for PS SIS	1.00	Each	USD 0.00
PowerSchool Enrollment Charter for PS SIS	150.00	Students	USD 10,000.00
Powerschool Special Programs SECM SaaS	150.00	Students	USD 2,000.00
PowerSchool Special Programs 504 - Add-On Module Saas	150.00	Students	USD 2,000.00

Annual Ongoing Fees Total: **USD 19,585.00**

Fees charged in subsequent periods after the duration of this quote will be subject to an annual uplift. Customer understands the above Annual Ongoing Fees for the next subscription period do not include the annual uplift, which will be applied at the time of renewal. On-Going PowerSchool Subscription/Maintenance and Support fees are invoiced at the then current rates and enrollment per terms of the main agreement executed between PowerSchool and Customer ("Main Services Agreement"). Any applicable state sales tax has not been added to this quote. Subscription Start and End Dates shall be as set forth above, which may be delayed based upon the date that PowerSchool receives your purchase order. If this quote includes promotional pricing, such promotional pricing may not be valid for the entire duration of this quote. All invoices shall be sent to Customer upon or promptly after execution of this quote, unless otherwise set forth in the applicable statement of work or Main Services Agreement (e.g., services billed on time and material basis will be invoiced when such services are incurred). Notwithstanding anything to the contrary in the Main Services Agreement, if Customer pays in advance for any professional services, all professional services must be scheduled and delivered within twelve (12) months of the applicable quote start date, unless otherwise agreed in writing by PowerSchool; any portion of any prepaid amount for professional services that has not been used by Customer toward professional services rendered within such twelve (12) month period will be forfeited. Payment shall be due to PowerSchool before or on the due date set forth on the applicable invoice. All purchase orders must contain the exact quote number stated within. Customer agrees that purchase orders are for confirming this order and its own internal purposes, and no other. Any credit provided by PowerSchool is nonrefundable and must be used within 12 months of issuance. Unused credits will be expired after 12 months. Treatment of purchase orders are governed as provided in the Main Services Agreement. By execution of this quote, or its incorporation, this and future purchases of subscriptions or services from PowerSchool are subject to and incorporate the terms and conditions found at:
https://www.powerschool.com/MSA_Mar2024/

DRAFT

Statement of Work

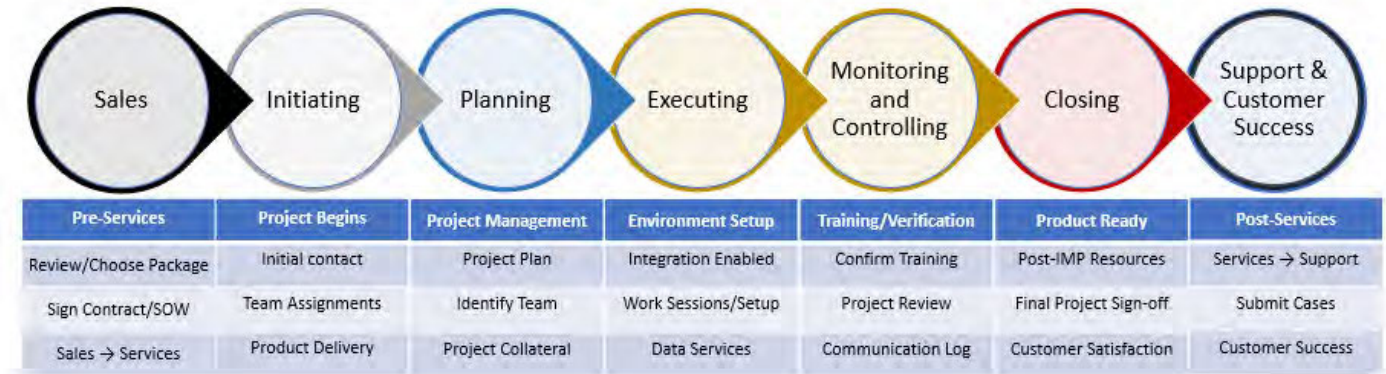
Purpose of Document

The purpose of this Statement of Work ("SOW") between PowerSchool Group LLC ("PowerSchool") and Customer ("You", "Your") is to outline the process, approach, and completion criteria for each step of the process to implement PowerSchool. This document covers the roles and responsibilities of the PowerSchool Project Manager, Implementation Specialist(s), and Customer in each step of the PowerSchool implementation process, serving as an outline of services PowerSchool is expected to deliver. This SOW calls out specific functional areas of PowerSchool that are covered for implementation services and level of coverage.

Successful implementation of new software requires proven project management and methodology. The timeline will be mutually adapted within a project management tool between PowerSchool and the Customer. PowerSchool provides a comprehensive package of services designed to ensure Your PowerSchool deployment project meets Your unique needs and expectations. Additional training, consulting and customization services can be purchased to help augment additional needs You may have with Your PowerSchool deployment. The delivery of Professional Services contained in this document will be provided remotely. If travel is required, all travel related expenses will be invoiced as incurred.

We will partner with You and be Your liaison to PowerSchool during the implementation. You will have a project team to help you, as a Customer, connect to other PowerSchool services and support, while also providing project planning, communication, project execution, and product specialist consulting. For a successful PowerSchool implementation, it is important that You understand the responsibilities, carve out the time required and keep on pace with the timeline. This will involve gathering information, helping Your team come to agreement on configuration and data standardization, your own product training and monitoring other staff assigned training for completion, adjusting desk level procedures, and planning for go live among several other tasks. The overall steps included in a project are outlined below.

This Statement of Work is subject to the terms and conditions of the current master agreement between the parties and any associated policies, pursuant to which PowerSchool has licensed the PowerSchool application to the Customer.



General Assumptions

1. Implementation services will be delivered remotely unless onsite services are purchased separately.
2. Client is to provide a data extract to PowerSchool in accordance with Tiered Service package selected (if needed).
3. Implementation timeline is stated within the Planning Phase, extending the timeline may require the customer to purchase additional services.
4. Implementation services are completed when delivered and the deliverable acceptance procedure is complete.
5. Additional services are available and can be purchased for items out of the scope of implementation (see Project Change Control and Escalation Change Procedure section of this document).
6. Customer will adhere to the active PowerSchool Cancellation Policy. "Services Cancellation: Licensee shall pay a cancellation charge equal to fifty percent (50%) of the services fee and any non-refundable expenses incurred by PowerSchool if Licensee cancels any scheduled professional services less than fourteen (14) days before the occurrence of any service dates that PowerSchool has scheduled at Licensee's request."
7. Customer must identify a designated Customer project lead before the project kick-off meeting. The Customer project lead will be responsible for delivering all sections of the "Customer Responsibilities" included in the SOW in a complete manner within the project timeline.
8. The designated Customer project lead should be an employee of the organization implementing PowerSchool. Customers that hire third-party organizations to act on the behalf of the Customer for implementation may be required to sign a waiver form provided by PowerSchool, indicating that the third-party organization is authorized to act on the Customer's behalf when interacting with PowerSchool. The Customer will be responsible for maintaining proper communication channels with third party organizations hired by the Customer.
9. All sign offs must be done by an employee and designated signatory of the Customer. Third party entities engaged by the Customer are not acceptable signatories for any project sign offs.
10. The PowerSchool Project Manager and/or Application Specialist will guide Customer to available procedures, guidelines, standards, reference materials and system/application documentation.
11. Implementation Services is assuming the product will be deployed as-is, items outside of Scope of Work must go through the change control procedures (see Project Change Control and Escalation Procedure in this document).

Deliverables Acceptance Procedure

Deliverables Acceptance

This Statement of Work outlines PowerSchool deliverables for each phase of the implementation project in the PowerSchool Objections and Completion Criteria sections. Each deliverable will be reviewed and accepted in accordance with the following procedure:

- Deliverable will be submitted or delivered to the Customer project lead or designated Customer team member. It is the Customer project lead's responsibility to review and accept deliverable as complete.
- Within six (6) business days of completion of the project the Customer project lead will either accept the final deliverables or provide the PowerSchool implementation specialist a written list of objections. If no response from the Customer project lead is received within six (6) business days, then the deliverables will be deemed accepted, unless the Customer requests an extension.
- The PowerSchool implementation specialist will consider the Customer's objections within the context of PowerSchool's obligations as stated within this Statement of Work. Revisions agreed to by PowerSchool will be applied at which time the deliverables will be reviewed within six (6) business days and the Customer project lead either will accept the deliverables or provide the PowerSchool implementation specialist a written list of objections. If no response is received within six (6) business days, then the deliverables will be deemed accepted, unless the Customer requests an extension.
- Customer objections that are not agreed to by PowerSchool will be managed in accordance with the Project Change Control Procedure described below. If resolution is required to a conflict arising from Customer's objection to a deliverable, the Customer and PowerSchool will follow the Escalation Procedure described below.
- All deliverables required to be delivered hereunder are considered to be owned by PowerSchool with unlimited internal use by the Customer, unless otherwise noted.

Project Change Control and Escalation Procedure

Project Change Control

The following process will be followed if additional services to this Statement of Work are required or desired.

- A Project Change Request (PCR) will be the vehicle for communicating change. The PCR must describe the change, rationale for the change and the effect the change will have on the project.
- The designated Customer project lead will review the proposed change and recommend it for further investigation or reject it. A PCR must be signed by the authorized Customer project lead to authorize quote for additional services. If the Customer accepts additional services and charges, a change to the original purchase order or new purchase order is required. Change to this Statement of Work through additional addendum will authorize additional scope and work.
- A written Change Authorization and/or PCR must be signed by authorized representatives from both parties to authorize implementation of the investigated changes. Until a change is agreed upon in writing, both parties will continue to act in accordance with the latest agreed version of the SOW.

Customer Escalation Procedure

The following procedure will be followed if resolution is required for a conflict arising during the project

- **Level 1:** Customer project lead will notify PowerSchool Project Manager via email with details of escalation.
- **Level 2:** If the PowerSchool Project Manager cannot provide resolution or path to resolution five (5) business days from receipt of level 1 escalation email, the Customer project lead will notify PowerSchool manager via email to – pmoleadership@powerschool.com
- **Level 3:** If the concern remains unresolved after Level 2 intervention, resolution will be addressed in accordance with Project Change Control Procedure or termination of this SOW under the terms of the Contract.

During any resolution, PowerSchool agrees to provide services related to items not in dispute, to the extent practicable, pending resolution of the concern. The Customer agrees to pay invoices per the Contract, as rendered.

PowerSchool

Student Information System

Guided Statement of Work

Initiating (Pre-requisites before Planning)

PowerSchool Responsibilities

- Send Welcome Email with Statement of Work
  - Identify PowerSchool Project Team
  - Project Manager
  - Implementation Specialist(s)
- Send Customer access to the following:
  - Project Plan

Completion Criteria

This activity will be considered complete when:

- Customer reviews Statement of Work

Planning

PowerSchool Responsibilities

- Schedule and conduct a kick-off meeting
  - Guided Model is sixty (60) calendar days from the date of the kick-off meeting
- Provide introduction to the Support site
- Explain the implementation process
- Schedule the PowerSchool implementation and training resources based on project timeline
- Update the Project Plan to include implementation timing and resources
- Schedule regular Status Calls as needed

Customer Responsibilities

- Attend kick-off meeting and all subsequent meetings and training required
- Utilize the online Project Plan and Training Plan throughout the project to stay up to date
- Complete the PowerSchool Intake Survey based on information gathered from key stakeholders, and delivery the following:
  - Supporting documents as required (i.e. location, staff and student count, district info, etc.)
  - Extract and convert required data from Customer legacy system to PowerSchool provided templates and format (Data conversion services are available for additional purchase)
- Plan for training and ensure users attend required training sessions
- Update the Project Plan to indicate client tasks completed
- Manage customer business process change throughout the project
- Notify designated PS point of contact when Your Intake Survey is complete

PowerSchool

Student Information System

Guided Statement of Work

Completion Criteria

This activity will be considered complete when:

- The kick-off meeting is completed
- The Project Plan is updated based on discussed timelines
-

Authentication Services

As part of these services, PowerSchool will assist the customer to configure Single Sign On (SSO) for the PowerSchool product(s) undergoing implementation under the scope of this statement of work. Additionally, the PowerSchool team will assist with the enablement of the PowerSchool AppSwitcher for any other live PowerSchool product(s) (i.e. already implemented) where AppSwitcher is supported. This will be a one-time setup for which the PowerSchool team will assist with the setup and configuration of the authentication services for live product(s), and the currently implemented product(s).

PowerSchool Responsibilities

- Update user accounts to ensure matching between systems
- Configure AppSwitcher wfor PowerSchool SIS

Customer Responsibilities

- Identify and enable the Identity Provider (IDP) for setting up of SSO
- Configure SSO
- Test the setup of Authentication services and AppSwitcher

Completion Criteria

- Customer signs the final checklist that Authentication Services are complete

Executing

Configuration Collection: Customer Critical Responsibilities

- Consult with customer stakeholders and provide answers to follow-up questions regarding configuration elements.
- Extract data from legacy system into PowerSchool provided templates
- Complete IPT Training
- Complete PD+ SIS implementation learning paths

Completion Criteria

This activity will be considered complete when:

- Configuration collection, associated documentation and data templates are complete and provided to PowerSchool
- Customer sign off on configuration phase

Customer Critical Responsibilities

- Extract and convert required data from customer legacy system to PowerSchool provided templates and format *(Data conversion services are available for additional purchase.)*
- Customer imports data into PowerSchool using PowerSchool import tools
- **Data Validation** - Once data is imported into PowerSchool, the PowerSchool implementation specialist will provide documentation and best practice for validating data in PowerSchool using reporting and visual methods. The customer will have final responsibility for the validation and confirmation of accuracy of their data.
- Validate data in PowerSchool and obtain concurrence from key school stakeholders.

Completion Criteria

This activity will be considered complete upon:

- Customer has imported all provided data
- Customer validates new data in PowerSchool
- Customer signs off on data phase

Student Information System

Guided Statement of Work

Security Setup

PowerSchool Implementation Responsibilities

- Conduct a security functionality and review meeting
- Make best practice recommendations on common security group usage
- Provide an overview of page permission functionality
- Review how to manage User Access and Co-Teaching roles
- Review field level security
- Review Data Validation Rule Status

Customer Critical Responsibilities

- Attend knowledge transfer meeting of security functionality
- Review security user guides and training
- Evaluate the hierarchy and functional roles for administrative staff
    - Align administrative staff to the correct security group and role utilizing best practice recommendations and security documentation

Completion Criteria

This activity will be considered complete when:

- The security functionality and options review meeting are complete

Closing

PowerSchool Implementation Responsibilities

- Review and track project deliverables
- Introduce customer to support contact methods
- Provide final project sign off to customer

Customer Critical Responsibilities

- Review completed project deliverables prior to implementation completion
- Understand that support will become primary contact for customer
- Complete User Acceptance Training (UAT)
- Complete project Deliverables Checklist

Completion Criteria

This activity will be considered complete when PowerSchool:

- Delivers documented final PowerSchool project deliverables
- Delivery of final deliverable signoff documentation

PowerSchool

Student Information System

Guided Statement of Work

Appendix A

Guided Implementation Overview

Implementation Session	Topics	District Attendees	PowerSchool Attendees
Pre-planning Call (30 minutes)	• Project Scheduling • Desired launch dates • Blackout dates	Client Enrollment Lead/Project Team	Project Manager
Kick Off (60 minutes)	• Review implementation process • Introduce Team • Outline expectations • Project Goals and Objectives • Review Project Plan • Review Training Resources • Review agenda items for next meeting • Review Project Risks • 10-Second Sentiment Survey	Data Lead/Contact Database Admin Training Contact	Project Manager Application Specialist
System/District Configuration (2 hours)	• Review project plan • Guided session to review best practice configuration set up for: • System Set up (see project plan for set up items) • District Set up (see project plan for set up items) • Batch School Setup (for future years) • Review agenda items for next meeting • Review Project Risks • 10-Second Sentiment Survey	Lead/Contact Database Admin Training Contact	Application Specialist
Elementary School Configuration (2 hours)	• Review project plan • Guided session to review best practice configuration set up for: • School Set up (see project plan for set up items) • Review agenda items for	Lead/Contact Database Admin Training Contact	Application Specialist

	next meeting • Review Project Risks • 10-Second Sentiment Survey		
Secondary School Configuration (2 hours)	• Review project plan • Guided session to review best practice configuration set up for: • School Set up (see project plan for set up items) • Review agenda items for next meeting • Review Project Risks • 10-Second Sentiment Survey	Lead/Contact Database Admin Training Contact	Application Specialist
Security/SSO Overview (2 hours)	• Review Project Plan • The Implementation Specialist will provide an overview of PowerSchool Security and share best practices for user security: • Groups • User by Group • Roles Administration • Access to Page Permissions • Field Level Permissions • Password Rules Management • State/Compliance Report Security • SSO Overview • Review agenda items for next meeting • Review Project Risks • 10-Second Sentiment Survey	Lead/Contact Database Admin Training Contact	Application Specialist

Student Information System

Guided Statement of Work

Data Template Overview #1 (2 hours)	• Review Project Plan • Review Core Data Import Templates • Student (Student number Verification • Staff • Courses • Sections • Student Schedules • Historical Grades • Reenrollments • Contacts • Student Email • Review agenda items for next meeting • Review Project Risks • 10-Second Sentiment Survey	Lead/Contact Database Admin Training Contact	Application Specialist

Data Template Overview #2
(2 hours)
	• Review Project Plan
	• Review Core Standard & Comprehensive Import Templates
	  o Standards
	  o Test Scores
	  o Discipline Log Entries
	  o Comment Bank
	• Review agenda items for next meeting
	• Review Project Risks
	• 10-Second Sentiment Survey
		Lead/Contact
		Database Admin
		Training Contact
			Application Specialist

PowerSchool

Student Information System

Guided Statement of Work

Data Manager #1 (2 hours)	• Review Project Plan • The Implementation Specialist will walk through how-to import data via Quick Import • The Implementation Specialist will review Data Validation after Import steps • Additionally, a brief overview will be provided of where data imported for the customer resides in the system • Review agenda items for next meeting • Review Project Risks • 10-Second Sentiment Survey	Lead/Contact Database Admin Training Contact	Application Specialist
Import Troubleshooting #1 (2 hours)	• Review Project Plan • The Implementation Specialist will help the customer with troubleshooting data import issues • Review agenda items for next meeting • 10-Second Sentiment Survey	Lead/Contact Database Admin Training Contact	Application Specialist
Data Manager #2 (2 hours)	• Review Project Plan • The Implementation Specialist will walk through how-to import data via Data Import Manager (to include Student Email) • Additionally, a brief overview will be provided of where data imported for the customer resides in the system • Review agenda items for next meeting • Review Project Risks • 10-Second Sentiment Survey	Lead/Contact Database Admin Training Contact	Application Specialist

PowerSchool

Student Information System

Guided Statement of Work

Reports Overview (2 hours)	• Review Project Plan • Reports Overview of the following: o Data Grids (Attendance, At Risk, Health, Incidents) o System Reports o State Reports o Object Reports o Enterprise Reporting o Running Student Reports • Review agenda items for next meeting • 10-Second Sentiment	Project Lead Database Administrator Key internal Stakeholders	Application Specialist
State/Provincial Reporting Overview (2 hours)	• Review State Reporting Guide • Provide access to available Compliance Resources • Provide Best Practices recommendations o District, School, Student, Staff, Courses, Sections, as applicable • Review agenda items for next meeting • 10-Second Sentiment	Lead/Contact Compliance Rptg Lead Database Admin Training Contact	Application Specialist

PowerSchool

Student Information System

Guided Statement of Work

Go-live Readiness (2 hours)	• The Implementation Specialist will review the Implementation Check with client • The Implementation Specialist will review the Deliverables Checklist with client and identify tasks needing to be completed • Client makes necessary modifications post-session • Review agenda items for next meeting • 10-Second Sentiment Review agenda items for next meeting • 10-Second Sentiment	Lead/Contact Database Admin Training Contact	Application Specialist
Production Adoption/Go Live (2 hours)	• The Implementation Specialist and Client will review the Configuration • The Implementation Specialist and Client will review the Deliverables Checklist • Review Project Risks • 10-Second Sentiment Survey	Lead/Contact Database Admin Training Contact	Application Specialist

Appendix B
System Settings

PowerSchool Reviews Critical System Settings:

System-Level Settings		
	Guided	**Comment/Resources**
Email Setup (video available)	Best Practice	Hosted Customer: The system will be set up to enable the automatic sending of system-generated emails. The customer will be responsible for setting up the specific From and Reply-to email addresses on the Email Setup screen. Non-Hosted Customers: The customer will be responsible for setting up their email service on the Email Setup screen. -setup
Password Rules Management	Best Practice	By default, PowerSchool best practices will be set up. The customer can edit these rules on the Password Rules Management screen. **Best Practice:** - 8 characters minimum - Passwords must contain at least 1 uppercase letter, 1 lowercase letter, 1 special character, and 1 numeric character - Passwords expire every 60 days - Passwords can be reused every 5 cycles - Accounts will be locked after 5 incorrect attempts

Student Information System

Guided Statement of Work

PowerSchool Standard Configuration for District Settings

District-Level Settings		
	Guided	**Comment/Resources**
District Info	Best Practice	The district name, address, and ID will be set up for each school based on the information provided by the customer. Additional settings can be configured by the customer on the District Info screen. Application Specialist will provide an overview of District level configuration settings for State/Provincial Compliance reporting as part of the State/Provincial Overview Session
Districts of Residence	State or System Defaults Only	If districts of residences are defined by state reporting, they will be set up by default, otherwise they will be left blank, per best practice. Additional entries can be made by the customer on the Districts of Residence screen if they choose to use this feature. -residence
Years & Terms	Best Practice (Online Guide)	As best practice, the current school year will be set up using default start and end dates **Default Year:** 20XX-20XX (7/1/20XX - 6/31/20XX) The dates can be adjusted by the customer and additional years can be added on the Years & Terms screen.
Calendar Membership Types	State or System Defaults Only	If required for state compliance, the required values will be entered by default. If not required, default values will be set up and can be adjusted by the customer on the Calendar Membership Types screen. **Default Values:** - Holiday - In Session - Teacher in Services / Professional Development - Vacation - Weather
Entry Codes (from state guidelines or config survey)	Best Practice Or State Defaults Only	If required for state compliance, the required values will be entered by default. If not required, default values will be set up and can be adjusted by the customer on the Entry Codes screen. **Default Values:** - OE | Original Entry - P | Promoted - R| Retained - RT | Returning Student - G | Graduated

Exit Codes (from state guidelines or config survey)	State or System Defaults Only	If required for state compliance, the required values will be entered by default. If not required, default values will be set up and can be adjusted by the customer on the Exit Codes screen. **Default Values:** - EX | Expulsion - EG | Early Graduate - TD | Transfer in District - TO | Transfer Out of State - TS | Transfer in State - GR | Graduated - PR | Promoted - RE | Retained - DE | Death
Scheduling/Reporting Ethnicity Codes or Federal Ethnicity and Race Settings	State or System Defaults Only	If required for state compliance, the required values will be entered by default. If not required, default values will be set up and can be adjusted by the customer on the Scheduling/Reporting Ethnicity Codes screen. **Default Values:** - A | Asian - B | African-American - C | Caucasian - H | Hispanic - I | American Indian - O | Other - P | Pacific Islander
State Special Programs (core module only)	State or System Defaults Only	If required for state compliance, the required values will be entered by default. If not required, the customer can set up their own programs on the Special Programs screen.
Grade Scales	Best Practice	The system will be configured with several grade scales to choose from. Customers can edit the default grade scales or create their own on the Grade Scales screen. **Default Grade Scales:** - 100 Point Scale - A, B, C, D, F - Default (A, A-, B+, B, B, B-, C+, C, C-, D+, D, D-, F)

GPA Calculations (system defaults)	Best Practice (Configuration Session)	The system will be configured with several GPA Calculations to choose from. Customers can edit the default calculations or create their own on the GPA Calculations screen. **Default GPA Calculations:** - Added Value - Simple - Simple Percent - Weighted - Weighted Percent
Schools/School Info (config survey)	Best Practice	School names, school numbers (ID's), and addresses will be set up based on the information provided during the sales process. School numbers (ID's) cannot be changed, so it is very important that these are correct prior to beginning the implementation process. Additional information (principal names, phone numbers, state-required fields, etc.) can be entered by the customer on the Schools/School Info screen. Application Specialist will provide an overview of District level configuration settings for State/Provincial Compliance reporting as part of the State/Provincial Overview Session
Log Types/SubTypes (state codes only)	State or System Defaults Only	If required by state compliance, the required log types will be set up. Otherwise, default log types will be set up and can be adjusted by the customer on the Log Types screen. **Default Log Types:** - Discipline - Health - Counselor - Attendance - Parent Contact - Grade Change
Log Entry Fields	State or System Defaults Only	If required by state compliance, the required fields will be set up. Otherwise, log entry fields and codes can be adjusted by the customer on the Log Entry Fields screen.

Test Scores (ACT, SAT, PSAT defaults only)	Best Practice (Configuration Session)	The following tests and subscores will be set up by default. These tests can be deleted by the customer if they do not apply and additional tests and subscores can be configured by the customer on the Tests screen. **Default Tests:** ACT (Subscores: Composite, Math, Reading, Science, Social Studies, Writing) SAT (Subscores: Total, EBRW, Math) PSAT (Subscores: Total, Math, Reading, Writing
Immunizations (state immunizations/vaccines only)	State Defaults Only	If required by state compliance, the required state immunizations will be set up by default. All other immunizations can be configured by the customer on the Health -> Immunizations screen.
Incident Management (only if required by state reporting)	State Defaults Only	Incident Management is only included if the module is required for state compliance, in which case, the state defaults will be set up. If not required by state compliance, the customer can configure this module post-implementation, but it is not considered in-scope for basic or standard tiered implementations.

Student Information System

Guided Statement of Work

PowerSchool Standard Configuration for School Settings

School-Level Settings Must be setup after server is installed		
	Standard	**Comment/Resources**
State/Provincial Compliance	Best Practice (Online Guide)	Application Specialist will provide an overview of School level configuration settings for State/Provincial Compliance reporting as part of the State/Provincial Overview Session
Years & Terms (from config template)	Best Practice (Online Guide)	The current school year will be set up by default using default start and end dates **Default Year:** 20XX-20XX (8/1/20XX - 6/31/20XX) The dates can be adjusted by the customer and additional years can be added on the Years & Terms screen. The customer is also responsible for configuring additional scheduling terms (examples: semesters, quarters, trimesters) on the Years and Terms screen. https://docs.powerschool.com/PSHSA/20.4/system-admin/scheduling/years-and-terms
Days (from config template)	Best Practice (Online Guide)	By default, 1 cycle day will be set up for each school (Day A). **Default Day:** Day A (A) If additional cycle days are required, the customer can add additional days on the Years and Terms screen and configure/name the days on the Days screen. https://docs.powerschool.com/PSHSA/20.4/scheduling/scheduling-setup/school-parameters#id-.SchoolParametersv19.0.0-EditDays
Periods (from config template)	Best Practice (Online Guide)	By default, the following periods will be set up for each school. The customer can rename, delete, and add additional periods using the Periods screen. **Default Periods:** ATT (Attendance) E (Elementary) P1 (Period 1) P2 (Period 2) P3 (Period 3) P4 (Period 4) P5 (Period 5) P6 (Period 6) P7 (Period 7)

Final Grade Setup (from config template)	Best Practice (Online Guide)	By default, the following grading terms will be set up for each school. The customer can then adjust the terms and dates using the Final Grade/Reporting Terms screen. **Default Terms:** Y1 (8/1/20XX - 6/31/20XX) S1 (8/1/20XX - 12/31/20XX) S2 (1/1/20XX - 6/31/20XX) Q1 (8/1/20XX - 9/30/20XX) Q2 (10/1/20XX - 12/31/20XX) Q3 (1/1/20XX - 3/31/20XX) Q4 (4/1/20XX - 6/31/20XX)
Attendance Conversion (video available)	Best Practice (Online Guide)	By default, the following attendance conversions will be set up for each school. If a different conversion is required, the customer can adjust these on the Attendance Conversions screen. **Default Attendance Conversions:** Elementary Schools = Code-to-Day conversion - Day Value of 0 for the codes: UA, EA, OSS - Day Value of 1 for the codes: Present, UT, ET, ISS, FT Middle/High Schools = Period-to-Day conversion (change to percent-to-time) - 0% -> 0 - 25% -> .25 - 50% -> .5 - 75% -> 1
Bell Schedules (from config template)	Best Practice (Online Guide)	By default, the following bell schedule will be created for each school. The customer can then adjust the periods and start/end times to match their operations. The customer can also create additional bell schedules, as needed (ex. late start, early dismissal, etc.). **Default Bell Schedule:** Name: Regular Day ATT: 7:45 AM - 8:00 AM E: 8:00 AM - 3:00 PM P1: 8:00 AM - 9:00 AM P2: 9:00 AM - 10:00 AM P3: 10:00 AM - 11:00 AM P4: 11:00 AM - 12:00 PM P5: 12:00 PM - 1:00 PM P6: 1:00 PM - 2:00 PM P7: 2:00 PM - 3:00 PM

Calendar Setup (customer sets holidays, etc.)	Best Practice (Online Guide)	By default, the calendar for each school will be set so Monday-Friday are in-session. The customer will be responsible for adjusting the calendars for holidays, in-service days, etc.
Current Grade Display (first term from final grade setup)	Best Practice (Online Guide)	By default, the Q1 (quarter 1) term will be set. The customer can change this setting on the Current Grade Display screen.
Attendance Preferences	Best Practice (Online Guide)	By default, Meeting Attendance will be enabled for each school (e.g. period attendance - allowing teachers to take attendance). Daily attendance and other attendance settings can be configured by the customer on the Preferences screen.
Attendance Code Categories (Unexcused, Excused, Tardy)	Best Practice (Online Guide)	By default, the following attendance code categories will be set up for each school. These are required for system reports to function, but the customer can add additional categories using the Attendance Code Categories screen. **Default Attendance Code Categories:** Unexcused Excused Tardy
Attendance Codes (from config template)	Best Practice (Online Guide)	By default, the following attendance codes will be set up for each school. These codes can be adjusted by the customer and additional codes can be added (with the exception of Present (Blank), which is required for the system to function). **Default Attendance Codes:** Code | Name Blank | Present UA | Unexcused Absent EA | Excused Absent UT | Unexcused Tardy ET | Excused Tardy FT | Field Trip OSS | Out of School Suspension ISS | In School Suspension
Full-Time Equivalencies (FTE) (video for editing default)	Best Practice (Online Guide)	By default, the following FTE will be set up for all schools. The customer can edit this FTE or add additional FTE's as needed (ex. Part Time) on the Full-Time Equivalencies screen. **Default FTE:** FTE Name: Full Time Conversion Method: Code-to-Day (for elementary schools) Conversion Method: Percent Time-to-Day (for middle/high/combination

Sub Sign-In Settings (implementation setup page)	Best Practice (Online Guide)	By default, the Sub Sign-in Password for all schools will be set to: subattendance (with current date enabled) **Default Sub Sign-In Password:** ##subattendance (Example password for a sub signing in on October 11 to take attendance: 11subattendance) The customer can then edit this setting on the Sub Sign-In screen..
Log Entry Fields	State or System Defaults Only	If required by state compliance, the required fields will be set up. Otherwise, log entry fields and codes can be adjusted by the customer on the Log Entry Fields screen.
Test Scores (ACT, SAT, PSAT defaults only)	Best Practice (Configuration Session)	The following tests and subscores will be set up by default. These tests can be deleted by the customer if they do not apply and additional tests and subscores can be configured by the customer on the Tests screen. **Default Tests:** ACT (Subscores: Composite, Math, Reading, Science, Social Studies, Writing) SAT (Subscores: Total, EBRW, Math) PSAT (Subscores: Total, Math, Reading, Writing
Immunizations (state immunizations/vaccines only)	State Defaults Only	If required by state compliance, the required state immunizations will be set up by default. All other immunizations can be configured by the customer on the Health -> Immunizations screen.
Incident Management (only if required by state reporting)	State Defaults Only	Incident Management is only included if the module is required for state compliance, in which case, the state defaults will be set up. If not required by state compliance, the customer can configure this module post-implementation, but it is not considered in-scope for basic or standard tiered implementations.

Appendix C

Data Transfer from Legacy SIS

PowerSchool Reviews and Consults Customer How to Import Files

During PowerSchool implementation, PowerSchool will work with the customer on the following initial data items:

Data Imports Templates and instructions will be provided to customers. They will own the process of collecting, importing, and validating their data.	
	Comment/Resources
Student Demographics (active students only)	During the import template overview, an implementation specialist will review the import templates with the customer and demonstrate how to perform the imports using Quick Import (core data) and Data Import Manager (contact data). After the session, it is the customer's responsibility to generate import files with their data, to the exact specifications outlined in the import templates, import the data into PowerSchool, and resolve any errors they encounter due to the condition of their data. Additional import support can be purchased in the form of Consulting hours or Import packages.
Student Compliance Tables	Demonstration Session as part of the State/Provincial Reporting Overview Session
Staff (active staff/teachers)	
Staff Compliance Tables	Demonstration Session as part of the State/Provincial Reporting Overview Session
Courses (active courses)	
Course Compliance Tables	Demonstration Session as part of the State/Provincial Reporting Overview Session
Rooms	
Sections (active school year only)	
Section Compliance Tables	Demonstration Session as part of the State/Provincial Reporting Overview Session
Section Enrollments (active school year only)	
Section Enrollment Compliance Tables	Demonstration Session as part of the State/Provincial Reporting Overview Session
Historical Grades (up to five years for active students)	
Historical Grades Compliance Tables	Demonstration Session as part of the State/Provincial Reporting Overview Session

Student Information System

Guided Statement of Work

Re-enrollments (active students)	
Re-enrollments Compliance Tables	Demonstration Session as part of the State/Provincial Reporting Overview Session
Additional Compliance Tables	Demonstration Session as part of the State/Provincial Reporting Overview Session
Test Scores (ACT/SAT/PSAT only)	
District Learning Standards/Outcomes	
Historical Logs (up to five log types)	
Comment Bank	
Incidents (active students) (only if required by state compliance)	
Immunization (active students) (only if required by state compliance)	
Student Contacts	

PowerSchool Special Programs
Guided Statement of Work

Initiating Phase (Pre-requisites before Planning)

During the initiating phase of PowerSchool Special Programs implementation, initial contact is made, PowerSchool project team is assigned, and provisioned database is delivered to the Customer.

PowerSchool Responsibilities

- Complete intake process, including a welcome email sent to identified point of contact
- Identify PowerSchool project team
    - Project Manager
    - Application Specialist
    - Technical Resource
- Database delivered to the customer with administrative login credentials

Completion Criteria

This activity will be considered complete when:

- Project team has been identified for PowerSchool
- Product is provisioned and delivered with administrative login credentials

Planning Phase

During the planning phase of PowerSchool Special Programs implementation, you will be introduced to your Deployment Project Manager and schedule the project kick-off meeting. In the initial introductory email from the project manager, you will be provided a high-level estimated project timeline that meets PowerSchool's established tiered services duration.

- Guided Tiered Services Timeline: Up to 3 months

PowerSchool Responsibilities

- Project Manager emails point of contact to schedule project kick-off call and provides a high-level recommended project plan and recommended roles for customer project team
- Deliver kick-off meeting and schedule product sessions, project checkpoints, and plan for training.
- Share project collateral with customer core team.

Customer Responsibilities

- Customer has been introduced to their PowerSchool Project Manager
- Receipt of introductory email has been sent to the Customer
- Review high-level project plan, recommended customer project team, and confirm kick-off meeting date
    - Identify a project manager, director/supervisor specific to modules purchased, main technical contact, and level one support resource to work with the PowerSchool project manager and application specialist
- Attend the kick-off meeting and schedule product sessions, project checkpoints, go live date,
- Provide training dates
- Sign off on Milestone Checklist 1

PowerSchool Special Programs
Guided Statement of Work

Completion Criteria
This phase will be considered complete when:

- Project team has been identified
- Introduction to your deployment project manager
- PowerSchool sends an email with proposed dates to schedule the kick-off call and provides a high-level recommended project plan
- Kick-off meeting has been completed and project timeline is confirmed
- Milestone Checklist 1 has been signed off

Authentication Services
As part of these services, PowerSchool will assist the customer to configure Single Sign On (SSO) for the PowerSchool product(s) undergoing implementation under the scope of this statement of work. Additionally, PowerSchool will assist with the enablement of the PowerSchool AppSwitcher for any other live PowerSchool product(s) (i.e. already implemented) where AppSwitcher is supported. This will be a one-time setup for which the PowerSchool implementation team will assist with the setup and configuration of the authentication services for live product(s), and the currently implemented product(s).

PowerSchool Responsibilities

- Update user accounts to ensure matching between systems
- Configure SSO
- Configure AppSwitcher with current and new PowerSchool products

Customer Responsibilities

- Identify and enable the Identity Provider (IDP) for setting up of SSO
- Test the setup of Authentication services and AppSwitcher

Completion Criteria

- Customer signs the final checklist that Authentication Services are complete

PowerSchool Special Programs
Guided Statement of Work

Executing Phase

The executing phase of PowerSchool Special Programs implementation consists of a series of work sessions pertaining to integration and configuration. It is also during this phase that migration of production data is imported.

PowerSchool Responsibilities

- Deliver scheduled project sessions.
  - Product Overview Session
  - Data Import and Production Cutover Requirements Session
  - Working Sessions
  - Integration Deep Dive
  - Data Verification (Pre-Import/Post-Import)
- Provide standard import templates and assistance with understanding and use of the templates.
- Offer basic assistance and guidance with PowerSchool functionality that allows front-end data entry for scope-based data elements if electronic data is not provided or as needed.

Customer Responsibilities

- Attend scheduled product sessions
  - Product Overview Session
  - Data Import requirements session
    - Review state reportable compliance data set to import into Special Programs modules as a one-time raw data import.
    - Up to 7-years of historical pdfs (non-editable) as file attachments to PowerSchool Special Programs student document library
  - Integration Deep Dive
  - Working Sessions as scheduled
  - Data Migration Verification
- Identify data integration monitoring resource
  - Review standard integration layouts provided by PowerSchool between PowerSchool Student Information Systems. Modifications to the standard integration layouts or extended custom fields may result in additional fees.
- Identify all electronically available data has been submitted for import into PowerSchool Special Programs
- Consult with the PowerSchool Application Specialist, as needed, for any questions regarding the import process
- Prepare data in PowerSchool provided import templates/mapping guides and submit via PowerSchool's secure workspace in accordance with the established project timeline.

  NOTE: PowerSchool is NOT responsible for data extraction from legacy systems or coordinating with third-party vendors. PowerSchool is not responsible for any data discrepancies and data gaps identified during migration effort, which may require additional scope of service and may incur additional cost.
- Attend a data migration review meeting to validate and verify/confirm provided data is in the needed format. Resolve all data errors identified after import file review prior to initial migration **OR** attend standard data input interface review meeting for guidance on manual data entry into PowerSchool (if data is not available for import).

- Confirm final data validation for production go live.
- Sign off on Milestone Checklist 2 has been signed off
- Sign off on Milestone Checklist 3 has been signed off

Completion Criteria

This phase will be considered complete when:

- Product Overview Session has been delivered.
- All working sessions have been delivered and all associated tasks have been completed.
- Integration Deep Dive has been delivered.
- Customer has provided data import files in PowerSchool template format and all errors have been resolved. (Initial data verification (Pre-Import)) **OR** front-end data entry guidance has been provided if electronic data is not available for import.
- Data import and production cutover requirements session has been delivered
- PowerSchool has completed initial import and data verification has been completed (Production Data Verification (Post Import)).
- All Milestone Checklists has been signed off

Monitoring and Controlling Phase

The monitoring and controlling phase of PowerSchool Special Programs implementation consists of providing assistance with scheduling training sessions with the PowerSchool Customer Education Team, if applicable. In addition, a review of any outstanding entries in the communication log will be completed.

PowerSchool Responsibilities

- Assist customer with requesting resources for training sessions with PowerSchool Customer Education Team, as needed.
- Review Implementation Communication Log and validate all recorded items have been addressed appropriately.

Customer Responsibilities

- Ensure necessary training sessions are scheduled and confirmed with PowerSchool Customer Education Team.
- Review Implementation Communication Log and validate all recorded items have been addressed appropriately.
- Sign off on Milestone Checklist 4

Completion Criteria

This phase will be considered complete when:

- All necessary end user trainings have been scheduled with the PowerSchool Customer Education Team. Training does not have any dependencies on implementation completion.
- All items entered on the Implementation Communication Log have been addressed appropriately.
- Milestone 4 Checklist has been signed off by customer.

PowerSchool Special Programs
Guided Statement of Work

Closing Phase

The closing phase of PowerSchool Special Programs implementation consists of the official project close out meeting. You will be asked to complete a customer satisfaction survey to provide feedback on your experience throughout the implementation phases. At this time, information regarding support and other post-implementation resources will be shared.

Customer Responsibilities

- Attend project close-out meeting
- Final project sign-off
- Understand how to access post-implementation resources

PowerSchool Responsibilities

- Deliver project close-out meeting
- Introduce customer post-implementation resources
- Provide final project sign-off

Completion Criteria

This phase will be considered complete when:

- All project deliverables have been completed
- Project close-out meeting has been completed
- Services to support process has been reviewed
- Additional post-implementation resources have been reviewed
- Final project sign-off has been completed.

PowerSchool Enrollment Charter
Statement of Work

Initiating (Pre-requisites before Planning)

The schools, grades, and number of students confirmed by the District during pre-planning can be located within the signed contract between the District and PowerSchool Enrollment.

PowerSchool Responsibilities

- Provide Intake Survey and Statement of Work.

Customer Responsibilities

- Complete intake survey and review the Statement of Work

Planning

PowerSchool Responsibilities

- Schedule and conduct the Kickoff Meeting.
    - The Charter Model implementation timeline is seventy (70) calendar days from the date of the kick-off meeting
- Use the Project Planner to define a project timeline with milestones and dates, along with important decisions and notes from the meeting.
- Create and permission user account for District Project Lead
- Establish cadence of recurring check-ins.
- Send a request for Lottery Survey that defines Application and Lottery requirements

Customer Responsibilities

- Attend the Kickoff Meeting with key stakeholders.
- Grant permission for data read/write process and establish environment to be used and timeline.
- Confirm school and grade list presented by Project Manager
- Collaborate internally and with PowerSchool Enrollment Implementation Project Manager schedule recurring check-ins
- Complete and return the Lottery Survey that defines Application and Lottery requirements

Completion Criteria

This activity will be considered complete when:

- The Kickoff Meeting is conducted.
- Registration log-in information is sent to the District project lead.
- Implementation project milestones are established.
- District Project Lead account has been created and permissioned.
- Date read/write process plan is established.
- School and grade list is confirmed.
- Cadence of check-in meetings is established.
- Lottery Survey is returned to Project Manager

Enrollment Charter Statement of Work

Maintenance Access (PowerSchool Student Information System Users Only):

At various points during the implementation, PowerSchool Enrollment Services will need to access your PowerSchool SIS system in order to set up the system of record that will influence set up in PowerSchool Enrollment system.

When accessed, the Implementation Team's activities will be limited to restricted configuration and review of data set up:

- Restricted configuration of system settings will be restricted to Plugin Configuration only. This includes enablement of API Plugin and/or installation of Parent/Admin SSO Plugin(s).
- Maintenance Access will be primarily used for review of set up. This review will inform setup of Enrollment configuration(s) and will be limited to areas that are relevant to Enrollment purposes.

By signing this document, you will agree to allow your Implementation Team to access your PowerSchool SIS using Remote Support access using the Maintenance login.

If you are a single school within a district or other conglomerate using a PowerSchool SIS in which some schools are NOT to receive the Enrollment functionality being deployed in this SOW, your signature of this document is also confirmation that this has been approved by IT or other Administration who oversee the PowerSchool SIS"

Note: This may require you to enable remote support by following the steps provided in this Article: https://help.powerschool.com/t5/PowerSchool-Security/How-to-Enable-Remote-Support/ta-p/12331

Enrollment Charter Statement of Work

Authentication Services

As part of these services, PowerSchool will assist the customer to configure Single Sign On (SSO) for the PowerSchool product(s) undergoing implementation under the scope of this statement of work. PowerSchool will assist with the enablement of the PowerSchool AppSwitcher for any other live PowerSchool product(s) (i.e. already implemented) where AppSwitcher is supported. This will be a one-time setup for which the PowerSchool implementation team will assist with the setup and configuration of the authentication services for live product(s), and the currently implemented product(s). Lastly, PowerSchool will assist with the enablement of the integration between Enrollment and MyPowerHub. PowerSchool Enrollment Services is only capable of configuring MyPowerHub for the PowerSchool Enrollment product. The scope of this configuration covers basic steps for setup from Enrollment to an existing MyPowerHub. Consulting, integrating, or troubleshooting MyPowerHub as it relates to other PowerSchool products with which it is used is not covered in the scope of the services represented herein.

PowerSchool Responsibilities

- Update user accounts to ensure matching between systems
- Configure SSO
- Configure AppSwitcher with current and new PowerSchool products
- Configure integration between Enrollment and an existing MyPowerHub setup

Customer Responsibilities

- Identify and enable the Identity Provider (IDP) for setting up of SSO
- Test the setup of any Authentication Services provided for Appswitcher and/or MyPowerHub.

Completion Criteria

- Customer signs the final checklist that Authentication Services are complete

Enrollment Charter Statement of Work

Executing - Solution Configuration

PowerSchool Responsibilities

- Schedule and conduct Solution Deliverables Meeting.
- Determine a configurations and revisions timeline.
- Provide District with access to Configurations Request Sheet.
- Consult on best practices to guide the District through making configuration requests and subsequent configuration revisions.
- Complete requests within scope guidelines:
    - Charter Scope covers configuration of up to three (3) forms and corresponding workspaces
        - If additional forms are needed beyond the number of forms covered with this scope, additional forms and implementation services can be purchased
    - Up to 20 hours of solution configuration
        - Configuration is defined as district/school revisions of forms, lottery and deliveries
        - If further revision is needed beyond these hours, additional consulting hours can be purchased to supplement further configuration
    - VANCO Payment & Payment reports enabled, if needed
    - Access to learning materials (videos, FAQs, templates) to support client in taking command of solution.
- PowerSchool Project Manager presents Application, School Choice/Lottery, Intent to Return, and Combined Registration/Bio Update
    - Seating caps in place within the District will be confirmed

Customer Responsibilities

- Attend the Solution Deliverables Meeting.
- Adhere to configurations and revisions timelines as determined in the Solution Deliverables Meeting.
- Provide initial configurations using the Configurations Request Sheet.
- Coordinate with the PowerSchool Implementation Project Manager to revise initial revisions to configurations.
- Provide final form configuration revisions and confirm completion of configurations.
- District confirms plans and priorities for lottery process.
    - Confirm seating caps

Completion Criteria

This activity will be considered complete when:

- The Solution Deliverables Meeting is conducted.
- A configurations and revisions timeline is established.
- Configurations and subsequent revisions are provided to the PowerSchool Implementation Project Manager.
- Completion of form configurations is confirmed by the District.

Enrollment Charter Statement of Work

Assumptions

The District is responsible for making sure all form content is present, correct, and to federal/state standards.

All solution configurations must be completed within the time designated in the provided project timeline.

Localization will be provisioned if a subscription is purchased (some bundles include up to one language). Each language requires its own subscription, and multiple languages will be provisioned if the corresponding subscription is booked. If localization is purchased, the client will layer translations into forms using Form Builder self-service tool. If desired, ten (10) additional consulting hours can be purchased per language for PowerSchool Enrollment Services to layer in client-provided translations. Please note that PowerSchool cannot provide translation services for any language purchased for localization.

Scope

The District is responsible for providing basic information on their student information system set up for import and delivery compliance. This may include dropdown values, field type/structure, and in general information on how data is stored so that the PowerSchool Enrollment Implementation Project Manager can construct a solution that will best collect and deliver data in a compatible format.

The District is also responsible for maintaining and updating their supplemental documents that are linked within the PowerSchool Enrollment online form. PowerSchool Enrollment is able to link to the document file on the District-hosted page or website from within the online form, but the District is responsible for updating the content within the document file throughout the year.

Training and Readiness

PowerSchool Responsibilities

- Create permission profiles, create and permission all applicable user accounts, enable email and letter communication methods, upload the default notification templates, and will provide consultation on staff training and communication plans.

Customer Responsibilities

- Collaborate to create and approve email and/or letter communications
- Participate in training
- Agree to a Go-Live plan for each module

Enrollment Charter Statement of Work

Data Pre-Population

PowerSchool Responsibilities

- Provide instructions to extract and import student records into the PowerSchool Enrollment Roster Workspace.

Customer Responsibilities

- Confirm the academic session (grade-school pre-population fields).
- Review imported data to ensure it is correct and complete.

Scope

If records are received from an application other than the PowerSchool Enrollment Application, one (1) file import into the application will be permitted. This will allow records gathered from other sources to be included in the lottery. The Client is responsible for preparing the file and making any adjustments to data. If additional imports are needed, additional consulting hours can be purchased to supplement the one (1) file import.

Monitoring - User Acceptance and Delivery Testing

PowerSchool Responsibilities

- Ensure solution is functional and adheres to best practices by performing standard QA/testing procedures.

Customer Responsibilities

- Collaborate in the creation and testing of three (3) test records to ensure interoperability between Student Information System and Enrollment solution with multiple input variations.
- Perform final testing of the live solution to ensure all elements are in place and ready for launch.
    - Form Content
    - Form and Field Structure
    - Form Field Requirements
    - SmartForm Logic
    - Record Approval Process
    - Record Delivery to SIS
        - Verify records are delivered and stored in SIS as expected
- Perform final testing of the Lottery to ensure all elements are in place and ready for launch: o Priorities
    - Weights
    - Seating caps
    - Sibling Preferences
    - Multiple birth preferences
    - Communication templates

Enrollment Charter Statement of Work

Completion Criteria

This activity will be considered complete when:

- Requisite testing has been completed by the PowerSchool Enrollment Implementation Project Manager.
- The district has completed end-to-end testing within five (5) business days of notification of readiness for testing.
- The client has confirmed that delivery is set up as expected by reviewing records stored in SIS

Scope

PowerSchool Enrollment's QA process will focus on the technical aspects of the solution to ensure it is accessible, functional, and adheres to best practices. It is the District's responsibility to ensure all agreed-upon content is present, form/field logic is behaving as requested, and record approval and delivery is functioning as expected.

Delivery will be set up according to database integration PowerSchool Enrollment's best practice. API Delivery will be available to PowerSchool SIS and eSchoolPlus customers. File delivery will be set up for all other customers. Supplemental file deliveries can be set up for API Deliveries where API cannot deliver to specific fields in the client's database. If a supplemental file delivery exceeds 20 fields, additional consulting hours will need to be purchased. The file delivery will be made available to the client either through an SFTP folder or through an export. PowerSchool Enrollment Services is only capable of configuring the export out of Enrollment. The client is responsible for any related SIS configuration necessary to import the file into SIS. PowerSchool SIS and eSchoolPlus SIS customers may purchase additional KTO hours for assistance with SIS import configurations.

Please note that the scope includes set up and testing for delivery to the production instance of the client's Student Information System. If the client needs to set up delivery to a test instance of the client's Student Information System, then additional consulting hours will need to be purchased to supplement the implementation.

Enrollment Charter Statement of Work

Go-Live

PowerSchool Responsibilities

- Provide the Client project lead with launch confirmation and instructions for making the solution available to families and administrators.

Customer Responsibilities

- Provide launch readiness confirmation.

Scope

It is the District's responsibility to ensure training is completed by all staff who will be interacting with the administrative workspace toolset. If additional instructor-led or video-based staff training is desired, training packages are available for purchase.

The District is also responsible for customizing their communication templates and creating and managing their administrators' user accounts.

Launch instructions, including confirmation of completion for all PowerSchool Implementation Responsibilities, will be provided by the PowerSchool Enrollment Implementation Project Manager on or before end of business on the date specified in the project timeline. However, it is the District's responsibility to open and make their solution available for families and administrators.

Assumptions

PowerSchool Enrollment discourages opening solutions outside of normal business operating hours. This includes evening and weekend openings. Districts own their Launch date and process, but PowerSchool Enrollment recommends liaising with their PowerSchool Enrollment Implementation Project Manager to ensure best practice compliance.

Closing

PowerSchool Responsibilities

- Transition the client to Support and provide post-project support instructions.

Customer Responsibilities

- Contact the Support Team with any post-project requests.

Completion Criteria

This activity will be considered complete when:

- The Client has been introduced to their new Dedicated Point of Contact and instructions for post-project support have been provided to the Client.

Enrollment Charter Statement of Work

Primary Integration Contact Roles & Responsibilities

Roles and Responsibilities
Project Lead: Main contact for the PowerSchool Enrollment implementation project **Solution Design:** Responsible for deciding which content should be included in the online Registration process. **Data Integration Design:** Has full access to/knowledge of the SIS and ability to extract data. **Administrative Tool Design:** Responsible for requesting any revisions to the administrative toolset within the Workspaces. **Training Program Design**: Responsible for scheduling and executing a training program for end users.

Project Timeline and District Expertise
The Implementation process requires that the District be prepared to dedicate time and resources with the requisite expertise to prepare for end users to begin using PowerSchool Enrollment in the District. The District must: • Review and test all technical components to ensure they are built to agreed-upon specifications • Review the Online Video Tutorials to establish a baseline command of the tools required. • Populate PowerSchool Enrollment with student data. • Assign permissions to staff as needed. The work conducted by the District must be planned throughout the implementation for deadlines to be met. The District may elect to expand their implementation team and delegate tasks accordingly. To ensure success, designate staff resources to the Implementation who possess: • An understanding of how the District intends to use PowerSchool Enrollment • Technical expertise commensurate with the District tasks defined throughout the SOW. • The ability and access to extract data from the District's student information system (SIS).

Timeframe
The standard implementation is seventy (70) consecutive calendar days. Make sure you plan to have your Kickoff Meeting so that you can maximize the time for implementation for the next seventy (70) calendar days to avoid vacations and holidays.

Meetings
Your PowerSchool Enrollment Implementation Project Manager will schedule check-in meetings during implementation. These calls will also be checkpoints at which to track progress and ensure deadlines are being met. They will also allow for consultation on any implementation steps assigned. It is critical that the District project team be prompt and prepared for each meeting.

PowerSchool
Powering Brighter Futures

PowerSchool Group LLC
150 Parkshore Dr., Folsom, CA 95630
Quote #: Q-1068437 - 1
Quote Expiration Date: 31-DEC-2024

Sales Quote - This Is Not An Invoice

Prepared By:	Abigail Grone	Customer Contact:	Loren Colman
Customer Name:	The Museum School of East Dallas	Title:	Founder
Enrollment:	150	Address:	
Contract Term:	36 Months	City:	
Start Date:	8-NOV-2024	State/Province:	
End Date:	7-NOV-2027	Zip Code:	
		Country:	
		Phone #:	5125773417

Product Description	Quantity	Unit	Extended Price
Initial Term 8-NOV-2024 - 7-NOV-2025			
License and Subscription Fees			
PowerSchool SIS Hosted Subscription	150.00	Students	USD 3,500.00
PowerSchool SIS Hosting SSL Certificate	1.00	Each	USD 400.00
PD+ Subscription	150.00	Students	USD 1,685.00
Lesson Planner for PS SIS	1.00	Each	USD 0.00
PowerSchool Enrollment Charter for PS SIS	150.00	Students	USD 10,000.00
Powerschool Special Programs SECM SaaS	150.00	Students	USD 2,000.00
PowerSchool Special Programs 504 - Add-On Module Saas	150.00	Students	USD 2,000.00
		License and Subscription Totals:	**USD 19,585.00**
Professional Services and Setup Fees			
PowerSchool SIS Deployment - Guided	1.00	Each	USD 12,670.00
PowerSchool Enrollment Charter Implementation PS SIS	150.00	Students	USD 4,780.00
Enrollment Consultation Remote	10.00	Hours	USD 2,400.00
PowerSchool Special Programs Deployment - Guided	1.00	Each	USD 11,770.00
		Professional Services and Setup Fee Totals:	**USD 31,620.00**
Training Services			
SIS Per Person Per Day Training/Certification Remote	9.00	Each	USD 3,420.00
Enrollment Per Person Per Day Training Remote	2.00	Each	USD 760.00
Special Programs Per Person Per Day Training Remote	9.00	Each	USD 3,420.00
		Training Services Total:	**USD 7,600.00**

Subscription Period Total

Subscription Period	**8-NOV-2024 - 7-NOV-2025**

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Amount To Be Invoiced	**USD 58,805.00**

Annual Ongoing Fees as of 8-NOV-2025 - Fees subject to an annual uplift, which will be reflected on renewal quote

PowerSchool SIS Hosted Subscription	150.00	Students	USD 3,500.00
PowerSchool SIS Hosting SSL Certificate	1.00	Each	USD 400.00
PD+ Subscription	150.00	Students	USD 1,685.00
Lesson Planner for PS SIS	1.00	Each	USD 0.00
PowerSchool Enrollment Charter for PS SIS	150.00	Students	USD 10,000.00
Powerschool Special Programs SECM SaaS	150.00	Students	USD 2,000.00
PowerSchool Special Programs 504 - Add-On Module Saas	150.00	Students	USD 2,000.00

Annual Ongoing Fees Total: **USD 19,585.00**

Fees charged in subsequent periods after the duration of this quote will be subject to an annual uplift. Customer understands the above Annual Ongoing Fees for the next subscription period do not include the annual uplift, which will be applied at the time of renewal. On-Going PowerSchool Subscription/Maintenance and Support fees are invoiced at the then current rates and enrollment per terms of the main agreement executed between PowerSchool and Customer ("Main Services Agreement"). Any applicable state sales tax has not been added to this quote. Subscription Start and End Dates shall be as set forth above, which may be delayed based upon the date that PowerSchool receives your purchase order. If this quote includes promotional pricing, such promotional pricing may not be valid for the entire duration of this quote. All invoices shall be sent to Customer upon or promptly after execution of this quote, unless otherwise set forth in the applicable statement of work or Main Services Agreement (e.g., services billed on time and material basis will be invoiced when such services are incurred). Notwithstanding anything to the contrary in the Main Services Agreement, if Customer pays in advance for any professional services, all professional services must be scheduled and delivered within twelve (12) months of the applicable quote start date, unless otherwise agreed in writing by PowerSchool; any portion of any prepaid amount for professional services that has not been used by Customer toward professional services rendered within such twelve (12) month period will be forfeited. Payment shall be due to PowerSchool before or on the due date set forth on the applicable invoice. All purchase orders must contain the exact quote number stated within. Customer agrees that purchase orders are for confirming this order and its own internal purposes, and no other. Any credit provided by PowerSchool is nonrefundable and must be used within 12 months of issuance. Unused credits will be expired after 12 months. Treatment of purchase orders are governed as provided in the Main Services Agreement. By execution of this quote, or its incorporation, this and future purchases of subscriptions or services from PowerSchool are subject to and incorporate the terms and conditions found at:
https://www.powerschool.com/MSA_Mar2024/

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Statement of Work

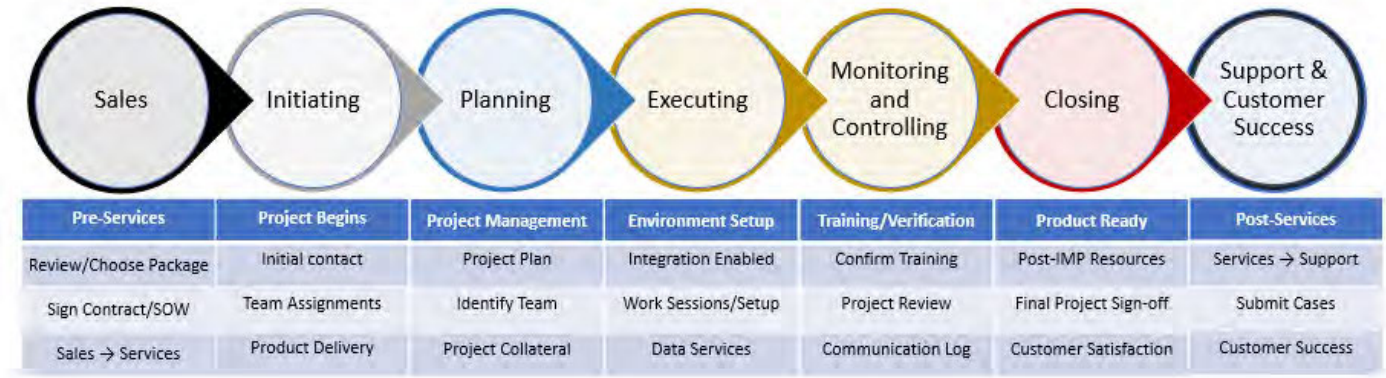
Purpose of Document

The purpose of this Statement of Work ("SOW") between PowerSchool Group LLC ("PowerSchool") and Customer ("You", "Your") is to outline the process, approach, and completion criteria for each step of the process to implement PowerSchool. This document covers the roles and responsibilities of the PowerSchool Project Manager, Implementation Specialist(s), and Customer in each step of the PowerSchool implementation process, serving as an outline of services PowerSchool is expected to deliver. This SOW calls out specific functional areas of PowerSchool that are covered for implementation services and level of coverage.

Successful implementation of new software requires proven project management and methodology. The timeline will be mutually adapted within a project management tool between PowerSchool and the Customer. PowerSchool provides a comprehensive package of services designed to ensure Your PowerSchool deployment project meets Your unique needs and expectations. Additional training, consulting and customization services can be purchased to help augment additional needs You may have with Your PowerSchool deployment. The delivery of Professional Services contained in this document will be provided remotely. If travel is required, all travel related expenses will be invoiced as incurred.

We will partner with You and be Your liaison to PowerSchool during the implementation. You will have a project team to help you, as a Customer, connect to other PowerSchool services and support, while also providing project planning, communication, project execution, and product specialist consulting. For a successful PowerSchool implementation, it is important that You understand the responsibilities, carve out the time required and keep on pace with the timeline. This will involve gathering information, helping Your team come to agreement on configuration and data standardization, your own product training and monitoring other staff assigned training for completion, adjusting desk level procedures, and planning for go live among several other tasks. The overall steps included in a project are outlined below.

This Statement of Work is subject to the terms and conditions of the current master agreement between the parties and any associated policies, pursuant to which PowerSchool has licensed the PowerSchool application to the Customer.



General Assumptions

1. Implementation services will be delivered remotely unless onsite services are purchased separately.
2. Client is to provide a data extract to PowerSchool in accordance with Tiered Service package selected (if needed).
3. Implementation timeline is stated within the Planning Phase, extending the timeline may require the customer to purchase additional services.
4. Implementation services are completed when delivered and the deliverable acceptance procedure is complete.
5. Additional services are available and can be purchased for items out of the scope of implementation (see Project Change Control and Escalation Change Procedure section of this document).
6. Customer will adhere to the active PowerSchool Cancellation Policy. "Services Cancellation: Licensee shall pay a cancellation charge equal to fifty percent (50%) of the services fee and any non-refundable expenses incurred by PowerSchool if Licensee cancels any scheduled professional services less than fourteen (14) days before the occurrence of any service dates that PowerSchool has scheduled at Licensee's request."
7. Customer must identify a designated Customer project lead before the project kick-off meeting. The Customer project lead will be responsible for delivering all sections of the "Customer Responsibilities" included in the SOW in a complete manner within the project timeline.
8. The designated Customer project lead should be an employee of the organization implementing PowerSchool. Customers that hire third-party organizations to act on the behalf of the Customer for implementation may be required to sign a waiver form provided by PowerSchool, indicating that the third-party organization is authorized to act on the Customer's behalf when interacting with PowerSchool. The Customer will be responsible for maintaining proper communication channels with third party organizations hired by the Customer.
9. All sign offs must be done by an employee and designated signatory of the Customer. Third party entities engaged by the Customer are not acceptable signatories for any project sign offs.
10. The PowerSchool Project Manager and/or Application Specialist will guide Customer to available procedures, guidelines, standards, reference materials and system/application documentation.
11. Implementation Services is assuming the product will be deployed as-is, items outside of Scope of Work must go through the change control procedures (see Project Change Control and Escalation Procedure in this document).

Deliverables Acceptance Procedure

Deliverables Acceptance

This Statement of Work outlines PowerSchool deliverables for each phase of the implementation project in the PowerSchool Objections and Completion Criteria sections. Each deliverable will be reviewed and accepted in accordance with the following procedure:

- Deliverable will be submitted or delivered to the Customer project lead or designated Customer team member. It is the Customer project lead's responsibility to review and accept deliverable as complete.
- Within six (6) business days of completion of the project the Customer project lead will either accept the final deliverables or provide the PowerSchool implementation specialist a written list of objections. If no response from the Customer project lead is received within six (6) business days, then the deliverables will be deemed accepted, unless the Customer requests an extension.
- The PowerSchool implementation specialist will consider the Customer's objections within the context of PowerSchool's obligations as stated within this Statement of Work. Revisions agreed to by PowerSchool will be applied at which time the deliverables will be reviewed within six (6) business days and the Customer project lead either will accept the deliverables or provide the PowerSchool implementation specialist a written list of objections. If no response is received within six (6) business days, then the deliverables will be deemed accepted, unless the Customer requests an extension.
- Customer objections that are not agreed to by PowerSchool will be managed in accordance with the Project Change Control Procedure described below. If resolution is required to a conflict arising from Customer's objection to a deliverable, the Customer and PowerSchool will follow the Escalation Procedure described below.
- All deliverables required to be delivered hereunder are considered to be owned by PowerSchool with unlimited internal use by the Customer, unless otherwise noted.

Project Change Control and Escalation Procedure

Project Change Control

The following process will be followed if additional services to this Statement of Work are required or desired.

- A Project Change Request (PCR) will be the vehicle for communicating change. The PCR must describe the change, rationale for the change and the effect the change will have on the project.
- The designated Customer project lead will review the proposed change and recommend it for further investigation or reject it. A PCR must be signed by the authorized Customer project lead to authorize quote for additional services. If the Customer accepts additional services and charges, a change to the original purchase order or new purchase order is required. Change to this Statement of Work through additional addendum will authorize additional scope and work.
- A written Change Authorization and/or PCR must be signed by authorized representatives from both parties to authorize implementation of the investigated changes. Until a change is agreed upon in writing, both parties will continue to act in accordance with the latest agreed version of the SOW.

Customer Escalation Procedure

The following procedure will be followed if resolution is required for a conflict arising during the project

- **Level 1:** Customer project lead will notify PowerSchool Project Manager via email with details of escalation.
- **Level 2:** If the PowerSchool Project Manager cannot provide resolution or path to resolution five (5) business days from receipt of level 1 escalation email, the Customer project lead will notify PowerSchool manager via email to – pmoleadership@powerschool.com
- **Level 3:** If the concern remains unresolved after Level 2 intervention, resolution will be addressed in accordance with Project Change Control Procedure or termination of this SOW under the terms of the Contract.

During any resolution, PowerSchool agrees to provide services related to items not in dispute, to the extent practicable, pending resolution of the concern. The Customer agrees to pay invoices per the Contract, as rendered.

PowerSchool

Student Information System

Guided Statement of Work

Initiating (Pre-requisites before Planning)

PowerSchool Responsibilities

- Send Welcome Email with Statement of Work
  - Identify PowerSchool Project Team
  - Project Manager
  - Implementation Specialist(s)
- Send Customer access to the following:
  - Project Plan

Completion Criteria

This activity will be considered complete when:

- Customer reviews Statement of Work

Planning

PowerSchool Responsibilities

- Schedule and conduct a kick-off meeting
  - Guided Model is sixty (60) calendar days from the date of the kick-off meeting
- Provide introduction to the Support site
- Explain the implementation process
- Schedule the PowerSchool implementation and training resources based on project timeline
- Update the Project Plan to include implementation timing and resources
- Schedule regular Status Calls as needed

Customer Responsibilities

- Attend kick-off meeting and all subsequent meetings and training required
- Utilize the online Project Plan and Training Plan throughout the project to stay up to date
- Complete the PowerSchool Intake Survey based on information gathered from key stakeholders, and delivery the following:
  - Supporting documents as required (i.e. location, staff and student count, district info, etc.)
  - Extract and convert required data from Customer legacy system to PowerSchool provided templates and format (Data conversion services are available for additional purchase)
- Plan for training and ensure users attend required training sessions
- Update the Project Plan to indicate client tasks completed
- Manage customer business process change throughout the project
- Notify designated PS point of contact when Your Intake Survey is complete

PowerSchool

Student Information System

Guided Statement of Work

Completion Criteria

This activity will be considered complete when:

- The kick-off meeting is completed
- The Project Plan is updated based on discussed timelines
-

Authentication Services

As part of these services, PowerSchool will assist the customer to configure Single Sign On (SSO) for the PowerSchool product(s) undergoing implementation under the scope of this statement of work. Additionally, the PowerSchool team will assist with the enablement of the PowerSchool AppSwitcher for any other live PowerSchool product(s) (i.e. already implemented) where AppSwitcher is supported. This will be a one-time setup for which the PowerSchool team will assist with the setup and configuration of the authentication services for live product(s), and the currently implemented product(s).

PowerSchool Responsibilities

- Update user accounts to ensure matching between systems
- Configure AppSwitcher wfor PowerSchool SIS

Customer Responsibilities

- Identify and enable the Identity Provider (IDP) for setting up of SSO
- Configure SSO
- Test the setup of Authentication services and AppSwitcher

Completion Criteria

- Customer signs the final checklist that Authentication Services are complete

Executing

Configuration Collection: Customer Critical Responsibilities

- Consult with customer stakeholders and provide answers to follow-up questions regarding configuration elements.
- Extract data from legacy system into PowerSchool provided templates
- Complete IPT Training
- Complete PD+ SIS implementation learning paths

Completion Criteria

This activity will be considered complete when:

- Configuration collection, associated documentation and data templates are complete and provided to PowerSchool
- Customer sign off on configuration phase

Customer Critical Responsibilities

- Extract and convert required data from customer legacy system to PowerSchool provided templates and format *(Data conversion services are available for additional purchase.)*
- Customer imports data into PowerSchool using PowerSchool import tools
- **Data Validation** - Once data is imported into PowerSchool, the PowerSchool implementation specialist will provide documentation and best practice for validating data in PowerSchool using reporting and visual methods. The customer will have final responsibility for the validation and confirmation of accuracy of their data.
- Validate data in PowerSchool and obtain concurrence from key school stakeholders.

Completion Criteria

This activity will be considered complete upon:

- Customer has imported all provided data
- Customer validates new data in PowerSchool
- Customer signs off on data phase

PowerSchool

Student Information System

Guided Statement of Work

Security Setup

PowerSchool Implementation Responsibilities

- Conduct a security functionality and review meeting
- Make best practice recommendations on common security group usage
- Provide an overview of page permission functionality
- Review how to manage User Access and Co-Teaching roles
- Review field level security
- Review Data Validation Rule Status

Customer Critical Responsibilities

- Attend knowledge transfer meeting of security functionality
- Review security user guides and training
- Evaluate the hierarchy and functional roles for administrative staff
    - Align administrative staff to the correct security group and role utilizing best practice recommendations and security documentation

Completion Criteria

This activity will be considered complete when:

- The security functionality and options review meeting are complete

Closing

PowerSchool Implementation Responsibilities

- Review and track project deliverables
- Introduce customer to support contact methods
- Provide final project sign off to customer

Customer Critical Responsibilities

- Review completed project deliverables prior to implementation completion
- Understand that support will become primary contact for customer
- Complete User Acceptance Training (UAT)
- Complete project Deliverables Checklist

Completion Criteria

This activity will be considered complete when PowerSchool:

- Delivers documented final PowerSchool project deliverables
- Delivery of final deliverable signoff documentation

PowerSchool

Student Information System

Guided Statement of Work

Appendix A

Guided Implementation Overview

Implementation Session	Topics	District Attendees	PowerSchool Attendees
Pre-planning Call (30 minutes)	• Project Scheduling • Desired launch dates • Blackout dates	Client Enrollment Lead/Project Team	Project Manager
Kick Off (60 minutes)	• Review implementation process • Introduce Team • Outline expectations • Project Goals and Objectives • Review Project Plan • Review Training Resources • Review agenda items for next meeting • Review Project Risks • 10-Second Sentiment Survey	Data Lead/Contact Database Admin Training Contact	Project Manager Application Specialist
System/District Configuration (2 hours)	• Review project plan • Guided session to review best practice configuration set up for: • System Set up (see project plan for set up items) • District Set up (see project plan for set up items) • Batch School Setup (for future years) • Review agenda items for next meeting • Review Project Risks • 10-Second Sentiment Survey	Lead/Contact Database Admin Training Contact	Application Specialist
Elementary School Configuration (2 hours)	• Review project plan • Guided session to review best practice configuration set up for: • School Set up (see project plan for set up items) • Review agenda items for	Lead/Contact Database Admin Training Contact	Application Specialist

	next meeting • Review Project Risks • 10-Second Sentiment Survey		
Secondary School Configuration (2 hours)	• Review project plan • Guided session to review best practice configuration set up for: • School Set up (see project plan for set up items) • Review agenda items for next meeting • Review Project Risks • 10-Second Sentiment Survey	Lead/Contact Database Admin Training Contact	Application Specialist
Security/SSO Overview (2 hours)	• Review Project Plan • The Implementation Specialist will provide an overview of PowerSchool Security and share best practices for user security: • Groups • User by Group • Roles Administration • Access to Page Permissions • Field Level Permissions • Password Rules Management • State/Compliance Report Security • SSO Overview • Review agenda items for next meeting • Review Project Risks • 10-Second Sentiment Survey	Lead/Contact Database Admin Training Contact	Application Specialist

PowerSchool

Student Information System

Guided Statement of Work

Data Template Overview #1 (2 hours)	• Review Project Plan • Review Core Data Import Templates • Student (Student number Verification • Staff • Courses • Sections • Student Schedules • Historical Grades • Reenrollments • Contacts • Student Email • Review agenda items for next meeting • Review Project Risks • 10-Second Sentiment Survey	Lead/Contact Database Admin Training Contact	Application Specialist

Data Template Overview #2
(2 hours)
	• Review Project Plan
	• Review Core Standard & Comprehensive Import Templates
	  o Standards
	  o Test Scores
	  o Discipline Log Entries
	  o Comment Bank
	• Review agenda items for next meeting
	• Review Project Risks
	• 10-Second Sentiment Survey
		Lead/Contact
		Database Admin
		Training Contact
			Application Specialist

PowerSchool

Student Information System

Guided Statement of Work

Data Manager #1 (2 hours)	• Review Project Plan • The Implementation Specialist will walk through how-to import data via Quick Import • The Implementation Specialist will review Data Validation after Import steps • Additionally, a brief overview will be provided of where data imported for the customer resides in the system • Review agenda items for next meeting • Review Project Risks • 10-Second Sentiment Survey	Lead/Contact Database Admin Training Contact	Application Specialist
Import Troubleshooting #1 (2 hours)	• Review Project Plan • The Implementation Specialist will help the customer with troubleshooting data import issues • Review agenda items for next meeting • 10-Second Sentiment Survey	Lead/Contact Database Admin Training Contact	Application Specialist
Data Manager #2 (2 hours)	• Review Project Plan • The Implementation Specialist will walk through how-to import data via Data Import Manager (to include Student Email) • Additionally, a brief overview will be provided of where data imported for the customer resides in the system • Review agenda items for next meeting • Review Project Risks • 10-Second Sentiment Survey	Lead/Contact Database Admin Training Contact	Application Specialist

PowerSchool

Student Information System

Guided Statement of Work

Reports Overview (2 hours)	• Review Project Plan • Reports Overview of the following: o Data Grids (Attendance, At Risk, Health, Incidents) o System Reports o State Reports o Object Reports o Enterprise Reporting o Running Student Reports • Review agenda items for next meeting • 10-Second Sentiment	Project Lead Database Administrator Key internal Stakeholders	Application Specialist
State/Provincial Reporting Overview (2 hours)	• Review State Reporting Guide • Provide access to available Compliance Resources • Provide Best Practices recommendations o District, School, Student, Staff, Courses, Sections, as applicable • Review agenda items for next meeting • 10-Second Sentiment	Lead/Contact Compliance Rptg Lead Database Admin Training Contact	Application Specialist

PowerSchool

Student Information System

Guided Statement of Work

Go-live Readiness (2 hours)	• The Implementation Specialist will review the Implementation Check with client • The Implementation Specialist will review the Deliverables Checklist with client and identify tasks needing to be completed • Client makes necessary modifications post-session • Review agenda items for next meeting • 10-Second Sentiment Review agenda items for next meeting • 10-Second Sentiment	Lead/Contact Database Admin Training Contact	Application Specialist
Production Adoption/Go Live (2 hours)	• The Implementation Specialist and Client will review the Configuration • The Implementation Specialist and Client will review the Deliverables Checklist • Review Project Risks • 10-Second Sentiment Survey	Lead/Contact Database Admin Training Contact	Application Specialist

Appendix B
System Settings

PowerSchool Reviews Critical System Settings:

System-Level Settings		
	Guided	**Comment/Resources**
Email Setup (video available)	Best Practice	Hosted Customer: The system will be set up to enable the automatic sending of system-generated emails. The customer will be responsible for setting up the specific From and Reply-to email addresses on the Email Setup screen. Non-Hosted Customers: The customer will be responsible for setting up their email service on the Email Setup screen. -setup
Password Rules Management	Best Practice	By default, PowerSchool best practices will be set up. The customer can edit these rules on the Password Rules Management screen. **Best Practice:** - 8 characters minimum - Passwords must contain at least 1 uppercase letter, 1 lowercase letter, 1 special character, and 1 numeric character - Passwords expire every 60 days - Passwords can be reused every 5 cycles - Accounts will be locked after 5 incorrect attempts

PowerSchool

Student Information System

Guided Statement of Work

PowerSchool Standard Configuration for District Settings

District-Level Settings		
	Guided	**Comment/Resources**
District Info	Best Practice	The district name, address, and ID will be set up for each school based on the information provided by the customer. Additional settings can be configured by the customer on the District Info screen. Application Specialist will provide an overview of District level configuration settings for State/Provincial Compliance reporting as part of the State/Provincial Overview Session
Districts of Residence	State or System Defaults Only	If districts of residences are defined by state reporting, they will be set up by default, otherwise they will be left blank, per best practice. Additional entries can be made by the customer on the Districts of Residence screen if they choose to use this feature. -residence
Years & Terms	Best Practice (Online Guide)	As best practice, the current school year will be set up using default start and end dates **Default Year:** 20XX-20XX (7/1/20XX - 6/31/20XX) The dates can be adjusted by the customer and additional years can be added on the Years & Terms screen.
Calendar Membership Types	State or System Defaults Only	If required for state compliance, the required values will be entered by default. If not required, default values will be set up and can be adjusted by the customer on the Calendar Membership Types screen. **Default Values:** - Holiday - In Session - Teacher in Services / Professional Development - Vacation - Weather
Entry Codes (from state guidelines or config survey)	Best Practice Or State Defaults Only	If required for state compliance, the required values will be entered by default. If not required, default values will be set up and can be adjusted by the customer on the Entry Codes screen. **Default Values:** - OE | Original Entry - P | Promoted - R| Retained - RT | Returning Student - G | Graduated

Exit Codes (from state guidelines or config survey)	State or System Defaults Only	If required for state compliance, the required values will be entered by default. If not required, default values will be set up and can be adjusted by the customer on the Exit Codes screen. **Default Values:** - EX | Expulsion - EG | Early Graduate - TD | Transfer in District - TO | Transfer Out of State - TS | Transfer in State - GR | Graduated - PR | Promoted - RE | Retained - DE | Death
Scheduling/Reporting Ethnicity Codes or Federal Ethnicity and Race Settings	State or System Defaults Only	If required for state compliance, the required values will be entered by default. If not required, default values will be set up and can be adjusted by the customer on the Scheduling/Reporting Ethnicity Codes screen. **Default Values:** - A | Asian - B | African-American - C | Caucasian - H | Hispanic - I | American Indian - O | Other - P | Pacific Islander
State Special Programs (core module only)	State or System Defaults Only	If required for state compliance, the required values will be entered by default. If not required, the customer can set up their own programs on the Special Programs screen.
Grade Scales	Best Practice	The system will be configured with several grade scales to choose from. Customers can edit the default grade scales or create their own on the Grade Scales screen. **Default Grade Scales:** - 100 Point Scale - A, B, C, D, F - Default (A, A-, B+, B, B, B-, C+, C, C-, D+, D, D-, F)

GPA Calculations (system defaults)	Best Practice (Configuration Session)	The system will be configured with several GPA Calculations to choose from. Customers can edit the default calculations or create their own on the GPA Calculations screen. **Default GPA Calculations:** - Added Value - Simple - Simple Percent - Weighted - Weighted Percent
Schools/School Info (config survey)	Best Practice	School names, school numbers (ID's), and addresses will be set up based on the information provided during the sales process. School numbers (ID's) cannot be changed, so it is very important that these are correct prior to beginning the implementation process. Additional information (principal names, phone numbers, state-required fields, etc.) can be entered by the customer on the Schools/School Info screen. Application Specialist will provide an overview of District level configuration settings for State/Provincial Compliance reporting as part of the State/Provincial Overview Session
Log Types/SubTypes (state codes only)	State or System Defaults Only	If required by state compliance, the required log types will be set up. Otherwise, default log types will be set up and can be adjusted by the customer on the Log Types screen. **Default Log Types:** - Discipline - Health - Counselor - Attendance - Parent Contact - Grade Change
Log Entry Fields	State or System Defaults Only	If required by state compliance, the required fields will be set up. Otherwise, log entry fields and codes can be adjusted by the customer on the Log Entry Fields screen.

Test Scores (ACT, SAT, PSAT defaults only)	Best Practice (Configuration Session)	The following tests and subscores will be set up by default. These tests can be deleted by the customer if they do not apply and additional tests and subscores can be configured by the customer on the Tests screen. **Default Tests:** ACT (Subscores: Composite, Math, Reading, Science, Social Studies, Writing) SAT (Subscores: Total, EBRW, Math) PSAT (Subscores: Total, Math, Reading, Writing
Immunizations (state immunizations/vaccines only)	State Defaults Only	If required by state compliance, the required state immunizations will be set up by default. All other immunizations can be configured by the customer on the Health -> Immunizations screen.
Incident Management (only if required by state reporting)	State Defaults Only	Incident Management is only included if the module is required for state compliance, in which case, the state defaults will be set up. If not required by state compliance, the customer can configure this module post-implementation, but it is not considered in-scope for basic or standard tiered implementations.

Student Information System

Guided Statement of Work

PowerSchool Standard Configuration for School Settings

School-Level Settings Must be setup after server is installed		
	Standard	**Comment/Resources**
State/Provincial Compliance	Best Practice (Online Guide)	Application Specialist will provide an overview of School level configuration settings for State/Provincial Compliance reporting as part of the State/Provincial Overview Session
Years & Terms (from config template)	Best Practice (Online Guide)	The current school year will be set up by default using default start and end dates **Default Year:** 20XX-20XX (8/1/20XX - 6/31/20XX) The dates can be adjusted by the customer and additional years can be added on the Years & Terms screen. The customer is also responsible for configuring additional scheduling terms (examples: semesters, quarters, trimesters) on the Years and Terms screen. https://docs.powerschool.com/PSHSA/20.4/system-admin/scheduling/years-and-terms
Days (from config template)	Best Practice (Online Guide)	By default, 1 cycle day will be set up for each school (Day A). **Default Day:** Day A (A) If additional cycle days are required, the customer can add additional days on the Years and Terms screen and configure/name the days on the Days screen. https://docs.powerschool.com/PSHSA/20.4/scheduling/scheduling-setup/school-parameters#id-.SchoolParametersv19.0.0-EditDays
Periods (from config template)	Best Practice (Online Guide)	By default, the following periods will be set up for each school. The customer can rename, delete, and add additional periods using the Periods screen. **Default Periods:** ATT (Attendance) E (Elementary) P1 (Period 1) P2 (Period 2) P3 (Period 3) P4 (Period 4) P5 (Period 5) P6 (Period 6) P7 (Period 7)

Final Grade Setup (from config template)	Best Practice (Online Guide)	By default, the following grading terms will be set up for each school. The customer can then adjust the terms and dates using the Final Grade/Reporting Terms screen. **Default Terms:** Y1 (8/1/20XX - 6/31/20XX) S1 (8/1/20XX - 12/31/20XX) S2 (1/1/20XX - 6/31/20XX) Q1 (8/1/20XX - 9/30/20XX) Q2 (10/1/20XX - 12/31/20XX) Q3 (1/1/20XX - 3/31/20XX) Q4 (4/1/20XX - 6/31/20XX)
Attendance Conversion (video available)	Best Practice (Online Guide)	By default, the following attendance conversions will be set up for each school. If a different conversion is required, the customer can adjust these on the Attendance Conversions screen. **Default Attendance Conversions:** Elementary Schools = Code-to-Day conversion - Day Value of 0 for the codes: UA, EA, OSS - Day Value of 1 for the codes: Present, UT, ET, ISS, FT Middle/High Schools = Period-to-Day conversion (change to percent-to-time) - 0% -> 0 - 25% -> .25 - 50% -> .5 - 75% -> 1
Bell Schedules (from config template)	Best Practice (Online Guide)	By default, the following bell schedule will be created for each school. The customer can then adjust the periods and start/end times to match their operations. The customer can also create additional bell schedules, as needed (ex. late start, early dismissal, etc.). **Default Bell Schedule:** Name: Regular Day ATT: 7:45 AM - 8:00 AM E: 8:00 AM - 3:00 PM P1: 8:00 AM - 9:00 AM P2: 9:00 AM - 10:00 AM P3: 10:00 AM - 11:00 AM P4: 11:00 AM - 12:00 PM P5: 12:00 PM - 1:00 PM P6: 1:00 PM - 2:00 PM P7: 2:00 PM - 3:00 PM

Calendar Setup (customer sets holidays, etc.)	Best Practice (Online Guide)	By default, the calendar for each school will be set so Monday-Friday are in-session. The customer will be responsible for adjusting the calendars for holidays, in-service days, etc.
Current Grade Display (first term from final grade setup)	Best Practice (Online Guide)	By default, the Q1 (quarter 1) term will be set. The customer can change this setting on the Current Grade Display screen.
Attendance Preferences	Best Practice (Online Guide)	By default, Meeting Attendance will be enabled for each school (e.g. period attendance - allowing teachers to take attendance). Daily attendance and other attendance settings can be configured by the customer on the Preferences screen.
Attendance Code Categories (Unexcused, Excused, Tardy)	Best Practice (Online Guide)	By default, the following attendance code categories will be set up for each school. These are required for system reports to function, but the customer can add additional categories using the Attendance Code Categories screen. **Default Attendance Code Categories:** Unexcused Excused Tardy
Attendance Codes (from config template)	Best Practice (Online Guide)	By default, the following attendance codes will be set up for each school. These codes can be adjusted by the customer and additional codes can be added (with the exception of Present (Blank), which is required for the system to function). **Default Attendance Codes:** Code | Name Blank | Present UA | Unexcused Absent EA | Excused Absent UT | Unexcused Tardy ET | Excused Tardy FT | Field Trip OSS | Out of School Suspension ISS | In School Suspension
Full-Time Equivalencies (FTE) (video for editing default)	Best Practice (Online Guide)	By default, the following FTE will be set up for all schools. The customer can edit this FTE or add additional FTE's as needed (ex. Part Time) on the Full-Time Equivalencies screen. **Default FTE:** FTE Name: Full Time Conversion Method: Code-to-Day (for elementary schools) Conversion Method: Percent Time-to-Day (for middle/high/combination

Sub Sign-In Settings (implementation setup page)	Best Practice (Online Guide)	By default, the Sub Sign-in Password for all schools will be set to: subattendance (with current date enabled) **Default Sub Sign-In Password:** ##subattendance (Example password for a sub signing in on October 11 to take attendance: 11subattendance) The customer can then edit this setting on the Sub Sign-In screen..
Log Entry Fields	State or System Defaults Only	If required by state compliance, the required fields will be set up. Otherwise, log entry fields and codes can be adjusted by the customer on the Log Entry Fields screen.
Test Scores (ACT, SAT, PSAT defaults only)	Best Practice (Configuration Session)	The following tests and subscores will be set up by default. These tests can be deleted by the customer if they do not apply and additional tests and subscores can be configured by the customer on the Tests screen. **Default Tests:** ACT (Subscores: Composite, Math, Reading, Science, Social Studies, Writing) SAT (Subscores: Total, EBRW, Math) PSAT (Subscores: Total, Math, Reading, Writing
Immunizations (state immunizations/vaccines only)	State Defaults Only	If required by state compliance, the required state immunizations will be set up by default. All other immunizations can be configured by the customer on the Health -> Immunizations screen.
Incident Management (only if required by state reporting)	State Defaults Only	Incident Management is only included if the module is required for state compliance, in which case, the state defaults will be set up. If not required by state compliance, the customer can configure this module post-implementation, but it is not considered in-scope for basic or standard tiered implementations.

Appendix C

Data Transfer from Legacy SIS

PowerSchool Reviews and Consults Customer How to Import Files

During PowerSchool implementation, PowerSchool will work with the customer on the following initial data items:

Data Imports Templates and instructions will be provided to customers. They will own the process of collecting, importing, and validating their data.	
	Comment/Resources
Student Demographics (active students only)	During the import template overview, an implementation specialist will review the import templates with the customer and demonstrate how to perform the imports using Quick Import (core data) and Data Import Manager (contact data). After the session, it is the customer's responsibility to generate import files with their data, to the exact specifications outlined in the import templates, import the data into PowerSchool, and resolve any errors they encounter due to the condition of their data. Additional import support can be purchased in the form of Consulting hours or Import packages.
Student Compliance Tables	Demonstration Session as part of the State/Provincial Reporting Overview Session
Staff (active staff/teachers)	
Staff Compliance Tables	Demonstration Session as part of the State/Provincial Reporting Overview Session
Courses (active courses)	
Course Compliance Tables	Demonstration Session as part of the State/Provincial Reporting Overview Session
Rooms	
Sections (active school year only)	
Section Compliance Tables	Demonstration Session as part of the State/Provincial Reporting Overview Session
Section Enrollments (active school year only)	
Section Enrollment Compliance Tables	Demonstration Session as part of the State/Provincial Reporting Overview Session
Historical Grades (up to five years for active students)	
Historical Grades Compliance Tables	Demonstration Session as part of the State/Provincial Reporting Overview Session

Student Information System

Guided Statement of Work

Re-enrollments (active students)	
Re-enrollments Compliance Tables	Demonstration Session as part of the State/Provincial Reporting Overview Session
Additional Compliance Tables	Demonstration Session as part of the State/Provincial Reporting Overview Session
Test Scores (ACT/SAT/PSAT only)	
District Learning Standards/Outcomes	
Historical Logs (up to five log types)	
Comment Bank	
Incidents (active students) (only if required by state compliance)	
Immunization (active students) (only if required by state compliance)	
Student Contacts	

PowerSchool Special Programs
Guided Statement of Work

Initiating Phase (Pre-requisites before Planning)

During the initiating phase of PowerSchool Special Programs implementation, initial contact is made, PowerSchool project team is assigned, and provisioned database is delivered to the Customer.

PowerSchool Responsibilities

- Complete intake process, including a welcome email sent to identified point of contact
- Identify PowerSchool project team
    - Project Manager
    - Application Specialist
    - Technical Resource
- Database delivered to the customer with administrative login credentials

Completion Criteria

This activity will be considered complete when:

- Project team has been identified for PowerSchool
- Product is provisioned and delivered with administrative login credentials

Planning Phase

During the planning phase of PowerSchool Special Programs implementation, you will be introduced to your Deployment Project Manager and schedule the project kick-off meeting. In the initial introductory email from the project manager, you will be provided a high-level estimated project timeline that meets PowerSchool's established tiered services duration.

- Guided Tiered Services Timeline: Up to 3 months

PowerSchool Responsibilities

- Project Manager emails point of contact to schedule project kick-off call and provides a high-level recommended project plan and recommended roles for customer project team
- Deliver kick-off meeting and schedule product sessions, project checkpoints, and plan for training.
- Share project collateral with customer core team.

Customer Responsibilities

- Customer has been introduced to their PowerSchool Project Manager
- Receipt of introductory email has been sent to the Customer
- Review high-level project plan, recommended customer project team, and confirm kick-off meeting date
    - Identify a project manager, director/supervisor specific to modules purchased, main technical contact, and level one support resource to work with the PowerSchool project manager and application specialist
- Attend the kick-off meeting and schedule product sessions, project checkpoints, go live date,
- Provide training dates
- Sign off on Milestone Checklist 1

PowerSchool Special Programs
Guided Statement of Work

Completion Criteria

This phase will be considered complete when:

- Project team has been identified
- Introduction to your deployment project manager
- PowerSchool sends an email with proposed dates to schedule the kick-off call and provides a high-level recommended project plan
- Kick-off meeting has been completed and project timeline is confirmed
- Milestone Checklist 1 has been signed off

Authentication Services

As part of these services, PowerSchool will assist the customer to configure Single Sign On (SSO) for the PowerSchool product(s) undergoing implementation under the scope of this statement of work. Additionally, PowerSchool will assist with the enablement of the PowerSchool AppSwitcher for any other live PowerSchool product(s) (i.e. already implemented) where AppSwitcher is supported. This will be a one-time setup for which the PowerSchool implementation team will assist with the setup and configuration of the authentication services for live product(s), and the currently implemented product(s).

PowerSchool Responsibilities

- Update user accounts to ensure matching between systems
- Configure SSO
- Configure AppSwitcher with current and new PowerSchool products

Customer Responsibilities

- Identify and enable the Identity Provider (IDP) for setting up of SSO
- Test the setup of Authentication services and AppSwitcher

Completion Criteria

- Customer signs the final checklist that Authentication Services are complete

PowerSchool Special Programs
Guided Statement of Work

Executing Phase

The executing phase of PowerSchool Special Programs implementation consists of a series of work sessions pertaining to integration and configuration. It is also during this phase that migration of production data is imported.

PowerSchool Responsibilities

- Deliver scheduled project sessions.
  - Product Overview Session
  - Data Import and Production Cutover Requirements Session
  - Working Sessions
  - Integration Deep Dive
  - Data Verification (Pre-Import/Post-Import)
- Provide standard import templates and assistance with understanding and use of the templates.
- Offer basic assistance and guidance with PowerSchool functionality that allows front-end data entry for scope-based data elements if electronic data is not provided or as needed.

Customer Responsibilities

- Attend scheduled product sessions
  - Product Overview Session
  - Data Import requirements session
    - Review state reportable compliance data set to import into Special Programs modules as a one-time raw data import.
    - Up to 7-years of historical pdfs (non-editable) as file attachments to PowerSchool Special Programs student document library
  - Integration Deep Dive
  - Working Sessions as scheduled
  - Data Migration Verification
- Identify data integration monitoring resource
  - Review standard integration layouts provided by PowerSchool between PowerSchool Student Information Systems. Modifications to the standard integration layouts or extended custom fields may result in additional fees.
- Identify all electronically available data has been submitted for import into PowerSchool Special Programs
- Consult with the PowerSchool Application Specialist, as needed, for any questions regarding the import process
- Prepare data in PowerSchool provided import templates/mapping guides and submit via PowerSchool's secure workspace in accordance with the established project timeline.

  NOTE: PowerSchool is NOT responsible for data extraction from legacy systems or coordinating with third-party vendors. PowerSchool is not responsible for any data discrepancies and data gaps identified during migration effort, which may require additional scope of service and may incur additional cost.
- Attend a data migration review meeting to validate and verify/confirm provided data is in the needed format. Resolve all data errors identified after import file review prior to initial migration **OR** attend standard data input interface review meeting for guidance on manual data entry into PowerSchool (if data is not available for import).

- Confirm final data validation for production go live.
- Sign off on Milestone Checklist 2 has been signed off
- Sign off on Milestone Checklist 3 has been signed off

Completion Criteria

This phase will be considered complete when:

- Product Overview Session has been delivered.
- All working sessions have been delivered and all associated tasks have been completed.
- Integration Deep Dive has been delivered.
- Customer has provided data import files in PowerSchool template format and all errors have been resolved. (Initial data verification (Pre-Import)) **OR** front-end data entry guidance has been provided if electronic data is not available for import.
- Data import and production cutover requirements session has been delivered
- PowerSchool has completed initial import and data verification has been completed (Production Data Verification (Post Import)).
- All Milestone Checklists has been signed off

Monitoring and Controlling Phase

The monitoring and controlling phase of PowerSchool Special Programs implementation consists of providing assistance with scheduling training sessions with the PowerSchool Customer Education Team, if applicable. In addition, a review of any outstanding entries in the communication log will be completed.

PowerSchool Responsibilities

- Assist customer with requesting resources for training sessions with PowerSchool Customer Education Team, as needed.
- Review Implementation Communication Log and validate all recorded items have been addressed appropriately.

Customer Responsibilities

- Ensure necessary training sessions are scheduled and confirmed with PowerSchool Customer Education Team.
- Review Implementation Communication Log and validate all recorded items have been addressed appropriately.
- Sign off on Milestone Checklist 4

Completion Criteria

This phase will be considered complete when:

- All necessary end user trainings have been scheduled with the PowerSchool Customer Education Team. Training does not have any dependencies on implementation completion.
- All items entered on the Implementation Communication Log have been addressed appropriately.
- Milestone 4 Checklist has been signed off by customer.

PowerSchool Special Programs
Guided Statement of Work

Closing Phase

The closing phase of PowerSchool Special Programs implementation consists of the official project close out meeting. You will be asked to complete a customer satisfaction survey to provide feedback on your experience throughout the implementation phases. At this time, information regarding support and other post-implementation resources will be shared.

Customer Responsibilities

- Attend project close-out meeting
- Final project sign-off
- Understand how to access post-implementation resources

PowerSchool Responsibilities

- Deliver project close-out meeting
- Introduce customer post-implementation resources
- Provide final project sign-off

Completion Criteria

This phase will be considered complete when:

- All project deliverables have been completed
- Project close-out meeting has been completed
- Services to support process has been reviewed
- Additional post-implementation resources have been reviewed
- Final project sign-off has been completed.

Released September 2023

PowerSchool Enrollment Charter
Statement of Work

Initiating (Pre-requisites before Planning)

The schools, grades, and number of students confirmed by the District during pre-planning can be located within the signed contract between the District and PowerSchool Enrollment.

PowerSchool Responsibilities

- Provide Intake Survey and Statement of Work.

Customer Responsibilities

- Complete intake survey and review the Statement of Work

Planning

PowerSchool Responsibilities

- Schedule and conduct the Kickoff Meeting.
    - The Charter Model implementation timeline is seventy (70) calendar days from the date of the kick-off meeting
- Use the Project Planner to define a project timeline with milestones and dates, along with important decisions and notes from the meeting.
- Create and permission user account for District Project Lead
- Establish cadence of recurring check-ins.
- Send a request for Lottery Survey that defines Application and Lottery requirements

Customer Responsibilities

- Attend the Kickoff Meeting with key stakeholders.
- Grant permission for data read/write process and establish environment to be used and timeline.
- Confirm school and grade list presented by Project Manager
- Collaborate internally and with PowerSchool Enrollment Implementation Project Manager schedule recurring check-ins
- Complete and return the Lottery Survey that defines Application and Lottery requirements

Completion Criteria

This activity will be considered complete when:

- The Kickoff Meeting is conducted.
- Registration log-in information is sent to the District project lead.
- Implementation project milestones are established.
- District Project Lead account has been created and permissioned.
- Date read/write process plan is established.
- School and grade list is confirmed.
- Cadence of check-in meetings is established.
- Lottery Survey is returned to Project Manager

Enrollment Charter Statement of Work

Maintenance Access (PowerSchool Student Information System Users Only):

At various points during the implementation, PowerSchool Enrollment Services will need to access your PowerSchool SIS system in order to set up the system of record that will influence set up in PowerSchool Enrollment system.

When accessed, the Implementation Team's activities will be limited to restricted configuration and review of data set up:

- Restricted configuration of system settings will be restricted to Plugin Configuration only. This includes enablement of API Plugin and/or installation of Parent/Admin SSO Plugin(s).
- Maintenance Access will be primarily used for review of set up. This review will inform setup of Enrollment configuration(s) and will be limited to areas that are relevant to Enrollment purposes.

By signing this document, you will agree to allow your Implementation Team to access your PowerSchool SIS using Remote Support access using the Maintenance login.

If you are a single school within a district or other conglomerate using a PowerSchool SIS in which some schools are NOT to receive the Enrollment functionality being deployed in this SOW, your signature of this document is also confirmation that this has been approved by IT or other Administration who oversee the PowerSchool SIS"

Note: This may require you to enable remote support by following the steps provided in this Article: https://help.powerschool.com/t5/PowerSchool-Security/How-to-Enable-Remote-Support/ta-p/12331

Enrollment Charter Statement of Work

Authentication Services

As part of these services, PowerSchool will assist the customer to configure Single Sign On (SSO) for the PowerSchool product(s) undergoing implementation under the scope of this statement of work. PowerSchool will assist with the enablement of the PowerSchool AppSwitcher for any other live PowerSchool product(s) (i.e. already implemented) where AppSwitcher is supported. This will be a one-time setup for which the PowerSchool implementation team will assist with the setup and configuration of the authentication services for live product(s), and the currently implemented product(s). Lastly, PowerSchool will assist with the enablement of the integration between Enrollment and MyPowerHub. PowerSchool Enrollment Services is only capable of configuring MyPowerHub for the PowerSchool Enrollment product. The scope of this configuration covers basic steps for setup from Enrollment to an existing MyPowerHub. Consulting, integrating, or troubleshooting MyPowerHub as it relates to other PowerSchool products with which it is used is not covered in the scope of the services represented herein.

PowerSchool Responsibilities

- Update user accounts to ensure matching between systems
- Configure SSO
- Configure AppSwitcher with current and new PowerSchool products
- Configure integration between Enrollment and an existing MyPowerHub setup

Customer Responsibilities

- Identify and enable the Identity Provider (IDP) for setting up of SSO
- Test the setup of any Authentication Services provided for Appswitcher and/or MyPowerHub.

Completion Criteria

- Customer signs the final checklist that Authentication Services are complete

Enrollment Charter Statement of Work

Executing - Solution Configuration

PowerSchool Responsibilities

- Schedule and conduct Solution Deliverables Meeting.
- Determine a configurations and revisions timeline.
- Provide District with access to Configurations Request Sheet.
- Consult on best practices to guide the District through making configuration requests and subsequent configuration revisions.
- Complete requests within scope guidelines:
    - Charter Scope covers configuration of up to three (3) forms and corresponding workspaces
        - If additional forms are needed beyond the number of forms covered with this scope, additional forms and implementation services can be purchased
    - Up to 20 hours of solution configuration
        - Configuration is defined as district/school revisions of forms, lottery and deliveries
        - If further revision is needed beyond these hours, additional consulting hours can be purchased to supplement further configuration
    - VANCO Payment & Payment reports enabled, if needed
    - Access to learning materials (videos, FAQs, templates) to support client in taking command of solution.
- PowerSchool Project Manager presents Application, School Choice/Lottery, Intent to Return, and Combined Registration/Bio Update
    - Seating caps in place within the District will be confirmed

Customer Responsibilities

- Attend the Solution Deliverables Meeting.
- Adhere to configurations and revisions timelines as determined in the Solution Deliverables Meeting.
- Provide initial configurations using the Configurations Request Sheet.
- Coordinate with the PowerSchool Implementation Project Manager to revise initial revisions to configurations.
- Provide final form configuration revisions and confirm completion of configurations.
- District confirms plans and priorities for lottery process.
    - Confirm seating caps

Completion Criteria

This activity will be considered complete when:

- The Solution Deliverables Meeting is conducted.
- A configurations and revisions timeline is established.
- Configurations and subsequent revisions are provided to the PowerSchool Implementation Project Manager.
- Completion of form configurations is confirmed by the District.

Enrollment Charter Statement of Work

Assumptions

The District is responsible for making sure all form content is present, correct, and to federal/state standards.

All solution configurations must be completed within the time designated in the provided project timeline.

Localization will be provisioned if a subscription is purchased (some bundles include up to one language). Each language requires its own subscription, and multiple languages will be provisioned if the corresponding subscription is booked. If localization is purchased, the client will layer translations into forms using Form Builder self-service tool. If desired, ten (10) additional consulting hours can be purchased per language for PowerSchool Enrollment Services to layer in client-provided translations. Please note that PowerSchool cannot provide translation services for any language purchased for localization.

Scope

The District is responsible for providing basic information on their student information system set up for import and delivery compliance. This may include dropdown values, field type/structure, and in general information on how data is stored so that the PowerSchool Enrollment Implementation Project Manager can construct a solution that will best collect and deliver data in a compatible format.

The District is also responsible for maintaining and updating their supplemental documents that are linked within the PowerSchool Enrollment online form. PowerSchool Enrollment is able to link to the document file on the District-hosted page or website from within the online form, but the District is responsible for updating the content within the document file throughout the year.

Training and Readiness

PowerSchool Responsibilities

- Create permission profiles, create and permission all applicable user accounts, enable email and letter communication methods, upload the default notification templates, and will provide consultation on staff training and communication plans.

Customer Responsibilities

- Collaborate to create and approve email and/or letter communications
- Participate in training
- Agree to a Go-Live plan for each module

Enrollment Charter Statement of Work

Data Pre-Population

PowerSchool Responsibilities

- Provide instructions to extract and import student records into the PowerSchool Enrollment Roster Workspace.

Customer Responsibilities

- Confirm the academic session (grade-school pre-population fields).
- Review imported data to ensure it is correct and complete.

Scope

If records are received from an application other than the PowerSchool Enrollment Application, one (1) file import into the application will be permitted. This will allow records gathered from other sources to be included in the lottery. The Client is responsible for preparing the file and making any adjustments to data. If additional imports are needed, additional consulting hours can be purchased to supplement the one (1) file import.

Monitoring - User Acceptance and Delivery Testing

PowerSchool Responsibilities

- Ensure solution is functional and adheres to best practices by performing standard QA/testing procedures.

Customer Responsibilities

- Collaborate in the creation and testing of three (3) test records to ensure interoperability between Student Information System and Enrollment solution with multiple input variations.
- Perform final testing of the live solution to ensure all elements are in place and ready for launch.
    - Form Content
    - Form and Field Structure
    - Form Field Requirements
    - SmartForm Logic
    - Record Approval Process
    - Record Delivery to SIS
        - Verify records are delivered and stored in SIS as expected
- Perform final testing of the Lottery to ensure all elements are in place and ready for launch: o Priorities
    - Weights
    - Seating caps
    - Sibling Preferences
    - Multiple birth preferences
    - Communication templates

Enrollment Charter Statement of Work

Completion Criteria

This activity will be considered complete when:

- Requisite testing has been completed by the PowerSchool Enrollment Implementation Project Manager.
- The district has completed end-to-end testing within five (5) business days of notification of readiness for testing.
- The client has confirmed that delivery is set up as expected by reviewing records stored in SIS

Scope

PowerSchool Enrollment's QA process will focus on the technical aspects of the solution to ensure it is accessible, functional, and adheres to best practices. It is the District's responsibility to ensure all agreed-upon content is present, form/field logic is behaving as requested, and record approval and delivery is functioning as expected.

Delivery will be set up according to database integration PowerSchool Enrollment's best practice. API Delivery will be available to PowerSchool SIS and eSchoolPlus customers. File delivery will be set up for all other customers. Supplemental file deliveries can be set up for API Deliveries where API cannot deliver to specific fields in the client's database. If a supplemental file delivery exceeds 20 fields, additional consulting hours will need to be purchased. The file delivery will be made available to the client either through an SFTP folder or through an export. PowerSchool Enrollment Services is only capable of configuring the export out of Enrollment. The client is responsible for any related SIS configuration necessary to import the file into SIS. PowerSchool SIS and eSchoolPlus SIS customers may purchase additional KTO hours for assistance with SIS import configurations.

Please note that the scope includes set up and testing for delivery to the production instance of the client's Student Information System. If the client needs to set up delivery to a test instance of the client's Student Information System, then additional consulting hours will need to be purchased to supplement the implementation.

Enrollment Charter Statement of Work

Go-Live

PowerSchool Responsibilities

- Provide the Client project lead with launch confirmation and instructions for making the solution available to families and administrators.

Customer Responsibilities

- Provide launch readiness confirmation.

Scope

It is the District's responsibility to ensure training is completed by all staff who will be interacting with the administrative workspace toolset. If additional instructor-led or video-based staff training is desired, training packages are available for purchase.

The District is also responsible for customizing their communication templates and creating and managing their administrators' user accounts.

Launch instructions, including confirmation of completion for all PowerSchool Implementation Responsibilities, will be provided by the PowerSchool Enrollment Implementation Project Manager on or before end of business on the date specified in the project timeline. However, it is the District's responsibility to open and make their solution available for families and administrators.

Assumptions

PowerSchool Enrollment discourages opening solutions outside of normal business operating hours. This includes evening and weekend openings. Districts own their Launch date and process, but PowerSchool Enrollment recommends liaising with their PowerSchool Enrollment Implementation Project Manager to ensure best practice compliance.

Closing

PowerSchool Responsibilities

- Transition the client to Support and provide post-project support instructions.

Customer Responsibilities

- Contact the Support Team with any post-project requests.

Completion Criteria

This activity will be considered complete when:

- The Client has been introduced to their new Dedicated Point of Contact and instructions for post-project support have been provided to the Client.

Enrollment Charter Statement of Work

Primary Integration Contact Roles & Responsibilities

Roles and Responsibilities
Project Lead: Main contact for the PowerSchool Enrollment implementation project **Solution Design:** Responsible for deciding which content should be included in the online Registration process. **Data Integration Design:** Has full access to/knowledge of the SIS and ability to extract data. **Administrative Tool Design:** Responsible for requesting any revisions to the administrative toolset within the Workspaces. **Training Program Design**: Responsible for scheduling and executing a training program for end users.

Project Timeline and District Expertise
The Implementation process requires that the District be prepared to dedicate time and resources with the requisite expertise to prepare for end users to begin using PowerSchool Enrollment in the District. The District must: • Review and test all technical components to ensure they are built to agreed-upon specifications • Review the Online Video Tutorials to establish a baseline command of the tools required. • Populate PowerSchool Enrollment with student data. • Assign permissions to staff as needed. The work conducted by the District must be planned throughout the implementation for deadlines to be met. The District may elect to expand their implementation team and delegate tasks accordingly. To ensure success, designate staff resources to the Implementation who possess: • An understanding of how the District intends to use PowerSchool Enrollment • Technical expertise commensurate with the District tasks defined throughout the SOW. • The ability and access to extract data from the District's student information system (SIS).

Timeframe
The standard implementation is seventy (70) consecutive calendar days. Make sure you plan to have your Kickoff Meeting so that you can maximize the time for implementation for the next seventy (70) calendar days to avoid vacations and holidays.

Meetings
Your PowerSchool Enrollment Implementation Project Manager will schedule check-in meetings during implementation. These calls will also be checkpoints at which to track progress and ensure deadlines are being met. They will also allow for consultation on any implementation steps assigned. It is critical that the District project team be prompt and prepared for each meeting.

The Museum School of East Dallas

Solutions Overview + Preliminary Pricing

Created by Chloe Adams
School Marketing + Enrollment Specialist
October 10, 2024

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Overview of Solutions

- **Enroll** - Application, Lottery, Registration & Re-Registration 3
- **Engage** - SEO, Reputation Management, Enrollment Landing Page 4
- **Ads** - Instagram and Facebook Sponsored Posts 5

SchoolMint Recommendations

1. **Enroll -** Application, Lottery, Registration, & Re-Registration Platform to ensure a simple experience for families and staff.
2. **Engage -** Search Engine Optimization, Reputation Management, & an all-in-one-enrollment landing page
3. **Ads -** Target families who don't know about you on Instagram and Facebook



Resource Room

An overview of our solutions exists in your resource room. Videos, one-pagers, and case studies:

- ***The Museum School of East Dallas resource room linked here.***

Overview of Solutions

SchoolMint Enroll - Application, Lottery, Registration, and Re-Registration platform

Overview of Service:

- Manage student enrollment, registration, and re-registration with an easy-to-use digital platform (mobile-friendly, available in 100+ languages).
- Automated seat and waitlist management to save time and money over manual processes.
- Allow your staff to send text and/or email notifications to ensure families stay updated on the next steps.
- Sync your registration and re-enrollment to your Student Information System to avoid manual, time-consuming updates.

Results - KIPP Impact Middle School in Jacksonville, FL

- Context: Started as a new school without a system. Once they started increasing grades, managing enrollment with paper processes and a spreadsheet became very challenging.
- Improved lottery placement, reduced administrative workload, and implemented an equitable, transparent solution.
- Grew their enrollment by over 900 students, which allowed them to expand to another campus.

***Implementation:**

- Six to Ten Weeks: Standard Onboarding means our Customer Success and Implementation teams will build the platform for you.
- What's Included?
    - Up to 6 hours to review each module of our application
    - Pre-launch survey and initial site Kick-off
    - On-demand training resources + in-product walk-me tutorials

****Pricing:**

- Year 1 Cost: $10,400.00
    a. Annual license fee: $6,900.00
    b. One-time onboarding fee: $3,500.00

**Please note: Powerschool API is an additional $0.75/student annually.*

SchoolMint Engage - Search Engine Optimization, Reputation Management, Enrollment Landing Page

Overview of Service:

- Improve your ranking on Google search results with our Search Engine Optimization (SEO) support.
- Share weekly reports that provide transparency to understand your online rankings, social channels, SEO, and identify growth areas.
- Design and publish an enrollment page (linked on your website) catered exclusively to prospective families in English and Spanish.
- Builds opportunities for connection by providing families options on how they want to engage with you, such as contact me, sign up for an event, or request a brochure.
- Provide ongoing review supervision. An email template and survey provide families the opportunity to leave more positive reviews so your champions are directed to Google, Great Schools, and Niche to help boost your review score and support our SEO work. Families that are dissatisfied will have the opportunity to complete a feedback form that goes straight to your admin team.

Results - Academy of Visual and Performing Arts (Fort Worth, TX)

Link to Microsite

- Context: A great, but unique model that moved location. They had poor local awareness in a competitive choice environment.
- Widely pushed the new address across all major directories.
- Improved Google rank from #15 to #1 for Performing Arts School.
- Created a compelling and easy-to-understand model narrative on the microsite.
- 718 average monthly visits to the microsite.

***Implementation:**

- *Four - Six weeks: Engage team to designs and launches enrollment landing page

****Pricing:**

- Annual Cost: $9,985.00
  *No onboarding fee

SchoolMint Social Media Advertising - Instagram + Facebook Sponsored Posts

Overview of Service:

- Experienced team of marketing professionals specialized in K-12
- First ad campaign running and personalized Marketing Plan generated within two weeks of signing.
- Run 40 ad variations monthly, complete split-testing, and provide weekly data reports so you can see the success.
- Qualify leads within 5 minutes of interest and schedule a phone call or tour to help support your conversion efforts.
- Create ads in English and Spanish at no extra charge.
- Access to a design and copywriting team who can create additional content like brochures or flyers by request.

Results - Baltimore International Academy East in Baltimore, MD

- Context: Highly competitive community and noticed that their enrollment was starting to decline
- Increased interest with 383 new families, enrolled 109 new students.
- One in every three prospective families/guardians scheduled a call with the BIA Enrollment Team
- Case Study - SchoolMint Blog: Baltimore International Academy East Attracted 109 New Families.

***Implementation:**

- *Two weeks: Marketing Plan created and Fast Track Campaign Launched

****Pricing:**

- 6 Months: $7,500.00
- 9 Months: $11,250.00
- 12 Months: $15,000.00

* **Timelines may vary depending on the time of year and the level of client engagement.**

** **Please note that all prices are subject to change.**

Easysuite SOFTWARE

Lotterease Foodease
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www.easysuite.software
10006 Cross Creek Blvd., #197
Tampa, FL 33647
888-414-3777
advisor@easysuite.software

Quote

Valid Until: Nov 14, 2024
Quote Number : 5127609000035491019

Account Name: **The Museum School of East Dallas**

Contact Name: **Loren Colman**

	Product Details	Qty	Price	Total
1	**Lotterease Annual License** - Online Applications, Lottery Execution, Waitlist Management Software - Price based on number of applications, incl. bulk discount	150	$ 10.27	$ 1,540.50
2	**Enrollease Annual License** - Online Enrollment Form Software - Re-enrollment and any other online parent forms	1	$ 1,050.00	$ 1,050.00
3	**Foodease Annual License** OPTIONAL PRODUCT - Parent Portal for Ordering, Payments and NSLP Application - Point-of-Sale, Menus, Automated NSLP, Reports	1	$ 1,050.00	$ 1,050.00
4	**Journease Annual License** -Field Trip Management Software	1	$ 1,050.00	$ 1,050.00
5	**Purchasease Annual License** -Online School Store and Donation Management Software	1	$ 1,050.00	$ 1,050.00
6	**Text/Voice Module Fee** - Per Product Fee - Third-Party Service	5	$ 100.00	$ 500.00
7	**Supervisease Annual License** OPTIONAL - Childcare Management Software - Check-In and Check-Out	1	$ 1,050.00	$ 1,050.00
8	**Text/Voice Module Fee** OPTIONAL - Per Product Fee - Third-Party Service	1	$ 100.00	$ 100.00
9	**Full Easysuite Free License** - Free Purchasease License	1	$ -1,050.00	$ -1,050.00

A-529

	Product Details	Qty	Price	Total
10	**Staff Empowerment Support ($0)** - This is the standard unlimited support and training package that comes with Easysuite Software licenses - The EZS Support Staff will Empower your staff by teaching them how to use the software	1	$ 0.00	$ 0.00
11	**Substitute Staff Support ($125/hr or $500/5hrs)** - When staff are overwhelmed with their workload, and they don't have time to learn or perform actions themselves - Your staff can tell us what they would like to accomplish in the EZS software, and we will do it for them.	0	$ 125.00	$ 0.00
			Total	**$ 6,340.50**

Terms and Conditions

- Unlimited Training & Support
- 50% Down Payment ($1,050 minimum)

Notes:

DIWA KITCHEN CO

October 8, 2025

The following quote is based on criteria outlined from a previous RFP, which estimated an average of 170 participants for breakfast, 170 for lunch meals. Pricing will be subject to change, and will be further evaluated during proposal process.

Breakfast: $2.57

Lunch: $4.13

5440 E. Grand Ave, Dallas, Texas 75223
www.laboriboxing.com
La Bori Boxing, Inc., a 501(c)3 non-profit corporation | EIN 88-2931900

Wednesday, October 9th, 2024

To: Loren Colman

Re: Quote for on-site after school program

EQUIPMENT	PRICE	QUANTITY	TOTAL
Punching bags	$100	5	$500
Hanging equipment	$30	5	$150
Boxing Gloves	$50	20	$1,000
Wraps	$12	40	$480
Boxing Mitts	$50	5	$250
TOTAL			**$2,380**

Classes	Rate per class	Rate per week (assuming 2x a week)	Total per school year (assuming 36 weeks)
Boxing Class	$75	$150	$5,400
		TOTAL FOR YEAR 1	**$7,780**

Sincerely,

-Amanda C. Alvarez-Dieppa, PhD

INVOICE

Zach Galindo Music LLC

zachgalindomusic@gmail.com
+1 (469) 248-0574
www.lakehighlandsmusic.com

Bill to
Loren Colman

Ship to
Loren Colman

Invoice details

Invoice no.: 1752
Terms: Due on Date of Service
Invoice date: 08/10/2026
Due date: 05/31/2027

#	Date	Product or service	Description	Qty	Rate	Amount
1.		**Choir Club**	Instructor travels to school to teach the class. Beginning 8/10/2026 and extending 38 weeks excluding holidays.	38	$90.00	$3,420.00
2.		**Ukulele Club**	Instructor travels to school to teach the class. Beginning 8/10/2026 and extending 38 weeks excluding holidays.	38	$90.00	$3,420.00
3.		**Chess Club**	Instructor travels to school to teach the class. Beginning 8/10/2026 and extending 38 weeks excluding holidays.	38	$90.00	$3,420.00

Total **$10,260.00**

Ways to pay

View and pay

View invoice online
Scan code or go to the link below to view the invoice online
View invoice

Tech to School
2002 Martin Ave
Santa Clara, CA 95050

Quote
MTS104692

Prepared for:

Loren Colman
loren.colman@tmseastdallas.com
Phone: (512) 577-3417

Prepared by:

Jason Melero
j.melero@techtoschool.com
Office: 737-312-2001

Bill To:

The Museum School of East Dallas

, TX

Ship To:

The Museum School of East Dallas

, TX

SKU	Description	Quantity	Price	Total
7D2W3PC#ACJ	HP 11 G9 EE 11" Chromebook New 4GB / 32GB / MTK / AUE 2030 / EDU Only / Min 5 QTY	100	$ 225.00	$ 22,500.00
Warranty+	Warranty+ for Chrome 3-year. Includes accidental damage coverage. See terms and conditions for details.	100	$ 59.00	$ 5,900.00
Chrome Enterprise Upgrade EDU	Google Chrome OS Management Service Only for EDU, perpetual license term; 60 month support term.	100	$ 37.99	$ 3,799.00
MK2K3LL/A	iPad (9th generation) (Wi-Fi) 64GB	60	$ 239.00	$ 14,340.00
Warranty+	Warranty+ for iPad 3-year. Includes accidental damage coverage. See terms and conditions for details.	60	$ 99.00	$ 5,940.00
			Subtotal	**$ 52,479.00**
			Tax	$ 0.00
			Total	**$ 52,479.00**

Payment Terms: Net 30

Terms and Conditions

All products include a 1-year warranty unless otherwise noted. Refurbished Macs include a power adapter, battery and are pre-loaded with an OS. Payment is due within the term period listed above upon receipt of product.

Free ground shipping is included with all products unless otherwise noted. Shipping carrier may vary depending on shipment size and delivery location.

Devices can be returned for a full refund within 30 days of receipt with the exception of certain special order items or sourced inventory such as new Chromebooks, carts, imaging equipment and Windows devices.

Accidental damage (cracked screen, etc.) is not covered under the standard warranty. If shipping damage is present, you are required to contact us within 7 business days with details, photos of damage to machines/boxes and the serial number(s). We will start a claim and ship a replacement device.

Warranty+ includes standard hardware repair coverage and up to two incidents of accidental damage.

Tech to School cannot guarantee that devices will be compatible with DEP.

Payments for invoices not received within 90 days may be subject to an additional collections fee.

Gmail

Loren Colman <loren.colman@tmseastdallas.com>

Randy Walker & Co. Estimate for Audit & 990

1 message

natalie@cpatx.com <natalie@cpatx.com> Mon, Nov 25, 2024 at 3:13 PM
To: Loren Colman <loren.colman@tmseastdallas.com>

Hi Loren,

It was great talking with you earlier and hearing about the new charter school you are opening. What an exciting endeavor! What will be the name of the school?

I wanted to recap the estimate for the audit and 990 for the 2026-2027 fiscal year:

- Base audit fee - $20,000
- Inception period reporting - $2,500
- Single audit (if applicable) - $5,000-$7,000
- 990 tax return preparation - $3,000

An overall estimate for everything would be about $35,000. Of course, this estimate is subject to some change in two years depending on inflation and operations, but I wanted you to at least have a number to work with for budgeting purposes. We hope to have the opportunity to work with you and your team. Don't hesitate to reach out to me if you have any further questions.

Have a wonderful Thanksgiving holiday!

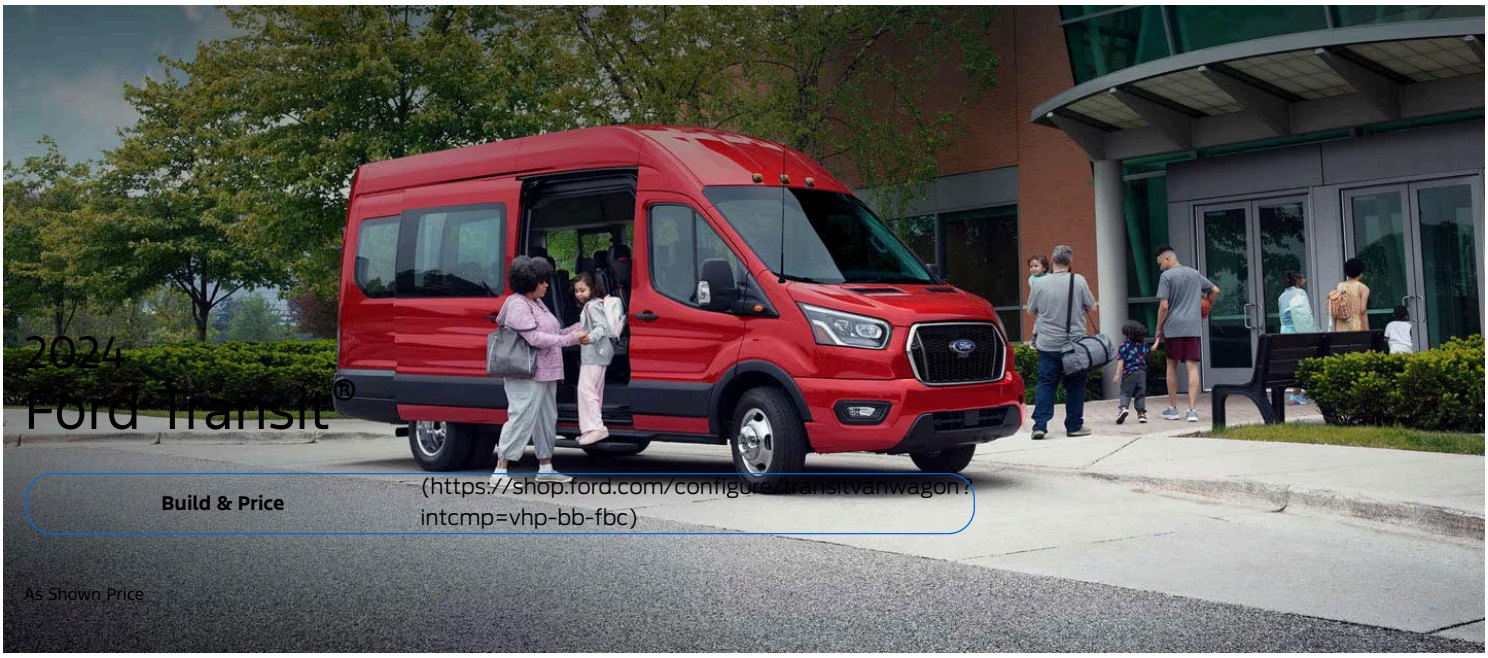
Natalie Kuhn, CPA, CFE

Partner

Director of Audit Services

RWC | Randy Walker & Company
Certified Public Accountants

Randy Walker & Co.
7800 IH 10 West, Suite 505
San Antonio, TX 78230
(210) 366-9430, ext. 205 ***Office***
(210) 366-9451 ***Fax***



Overview

Build & Price (https://shop.ford.com/configure/transitvanwagon?intcmp=vhp-seconNav-fbc)

$54,820

Starting at [1]

Passenger Van XL (/trucks/transit-passenger-van-wagon/2024/models/transit-xl/?intcmp=vhp-attribute-moddetail) for 10451

15

Seating up to

Choose from three roof heights and two body lengths.

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- 15 PASSENGER
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- POWER OUTLETS
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$199 /day

RESERVE

$189 /day

PAY NOW

Est. Total: $221.10

TRANSIT MEDIUM ROOF



More Pictures

- 15 PASSENGER
- BENCH SEATS
- 19 MPG (GAS)
- POWER OUTLETS
- REMOVABLE SEATS
- REAR CAMERA

$199 /day

RESERVE

$189 /day

PAY NOW

Est. Total: $221.10

SPRINTER 15-PASS (WHITE)



More Pictures

- 15 PASSENGER
- BENCH SEATS
- 24 MPG (DIESEL)

$279 /day

RESERVE

- USB-C OUTLETS
- REAR CAMERA

$265 /day

PAY NOW

Est. Total: $304.70

SPRINTER CREW (SEATS 12)



More Pictures

- 12 PASSENGER
- BENCH SEATS
- 24 MPG (DIESEL)

- USB-C OUTLETS
- REAR CAMERA

$382 /day

RESERVE

$363 /day

PAY NOW

Est. Total: $412.50

TRANSIT LOW ROOF



More Pictures

- 15 PASSENGER
- BENCH SEATS
- 19 MPG (GAS)
- POWER OUTLETS
- REMOVABLE SEATS
- REAR CAMERA

Sold Out! **$199 /day**

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TRANSIT HIGH ROOF



More Pictures

- 15 PASSENGER
- BENCH SEATS
- 19 MPG (GAS)
- POWER OUTLETS
- CARGO SPACE
-

Sold Out! $329 /day

We can notify you if theres a cancellation:

Email

JOIN WAITLIST

SPRINTER BENCH



More Pictures

- 12 PASSENGER
- BENCH SEATS
- 24 MPG (DIESEL)
- POWER OUTLETS
- CARGO HOLD
- REAR CAMERA

Sold Out! $373 /day

We can notify you if theres a cancellation:

Email

JOIN WAITLIST

SPRINTER 15-PASS (BLACK)



More Pictures

- 15 PASSENGER
- BENCH SEATS
- 24 MPG (DIESEL)
- USB-C OUTLETS
- REAR CAMERA

Sold Out! **$384 /day**

We can notify you if theres a cancellation:

Email

JOIN WAITLIST

SPRINTER DELUXE



More Pictures

- 10 PASSENGER
- CAPTAIN CHAIRS
- 24 MPG (DIESEL)
- USB & AC POWER
- CARGO HOLD
- GAME SYSTEM

Sold Out! $472 /day

We can notify you if theres a cancellation:

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SPRINTER GRAND



More Pictures

- 12 PASSENGER
- RECLINING CHAIRS
- 24 MPG (DIESEL)
- POWER OUTLETS
- CARGO HOLD
- GAME SYSTEM

Sold Out! $439 /day

We can notify you if theres a cancellation:

Email

JOIN WAITLIST

SPRINTER EXECUTIVE



More Pictures

- 10 PASSENGER
- CAPTAIN CHAIRS
- 24 MPG (DIESEL)
- POWER OUTLETS
- TABLE (SEATS 4)
- GAME SYSTEM

Sold Out! **$362 /day**

We can notify you if theres a cancellation:

Email

JOIN WAITLIST

SPRINTER FLEX (BUNKS)



More Pictures

- 5 PASSENGER
- 2 BUNKS
- WORKSTATION
- 18 MPG (DIESEL)
- REAR CAMERA
- ELECTRIC STEERING

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Bandago Headquarters
2200 Cesar Chavez #16
San Francisco, California 94124, USA



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Evidence of Financial Support

If the applicant expects to receive financial support from outside entities.

- Identify specific funding amounts, property, and/or other sources expected to be available through any of the following:
  - Banking/ Lending Institutions
  - Foundations
  - Grants
  - Corporations
  - Other

- Provide any evidence of financial support from intended community partners such as:
  - Letters of intent/commitment
  - Memoranda of understanding
  - Contracts

If the applicant does not expect to receive financial support from outside entities.

- Provide a single-page document that states, "The applicant does not expect to receive financial support from outside entities. No responsive documents are being provided."

build. excel. sustain.

December 4, 2024

The Museum School of East Dallas
% Loren Colman
914 Bridget Lane
Dallas, TX 75218

Dear Loren,

Thank you for submitting an application to BES for startup funding. After careful review of your application, we are pleased to inform you that **BES has awarded The Museum School of East Dallas a startup grant in the amount of $25,000**. Congratulations!

Please note that for the current fiscal year, BES only has a total of $250,000 to be awarded as startup funding to BES Fellows, making funds limited. As a result, no award is greater than $25,000 during the first round of funding. If additional funding becomes available at any point during the Fellowship year, we will follow up with next steps.

This decision was made after carefully considering each applicant's access to other funding sources and current financial need, among other factors shared as part of the application process. **This award is contingent on the authorization of your school, signing of the grant agreement, and completion of all milestones listed in the agreement.** As a reminder, the award is only to be used as startup funding during the school's planning year.

We are excited to support the great work you are leading and look forward to working alongside you moving forward. Please let us know if you have any questions.

Sincerely,

Aasimah Navlakhi
CEO

Audit Report

Provide a copy of the sponsoring entity's most recent audit report. Use the format provided in the most recent version of the Financial Accountability System Resource Guide, Special Supplement—Charter Schools (Module 2).

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.

If an audit report is not available, provide an unaudited financial report that includes, from inception to date (June 2025), the following:

- Statement of financial position: $0
- Statement of activity: None, $0
- Cash flow statement: $0

Credit Report

If the sponsoring entity was incorporated prior to January 1, 2023.

- 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, 2023, but has no credit history.

- Provide a response from one of the credit rating bureaus (Equifax, Experian, TransUnion) must be attached indicating the entity has no credit history.

If the entity was incorporated after January 1, 2023.

- Provide a single-page document that states, "The sponsoring entity was incorporated after January 1, 2023. No documents are being provided."

The sponsoring entity was incorporated after January 1, 2023. No documents are being provided.

IRS Form 990, 990-N, 990-EZ

If the sponsoring entity has held tax-exempt status for more than one year.

- 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.

If the sponsoring entity does not have tax-exempt status or has held tax-exempt status for less than one year.

- Provide a single-page document that states, "The sponsoring entity does not have tax-exempt status or has held tax-exempt status for less than one year. No responsive documents are being provided."

The sponsoring entity does not have tax-exempt status or has held tax-exempt status for less than one year. No responsive documents are being provided.

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 **$7,233** per student in grades K–12 and **$3,617** per student in prekindergarten. These estimates account for a daily attendance rate of 85%, 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.

1/16/2025 15:03

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 it's 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

TRANSPORATION Section

- Enter the anticipated transporation 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.

1/16/2025 15:03

Proposed Charter School Name

NEW CHARTER SCHOOL APPLICATION FINANCIAL PLAN WORKBOOK

ENTER PROPOSED SCHOOL NAME

Lead Applicant Name:	Loren Colman	
Contact Email:	lorencolman11@gmail.com	
Contact Phone:	512-577-3417	
Start-Up (Year 0) Fiscal Year End:	2026	*Enter the 4-digit year (XXXX)*
Year One Fiscal Year End:	2027	*Enter the 4-digit year (XXXX)*
Fiscal Year End Date:	June 30	*Select date*
Total School Year Minutes:	75,600	*Enter the number of minutes (e.g., 75,600)*

1/16/2025 15:03

Proposed Charter School Name

ESTIMATE OF STATE AID ENTITLEMENT INPUT

General Instructions and Notes

ENROLLMENT

	Year 1 2027	Year 2 2028	Year 3 2029	Year 4 2030	Year 5 2031
Pre-Kindergarten					
Kindergarten	52	51	48	48	44
1st Grade	52	51	48	48	44
2nd Grade	52	51	48	48	44
3rd Grade	13	52	48	48	44
4th Grade	13	15	48	48	44
5th Grade		15	25	48	46
6th Grade		15	25	26	46
7th Grade			25	25	46
8th Grade			13	25	47
9th Grade					
10th Grade					
11th Grade					
12th Grade					
Total Number of All Students Enrolled (Average Membership)	**182.0**	**250.0**	**328.0**	**364.0**	**405.0**
Average Daily Attendance (ADA) %	**85%**	**87%**	**89%**	**91%**	**94%**
Average Daily Attendance (ADA)	**154.700**	**217.500**	**291.920**	**331.240**	**380.700**
Percent change YOY		**40.59%**	**34.22%**	**13.47%**	**14.93%**

STUDENT POPULATION

Data for the following fiscal years must be based on reasonable estimates and projections.

Special Education Data: (TEC 48.102)	2027	EYS2027	2028	EYS 2028	2029	EYS 2029	2030	EYS 2030	2031	EYS 2031
Number Enrolled in Homebound	-	-	-	-	-	-	-	-	1.0	1.0
Number Enrolled in Hospital Class	-	-	-	-						-
Number Enrolled in Speech Therapy	8.0		11.0		15.0		16.0		16.0	
Number Enrolled in Resource Room	10.0		13.0		16.0		17.0		19.0	
Number Enrolled in Self-Contained Mild/Mod/Sev	3.0	3.0	5.0	5.0	7.0	7.0	8.0	8.0	9.0	9.0
Number Enrolled in Full-Time Early Childhood							1.0	1.0	1.0	1.0
Number Enrolled in Off-Home Campus							1.0	1.0	1.0	1.0
Number Enrolled in VAC						-	-	-	-	-
Number Enrolled from State Schools						-	-	-	-	-
Number Enrolled in Residential Care & Treatment						-	-	-	-	-
Number Enrolled in Mainstream										
Special Education Student Count (SPED)	**21.00**	**3.00**	**29.00**	**5.00**	**38.00**	**7.00**	**43.00**	**10.00**	**47.00**	**12.00**
Special Education Student Count %	**11.54%**	**1.65%**	**11.60%**	**2.00%**	**11.59%**	**2.13%**	**11.81%**	**2.75%**	**11.60%**	**2.96%**
Percent change YOY			**38.10%**	**66.67%**	**31.03%**	**40.00%**	**13.16%**	**42.86%**	**9.30%**	**20.00%**

Career and Technology Education (CTE) Data:	2027	Advanced C&T, P-TECH, New	2028	Advanced C&T, P-TECH,	2029	Advanced C&T, P-TECH,	2030	Advanced C&T, P-TECH,	2031	Advanced C&T, P-TECH,
Not Approved Program of Study CTE - Tier 1 Funding at 1.1										
Number Enrolled in One Contact Hour (V1)										
Number Enrolled in Two Contact Hour (V2)										
Number Enrolled in Three Contact Hour (V3)										
CTE Tier 1 Total Enrolled	-		-		-		-		-	
Approved Program of Study CTE - Tier 2 Funding at 1.28										
Number Enrolled in One Contact Hour (V1)										
Number Enrolled in Two Contact Hour (V2)										
Number Enrolled in Three Contact Hour (V3)										
CTE Tier 2 Total Enrolled	-		-		-		-		-	
Approved Program of Study CTE - Tier 3 Funding at 1.47										
Number Enrolled in One Contact Hour (V1)					38		50		93	
Number Enrolled in Two Contact Hour (V2)										
Number Enrolled in Three Contact Hour (V3)										
CTE Tier 3 Total Enrolled	-		-		**38**		**50**		**93**	
Career & Technology Students Enrollment All Tiers	-		-		**38.00**		**50.00**		**93.00**	
% of Career & Technology Students					**11.59%**		**13.74%**		**22.96%**	
Percent change YOY			**0.00%**		**0.00%**		**31.58%**		**86.00%**	
Advanced Career and Technology Education										
Number enrolled in a campus designated as a P-TECH school										
Number enrolled in a that is a member of the New Tech Network										
Total Advanced CTE Enrollment		**0**		**0**		**0**		**0**		**0**

Dyslexia, Pregnancy Related, & Bilingual/ESL Data: (TEC 48.103, 48.104(a), 48.105)	Data for the following fiscal years must be based on reasonable estimates and projections.				
	2027	2028	2029	2030	2031
Number of Dyslexia & Related Disorder Students					
Number Dyslexia Students Enrollment Special Education	8.0	11.0	15.0	17.0	20.0
Number Dyslexia Students Enrollment Non-Special Education	1.0	1.0	1.0	1.0	1.0
Total Dyslexia Student Enrollment	**9.0**	**12.0**	**16.0**	**18.0**	**21.0**
% of Dyslexia Students Enrolled	**4.95%**	**4.80%**	**4.88%**	**4.95%**	**5.19%**
Percent change YOY		**33.33%**	**33.33%**	**12.50%**	**16.67%**
Number of Pregnancy Related Students					
% of Pregnancy Related Students Enrolled					
Percent change YOY		**0.00%**	**0.00%**	**0.00%**	**0.00%**
Number of Students Enrolled in Bilingual/ESL	70.0	95.0	124.0	140.0	152.0
Number of Students Enrolled in Bilingual Dual Language One-way/Two-way					
Number of Students Enrolled in Bilingual Non EB Dual Language Two-way					
Total Number of Students Enrolled in Bilingual	**70.0**	**95.0**	**124.0**	**140.0**	**152.0**
% of Students Enrolled in Bilingual	**38.46%**	**38.00%**	**37.80%**	**38.46%**	**37.53%**
Percent change YOY		**35.71%**	**30.53%**	**12.90%**	**8.57%**

Special Education Error Check					
Career and Technology Error Check					

Compensatory Education (TEC 48.104)	2027	2028	2029	2030	2031
Number of educationally disadvantaged students residing in an economically disadvantaged census block group	120	160	200	240	280

% of Compensatory Education Students Enrolled	**65.93%**	**64.00%**	**60.98%**	**65.93%**	**69.14%**
Percent change YOY		**33.33%**	**25.00%**	**20.00%**	**16.67%**

Early Education (TEC 48.108)	**2027**	**2028**	**2029**	**2030**	**2031**
Number of Students, Kindergarten through 3rd grade, educationally disadvantaged or special language	149	205	268	298	332
% of Early Education K-3 Students	**81.87%**	**82.00%**	**81.71%**	**81.87%**	**81.98%**
Percent change YOY		**37.58%**	**30.73%**	**11.19%**	**11.41%**

Gifted and Talented (TEC 48.109)	**2027**	**2028**	**2029**	**2030**	**2031**
Number Gifted and Talented Students Enrolled	6	12	16	18	20
Enrollment Cap for Funding	6	12	16	18	20
% of Gifted and Talented Students Enrolled	**3.30%**	**4.80%**	**4.88%**	**4.95%**	**4.94%**
Percent change YOY		**100.00%**	**33.33%**	**12.50%**	**11.11%**

TRANSPORTATION (TEC 48.151)	**2027**	**2028**	**2029**	**2030**	**2031**
Regular Program Transportation Allotment					
Private Transportation Allotment					
Special Education Program Transportation Allotment	$3,888	$4,860	$5,832	$6,804	$7,776
Career and Technology Program Transportation Allotment					
Transportation Total	**$3,888**	**$4,860**	**$5,832**	**$6,804**	**$7,776**
Percent change YOY		**25.00%**	**20.00%**	**16.67%**	**14.29%**

Cell: B26
Note: ======
ID#AAABXo0ZIZw
Walker, Yolanda (2024-10-21 20:52:50)
Enter conservative amout for example start with 85%

Cell: B28
Note: ======
ID#AAABXo3R320
MNEEDHAM (2024-10-21 20:52:50)
Percent change of category total from one year to the next may be useful for the Start-Up, Y1, & Assumptions tab.

Cell: C32
Note: ======
ID#AAABXo0ZIZY
Nora Rainey (2024-10-21 20:52:50)
Enter the estimated number of students that will have a Special Education A.R.D and IEP requiring services in the Homebound Special Education instructional arrangement. (Student Attendance Accounting Handbook, Section IV).

Cell: D32
Note: ======
ID#AAABXo3R354
Nora Rainey (2024-10-21 20:52:50)
Enter the estimated number of Extended Year Services (EYS) students that will have a Special Education A.R.D and IEP requiring services in the Homebound Special Education instructional arrangement. (Student Attendance Accounting Handbook, Section IV).

Cell: C33
Note: ======
ID#AAABXo3R34I
Nora Rainey (2024-10-21 20:52:50)
Enter the estimated number of students that will have a Special Education A.R.D and IEP requiring services in the Hospital Class Special Education instructional arrangement. (Student Attendance Accounting Handbook, Section IV).

Cell: D33
Note: ======
ID#AAABXo3R35I
Nora Rainey (2024-10-21 20:52:50)
Enter the estimated number of Extended Year Services (EYS) students that will have a Special Education A.R.D and IEP requiring services in the Hospital Class Special Education instructional arrangement. (Student Attendance Accounting Handbook, Section IV).

Cell: C34
Note: ======
ID#AAABXo3R324
Nora Rainey (2024-10-21 20:52:50)
Enter the estimated number of students that will have a Special Education A.R.D and IEP requiring services in the Speech Special Education instructional arrangement. (Student Attendance Accounting Handbook, Section IV).

Cell: D34
Note: ======
ID#AAABXo0ZIZQ
Nora Rainey (2024-10-21 20:52:50)
Enter the estimated number of Extended Year Services (EYS) students that will have a Special Education A.R.D and IEP requiring services in the Speech Special Education instructional arrangement. (Student Attendance Accounting Handbook, Section IV).

Cell: C35
Note: ======
ID#AAABXo3R300
Nora Rainey (2024-10-21 20:52:50)
Enter the estimated number of students that will have a Special Education A.R.D and IEP requiring services in the Resource Special Education instructional arrangements. (Student Attendance Accounting Handbook, Section IV).

Cell: D35
Note: ======
ID#AAABXo3R304
Nora Rainey (2024-10-21 20:52:50)
Enter the estimated number of Extended Year Services (EYS)
students that will have a Special Education A.R.D and IEP requiring services in the Resource Special Education instructional arrangements. (Student Attendance Accounting Handbook, Section IV).

Cell: C36
Note: ======
ID#AAABXo3R35E
Nora Rainey (2024-10-21 20:52:50)
Enter the estimated number of students that will have a Special Education A.R.D and IEP requiring services in the SC Mild/Moderate/Severe Special Education instructional arrangements. (Student Attendance Accounting Handbook, Section IV).

Cell: D36
Note: ======
ID#AAABXo3R358
Nora Rainey (2024-10-21 20:52:50)
Enter the estimated number of Extended Year Services (EYS) students that will have a Special Education A.R.D and IEP requiring services in the SC Mild/Moderate/Severe Special Education instructional arrangements. (Student Attendance Accounting Handbook, Section IV).

Cell: C37
Note: ======
ID#AAABXo0ZIZk
Nora Rainey (2024-10-21 20:52:50)
Enter the estimated number of students that will have a Special Education A.R.D and IEP requiring services in the 45 - Full-Time Early Childhood Special Education instructional arrangement. (Student Attendance Accounting Handbook, Section IV).

Cell: D37
Note: ======
ID#AAABXo3R36A
Nora Rainey (2024-10-21 20:52:50)
Enter the estimated number of Extended Year Services (EYS) students that will have a Special Education A.R.D and IEP requiring services in the Full-Time Early Childhood Special Education instructional arrangement. (Student Attendance Accounting Handbook, Section IV).

Cell: C38
Note: ======
ID#AAABXo3R32s
Nora Rainey (2024-10-21 20:52:50)
Enter the estimated number of students that will have a Special Education A.R.D and IEP requiring services in the Off-Home Campus Special Education instructional arrangements. (Student Attendance Accounting Handbook, Section IV).

Cell: D38
Note: ======
ID#AAABXo3R36M
Nora Rainey (2024-10-21 20:52:50)
Enter the estimated number of Extended Year Services (EYS)
students that will have a Special Education A.R.D and IEP requiring services in the Off-Home Campus Special Education instructional arrangements. (Student Attendance Accounting Handbook, Section IV).

Cell: D39
Note: ======
ID#AAABXo3R34Q
Nora Rainey (2024-10-21 20:52:50)
Enter the estimated number of Extended Year Services (EYS) students that will have a Special Education A.R.D and IEP requiring services in the VAC Special Education instructional arrangement. (Student Attendance Accounting Handbook, Section IV).

Cell: C40
Note: ======
ID#AAABXo3R35M
Nora Rainey (2024-10-21 20:52:50)
Enter the estimated number of students that will have a Special Education A.R.D and IEP requiring services in the State SchoolSpecial Education instructional arrangement. (Student Attendance Accounting Handbook, Section IV).

Cell: D40
Note: ======
ID#AAABXo3R334
Nora Rainey (2024-10-21 20:52:50)
Enter the estimated number of Extended Year Services (EYS) students that will have a Special Education A.R.D and IEP requiring services in the State SchoolSpecial Education instructional arrangement. (Student Attendance Accounting Handbook, Section IV).

Cell: C41
Note: ======
ID#AAABXo3R31Q
Nora Rainey (2024-10-21 20:52:50)
Enter the estimated number of students that will have a Special Education A.R.D and IEP requiring services in the Residential Care & Treatment Special Education instructional arrangements. (Student Attendance Accounting Handbook, Section IV).

Cell: D41
Note: ======
ID#AAABXo3R35U

Nora Rainey (2024-10-21 20:52:50)
Enter the estimated number of Extended Year Services (EYS) students that will have a Special Education A.R.D and IEP requiring services in the Residential Care & Treatment Special Education instructional arrangements. (Student Attendance Accounting Handbook, Section IV).

Cell: C42
Note: ======
ID#AAABXo0ZIZs
Nora Rainey (2024-10-21 20:52:50)
Enter the estimated number of students that will have a Special Education A.R.D and IEP requiring services in the Mainstream Special Education instructional arrangement. (Student Attendance Accounting Handbook, Section IV).

Cell: D42
Note: ======
ID#AAABXo3R31I
Nora Rainey (2024-10-21 20:52:50)
Enter the estimated number of Extended Year Services (EYS) students that will have a Special Education A.R.D and IEP requiring services in the Mainstream Special Education instructional arrangement. (Student Attendance Accounting Handbook, Section IV).

Cell: B45
Note: ======
ID#AAABXo3R33g
MNEEDHAM (2024-10-21 20:52:50)
Percent change of category total from one year to the next may be useful for the Start-Up, Y1, & Assumptions tab.

Cell: B48
Note: ======
ID#AAABXo3R34U
Black, Dina (2024-10-21 20:52:50)
All CTE Courses classified by Tier 1, Tier 2, or Tier 3 are available on the CTE Programs of Study webpage.

Cell: C49
Note: ======
ID#AAABXo3R32g
Nora Rainey (2024-10-21 20:52:50)
Enter the estimated number of students, grades 7 through 12, in a "Not an Approved Program of Study" CTE course for an estimated average of 45 to 89 minutes per day.

Not Approved Program of Study CTE courses are Tier 1.

Cell: C50
Note: ======
ID#AAABXo3R36E
Nora Rainey (2024-10-21 20:52:50)
Enter the estimated number of students, grades 7 through 12, in a "Not an Approved Program of Study" CTE course for an estimated average of 90 to 134 minutes per day.

Not Approved Program of Study CTE courses are Tier 1.

Cell: C51
Note: ======
ID#AAABXo3R33s
Nora Rainey (2024-10-21 20:52:50)
Enter the estimated number of students, grades 7 through 12, in a "Not an Approved Program of Study" CTE course for an estimated average of 135 to 180+ minutes per day.

Not Approved Program of Study CTE courses are Tier 1.

Cell: B53
Note: ======
ID#AAABXo0ZIZU
Black, Dina (2024-10-21 20:52:50)
All CTE Courses classified by Tier 1, Tier 2, or Tier 3 are available on the CTE Programs of Study webpage.

Cell: C54
Note: ======
ID#AAABXo3R33Y
Nora Rainey (2024-10-21 20:52:50)
Enter the estimated number of students, grades 7 through 12, in a "Approved Program of Study, Level 1 and 2" CTE course for an estimated average of 45 to 89 minutes per day.

Approved Program of Study CTE courses, level 1 and 2, is a Tier 2 weighted course for funding.

Cell: C55
Note: ======
ID#AAABXo3R338
Nora Rainey (2024-10-21 20:52:50)
Enter the estimated number of students, grades 7 through 12, in a "Approved Program of Study, Level 1 and 2" CTE course for an estimated average of 90 to 134 minutes per day.

Approved Program of Study CTE courses, level 1 and 2 are Tier 2.

Cell: C56
Note: ======
ID#AAABXo3R34s
Nora Rainey (2024-10-21 20:52:50)
Enter the estimated number of students, grades 7 through 12, in a "Approved Program of Study, Level 1 and 2" CTE course for an estimated average of 135 to 180+ minutes per day.

Approved Program of Study CTE courses, level 1 and 2, is a Tier 2 weighted course for funding.

Cell: B58
Note: ======
ID#AAABXo3R31A
Black, Dina (2024-10-21 20:52:50)
All CTE Courses classified by Tier 1, Tier 2, or Tier 3 are available on the CTE Programs of Study webpage.

Cell: C59
Note: ======
ID#AAABXo3R340
Black, Dina (2024-10-21 20:52:50)
Enter the estimated number of students, grades 7 through 12, in a "Approved Program of Study, Level 3 and 4" CTE course for an estimated average of 45 to 89 minutes per day.

Approved Program of Study CTE courses, level 3 and 4, are Tier 3 courses for weighted funding.

Cell: C60
Note: ======
ID#AAABXo3R30U
Black, Dina (2024-10-21 20:52:50)
Enter the estimated number of students, grades 7 through 12, in a "Approved Program of Study, Level 3 and 4" CTE course for an estimated average of 90 to 134 minutes per day.

Approved Program of Study CTE courses, level 3 and 4, are Tier 3 weighted funding courses.

Cell: C61
Note: ======
ID#AAABXo3R32k
Black, Dina (2024-10-21 20:52:50)
Enter the estimated number of students, grades 7 through 12, in a "Approved Program of Study, Level 3 and 4" CTE course for an estimated average of 135 to 180+ minutes per day.

Approved Program of Study CTE courses, level 3 and 4, are Tier 3 weighted funding courses.

Cell: B66
Note: ======
ID#AAABXo3R348
MNEEDHAM (2024-10-21 20:52:50)
Percent change of category total from one year to the next may be useful for the Start-Up, Y1, & Assumptions tab.

Cell: D68
Note: ======
ID#AAABXo3R34o
Nora Rainey (2024-10-21 20:52:50)
Enter the estimated number of students enrolled at TEA-designated Pathways in Technology Early College High School (P-TECH) campuses (grades nine through 12 only). TEC §§29.551–29.557, 19 TAC§102.1095

Cell: D69
Note: ======

ID#AAABXo3R33k
Nora Rainey (2024-10-21 20:52:50)
Enter the estimated number of students enrolled on campuses that have an active agreement with the New Tech Network (NTN), grades seven through 12 only. The campus must have an active agreement with the NTN.

Cell: B70
Note: ======
ID#AAABXo0ZIaA
MNEEDHAM (2024-10-21 20:52:50)
Percent change of category total from one year to the next may be useful for the Start-Up, Y1, & Assumptions tab.

Cell: C75
Note: ======
ID#AAABXo3R30Y
Nora Rainey (2024-10-21 20:52:50)
Enter the estimated number of students identified as having dyslexia or a related disorder (TEC, §48.103), and has an Individualized Education Plan (IEP) that specifically states that dyslexia services are required, and the school district uses the dyslexia state allotment to serve that student.

Cell: C76
Note: ======
ID#AAABXo3R34w
Nora Rainey (2024-10-21 20:52:50)
Enter the estimated number of students that a district serves who has been identified as having dyslexia or a related disorder under the (TEC, §48.103). and the services are funded from the dyslexia state allotment.

Cell: B79
Note: ======
ID#AAABXo0ZIZg
Black, Dina (2024-10-21 20:52:50)
Percent change of category total from one year to the next may be useful for the Start-Up, Y1, & Assumptions tab.

Cell: C81
Note: ======
ID#AAABXo3R33A
Nora Rainey (2024-10-21 20:52:50)
Enter the estimated number of students that may be pregnant and receiving Pregnancy Related Services.
(Student Attendance Accounting Handbook, Section IX).
(Example: If one student is estimated to be pregnant for 90 days during the school calendar and another student is estimated to be pregnant 100 days during the school calendar; then enter 1.055 which is the result of [(100 + 90)/180]).

Cell: B83
Note: ======
ID#AAABXo3R30M
Black, Dina (2024-10-21 20:52:50)
Percent change of category total from one year to the next may be useful for the Start-Up, Y1, & Assumptions tab.

Cell: C85
Note: ======
ID#AAABXo3R33c
Nora Rainey (2024-10-21 20:52:50)
Enter the estimated number of students that will be placed in the Bilingual/ESL Program by the Language Proficiency Assessment Committee (LPAC). (Student Attendance Accounting Handbook, Section VI).

Cell: C86
Note: ======
ID#AAABXo3R35Y
Walker, Yolanda (2024-10-21 20:52:50)
Enter the estimated number of students that will be placed in the Bilingual/ESL Program by the Language Proficiency Assessment Committee (LPAC). (Student Attendance Accounting Handbook, Section VI).

Cell: C87
Note: ======
ID#AAABXo3R34A
Walker, Yolanda (2024-10-21 20:52:50)
Enter the estimated number of students that will be placed in the Bilingual/ESL Program by the Language Proficiency Assessment Committee (LPAC). (Student Attendance Accounting Handbook, Section VI).

Cell: B90
Note: ======
ID#AAABXo3R35c
Black, Dina (2024-10-21 20:52:50)
Percent change of category total from one year to the next may be useful for the Start-Up, Y1, & Assumptions tab.

Cell: C92
Note: ======
ID#AAABXo3R30c
Nora Rainey (2024-10-21 20:52:50)
If the "Sped Total Error" is Displayed, then the sum of Students in Special Education Instructional Arrangements 01 though 98 is greater than the number of Students enrolled in row 24. Please correct data before submitting. Estimates with Special Education enrollment errors will not be processed.

Cell: C93
Note: ======
ID#AAABXo3R35o
Nora Rainey (2024-10-21 20:52:50)
If the "CATE Total Error" is Displayed, then the sum of Students in Career and Technology Vocational Settings Tiers 1 to 3 is greater than the number of total students enrolled in row 24. Please correct data before submitting. Estimates with Career and Technology Education enrollment errors will not be processed.

Cell: C96
Note: ======
ID#AAABXo0ZIZ4
MNEEDHAM (2024-10-21 20:52:50)
Enter estimated count of students designation as educationally disadvantaged whose
home or residence address is within a census block group.

ENTER WHOLE NUMBER.

Cell: B98
Note: ======
ID#AAABXo3R35s
Black, Dina (2024-10-21 20:52:50)
Percent change of category total from one year to the next may be useful for the Start-Up, Y1, & Assumptions tab.

Cell: C101
Note: ======
ID#AAABXo3R34g
Nora Rainey (2024-10-21 20:52:50)
Enter the estimated number of students in grades Kindergarten through 3rd grade that are 1) educationally disadvantaged; or
(2) an emergent bilingual student, as defined by Texas Education Code Section 29.052, and is in a bilingual education or special language program under Subchapter B, Chapter 29.

Cell: B103
Note: ======
ID#AAABXo3R36Q
MNEEDHAM (2024-10-21 20:52:50)
Percent change of category total from one year to the next may be useful for the Start-Up, Y1, & Assumptions tab.

Cell: C106
Note: ======
ID#AAABXo3R30s
Nora Rainey (2024-10-21 20:52:50)
Enter the estimated number of students that will be identified as Gifted and Talented. ENTER WHOLE NUMBER.

Number of Gifted and Talented students will be adjusted on the SOF worksheet to be no more than five percent of a district's students in average daily attendance based on Texas Education Code 48.109 (c).

Cell: B109
Note: ======
ID#AAABXo0ZIZc
Black, Dina (2024-10-21 20:52:50)
Percent change of category total from one year to the next may be useful for the Start-Up, Y1, & Assumptions tab.

Cell: B111
Note: ======
ID#AAABXo3R35w
Black, Dina (2024-10-21 20:52:50)
For more information, go to Texas Education Agency website and enter SCHOOL TRANSPORTATION FUNDING in the Search bar located at top right of website.

Cell: C112
Note: ======
ID#AAABXo3R33Q
MNEEDHAM (2024-10-21 20:52:50)
Enter Regular Program Transportation Allotment estimate. Transporation allotment funding contingent on submission of application to State Funding Division by July 15 before school year commences.
Regular Program Transporation allotment calculated for Regular Route services at $1.00 per mile.

Example: 25 Daily roundtrip Regular Route miles x 180 days of operation x $1.00 per-mile rate = $4,500.

NOTE: Bus passes for student transportation are eligible for reimbursement as part of the Regular Program Transporation allotment may also be added to the Regular Program Transportation Allotment estimate.

Cell: C113
Note: ======
ID#AAABXo3R35Q
MNEEDHAM (2024-10-21 20:52:50)
Enter Private Transporation Allotment estimate.

Private Transporation Allotment is calculated at $0.25 per-mile rate for elgible private service routes, not to exceed a maximum of $816 per eligible student rider.

Private route services are transportation to school at the beginning of the school day and from school at the end of the school day by privately owned or commercial transportation for regular- and special program students whom your district determines to be eligible. It is transportation for which your district provides grants. Your district must determine eligibility for private route services on a case-by-case basis, determined by students is experiencing extreme hardship in getting to and from school because the student resides in a geographically isolated area two or more milesfrom the nearest available school bus route and lives two or more milesfrom his or her home campus.

Cell: C114
Note: ======
ID#AAABXo3R36U
MNEEDHAM (2024-10-21 20:52:50)
Enter Special Education Program Transportation Allotment estimate.
A special-program student is a student with a disability who requires specialized transportation to access his or her academic program and certain other related services. Special route services is calculated by multiplying the eligible special-route-service mileage by its per-mile rate for special route services. The rate is the lesser of $1.08 or the cost per mile for special route services for the preceding year. Therefore use $1.08 per-mile rate to estimate allotment for Special Education Program Transporation Alotment.

Example: 40 Daily roundtrip Special Route Service miles x 165 days of operation x $1.08 per-mile rate = $7,128

Cell: C115
Note: ======
ID#AAABXo3R350
MNEEDHAM (2024-10-21 20:52:50)
Enter Career and Technology Program Transportation Allotment estimate.

CTE route services is calculated by multiplying the district's total eligible CTE route-service mileage by its cost per mile for regular route services for the preceding year. For purposes of estimate, charter district may use $1.00 per mile rate.

CTE route services are transportation of regular-or special-program students during the school day to
attend a TEA-approved CTE course that is not available at the students' campus of attendance

Cell: B117
Note: ======
ID#AAABXo3R34k
MNEEDHAM (2024-10-21 20:52:50)
Percent change of category total from one year to the next may be useful for the Start-Up, Y1, & Assumptions tab.

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Proposed Charter School Name

PERSONNEL

Position Description	Position Category (Categories align with the categories on the Five Year Budget)	Year Count	Number of FTEs						Notes	Total of Salaries					
			Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5		Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
		FYE	2026	2027	2028	2029	2030	2031		2026	2027	2028	2029	2030	2031
		Starting Salary	# of FTEs	# of FTEs	# of FTEs	# of FTEs	# of FTEs	# of FTEs		0.0000%	0.0000%	3.0000%	3.0000%	3.0000%	3.0000%
Superintendent	Executive Management	$ 90,000	1.0	1.0	1.0	1.0	1.0	1.0	Y1 Superintendent Salary 12-mo	$ 90,000	$ 90,000	$ 92,700	$ 95,481	$ 98,345	$ 101,296
Operations Manager	Operation / Business Manager	$ 45,000	0.5	1.0	1.0	1.0	1.0	1.0	Y1 OpMa Salary 12-months	$ 22,500	$ 45,000	$ 46,350	$ 47,741	$ 49,173	$ 50,648
Assistant Principal	Deans, Directors & Coordinators	$ 70,000	0.0	1.0	1.0	1.0	1.0	1.0	Y1 Assistant Principal Salary 12-	$ -	$ 70,000	$ 72,100	$ 74,263	$ 76,491	$ 78,786
Office Manager	Operation / Business Manager	$ 38,000	0.3	1.0	1.0	1.0	1.0	1.0	Y1 Office Mgr Salary 12-months	$ 11,400	$ 38,000	$ 39,140	$ 40,314	$ 41,524	$ 42,769
Principal	Administrative Staff	$ 80,000	0.0	0.0	0.0	0.0	1.0	1.0	Y4 Principal Salary 12-months	$ -	$ -	$ -	$ -	$ 87,418	$ 90,041
Core Teacher	Teachers - Regular	$ 62,000	0.0	7.0	11.0	15.0	18.0	19.0	Y1 Core Teacher Salary 12-	$ -	$ 434,000	$ 702,460	$ 986,637	$ 1,219,483	$ 1,325,849
Special Education Teacher	Teachers - SPED	$ 62,000	0.0	1.0	1.0	2.0	2.0	2.0	Y1 SPED T Salary 12-months	$ -	$ 62,000	$ 63,860	$ 131,552	$ 135,498	$ 139,563
Substitute Teachers	Substitute Teachers	$ 35,000	0.0	1.0	1.0	2.0	2.0	2.0	Y1 Sub Salary 12-months	$ -	$ 35,000	$ 36,050	$ 74,263	$ 76,491	$ 78,786
Teaching Assistants	Teaching Assistants	$ 35,000	0.0	2.0	3.0	8.0	9.0	10.0	Y1 TA Salary 12-months	$ -	$ 70,000	$ 108,150	$ 297,052	$ 344,209	$ 393,928
Explore Coordinator	Other - Instructional	$ 55,000	0.0	0.0	0.0	0.0	0.0	1.0	Explore Coordinator will be AP	$ -	$ -	$ -	$ -	$ -	$ 61,903
Culture Coordinator	Therapists & Counselors	$ 40,000	0.0	1.0	1.0	1.0	1.0	1.0	Y1 CC Salary 10-months	$ -	$ 40,000	$ 41,200	$ 42,436	$ 43,709	$ 45,020
Custodian	Custodian	$ 35,000	0.0	1.0	1.0	2.0	2.0	2.0	Y1 Custodian Salary 12-months	$ -	$ 35,000	$ 36,050	$ 74,263	$ 76,491	$ 78,786
PEIMS	Other - Non-Instructional	$ 35,000	0.5	0.5	1.0	1.0	1.0	1.0	Y1 PEIMS Salary 12-months	$ 17,500	$ 17,500	$ 36,050	$ 37,132	$ 38,245	$ 39,393
SPED Coordinator	Other - Instructional	$ 55,000	0.1	0.3	0.4	0.6	0.8	1.0	SPED Coord Salary starts part-	$ 5,500	$ 16,500	$ 22,660	$ 35,010	$ 48,080	$ 61,903
ESL Coordinator	Other - Instructional	$ 55,000	0.0	0.3	0.4	0.6	0.8	1.0	ESL Coord Salary starts part-	$ -	$ 16,500	$ 22,660	$ 35,010	$ 48,080	$ 61,903
Security Guard On Site	Security	$ 35,000	0.0	0.3	0.6	1.0	1.0	1.0	Y1 Security Salary 10-months	$ -	$ 10,500	$ 21,630	$ 37,132	$ 38,245	$ 39,393
Gifted and Talented Coordinator	Teachers - Regular	$ 62,000	0.0	0.0	0.0	0.0	1.0	1.0	GT Teacher/coordinator will	$ -	$ -	$ -	$ -	$ 67,749	$ 69,782
		$ -								$ -	$ -	$ -	$ -	$ -	$ -

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Proposed Charter School Name

REVENUE AND EXPENSE ASSUMPTIONS

	BUDGET		ASSUMPTIONS							
	Start-Up Year 0	Year 1	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Notes and Descriptions of Assumptions for Start-Up Year	Notes and Descriptions of Assumptions for Year1 through Year 5
	2026	2027	2026	2027	2028	2029	2030	2031	grant	*include in the notes the amounts from the CSP grant
REVENUE			**Enter the % change below for which the amount entered in column F should change each year. Consider using the % changes in the Enrollment Tab.**							
TOTAL STATE REVENUES		1,762,910			40.59%	34.22%	13.47%	14.93%	No state revenue during start up year	Budget is based on under-enrollment by 10% and
FEDERAL REVENUES										
Charter School Program (CSP) Start-Up Grant	773,658	126,342			0.00%	0.00%	0.00%	0.00%	Assuming planning start up costs for board, leadership and teacher coaching and professional development, finance and SPED consulting, initial curriculum, copying and printing needs for staff and students recruitment as well as year 0 staff technology.	Assuming implementation start up costs for contracted services including SIS, Ed Tech, Enrollment and Lottery systems; supplies and materials including books, non-consumable curriculum materials, enrichment equipment, copiers and printers; student and family recruitment and marketing and engagement and legal support as well we transportation, minor facility updates, classroom furniture, network and IT hardware and set up as well as any health and safety needs.
Other Federal Revenues		333,574			20.00%	20.00%	10.00%	10.00%		Assuming 80% low income and qualifying as a title I school with 90% enrollment, expected revenue from Title I ($72,000), Title III ($10,500), and IDEA ($25,200), National School Lunch Program Reimbursement (80% reimbursable = $207,874), and e-Rate reimbursement (80% FRL in urban area = 90% reimbursement = $18,000)
TOTAL FEDERAL REVENUES	773,658	459,916								
TOTAL LOCAL & OTHER REVENUES	25,000				0.00%	0.00%	0.00%	0.00%	BES (25k) grants will cover additional facilities needs	
TOTAL REVENUE	**$ 798,658**	**$ 2,222,826**								
EXPENSES										
ADMINISTRATIVE STAFF PERSONNEL COSTS										
Executive Management	90,000	90,000							Assumes 12-Month Superintendent/Principal salary for planning purposes utilizing CSP grant.	Assumes 12-Month Superintendent/Principal salary for implementation purposes utilizing state funding for 11 months; first 30 days of implementation paid by CSP grant ($7,500)
Instructional Management	-	-								
Deans, Directors & Coordinators	-	70,000								Assumes 12-month dean of culture salary for implementation purposes utilizing state funding for 11 months;. first 30 days of implementation paid by CSP grant ($6,250)
CFO / Director of Finance	-	-								
Operation / Business Manager	33,900	83,000							Assumes 6 months of Ops Manager and 3 months of Office Manager salaries for planning purposes utilizng the CSP grant.	Assumes 12-month AP of Ops & Office MGr salary for implementation purposes utilizing state funding for 11 months;. first 30 days of implementation paid by CSP grant (APO $6,250) & (OM $5,883)
Administrative Staff	-	-								
Other - Administrative	-	-								
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	**$ 123,900**	**$ 243,000**								
INSTRUCTIONAL PERSONNEL COSTS										
Teachers - Regular	-	434,000								##
Teachers - SPED	-	62,000								Assumes 12-month SPED Teacher for
Substitute Teachers	-	35,000								Assumes 12-month Sub for implementation
Teaching Assistants	-	70,000								Assumes 12-month TA for implementation purposes
Specialty Teachers	-	-								
Aides	-	-								
Therapists & Counselors	-	40,000								Assumes 10-month Counselor for implementation
Other - Instructional	5,500	33,000								
TOTAL INSTRUCTIONAL PERSONNEL COSTS	**$ 5,500**	**$ 674,000**								

NON-INSTRUCTIONAL PERSONNEL COSTS										
Nurse	-	-								Assumes 10-month Nurse for implementation purposes ($25/hr, MWF, peak times 9am-2pm, 120 days) utilizing state funding for 11 months;. first 30 days of implementation paid by CSP grant ($1,600)
Librarian	-	-								
Custodian	-	35,000								Assumes 12-month custodian salary for implementation purposes utilizing state funding; $2,916 paid by CSP first 30 days
Security	-	10,500								Assumes 10-month security guard hourly pay (12 hours/wk during busiest hours) for implementation purposes utilizing state funding; $1,050 paid by CSP first 30 days
Other - Non-Instructional	17,500	17,500							Assumes 6-month PEIMS salary for planning purposes utilizing CSP grant.	Assumes 12-month PEIMS salary (20 hours/wk) for implementation purposes utilizing state funding; $1,667 paid by CSP first 30 days
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	**$ 17,500**	**$ 63,000**								
TOTAL PERSONNEL EXPENSES	**$ 146,900**	**$ 980,000**								
			For each line item in the Payroll Taxes and Benefits section, enter the % of Total Personnel Expenses that line item should represent.							
PAYROLL TAXES AND BENEFITS										
Social Security	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Medicare	2,130	14,210	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%	Information acquired from the Social Security	Information acquired from the Social Security
State Unemployment	3,966	26,460	2.70%	2.70%	2.70%	2.70%	2.70%	2.70%	Information acquired from the Texas Workforce	Information acquired from the Texas Workforce
Worker's Compensation Insurance	1,469	9,800	1.00%	1.00%	1.00%	1.00%	1.00%	1.00%	Information acquired from the Texas Workforce	Information acquired from the Texas Workforce
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	10,283	68,600	7.00%	7.00%	7.00%	7.00%	7.00%	7.00%	Information acquired from TRS Care website	Information acquired from TRS Care website
Dental Insurance	529	3,528	0.36%	0.36%	0.36%	0.36%	0.36%	0.36%	Information acquired from TRS Care website	Information acquired from TRS Care website
Vision Insurance	88	588	0.06%	0.06%	0.06%	0.06%	0.06%	0.06%	Information acquired from TRS Care website	Information acquired from TRS Care website
Life Insurance	-	-	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%		
Retirement Contribution	12,119	60,760	8.25%	6.20%	6.20%	6.20%	6.20%	6.20%	Information acquired from TRS website	Information acquired from TRS website
Non-OASDI Surcharge	2,350	15,680	1.60%	1.60%	1.60%	1.60%	1.60%	1.60%	Non-OASDI Surcharge	Non-OASDI Surcharge
Stipends, Supplemental Pay, and Performance Bonuses		24,500	0.00%	2.50%	2.50%	2.50%	2.50%	2.50%		
TOTAL PAYROLL TAXES AND BENEFITS	**$ 32,935**	**$ 224,126**								
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	**$ 179,835**	**$ 1,204,126**								
			Enter the % change below for which the amount entered in column F should change each year.							
CONTRACTED SERVICES										
Accounting / Audit	53,000	53,000			2.00%	2.00%	2.00%	2.00%	##########	##########
Legal	5,000	5,000			2.00%	2.00%	2.00%	2.00%		Assuming legal support for implementation purposes utilizing state funding.
Management Company Fee	-	-			0.00%	0.00%	0.00%	0.00%		
Nurse Services	-	15,000			20.00%	25.00%	30.00%	35.00%		Assumes 10-month Nurse for implementation purposes ($25/hr, MWF, peak times 9am-2pm, 120 days) utilizing state funding. First 30 days of implementation paid by CSP grant ($1,500) will grow to full time in year 4.
Food Service / School Lunch	-	215,716			14.00%	14.00%	9.00%	14.00%		##########
Payroll Services	2,000	2,000			2.00%	2.00%	2.00%	2.00%	Assuming payroll services provded from ESC Region 11 for planning purposes utilizing CSP grant.	Assuming payroll services provded from ESC Region 11 for planning purposes utilizing state funding.
Special Ed Services	15,190	34,000			2.00%	2.00%	2.00%	2.00%	Assuming Special Programs Tech set up and training with PowerSchool for planning purposes ($15,190) utilizing CSP grant.	Assuming ed tech monthly subscription services ($4,000/annually) utilizing state funding. This also includes contracting with a Diagnostician, LSSP, SLP and any PT/OT services ($30,000).
Titlement Services (i.e. Title I)	-	-			0.00%	0.00%	0.00%	0.00%		
Community Partnerships for Explore Time		80,000			5.00%	10.00%	15.00%	29.00%		##########
Learning Expeditions	-	20,000			14.00%	14.00%	9.00%	14.00%		Assuming quarterly partnerships with local cultural institutions that intentionally align with unit topics and concepts. This includes bringing a liason to our campus as well as students going on site minimum 2-3 times per unit utilizing state funding.
					0.00%	0.00%	0.00%	0.00%		
TOTAL	**$ 75,190**	**$ 424,716**								

SCHOOL OPERATIONS

Board Expenses	6,000	6,000			2.00%	2.00%	2.00%	2.00%	Assuming board training costs for planning purposes utilizing CSP grant.	Assuming costs for board training, implementation and administrative tasks utilizing state funding.
Classroom / Teaching Supplies & Materials	-	9,000			2.00%	2.00%	2.00%	2.00%		Assuming classroom and teaching supplies and materials for teachers for implementation purposes utilizing state funds ($500 per class x 8 classes)
Special Ed Supplies & Materials	-	5,000			14.00%	14.00%	9.00%	14.00%		Assuming materials that directly support IEP goals for students in SPED for implementationi purposes utilizing state SPED funding.
Textbooks / Workbooks	30,000				14.00%	14.00%	9.00%	14.00%	Assuming purchase of non-consumable high-quality instructional materials (15k Y0 planning + 15k Y1 implementation) aligned with curriculum for implementation purposes utilizing CSP grant.	
Supplies & Materials other	30,000	35,000			14.00%	14.00%	9.00%	14.00%	Assuming purchase of and services set up for copying and printing needs ($5,000) and library books ($25,000) for planning & implementation purposes utilizing the CSP grant.	Assuming purchase of and services set up for copying and printing needs ($10,000) and library books ($25,000) for planning & implementation purposes utilizing the CSP grant.
Equipment / Furniture	54,000	22,000			1.00%	1.00%	1.00%	1.00%	Assuming one time start of cost purchase of enrichment equipment (PE, music, art, drama materials = $10,000) and essential classroom furniture for implementation purposes utilizing CSP grant ($5,500/class * 8 classrooms)	Assuming one time start of cost for essential classroom furniture for implementation purposes utilizing state funding ($5,500/class * 4 additional new classrooms)
Telephone	1,000	3,600			2.00%	2.00%	2.00%	2.00%	Assuming set up and purchase of phone system for implementation purposes using CSP.	Assuming monthly subscription and support for phone service utilizing state funding.
Technology	65,000	7,200			2.00%	2.00%	2.00%	2.00%	Assuming set up and purchase of iPads, Chromebooks, Projector, Doc Cam, Screen, Mount and warranties ($65,000) for implementation purposes utilizing CSP grant.	Assuming IT support for computers using state funding.
Student Testing & Assessment		1,500			14.00%	14.00%	9.00%	14.00%		Assuming purchase of assessment and data tracking platform for STAAR ($24/student) and platform training for implementation purposes utilizing state funding.
Field Trips	-				0.00%	0.00%	0.00%	0.00%		SEE LEARNING EXPEDITIONS IN CONTRACTED SERVICES
Transportation (student)	196,038	25,000			2.00%	2.00%	2.00%	2.00%	Assuming purchase of 4 15-passenger vans for transportation purposes plus insurance for implementation purposes utilizing the CSP grant.	Assuming gas ($3,500 x 4), oil changes ($300 x 4) and maintenance ($1,000 x 4), insurance ($2,000 x 4) for four 15-passenger vans driving 15,000 miles annually per van utilizing state funding.
Student Services - other	-	900			14.00%	14.00%	9.00%	14.00%		##
Office Expense	-	5,000			14.00%	14.00%	9.00%	14.00%		Assuming purchase of office supplies such as tape, staplers, push pens, etc for implemenation purposes utilizing state funding
Staff Development	4,000	15,000			5.00%	5.00%	5.00%	5.00%	Assuming professional development for teachers and leaders for planning purposes utilizing CSP grant.	Assuming professional development for teachers and leaders for implementation purposes utilizing state funding.
Staff Recruitment	3,000	2,500			14.00%	14.00%	9.00%	14.00%	Assuming staff recruitment needs for social media ads, job fairs and marketing for planning purposes materials utilizing CSP grant.	Assuming staff recruitment needs for social media ads, job fairs and marketing for planning purposes materials utilizing CSP grant.
Student Recruitment / Marketing	14,000	7,000			14.00%	14.00%	9.00%	14.00%	Assuming student recruitment and marketing needs for planning purposes utilizing the CSP grant.	Assuming student recruitment and marketing needs for planning purposes utilizing the CSP grant.
School Meals / Lunch	-				0.00%	0.00%	0.00%	0.00%		
Travel (Staff)	-	-			0.00%	0.00%	0.00%	0.00%		
Fundraising	-	-			0.00%	0.00%	0.00%	0.00%		
After School Program	-	-			0.00%	0.00%	0.00%	0.00%		
Student Information Management System, Enrollment and lottery software systems	23,195	10,400			2.00%	2.00%	2.00%	2.00%	Assuming purchasing SIS system (Ascender) and enrollment/lottery (School Mint) for planning and implementation purposes through utilizing the CSP grant.	Assuming purchasing SIS system and enrollment/lottery for planning and implementation purposes through Powerschool utilizing the CSP grant.

iReady Education Technology	2,500	1,800			2.00%	2.00%	2.00%	2.00%	Assuming purchasing iReady educational technology for small group and formative assessments utilizing the CSP grant ($6/student license per subject ELA & Math) training additional $2,500	Assuming purchasing iReady educational technology for small group and formative assessments utilizing the state funding
TOTAL SCHOOL OPERATIONS	**$ 428,733**	**$ 156,900**								
FACILITY OPERATION & MAINTENANCE										
Insurance		20,000			2.00%	2.00%	2.00%	2.00%		Assuming property insurance, auto, D&O for planning purposes using state funding.
Janitorial Services	3,000	8,000			5.00%	5.00%	5.00%	5.00%	Assuming janitorial services needed to ensure school is day 1 ready for scholars funded by grants and fundraising efforts.	Assuming janitorial supplies for planning purposes using state funding.
Building and Land Rent / Lease	55,000	235,000			2.00%	2.00%	2.00%	2.00%	Assuming $13 per sq ft in an 10,000 sq. ft. building with 75 sq. ft per student for 5 mos utilizing CSP grant.	Assuming 15% of expenses utilizing state funding for implementation purposes.
Repairs & Maintenance	20,000	1,000			2.00%	2.00%	2.00%	2.00%	Assuming facility upgrades for implementation purposes utilizing the CSP grant.	Assuming facility upgrades for implementation purposes utilizing state funding.
Security Services	10,000	2,000			2.00%	2.00%	2.00%	2.00%	Assuming safety needs including Raptor background check and safety software/hardware for implementation purposes utilizing the CSP grant.	
Utilities	6,000	23,500			2.00%	2.00%	2.00%	2.00%	Assuming securing a safe and appealing facility including electricity, water and HVAC ensuring school is day 1 ready for scholars funded by grants and fundraising efforts.	Assuming securing a safe and appealing facility including electricity, water and HVAC ensuring school is day 1 ready for scholars utilizing state funding.
Internet	4,000	12,000			2.00%	2.00%	2.00%	2.00%	Assuming wifi set up for implementation purposes utilizing CSP grant.	Ongoing network expenses for phone and internet monthly fee for services and IT support for 12 months ($1,000/mo) funded by state funding
Family Engagement	1,000	2,000			2.00%	2.00%	2.00%	2.00%	Assuming family engagement software to track towards 90%+ enrollment with Possip utilizing CSP grant.	Assuming family engagement software to track family retention ($4/student + $1,000 annual set up fee) and volunteering utilizing state funding.
Night Cleaning Services	-	25,000			2.00%	2.00%	2.00%	2.00%		Assuming night cleaning services at once per week (Sunday evenings) x 38 weeks x $658 per cleaning utilizing state funding.
TOTAL FACILITY OPERATION & MAINTENANCE	**$ 99,000**	**$ 328,500**								
RESERVES / CONTIGENCIES	15,783	107,000			20.00%	5.00%	0.00%	50.00%	Will begin year 0 intentional working towards building 60 day cash on hand in contingencies. We will begin with 2% from BES Grant, build towards 5% up to 16% which should get us close to 60 day cash on hand.	Will begin year 0 intentional working towards building 60 day cash on hand in contingencies. Year 1 will increase to 5% using state funding, with a goal of building towards 5% up to 16% which should get us close to 60 day cash on hand.
TOTAL EXPENSES	**$ 798,541**	**$ 2,221,242**								
NET OPERATING INCOME (before Depreciation)	**$ 117**	**$ 1,584**								
DEPRECIATION & AMORTIZATION					0.00%	0.00%	0.00%	0.00%		
NET OPERATING INCOME (including Depreciation)	**$ 117**	**$ 1,584**								

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Proposed Charter School Name

PROJECTED BUDGET / OPERATING PLAN

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2026	2027	2028	2029	2030	2031
SUMMARY						
Total Revenue	**798,658**	**2,222,826**	**2,878,764**	**3,806,955**	**4,303,084**	**4,919,485**
Total Expenses	**798,541**	**2,221,242**	**2,745,163**	**3,642,173**	**4,299,378**	**4,809,947**
Net Operating Income (before Depreciation)	**117**	**1,584**	**133,601**	**164,783**	**3,707**	**109,539**
Revenue Per Pupil		12,213.33	11,515.05	11,606.57	11,821.66	12,146.88
Expenses Per Pupil		12,204.63	10,980.65	11,104.18	11,811.48	11,876.41
REVENUE						
TOTAL STATE REVENUES		1,762,910	2,478,475	3,326,609	3,774,703	4,338,266
FEDERAL REVENUES						
Charter School Program (CSP) Start-Up Grant	773,658	126,342		-	-	-
Other Federal Revenues	-	333,574	400,289	480,347	528,381	581,219
TOTAL FEDERAL REVENUES	773,658	459,916	400,289	480,347	528,381	581,219
TOTAL LOCAL & OTHER REVENUES	$ 25,000	-	-	-	-	-
TOTAL REVENUE	**$ 798,658**	**$ 2,222,826**	**$ 2,878,764**	**$ 3,806,955**	**$ 4,303,084**	**$ 4,919,485**
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	90,000	90,000	92,700	95,481	98,345	101,296
Instructional Management	-	-	-	-	-	-
Deans, Directors & Coordinators	-	70,000	72,100	74,263	76,491	78,786
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	33,900	83,000	85,490	88,055	90,696	93,417
Administrative Staff	-	-	-	-	87,418	90,041
Other - Administrative	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	**$ 123,900**	**$ 243,000**	**$ 250,290**	**$ 257,799**	**$ 352,951**	**$ 363,539**
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	-	434,000	702,460	986,637	1,287,232	1,395,631
Teachers - SPED	-	62,000	63,860	131,552	135,498	139,563
Substitute Teachers	-	35,000	36,050	74,263	76,491	78,786
Teaching Assistants	-	70,000	108,150	297,052	344,209	393,928
Specialty Teachers	-	-	-	-	-	-
Aides	-	-	-	-	-	-

Therapists & Counselors	-	40,000	41,200	42,436	43,709	45,020
Other - Instructional	5,500	33,000	45,320	70,019	96,160	185,709
TOTAL INSTRUCTIONAL PERSONNEL COSTS	**$ 5,500**	**$ 674,000**	**$ 997,040**	**$ 1,601,959**	**$ 1,983,300**	**$ 2,238,637**
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	35,000	36,050	74,263	76,491	78,786
Security	-	10,500	21,630	37,132	38,245	39,393
Other - Non-Instructional	17,500	17,500	36,050	37,132	38,245	39,393
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	**$ 17,500**	**$ 63,000**	**$ 93,730**	**$ 148,526**	**$ 152,982**	**$ 157,571**
TOTAL PERSONNEL EXPENSES	**$ 146,900**	**$ 980,000**	**$ 1,341,060**	**$ 2,008,284**	**$ 2,489,232**	**$ 2,759,748**
PAYROLL TAXES AND BENEFITS						
Social Security	-	-	-	-	-	-
Medicare	2,130	14,210	19,445	29,120	36,094	40,016
State Unemployment	3,966	26,460	36,209	54,224	67,209	74,513
Worker's Compensation Insurance	1,469	9,800	13,411	20,083	24,892	27,597
Custom Other Tax #1	-	-	-	-	-	-
Custom Other Tax #2	-	-	-	-	-	-
Health Insurance	10,283	68,600	93,874	140,580	174,246	193,182
Dental Insurance	529	3,528	4,828	7,230	8,961	9,935
Vision Insurance	88	588	805	1,205	1,494	1,656
Life Insurance	-	-	-	-	-	-
Retirement Contribution	12,119	60,760	83,146	124,514	154,332	171,104
Non-OASDI Surcharge	2,350	15,680	21,457	32,133	39,828	44,156
Stipends, Supplemental Pay, and Performance Bonuses	-	24,500	33,527	50,207	62,231	68,994
TOTAL PAYROLL TAXES AND BENEFITS	**$ 32,935**	**$ 224,126**	**$ 306,700**	**$ 459,294**	**$ 569,287**	**$ 631,154**
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	**$ 179,835**	**$ 1,204,126**	**$ 1,647,760**	**$ 2,467,578**	**$ 3,058,519**	**$ 3,390,902**
CONTRACTED SERVICES						
Accounting / Audit	53,000	53,000	54,060	55,141	56,244	57,369
Legal	5,000	5,000	5,100	5,202	5,306	5,412
Management Company Fee	-	-	-	-	-	-
Nurse Services	-	15,000	18,000	22,500	29,250	39,488
Food Service / School Lunch	-	215,716	245,916	280,345	305,576	348,356
Payroll Services	2,000	2,000	2,040	2,081	2,122	2,165
Special Ed Services	15,190	34,000	34,680	35,374	36,081	36,803
Titlement Services (i.e. Title I)	-	-	-	-	-	-
Community Partnerships for Explore Time	-	80,000	84,000	92,400	106,260	137,075
Learning Expeditions	-	20,000	22,800	25,992	28,331	32,298
0	-	-	-	-	-	-
TOTAL	**$ 75,190**	**$ 424,716**	**$ 466,596**	**$ 519,034**	**$ 569,170**	**$ 658,965**

SCHOOL OPERATIONS						
Board Expenses	6,000	6,000	6,120	6,242	6,367	6,495
Classroom / Teaching Supplies & Materials	-	9,000	9,180	9,364	9,551	9,742
Special Ed Supplies & Materials	-	5,000	5,700	6,498	7,083	8,074
Textbooks / Workbooks	30,000	-	-	-	-	-
Supplies & Materials other	30,000	35,000	39,900	45,486	49,580	56,521
Equipment / Furniture	54,000	22,000	22,220	22,442	22,667	22,893
Telephone	1,000	3,600	3,672	3,745	3,820	3,897
Technology	65,000	7,200	7,344	7,491	7,641	7,794
Student Testing & Assessment	-	1,500	1,710	1,949	2,125	2,422
Field Trips	-	-	-	-	-	-
Transportation (student)	196,038	25,000	25,500	26,010	26,530	27,061
Student Services - other	-	900	1,026	1,170	1,275	1,453
Office Expense	-	5,000	5,700	6,498	7,083	8,074
Staff Development	4,000	15,000	15,750	16,538	17,364	18,233
Staff Recruitment	3,000	2,500	2,850	3,249	3,541	4,037
Student Recruitment / Marketing	14,000	7,000	7,980	9,097	9,916	11,304
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-
After School Program	-	-	-	-	-	-
Student Information Management System, Enrollment	23,195	10,400	10,608	10,820	11,037	11,257
iReady Education Technology	2,500	1,800	1,836	1,873	1,910	1,948
TOTAL SCHOOL OPERATIONS	**$ 428,733**	**$ 156,900**	**$ 167,096**	**$ 178,472**	**$ 187,490**	**$ 201,206**
FACILITY OPERATION & MAINTENANCE						
Insurance	-	20,000	20,400	20,808	21,224	21,649
Janitorial Services	3,000	8,000	8,400	8,820	9,261	9,724
Building and Land Rent / Lease	55,000	235,000	239,700	244,494	249,384	254,372
Repairs & Maintenance	20,000	1,000	1,020	1,040	1,061	1,082
Security Services	10,000	2,000	2,040	2,081	2,122	2,165
Utilities	6,000	23,500	23,970	24,449	24,938	25,437
Internet	4,000	12,000	12,240	12,485	12,734	12,989
Family Engagement	1,000	2,000	2,040	2,081	2,122	2,165
Night Cleaning Services	-	25,000	25,500	26,010	26,530	27,061
TOTAL FACILITY OPERATION & MAINTENANCE	**$ 99,000**	**$ 328,500**	**$ 335,310**	**$ 342,268**	**$ 349,378**	**$ 356,644**
RESERVES / CONTIGENCIES	15,783	107,000	128,400	134,820	134,820	202,230
TOTAL EXPENSES	**$ 798,541**	**$ 2,221,242**	**$ 2,745,163**	**$ 3,642,173**	**$ 4,299,378**	**$ 4,809,947**
NET OPERATING INCOME (before Depreciation)	**$ 117**	**$ 1,584**	**$ 133,601**	**$ 164,783**	**$ 3,707**	**$ 109,539**
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-

NET OPERATING INCOME (including Depreciation)	**$ 117**	**$ 1,584**	**$ 133,601**	**$ 164,783**	**$ 3,707**	**$ 109,539**

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Proposed Charter School Name
ESTIMATE OF STATE AID ENTITLEMENT

Summary of Finance Description	Weight or Rate	
Refined Average Daily Attendance (ADA)		154.700
SPECIAL EDUCATION FTE		
Homebound (Code 01)	5.0	0.000
Hospital Class (Code 02)	3.0	0.000
Speech Therapy (Code 00)	5.0	0.283
Resource Room (Code 41& 42)	3.0	4.050
Self-contained Mild/Mod/Severe (Code 43 & 44)	3.0	1.215
Full Time Early Childhood (Code 45)	3.0	0.000
Off-home Campus (Codes 91-98)	2.7	0.000
VAC (Code 08)	2.3	0.000
State School Students (Code 30)	2.8	0.000
Residential Care & Treatment (Code 81-89)	4.0	0.000
Total Special Education FTE		5.549
Total Special Education Weighted FTE		17.213
EXTENDED YEAR SERVICES (EYS) SPECIAL EDUCATION FTE		
Homebound (Code 01)	5.0	0.000
Hospital Class (Code 02)	3.0	0.000
Speech Therapy (Code 00)	5.0	0.000
Resource Room (Code 41& 42)	3.0	0.000
Self-contained Mild/Mod/Severe (Code 43 & 44)	3.0	0.203
Full Time Early Childhood (Code 45)	3.0	0.000
Off-home Campus (Codes 91-98)	2.7	0.000
VAC (Code 08)	2.3	0.000
State School Students (Code 30)	2.8	0.000
Residential Care & Treatment (Code 81-89)	4.0	0.000
Total ESY Special Education FTE		0.203
Total ESY Special Education Weighted FTE		0.608
Mainstream ADA	1.15	0.000
Career & Technology FTEs Tier 1	1.10	0.000
Career & Technology FTEs Tier 2	1.28	0.000
Career & Technology FTEs Tier 3	1.47	0.000
Total Career & Technology FTEs (Tier 1 - 3)		0.000
Advanced Career & Technology Education Count for P-Tech & New Tech Network ADA	$ 50	0.000
Regular Program ADA		149.151
Gifted and Talented Enrollment	0.07	6
Dyslexia & Related Disorders SPED & Non-SPED Enrollment	0.10	9
Early Education ADA	0.10	126.650
State Compensatory Education Enrollment	0.25	120
Pregnancy Related FTEs	2.41	0.000
Bilingual LEP ADA	0.10	59.500
Bilingual LEP Dual Language One-Way, Two-Way ADA	0.15	0.000
Bilingual Non LEP Dual Language One-Way, Two-Way ADA	0.05	0.000
Total Weighted Average Daily Attendance (WADA)		243.664
State Average Funding Components		
Per Capita Rate		$ 622.196
District Basic Allotment (DBA)		$ 6,160
Small and Mid-size Allotment TEC 48.101		$ 1,101
School Safety Allotment TEC 48.115		$ 10.00
District Tax Rate Level 1 (DTR1)		$ 0.0702
Level 1 Entitlement		$ 129.52
District Tax Rate Level 2 (DTR2)		$ 0.0304
Level 2 Entitlement		$ 49.280
Interest & Sinking Rate		$ 0.0401
EDA Guaranteed Yield		$ 40.00
Program Intent Codes -TIER I Allotments		
11-Regular Program Allotment TEC 48.051		$ 918,772
Small and Mid-size Allotment TEC 48.101		$ 164,216
25-Bilingual Education Allotment TEC 48.105 (spend 55% of amount)		$ 36,652
99-New Instructional Facility Allotment		$ -
36-Early Education Allotment TEC 48.108 (spend 100% of amount)		$ 78,016
37-Dyslexia Allotment TEC 48.103 (spend 100% of amount)		$ 5,544
21-Gifted and Talented Allotment TEC 48.109 (spend 100% of amount)		$ 2,587
School Safety Allotment TEC 48.115		$ 1,547
Special Education Detail:		
Regular Special Education		$ 106,030
Mainstream		$ -
Residential Care and Treatment		$ -
State Schools		$ -
Non Public Contracts		$ -
Extended Year Special Education		$ 2,807
23-Special Education Adjusted Allotment TEC 48.102 (spend 55% of amount)		$ 108,837
Career & Technology Detail:		
Regular Career & Technology (CTE) Allotment (Tier 1 - 3)		$ -
Advanced CTE Allotment P-Tech & New Tech Network		$ -
22-Career and Technology Allotment TEC 48.106 (spend 55% of amount)		$ -
State Compensatory Education Detail:		
State Compensatory Allotment		$ 184,800
Pregnancy Related		$ -
24-Compensatory Education Allotment TEC 48.104 (spend 55% of amount)		$ 184,800
Transportation Detail:		
Regular		$ -
Private		$ -
Special Education		$ 3,888
Career & Technology Education		$ -
99-Transportation Allotment TEC 48.151		$ 3,888
TOTAL COST OF TIER I / STATE SHARE OF TIER I		**$ 1,504,859**
TIER II		
Tier II Level 1		$ 221,547
Tier II Level 2		$ 36,504
TOTAL TIER II		**$ 258,051**
OTHER PROGRAMS		
Charter has at least an acceptable academic performance rating?		No
Charter Schools Facility Funding TEC 12.106(d).		$ -
TOTAL OTHER PROGRAMS		**$ -**
TOTAL STATE AID		**$ 1,762,910**
Available School Fund (ASF)		**$ -**
Foundation School Fund (FSF)		**$ 1,762,910**

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Proposed Charter School Name

PAYMENT FORMULA EXAMPLE

Total State Aid	$	1,762,910
Adjustments to Allotments	$	-
Less Total Paid to Date	$	-
FSP Remaining Balance	$	1,762,910

Payment Month	# of Remaining Payments	% of Unpaid Balance	Estimated Payments Schedule
September	12	8.3%	$ 146,322
October	11	9.1%	$ 147,110
November	10	10.1%	$ 148,417
December	9	11.1%	$ 146,638
January	8	12.4%	$ 145,629
February	7	14.4%	$ 148,146
March	6	16.6%	$ 146,188
April	5	19.9%	$ 146,158
May	4	25.1%	$ 147,664
June	3	33.2%	$ 146,292
July	2	49.7%	$ 146,290
August	1	100.0%	$ 148,056
		Total Payments	**$ 1,762,910**

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Proposed Charter School Name

FINANCIAL PLAN WORKBOOK SUMMARY

	Start-Up Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2026	2027	2028	2029	2030	2031
REVENUE						
Total State Revenues		$ 1,762,910	$ 2,478,475	$ 3,326,609	$ 3,774,703	$ 4,338,266
Federal Revenues						
Charter School Program (CSP) Start-Up Grant	$ 773,658	$ 126,342	$ -	$ -	$ -	$ -
Other Federal Revenues	$ -	$ 333,574	$ 400,289	$ 480,347	$ 528,381	$ 581,219
Total Federal Revenues	$ 773,658	$ 459,916	$ 400,289	$ 480,347	$ 528,381	$ 581,219
Total Local and Other Revenue	$ 25,000	$ -	$ -	$ -	$ -	$ -
TOTAL REVENUE	**$ 798,658**	**$ 2,222,826**	**$ 2,878,764**	**$ 3,806,955**	**$ 4,303,084**	**$ 4,919,485**
EXPENSES						
PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES						
Total Administrative Staff Personnel Costs	$ 123,900	$ 243,000	$ 250,290	$ 257,799	$ 352,951	$ 363,539
Total Instructional Personnel Costs	$ 5,500	$ 674,000	$ 997,040	$ 1,601,959	$ 1,983,300	$ 2,238,637
Total Non-Instructional Personnel Costs	$ 17,500	$ 63,000	$ 93,730	$ 148,526	$ 152,982	$ 157,571
Total Payroll Taxes and Benefits	$ 32,935	$ 224,126	$ 306,700	$ 459,294	$ 569,287	$ 631,154
TOTAL PERSONNEL, PAYROLL TAXES, AND BENEFITS EXPENSES	**$ 179,835**	**$ 1,204,126**	**$ 1,647,760**	**$ 2,467,578**	**$ 3,058,519**	**$ 3,390,902**
NON-PAYROLL RELATED EXPENSES						
Total Contracted Services	$ 75,190	$ 424,716	$ 466,596	$ 519,034	$ 569,170	$ 658,965
Total School Operations	$ 428,733	$ 156,900	$ 167,096	$ 178,472	$ 187,490	$ 201,206
Total Facilities Operations and Maintenance	$ 99,000	$ 328,500	$ 335,310	$ 342,268	$ 349,378	$ 356,644
Reserves / Contingencies	$ 15,783	$ 107,000	$ 128,400	$ 134,820	$ 134,820	$ 202,230
TOTAL NON-PAYROLL RELATED EXPENSES	**$ 618,706**	**$ 1,017,116**	**$ 1,097,402**	**$ 1,174,594**	**$ 1,240,858**	**$ 1,419,045**
TOTAL EXPENSES	**$ 798,541**	**$ 2,221,242**	**$ 2,745,163**	**$ 3,642,173**	**$ 4,299,378**	**$ 4,809,947**
NET OPERATING INCOME (before depreciation)	**$ 117**	**$ 1,584**	**$ 133,601**	**$ 164,783**	**$ 3,707**	**$ 109,539**
STUDENT ENROLLMENT						
Projected Student Enrollment		182	250	328	364	405
Revenue Per Pupil		$ 12,213	$ 11,515	$ 11,607	$ 11,822	$ 12,147
Expenses Per Pupil		$ 12,205	$ 10,981	$ 11,104	$ 11,811	$ 11,876