

Administrative Statement

Full Name:	Joe Martin Bravo
Employee/Student ID:	81333
Telephone Number:	972-955-9929
Statement Given To:	Bryan Hill, PSO Investigator

I am the person listed above (Joe Bravo). I have been asked to provide this statement to the person listed above (*Statement Given To*). I hereby swear, affirm, or promise that the information in this statement are true and correct to the best of my knowledge.

When I was searching for a school to teach at, my top three choices were Raul Quintanilla Sr. MS STEAM Academy, Hector P. Garcia MS, and LV Stockard MS because I wanted to inspire students to prioritize education to overcome challenges and achieve success.

I believed I would be a good example for Dallas' students as I am a first-generation U.S. citizen with parents immigrating from Mexico, where my mother earned an associates degree and my father only attended school through the sixth grade because he lost both parents at that young age. I witnessed how my parents prioritized education for their nine children and proudly watched eight of them earn their bachelor's degrees and three go on to earn master's degrees. As the second oldest, I also got to see each younger sibling experience greater success than the previous. I was accepted to MIT but did not receive sufficient aid to attend but two of the youngest siblings graduated with their bachelors from Stanford and one earned a masters from Harvard.

It was my goal to give students a real example where prioritizing education dramatically improved a student's trajectory and to support them and their parent's similar goals. By using my Fortune 500 experiences as an operations manager, personnel manager, and airline analyst, I believed I could also further support their career goals.

My statement (check one): ☐ is only one page long ☒ continues on 3 additional pages

Joe M. Bravo
Signature of person making the statement

4/14/22
Date

Administrative Statement

Full Name: Joe Martin Bravo

Page 2 of 3

I have leveraged my love of my parent's home country and my annual visits with our extended family to bring a strong sensitivity and understanding of our students and their families, and to better assist my students. So I am very surprised that a student would make the below accusations as it goes against everything I believe about my students, everything I respect about their families and community, and the high goals I believe they can accomplish.

Grievance Response #1

"Mexicans and colors ruined Oak Cliff" stated throughout the year.

This is a false accusation. I have never singled out a particular nationality and never used the terms "Mexicans" or "colors" to identify any demographic. I have never singled out any demographic group as responsible for a community's success or challenges. In lessons taught, my emphasis has been on whole community connections, support networks, teamwork, involvement, and service to overcome challenges and achieve desired results.

Grievance Response #2

"Colors and Mexicans fill up jail cells" stated throughout the year.

This is a false accusation. I have never singled out a particular nationality and never used the terms "colors" or "Mexicans" to identify any demographic. I do not teach any lessons that address imprisonment and the only time it is mentioned is when individual students engage in repetitive campus behavior violations, and I remind them they are very fortunate that our campus does not support the school to prison pipeline theory. Because these situations are very rare, it is a total fabrication that I would state this repeatedly throughout the year.

Grievance Response #3

"Colors and Mexicans are poor. You'll be poor just like your parents" stated throughout the year.

Administrative Statement

Full Name:

Page 3 of 3

This is a false accusation. I have never singled out a particular nationality and never used the terms "colors" or "Mexicans" to identify any demographic. I teach several lessons that occasionally deal with race, ethnicity, and economic status and I focus on our campus website enrollment demographics to make them more applicable and actionable. My lessons' demographic discussions include published, reputable, and factual references so students may better understand familiar and unfamiliar views of the challenges and possibilities relating to study habits, life goals, lifestyle, income, money management, saving, investing, risk management, understanding personal spending, and managing credit.

Grievance Response #4

"You won't ever go to college or be successful" stated throughout the year.

This is a false accusation. In my classroom and hallway I have dozens of motivational and inspirational posters encouraging students to work hard everyday to make the most of the future opportunities and all my lessons reinforce the same idea. My lessons address their self-reflection and discovery, strengths, skills, self-efficacy, mindset, values, goals, vision, and choices for attending college. I use my experiences to show that almost all challenges can be overcome with the right plan and the necessary hard work, and I offer afterschool tutoring on about one-third of the cycle days to push my students beyond the class time to reach their maximum potential.

In conclusion, I am dismayed that a student or two would make such false accusations that span over three months and never approach me with them or involve their parents so they could address them with me. I have successfully taught these lessons for three semesters to about four hundred students without issues. That the approximate 1 - 2% of my current 140 students have addressed their grievances in this manner and at the expense of the other students' learning is disappointing. I hope these responses will result in my immediate reinstatement so we may stem further lost instruction time and salvage the remaining weeks in this school year.

MB Initials of person making statement