

# WACO CHARTER SCHOOL

AN OPEN-ENROLLMENT PROPOSAL

SUBMITTED BY

ECONOMIC OPPORTUNITIES ADVANCEMENT CORPORATION  
(EOAC)

WACO, TEXAS

Economic Opportunities Advancement Corporation (EOAC) is a private, not-for-profit agency established in 1965. It is a 501(c)(3) organization that provides a variety of services to low and moderate income families in McLennan and Falls counties. EOAC is the umbrella organization for several programs that directly impact children and youth.

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To be completed by TEA	Date of SBOE Review
Date of Receipt by TEA	
Approved <input type="checkbox"/>	Not Approved <input type="checkbox"/>
Beginning Date of Operation:	

## Application for Approval of an Open-Enrollment Charter

*Instructions:* Submit completed application with the proposed charter and assurances signed by the Chief Operating Officer of the School and the signed parent/guardian petition to the Texas Education Agency, Document Control Center, 1701 North Congress Ave., Austin, Texas 78701. For assistance, contact the Office of Accountability at (512) 463-9716.

Chief Operating Officer  
of Proposed Charter: Johnette Hicks Title: Executive Director

Name of Sponsoring Entity: Economic Opportunities Advancement Corporation  
of Planning Region XII (EOAC)

Sponsor Address: 500 Franklin Avenue City: Waco, Texas

Zip: 76701 Phone Number: (817) 753-0331 FAX: (817) 754-0046

Name of Proposed Charter: Waco Charter School

Charter Address: 622 North 17th Street City: Waco, Texas

Zip: 76707 Phone Number: (817) 753-0331 FAX: (817) 754-0046

Grade Levels: <u>K - 5</u>	Expected Initial Enrollment: <u>180</u>	Projected Total Enrollment: <u>360</u>
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The charter will serve an area that is geographically:  
(Check all that apply.)  urban  suburban  rural

If the proposed charter will serve any special populations, indicate the approximate percentage of the student population to be served in as many of the following categories as are applicable:

pre-kindergarten  5% special education  migrants

at least 50% economically disadvantaged  15% limited English proficient  recovered dropouts

at risk of dropping out  pregnant or parent students

other: \_\_\_\_\_

The applicant is an "eligible entity" under the following category (check one):  
 an institution of higher education as defined under TEC, Section 61.003;  
 a private or independent institution of higher education as defined under TEC, Section 61.003;  
 an organization that is exempt from taxation under 26 U.S.C. Section 501(c)(3); or  
 a governmental entity.

The facility to be used for an open-enrollment charter school is a facility of:

a commercial entity  a non-profit entity  a school district

Identify the entity that owns the facility: John B. McNamara III

If the entity that owns the facility does not operate it, who does? N/A

# WACO CHARTER SCHOOL

## Statement of Need For a Charter School

In 1974, in response to federal litigation challenging the Waco Independent School District to integrate its schools, the WISD Board of Trustees implemented a plan that unfortunately involved closing virtually all educational facilities located in the North Central area of the city. Prior to 1974, the residents of this area of Waco were served by four elementary schools (grades 1-6), two junior high schools (grades 7-9), and one high school. (Locations and names of these schools are shown in the map and legend included in Exhibit "B".) Currently, only one of the seven educational facilities existing in 1974 remains operational, i.e. the North Junior High School facility which was converted to an elementary school and re-named "Provident Heights Elementary School". All of the other facilities located in the area have been abandoned. The Waco Charter School proposes to serve this North Central area of Waco.

Since the educational facilities in this North Central Waco community were closed, the census data, and other statistical indices from the City of Waco show that this area has experienced the most significant neighborhood deterioration in the city, and has developed the highest crime rate and the highest unemployment rate in the city. Such negative economic indicators support the belief of the community that the lack of an educational presence has had a truly devastating impact on the neighborhoods in this area and on the families that have lived there during the last twenty years.

Children in this North Central Waco community are presently bused to five different elementary schools outside the area. Two of the elementary schools now serving these children (Provident Heights and Crestview) are the most densely populated elementary schools in Waco, with enrollments two and three times greater than other elementary schools. Thus, economically disadvantaged children, at-risk for failure, have the least opportunity for individual attention.

The Waco Charter School is an opportunity to recreate a strong educational presence in the neighborhoods that have been educationally disenfranchised since 1974. The innovative opportunities offered by the Waco Charter School are essential if we are to reverse the downward spiral of illiteracy and crime in the youth of these neighborhoods and rebuild a desire to achieve academic success and economic self-sufficiency. The Charter School will also provide the families of the neighborhood a sense of pride, self-worth, camaraderie, and the hope for a more promising future.

## Statement of Philosophy

We believe all students can learn and become master students. We believe that EDUCATION lasts a lifetime. The foundation of learning can be compared to the foundation of a building; without a strong foundation the building will become weaker and weaker as time goes on. Students who acquire a strong learning foundation with positive self-confidence during the formative years will continue to build on this foundation. The program will be structured to develop within each student a positive self-concept, a desire to acquire knowledge, a belief that his/her full potential can be achieved, and a strong commitment to community and country.

Our major goal is to provide a quality education for every student enrolled in the Waco Charter School, to the extent that each student has the skills, knowledge, and values needed to become productive and contributing citizens. Our comprehensive school plan includes all areas of an academic curriculum and addresses additional factors that will ensure a quality education.

## **Waco Charter School Goals**

- \* Improve student learning
- \* Increase learning opportunities for all students
- \* Provide students and parents with expanded educational choices
- \* Use proven and effective teaching methods
- \* Develop master students
- \* Serve the community by producing able and productive citizens
- \* Attract community support and involvement
- \* Create new and innovative professional opportunities for teachers, including the opportunity to be responsible for programs and student learning
- \* Increase emphasis on accountability for meeting measurable student outcomes within a defined period of time

## **Waco Charter School Innovations**

- \* Contractual responsibility and accountability agreements with parents and students
- \* Parents as partners in the educational process
- \* Basic Life Skills as a part of the regular curriculum
- \* Uniforms with school logo and child's name, eliminating socio-economic distinctions, promoting school and individual pride
- \* Facilities including washers/dryers and classroom kitchens to assist in learning about food preparation and care of clothing
- \* Assembly programs for showcasing student's talents
- \* Extended hours of operation to accommodate working parents and offer tutoring, homework supervision, remediation, cultural enrichment and recreational activities, and life skills training
- \* Artistic productions marketed to the public
- \* Local history and government curriculum to create a bond between the students and their community
- \* Use of other public/private services/facilities to meet educational/recreational needs
- \* Family seminars and Life Skills Training

## **Waco Charter School Indicators of School Effectiveness**

- \* State and National Achievement Test Results
- \* Academic excellence
- \* High expectations through specific goal setting
- \* Teacher-directed instruction, balanced with student-initiated activity
- \* Integrated curriculum
- \* Regular homework
- \* Regular assessment of pupil progress
- \* Maximum use of instructional time
- \* Staff development based on identified needs
- \* Home/school communication, cooperation, and support
- \* A safe, healthy, and orderly environment at school and at home
- \* Responsible, ethical behavior

### **Description of Charter School**

A detailed description of the facilities and boundaries of the proposed Charter School is included in paragraphs "11" and "12" below. A general description is as follows:

**Phase I:** The initial Waco Charter School would be on a campus located within the boundaries of the north central area of the city of Waco and will serve students from Kindergarten through Second grade. One grade level will be added each year, after the first year of operation, until the program is fully implemented for grade levels K-5. Ultimately 360 children will be served on the initial campus in 18 classrooms.

**Phase II:** If the initial campus experiences the success projected in this application, two additional campuses in neighborhoods adjacent to the original campus will also be developed as Charter School campuses with the same educational program and goals. One of the two campuses will serve an additional 360 children in grades K-5. The other campus will serve 240 additional children. The Charter School Program will be implemented on these additional campuses in the same manner that it is proposed to be implemented on the original campus, i.e. beginning with grades K-2 and expanding services annually by one grade until grades K-5 are fully served.

**Phase III:** The Charter School's long-range goal is to develop a middle school, serving grades 6-8, where elementary school graduates can continue to progress in the same learning environment that exists on the elementary school campuses. Wise educators have advised that the educational process proposed in this application will better serve the students if they can remain in the same type of learning environment "through puberty".

# WACO CHARTER SCHOOL OPEN-ENROLLMENT CHARTER APPLICATION

- (1) *Describe the educational program to be offered, including the required curriculum under Texas Education Code (TEC) 28.002, and student attendance requirements:*

## Educational Program

The Waco Charter School (WCS) will be a place designed for our students to have the tools, resources, positive reinforcement, high expectations, and encouragement needed to achieve academic excellence. The traditional academic subject matter will be complemented with Life Skills training including nutrition, personal hygiene, accessing public services (e.g. public transportation, libraries, medical facilities, recreational facilities), managing time and money, understanding and appreciating diversity, moral and ethical principles, and personal safety. Student mastery of academic subject matter will be demonstrated by the achievement of specific competencies, with instruction delivered through creative and innovative approaches structured to emphasize language acquisition, effective communication, critical thinking, and problem solving skills.

The focus of the instructional program will be the development of an Individualized Educational Workplan (IEWP). After the student has been accepted for admission to WCS, the student will be evaluated and an IEWP will be developed, defining strengths and weaknesses and individual learning styles. Through the use of the IEWPs, Waco Charter School will ensure that all students are provided the necessary instruction and tools of learning to develop their full potential. Group learning models with students helping students and other multiple learning approaches will be used to build positive self-concepts and to motivate students to learn.

Assembly programs for the entire school will be planned, scheduled, and conducted to showcase the students' talents, and provide opportunity for students to use the skills they have acquired. Each class will be responsible for presenting a program on a rotating basis. Notification will be sent to the parents, senior citizen centers, and other neighborhood groups to build community recognition. Additionally, special programs and productions will be developed, presented in the evenings, and marketed to the public.

The educational program will be based on sound instructional principles similar to the Direct Instruction Model. The Texas Essential Elements will be incorporated into the instructional program. The curriculum will include components that address the following academic objectives:

- \* Texas Essential Elements
- \* language development
- \* communication skills (reading, writing)
- \* strong phonetic base
- \* comprehension
- \* computation skills
- \* problem solving
- \* higher order thinking skills
- \* fine arts
- \* remediation
- \* technology
- \* independent learning

The educational program at each grade level will be tailored to meet the needs of the students through a balanced curriculum including bi-lingual education, as appropriate. Teachers will create a learning environment and employ teaching strategies to address the learning style of each child.

A curriculum committee, which will include administrators and teachers, will design, review, and refine the curriculum to establish a cohesive, cooperative, instructional sequence which meets the goals of the Charter school. This collaborative effort will facilitate a smooth and effective transition of the students from one achievement level to another.

The Charter school will provide in-service training on instructional strategies, methodologies, materials, curriculum, and other appropriate areas, and the training will exceed the minimum necessary to maintain compliance with all state and federal mandates.

## Curriculum

The Waco Charter School (WCS) curriculum not only includes traditional academic subjects but also includes non-traditional learning experiences that are essential for the education of the total student. The traditional curriculum includes language arts (reading, writing, phonics), math (arithmetic), social studies and science. This curriculum is complemented with Life Skills, health and physical education, fine arts, and environmental education. The subject matters to be offered are described below.

**Language Arts** - The curriculum is designed to build confidence and skills in using written and spoken language. Thinking skills, reading comprehension skills, and writing skills will be increased from year to year as students master grammar and apply what they learn to oral and written communications. Major concepts and rules will be taught to develop competent readers and writers with good habits of thinking, speaking and expressing ideas clearly and creatively. Concepts learned at each grade level will provide the foundation for mastery for all areas associated with language arts. Students will see how phonics, spelling, composition, vocabulary, penmanship, reading and grammar work together as tools for the effective use of language. The students enrolled in the WCS will use their creativity and other skills to develop a student newspaper.

**Math (Arithmetic)** - The curriculum is designed to provide clear instruction and extensive practice in basic arithmetic skills until math becomes a positive, successful and rewarding experience for all students. With a traditional approach, the students will learn concrete facts. As they gain competence and master the basic skills, they will acquire more abstract concepts as they progress from one grade level to the next. The repetition and maintenance of basic skills will provide the staircase to each additional level of mastering abstract thinking.

**Social Studies** - Through this curriculum, students will learn how the United States came to be a nation, who its famous people are, and what important events have taken place in its history; they will learn to love, respect, defend, and improve their native land. They will learn good citizenship and respect for their national and state heritage. A special curriculum will teach the history of our local community and the operation of local government. This curriculum will be designed to build a sense of local pride and a desire to participate in community activities.

**Science** - The curriculum will develop both reading comprehension and a knowledge of scientific concepts related to the human body, animals, plants, matter and energy. Demonstrations, experiments, projects, and research activities will provide hands-on experience with scientific principles. A major project for the students enrolled in the Waco Charter School (called "From the Seed to the Stomach") will be to plan, plant, and maintain a campus garden, harvest a crop, and convert it to a nutritious meal.



**Fine/Performing Arts** - This curriculum will provide the students experiences in self-expression, creativity, individuality, and group dynamics, and will instill an appreciation for art, music, and drama.

**Life Skills Training** - Embodied in this curriculum will be learning activities to assist students in nutrition, personal hygiene, personal safety, developing moral and ethical principles, accessing public services (e.g., public transportation, libraries, medical facilities, recreational facilities), managing time and money, understanding and appreciating diversity.

### **Student Attendance Requirements**

The Charter school will meet State student attendance requirements as outlined under the Tex.Ed.Code Chapter 25, Subchapter C., specifically Section 25.085 - Compulsory School Attendance. We will provide at least 180 days of instruction for students. The school day will be at least seven (7) hours long including intermissions and recesses. Parental contact and/or home visits will be made after three unexplained absences.

*(2) Specify the period for which the charter, if approved, will be valid:*

The charter is to be valid for five years. WCS requests that the Charter be effective on July 1, 1996, to allow time to recruit, interview, enroll students, and conduct orientation activities. It is further requested that the Charter be granted immediately and that the Charter provide that the delivery of services to students begin by September, 1996. As noted in the "Description of Charter School" section above, the Charter School will begin its operation by serving grade levels K-2, and one grade level per year will be added until grades K-5 are served.

*Specify any renewal period for which the charter, if approved, will be valid.*

After the initial five-year period, the charter will be re-submitted for approval.

*(3) Identify the specific levels of student performance on assessment instruments adopted under TEC Chapter 39, Subchapter B that constitute acceptable performance for the open-enrollment charter.*

- \* 90% of all students will pass all sections of the TAAS test
- \* 95% student attendance rate
- \* 100% promotion rate for students who have been enrolled in the Waco Charter School for a full academic year
- \* 0% dropout rate (children of families who relocate will not be considered "dropouts")
- \* Less than 10% disciplinary action rate, based on number of students enrolled--i.e., if 180 students are enrolled, less than 18 disciplinary actions will occur
- \* 98% faculty attendance rate
- \* The Charter will also be ranked as "Acceptable" or higher according to the TEA Annual Performance Rating based on student performance on the State mandated TAAS test.

Evaluation procedures will be designed to assess each student's achievement of the essential skills and knowledge throughout each school year. The overall goal of the evaluation will be to determine the effectiveness of the various learning activities in accordance with the student's Individualized Educational Workplan. The key evaluation measures will include, but will not be limited to:

- \* Iowa Test of Basic Skills (ITBS) test results
- \* timely completion of Individualized Educational Workplan
- \* demonstrated mastery of subject matter
- \* student folders
- \* class attendance
- \* grade reports
- \* parent surveys

These evaluations will be conducted periodically and will focus on incremental steps toward achievement of each student's goals and objectives and the goals and objectives of the Charter school.

Annual evaluation results will be reported separately for students who attended the Charter School for a full year and those students who enrolled during the school year. Three year evaluations will also be reported separately for students who attended for a full three years and those who attended for less than three years. These data will be reduced to report form for an overall evaluation of the student performance.

(4) *Describe any additional accountability provisions in addition to those required under Texas Education Code, Subchapters B,C,D, and G, Chapter 39, by which the performance of the open-enrollment charter will be assessed:*

- \* 90% of all students will demonstrate at least one year of growth in academic performance, as measured by standardized achievement tests
- \* 90% of all parents and students surveyed will rate their experience at the Waco Charter School as excellent
- \* 90% of all students will master all objectives as identified in their Individual Educational Workplan (IEWP)

Records and reports of Basic Life Skills training (hours of training, kind of training, projects completed), cultural/educational enrichment activities and parental participation and community involvement will be compiled and reported annually at a time to coincide with #3 above.

The Waco Charter School Advisory Council (described in Answer to No. 6 below) will conduct annual program, staff, parent, and student self evaluations to assess the progress toward the goals established by this charter. Administration, faculty, staff, students and parents will each play a vital role in accomplishing these goals. Self evaluation results will be reported to the EOAC Board of Directors (also described in Answer to No. 6 below) who will ensure accountability. Improvement plans will be developed and monitored by the Board if any deficiencies are disclosed by the self-evaluations.

*Provide the deadline or intervals by which the performance of the open-enrollment charter will be determined for accountability purposes:*

- \* Quarterly status reports will be furnished to the Advisory Council and the EOAC Board
- \* Waco Charter School Year-End Final Report will be submitted by June 30th of each year

*(5) Specify any basis, in addition to a basis specified by the State Board of Education, on which the charter may be placed on probation or revoked or on which renewal of the charter may be denied.*

The charter may be placed on probation or revoked or renewal denied to the Economic Opportunities Advancement Corporation (EOAC) Board of Directors if the annual audit of the financial and programmatic operations of the school do not meet the following conditions:

1. Operate within the funded allocations
2. Meet statewide performance standards
3. Meet standards established by the Charter

The EOAC Board of Directors reserves the right to request termination of the Charter at the end of any school year. The Charter may be amended by a majority vote of the EOAC Board of Directors with approval of the Texas Education Agency.

*(6) Describe the governing structure of the open-enrollment charter:*

The EOAC is a private, non-profit corporation organized in 1965 by a group of concerned community leaders. The corporation was chartered in 1966 by the State of Texas and has 501(c)(3) status. The EOAC Board of Directors consists of twenty-seven members. One-third of the members represent the poor; one-third represent community organizations; and one-third are elected officials or their appointees. The representatives of the poor are elected by residents from designated, low-income areas. The Board of Directors meets monthly. An Executive Committee of the Board also meets monthly. Further, the Board of Directors annually appoints standing committees to provide guidance and direction to the EOAC Executive Director.

The EOAC, an umbrella for many programs, has operated the Head Start Program for thirty years and currently serves 754 three and four-year old children. EOAC also operates the Child Care Management Services Program, which works with ninety licensed day care centers to provide child care to 1000 families, annually weatherizes approximately 65 homes, and also provides crisis intervention to 7000 families in McLennan and Falls Counties.

The Waco Charter School will have an Advisory Council for each campus. Fifty percent (50%) of the council members will have children currently enrolled in the school. The remaining members will be Community Representatives from organizations interested in education and in improving the quality of life for Waco's youth. The Advisory Council will work closely with the Charter School Director and the Executive Director, and will make recommendations concerning all facets of the school operation to the EOAC Board of Directors.

The EOAC Board monitors the activities of the above-stated programs to assure compliance with stated goals and mandated performance. Monthly financial and programmatic reports are provided to Board members. The EOAC Board will assure the same compliance for the Waco Charter School.

**(7) Specify the qualifications to be met by professional employees of the program:**

The qualifications for the professional staff will be as follows:

- \* Faculty will be required to hold at least a Bachelor's Degree from an accredited college or university in their respective teaching discipline.
- \* Faculty will be required to meet Certification requirements under the same rules applied in the Waco Independent School District.
- \* Faculty will be required to have teaching or professional experience in any of the following areas: Public school, private school, college or university, home school, education co-op, business or corporate environment.
- \* Administrative staff will be required to hold at least a Bachelors Degree from an accredited college or university, with a major or experience in a field related to the area of responsibility.
- \* All staff must meet minimum employment criteria (e.g., no criminal record) as established by the EOAC Personnel Handbook.

**(8) Describe the process by which the person providing the open-enrollment charter will adopt an annual budget:**

The Charter School Director will develop an annual proposed budget with input from the WCS Advisory Council. The proposed budget will then be presented to the EOAC Board of Directors for adoption.

**(9) Submit a proposed budget as an attachment to this application:**

The budget is attached as Exhibit "A". Public and private donations and foundation grants will be obtained for non-budgeted costs.

**(10) Describe the manner in which an annual audit of the financial and programmatic operations of the open-enrollment charter will be conducted. Describe the manner in which the charter will participate in the Public Education Management System (PEIMS) information, as required by state statute or by State Board of Education rule:**

- |                                 |   |
|---------------------------------|---|
| <b>Financial Audit:</b>         | An audit of the financial records will be conducted annually by an independent accounting firm selected by the EOAC Board of Directors.   |
| <b>Programmatic Operations:</b> | Quarterly and annual reports will be submitted to the EOAC Board of Directors. Annual reports will be submitted to the Texas Education Agency (TEA) for review.   |
| <b>PEIMS Information:</b>       | The Waco Charter School will identify one staff person who will be responsible for PEIMS data collection and input. The School Director will review and sign all PEIMS data reports and submit the reports as requested by TEA. |

**(11) Describe the facilities to be used:**

**Phase I**

The initial campus of the Charter School will be located on the site of the former Waco Independent School District facility named "Sanger Avenue Elementary School". This site is a three-acre city block, bounded by Sanger Avenue, Fort Avenue, 17th Street and 18th Street in the north central part of the city of Waco. (A reduced copy of a combined City of Waco and WISD map is enclosed in Exhibit "B" together with the legend relating the map to locations and facilities referenced herein.) The school building is a 43,000 square foot structure, containing 20 classrooms (approximately 960 square feet per classroom), a full auditorium with stage (approximately 2000 square feet), a full library space (approximately 2000 square feet) and kitchen and lunchroom facilities (approximately 2800 square feet), as well as offices, bookrooms, and bathrooms. The Sanger Avenue Elementary School was operated from 1901 to 1974, when it was closed by the Waco Independent School District pursuant to an integration plan approved by the U.S. District Court. The building was purchased in 1984 by John B. McNamara III, and shortly thereafter a new roof was installed on the facility to protect it from further deterioration. The building has been reviewed by the Texas Historical Commission and is eligible for historic designation. Renovation will be required prior to the opening of the facility as a charter school, and plans for the renovation have been completed. The renovations will be funded by grants from identified public and private sources; however, funding sources will not consider applications for grants until they are assured that a Charter has been approved by TEA. The Sanger Avenue Elementary School evokes fond memories from many Waco residents; and graduates and supporters of the school have pledged to contribute monetary resources to its success.

**Phase II**

Two other elementary schools in adjacent areas have been closed by the Waco Independent School District, but are still owned by the District, specifically: Brook Avenue Elementary School and the former Provident Heights Elementary School. These facilities are also suited for renovation and use as elementary campuses for the Charter, serving 360 students and 240 students, respectively. Other private and public funds would be raised for renovation of these structures if Phase II is implemented.

**(12) Describe the geographical area served by the program.**

The residential area immediately surrounding the Sanger Avenue Elementary School has been designated as the area to be served by the initial Charter School. The adjacent neighborhood is naturally racially diversified and integrated. The majority of the residents are classified as low to moderate income; however, all socio-economic levels are represented in the area. (Demographic information about the families residing in the service areas of Phase I and Phase II of the Charter elementary schools are included in Exhibit "B".)

**(13) Provide a list of all districts within the geographical area that may be affected by the open-enrollment charter with the date the Statement of Impact was sent to each affected district.**

- \* Waco Independent School District
- \* Date Statement of Impact was delivered to the district: March 4, 1996

*(14) Specify any type of enrollment criteria to be used.*

### Admission Standards

Admission to the Waco Charter School will be determined by community boundaries. Students seeking admission to the Charter School must complete an application for admission and return it to the school by August 1st of the year of admission. The application form will be used to gather socio-economic information and to assess family needs. Students residing within the community boundaries (shown on the map in Exhibit "B") will receive admission preference. The Waco Charter School will define policies governing transfers, as allowed by law, provided there is an opening available in the school's enrollment. No student will be denied admission to the Waco Charter School based on race, color, ethnicity, national origin, creed, or gender. The open-enrollment Charter will provide for the exclusion of a student who has a documented history of criminal offense, juvenile court adjudication or discipline problems as defined under TEC, Chapter 37, Subchapter A. **Falsifying records and enrollment information will be grounds for dismissal from WCS.**

Parents and students will agree to and sign the Waco Charter School's Code of Student Conduct and Policy Handbook which will address the areas of attendance, homework, behavior, academics, and volunteer participation.

### Student Disciplinary Procedures

When disciplinary measures are required, the Waco Charter School will follow the policies governing discipline under TEA, EOAC Board Policies and Procedures, and current law. Suspension or expulsion will be used as discipline **only** if alternative forms of disciplinary action have failed to be effective. The Students who are unable to conform to WCS standards of behavior will be referred by WCS to existing alternative school settings.

*(15) Describe provisions for transportation, if any, for students served by the open-enrollment charter school.*

Students enrolled in the Waco Charter School will not be provided transportation to and from school. The boundaries are designed so that students live within two miles of the campus, i.e., within walking distance of the school. School Crossing guards will be employed to assist students in safely crossing the streets adjacent to the campus. Parents may provide transportation for students and public transportation is available. The hours of operation (7:00 a.m. to 6:00 p.m.) are designed to facilitate parent responsibility for transportation and parental involvement in the educational process. In addition, the Life Skills program will include training in the use of public transportation. Students enrolling from outside the boundaries (two mile radius) will be required to furnish their own transportation as a condition of admission.

Once approved, a revision of the open-enrollment charter may be made only with the approval of the EOAC Board of Directors and the Texas Education Agency.

**EXHIBIT "A"**

**WACO CHARTER SCHOOL  
PROPOSED GENERAL OPERATING BUDGET**

	SCHOOL YEAR 1996 - 1997	SCHOOL YEAR 1997 - 1998	SCHOOL YEAR 1998 - 1999	SCHOOL YEAR 1999 - 2000
<b>PROJECTED ENROLLMENT</b>	180	240	300	360
<b>TOTAL OPERATING FUNDS</b>	900,000	1,200,000	1,500,000	1,800,000

**EXPENDITURES**

<b>PERSONNEL</b>	364,905	478,780	621,309	748,005
<b>CONTRACTED SERVICES</b>	67,500	90,000	100,000	110,000
<b>RENT</b>	18,000	18,000	18,000	18,000
<b>UTILITIES</b>	144,000	198,000	255,360	339,630
<b>INSURANCE</b>	18,000	20,000	20,000	28,000
<b>TELEPHONE</b>	12,000	6,500	7,500	8,500
<b>BUILDING MAINTENANCE</b>	5,000	16,000	18,000	26,000
<b>TRAINING</b>	8,000	15,000	15,000	18,000
<b>TRAVEL</b>	2,095	5,165	5,165	6,805
<b>AUDIT</b>	2,000	2,800	3,700	5,000
<b>LEGAL FEES</b>	1,000	4,000	4,000	4,000
<b>PROFESSIONAL FEES</b>	2,000	5,000	6,000	6,000
<b>EQUIPMENT</b>	80,000	84,755	116,000	98,600
<b>POSTAGE/ PRINTING</b>	5,000	14,000	16,000	26,000
<b>PARENT STUDENT ACTIVITY</b>	8,000	16,000	18,000	22,000
<b>SUPPLIES</b>	162,500	226,000	275,966	335,460
<b>TOTAL</b>	900,000	1,200,000	1,500,000	1,800,000

\*Any funds not budgeted will be raised locally, through grants and donations.



**EXHIBIT "B"**

## ENROLLMENT

## ELEMENTARY SCHOOLS

<u>Alta Vista Elementary</u>	<u>308</u>
<u>Bell's Hill Elementary</u>	<u>541</u>
<u>Cedar Ridge Elementary</u>	<u>367</u>
<u>Crestview Elementary</u>	<u>811</u>
<u>Dean-Highland Elementary</u>	<u>398</u>
<u>Hillcrest PDS</u>	<u>296</u>
<u>J.H. Hines Montessori</u>	<u>445</u>
<u>Kendrick Elementary</u>	<u>501</u>
<u>Lake Waco Elementary</u>	<u>569</u>
<u>Meadowbrook Elementary</u>	<u>278</u>
<u>Mountainview Elementary</u>	<u>540</u>
<u>North Waco Elementary</u>	<u>565</u>
<u>Parkdale Elementary</u>	<u>408</u>
<u>Provident Heights</u>	<u>900</u>
<u>Sul Ross Elementary</u>	<u>500</u>
<u>Viking Hills Elementary</u>	<u>246</u>
<u>Doris Miller Montessori</u>	<u>281</u>
<u>South Waco Elementary</u>	<u>698</u>
<u>Pre-K Center</u>	<u>178</u>
SUB TOTAL	8,830
<u>Methodist Home</u>	<u>43</u>
TOTAL ELEMENTARY SCHOOLS	8,873

## MIDDLE SCHOOLS

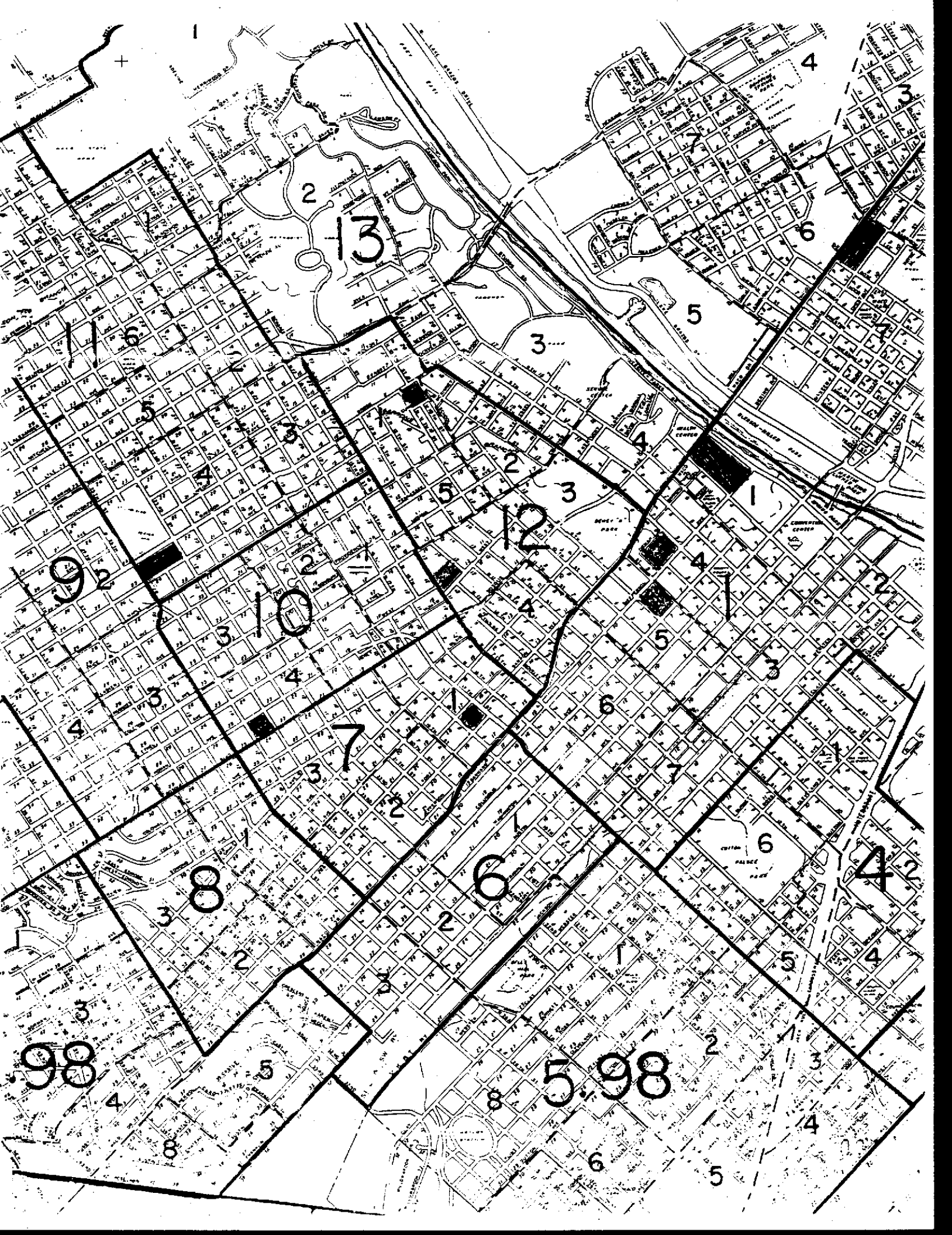
<u>Lake Air Middle School</u>	<u>648</u>
<u>Tennyson Middle School</u>	<u>590</u>
<u>University Middle School</u>	<u>900</u>
<u>G.L. Wiley Middle School</u>	<u>532</u>
<u>Carver Academy School</u>	<u>727</u>
SUB TOTAL	3,397
TOTAL MIDDLE SCHOOLS	3,397

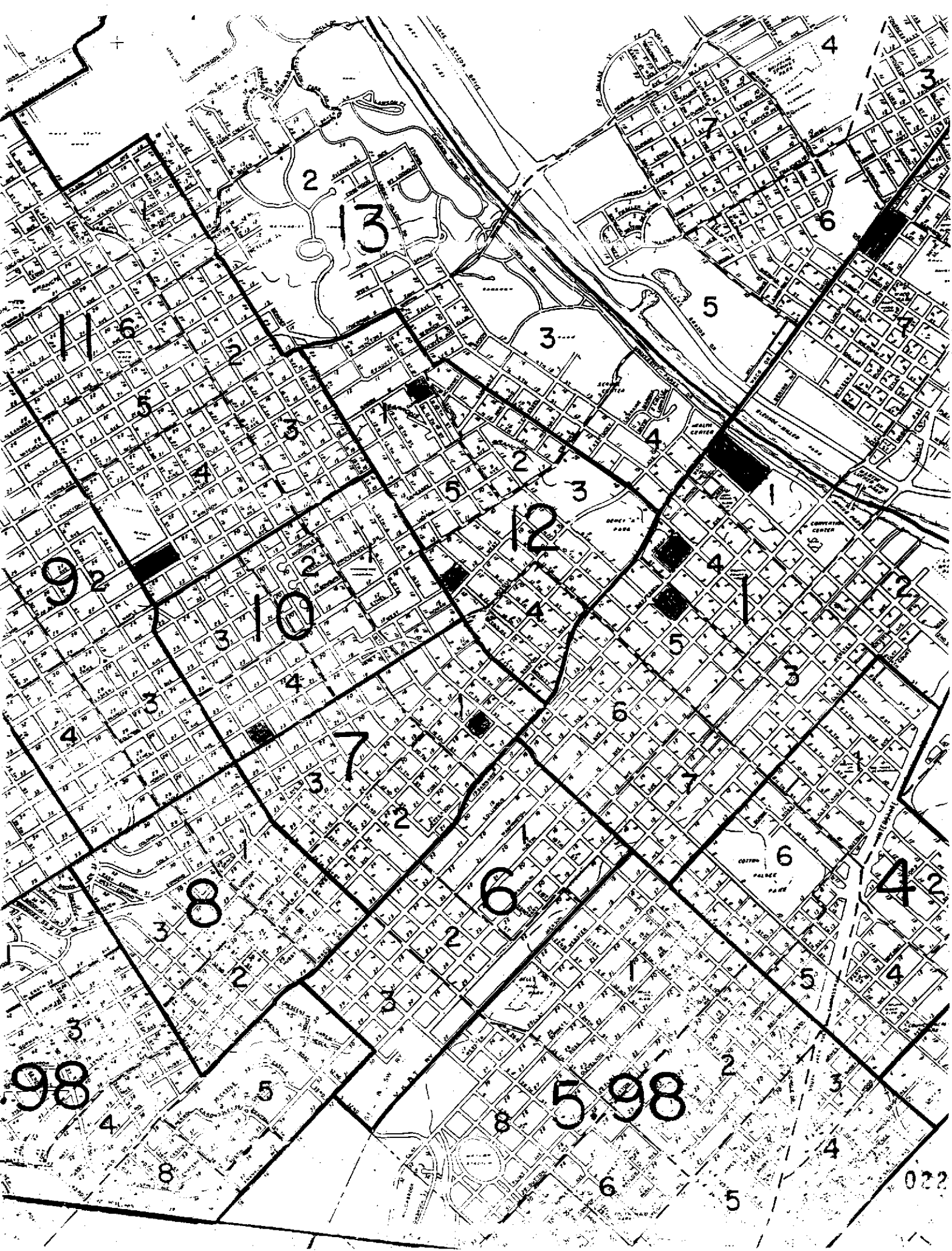
## HIGH SCHOOLS

<u>Waco High Ninth</u>	<u>601</u>
<u>Waco High School</u>	<u>1,606</u>
<u>University High School</u>	<u>1,112</u>
<u>Alternative School</u>	<u>299</u>
SUB TOTAL	3,618
<u>Community Guidance</u>	<u>79</u>
<u>Options</u>	<u>50</u>
TOTAL HIGH SCHOOLS	3,747

SYSTEM WIDE

16,017





## LEGEND FOR MAP ATTACHED

1. The large numbers on the map denote County Precincts; and the small numbers denote Boxes within each county precinct.
2. The solid black lines mark the boundaries of the County Precincts; the dashed black lines within the precincts mark the boundaries of the boxes within each precinct.
3. The turquoise lines define the enrollment areas for various schools presently operated by the W.I.S.D. and correspond to the enrollment areas defined on the large W.I.S.D. map enclosed.
4. The yellow lines mark the boundaries of the area that would be impacted by the proposed charter school(s), and correspond to the area also marked in yellow on the large W.I.S.D. map enclosed.
5. The red boxes mark the location of the following elementary schools that are currently closed, but are proposed to be re-opened as charter schools:  
  
Sanger Avenue Elementary School - Precinct 7, Box 1  
  
Brook Avenue Elementary School - Precinct 12, Box 1  
  
Provident Heights Elementary School - Precinct 10, Box 4
6. The gray boxes mark the location of the following schools that are currently closed, and are not proposed to be re-opened by the W.I.S.D. or the charter school proposal:  
  
West Junior High School - Precinct 12, Box 3  
  
Barron Springs Elementary School - Precinct 1, Box 4  
  
Waco High School - Precinct 1, Box 5
7. The blue boxes mark the location of the following schools that are presently open and being operated by the W.I.S.D.; however, the present "Provident Heights" is proposed to be changed to serve as a Middle School if the charter school proposal can be fully implemented and the Ninth Grade Center that is proposed to be "surplused" by the W.I.S.D., could possibly serve as a Central City High School for the Charter School students and for students presently served by the W.I.S.D. at Wiley Middle School:  
  
Provident Heights Elem. School, formerly North Jr. High School - Precinct 11, Box 4  
  
Ninth Grade Center (proposed to be surplus) - Precinct 1, Box 1  
  
Wiley Middle School - Precinct No. not shown, but Box No. 7

**SANGER AVENUE**

**ETHNIC CHARACTERISTICS**

<u>TRACT</u>	<u>WHITE</u>	<u>BLACK</u>	<u>OTHER</u>	<u>HISPANIC</u>	<u>FAMILIES</u>
1-1	25	0		8	
1-4	406	168		97	17
1-5	42	67		86	44
1-6	161	99		67	40
6-1	197	45		110	52
6-2	101	12		39	29
7-1	315	173	15	127	110
7-2	269	188	25	140	135
12-3	68	1226		235	382
12-4	44	253		244	115
<u>TOTALS</u>	1628	2231	57	1153	925
<u>PERCENT</u>	32.1	44	1.1	22.7	

**SANGER AVENUE**

**AGE/SOCIO-ECONOMIC LEVEL**

<u>TRACT</u>	<u>UNDER AGE 5</u>	<u>AGES 5-18</u>	<u>PUBLIC ASSISTANCE</u>	<u>MEDIAN INCOME (Family)</u>	<u>BELOW POVERTY</u>
1-1	0	0	0.0	0	0
1-4	7	35	0.0	0	0
1-5	24	37	6.0	11,250	13
1-6	18	32	14.0	17,386	0
6-1	27	59	6	35,139	16
6-2	11	20	0	40,208	0
7-1	66	100	25	13,333	49
7-2	59	161	11	26,296	49
12-3	237	436	218.0	7,644	234
12-4	57	157	45.0	16,010	45
<u>TOTALS</u>	506	1037	325.0	20,908 (average income)	406

**BROOK AVENUE**

**ETHNIC CHARACTERISTICS**

<u>TRACT</u>	<u>WHITE</u>	<u>BLACK</u>	<u>OTHER</u>	<u>HISPANIC</u>	<u>FAMILIES</u>
11-3	150	310	7	140	151
11-4	543	369	6	304	303
12-1	67	551	0	134	188
12-2	6	698	6	94	192
12-5	36	242	■	62	80
13-3	50	297	0	70	73
13-4	25	133	■	78	56
<u>TOTALS</u>	877	2590	21	882	1043
<u>PERCENT</u>	20.1	59.2	.4	20.2	



**BROOK AVENUE**

**AGE/SOCIO-ECONOMIC LEVEL**

<u>TRACT</u>	<u>UNDER AGE 5</u>	<u>AGES 5-18</u>	<u>PUBLIC ASSISTANCE</u>	<u>MEDIAN INCOME</u> (Family)	<u>BELOW POVERTY</u>
11-3	50	155	48.0	13,750	61
11-4	107	328	63	21,010	82
12-1	51	221	32.0	22,794	38
12-2	141	312	94.0	7,825	138
12-5	23	83	34.0	10,750	66
13-3	36	100	0.0	21,125	16
13-4	25	56	9.0	28,375	17
<u>TOTALS</u>	433	1255	280	17,947 (Average Income)	418

**PROVIDENT HEIGHTS**  
**ETHNIC CHARACTERISTICS**

<u>TRACT</u>	<u>WHITE</u>	<u>BLACK</u>	<u>OTHER</u>	<u>HISPANIC</u>	<u>FAMILIES</u>
7-3	395	305	11	326	245
10-1	71	154	■	90	74
10-2	176	240	■	179	137
10-3	147	91	■	69	73
10-4	231	69	15	112	105
<u>TOTALS</u>	1020	859	32	776	634
<u>PERCENT</u>	38%	32%	1.1%	28.9%	

**PROVIDENT HEIGHTS**

**AGE/SOCIO-ECONOMIC LEVEL**

<u>TRACT</u>	<u>UNDER AGE 5</u>	<u>AGES 5-18</u>	<u>PUBLIC ASSISTANCE</u>	<u>MEDIAN INCOME</u> (Family)	<u>BELOW POVERTY</u>
7-3	108	223	37	20,202	61
10-1	29	155	16	12,450	28
10-2	65	165	46	20,206	42
10-3	30	80	13	18,958	16
10-4	34	86	6	20,250	35
<u>TOTALS</u>	192	709	118	18,413 (average income)	181

# LEASE AGREEMENT

**MCNAMARA & MCNAMARA**

JOHN B. MCNAMARA  
JOHN B. MCNAMARA, III  
LANELLE L. MCNAMARA

ATTORNEYS AT LAW  
501 FRANKLIN AVENUE, SUITE 500  
WACO, TEXAS 76701

(817) 754-5456  
FAX (817) 753-0719

March 21, 1996

Mrs. Johnette Hicks  
Equal Opportunity Advancement Corporation  
500 Franklin Avenue  
Waco, Texas 76701

RE: Lease of Sanger Avenue School to Waco Charter School

Dear Mrs. Hicks:

This letter will serve as our agreement to enter into a lease of the Sanger Avenue School building and grounds for use as a Waco Charter School. The cost of the lease would be (1) \$18,000.00 per year, payable at \$1500.00 monthly for a period of five years plus a variable amount equivalent to the amount of property taxes due and owing on the property each year. For the current year, property taxes total \$2300.00. EOAC would be responsible for all utility costs, liability and premises insurance (fire and extended coverage) and for the maintenance of the structure and the grounds. In the event the Charter is renewed at the end of five years we would be willing to extend the term of the lease for the additional length of the Charter up to five years more.

Should you need any other information regarding lease terms and/or conditions, please feel free to contact me.

Very truly yours,

McNAMARA & McNAMARA

  
John B. McNamara, III

JBM/pm

*Approved by the EOAC  
Board on 2/18/96  
Johnette Hicks*

# LETTERS OF SUPPORT



Committees:

ECONOMIC DEVELOPMENT, *Chairman*  
FINANCE  
EDUCATION  
INTERNATIONAL RELATIONS  
TRADE & TECHNOLOGY

**DAVID SIBLEY**  
STATE SENATOR  
District 22

CAPITOL:

P.O. BOX 12068  
AUSTIN, TEXAS 78711  
(512) 463-0122  
FAX: (512) 475-3729

DISTRICT:

1105 WOODED ACRES  
SUITE 540  
WACO, TEXAS 76710  
(817) 772-9709  
FAX: (817) 772-2990

200 PALO PINTO STREET  
WEATHERFORD, TEXAS 76086  
(817) 594-3895  
FAX: (817) 594-3898  
TDD: (512) 475-3758

March 21, 1996

Ms. Johnette Hicks  
Economic Opportunities Advancement Corporation  
500 Franklin Avenue  
Waco, Texas 76701-2111

Dear Ms. Hicks:

I am writing in support of the Economic Opportunities Advancement Corporation in its application for the Waco Charter School.

In 1974 virtually all educational facilities located in the North Central area of Waco were closed due to federal litigation involving the consolidation of schools in the Waco Independent School District. Since that time, the North Central Waco community has experienced significant deterioration of its neighborhoods, dramatic increases in crime rates, and has the highest unemployment rate in the city.

The community believes, and economic indicators suggest, that the lack of an educational facility in the area had a disastrous impact on the neighborhoods in the North Central Waco area and the families which lived there during the last twenty years. In addition, the schools to which the students are being bused are the most densely populated in Waco, resulting in the least opportunity for at-risk students to receive individual attention.

The Waco Charter School would provide innovative opportunities to reach these economically-disadvantaged children in the North Central Waco area, and would be an asset in addressing the significant needs of this community. I appreciate your efforts in establishing this program.

Sincerely,

A handwritten signature in cursive script that reads "David Sibley".  
David Sibley





## House of Representatives

Capitol Office:  
P.O. Box 2910  
Austin, Texas 78768-2910  
(512) 463-0508  
FAX (512) 472-3992

**Barbara Rusling**  
District 57

District Office:  
5400 Bosque Blvd., Suite 250  
Waco, Texas 76710  
(817) 741-0343  
FAX (817) 751-7853

March 19, 1996

Mrs. Johnette Hicks  
Economic Opportunities Advancement Corporation  
500 Franklin  
Waco, TX 76701-2111

Dear Johnette:

I enthusiastically support the application for the Waco Charter School that the Economic Opportunities Advancement Corporation is making.

The North Central sector of Waco has been critically under-served for over twenty years, with children bused out of the area to large elementary schools in other parts of the city. I believe that your proposed Waco Charter School will bring the children of the area and their families new pride and new opportunity.

The location, within walking distance of hundreds of students of varied ethnic and socio-economic backgrounds, offers a unique opportunity to rebuild a naturally integrated, culturally diverse community.

The Waco E.O.A.C. has a successful track record in operation of the Head Start program, and can utilize that experience in operation of the Waco Charter School. I am particularly impressed by the level of parental involvement that you achieve. This emphasis is a proven indicator of educational achievement, and will certainly benefit the economically disadvantaged children you propose to serve.

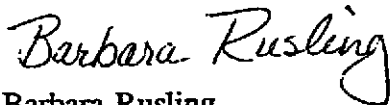




Because I believe that the need is great, and because I believe that the Economic Opportunities Advancement Corporation is uniquely qualified to meet that need, I support your proposal for the Waco Charter School with great enthusiasm.

Your proposal addresses the heart of the reason that I supported the legislation to charter schools in Texas!

Sincerely,

A handwritten signature in cursive script that reads "Barbara Rusling". The signature is written in dark ink and is positioned above the typed name.

Barbara Rusling  
State Representative  
District 57



*Kip Averitt*  
*State Representative*  
*District 56*

P.O. BOX 2910  
AUSTIN, TEXAS 78768-2910  
512/483-0712

6801 SANGER, STE. 145  
WACO, TEXAS 76710  
817/772-6225

March 21, 1996

Mrs. Johnette Hicks  
Economic Opportunities Advancement Corporation  
500 Franklin  
Waco, Texas 76701-2111

Dear Mrs. Hicks:

I am pleased to support the application for the Waco Charter School that is being submitted by the Economic Opportunities Advancement Corporation. This school would add an educational presence to a part of North Central Waco that has been absent for over twenty years.

Several hundred proposed students live within walking distance of the Charter School sight. The families within this district are of varied ethnic and socio-economic backgrounds, creating special educational needs for the children and the parents. Many of these children are educationally challenged and "at risk" students. They have been bused out of their neighborhood into other Waco elementary schools with extremely high student population. Waco Charter School will not only serve as an educational opportunity for these children, but a source of cooperative pride for the neighborhood.

One of the attendance qualifications is a high level of parent involvement which will be of benefit to the entire community as well as the child. The successful experience that EOAC has with the local Head Start program will be a valuable asset to Waco Charter School.

Because I am a strong supporter of the concept of "charter schools" as an educational opportunity, I recommend your favorable consideration on the application for Waco Charter School. If I can be of further assistance, please do not hesitate to contact my office.

Sincerely,

A handwritten signature in cursive script that reads "Kip Averitt".

Kip Averitt

# SANGER HEIGHTS

NEIGHBORHOOD ASSOCIATION

P.O. Box 3361 Waco, TX 76707-0361 (817) 753-7494

7 March 1996

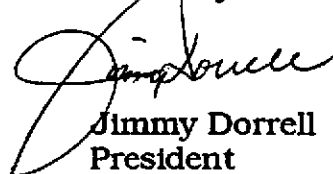
Texas Education Agency  
1701 North Congress  
Austin, Texas 78701

Dear Sirs:

The Sanger-Heights Neighborhood Association was established in 1984 to improve conditions for the 1,330 households within our 117-block area. For nearly ten years, the Sanger-Heights area has had no neighborhood school. We believe that neighborhood schools are essential both for the best possible education for our children and for the continued improvement of our neighborhood. For these reasons we enthusiastically support the establishment of the Waco Charter School.

The Economic Opportunities Advancement Corporation (EOAC) has an admirable record of giving "a hand up, not a hand-out" through its programs such as Head Start, Weatherization, and Child Care Management Services. We believe that the Waco Charter School, under the umbrella of EOAC, will give a "a hand up" both to our children and to the neighborhood in which we live. We hope that you will act to establish the Waco Charter School.

Sincerely,



Jimmy Dorrell  
President

---

#### BOARD OF DIRECTORS

JIMMY DORRELL, President  
1505 Barron Avenue 756-4941

RICK HARPER, Chair  
Business Committee  
800 North 25th Street 752-0314

BILL FELTENBERGER, Chair  
Neighborhood Improvement Committee

DAVID LINTZ, Vice-President  
2116 Morrow Avenue 753-3012

LAURA MIDDLETON, Chair  
Membership Committee  
1900 Colcord Avenue 754-1771

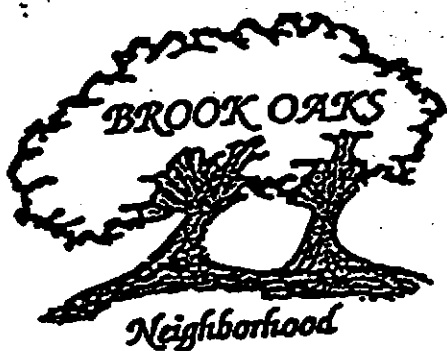
JOAN SUPPLEE, Chair  
Public Relations Committee

COLLEEN HALEY, Secretary-Treasurer  
2518 Parrott Avenue 757-3808

JAMES P. BELL, Chair  
Municipal Affairs Committee  
1901 Colcord Avenue 756-6954

LANELLE MCNAMARA, Chair  
Renovation Assistance Committee

038



*The Brook Oaks Neighborhood Assoc*

November 25, 1995

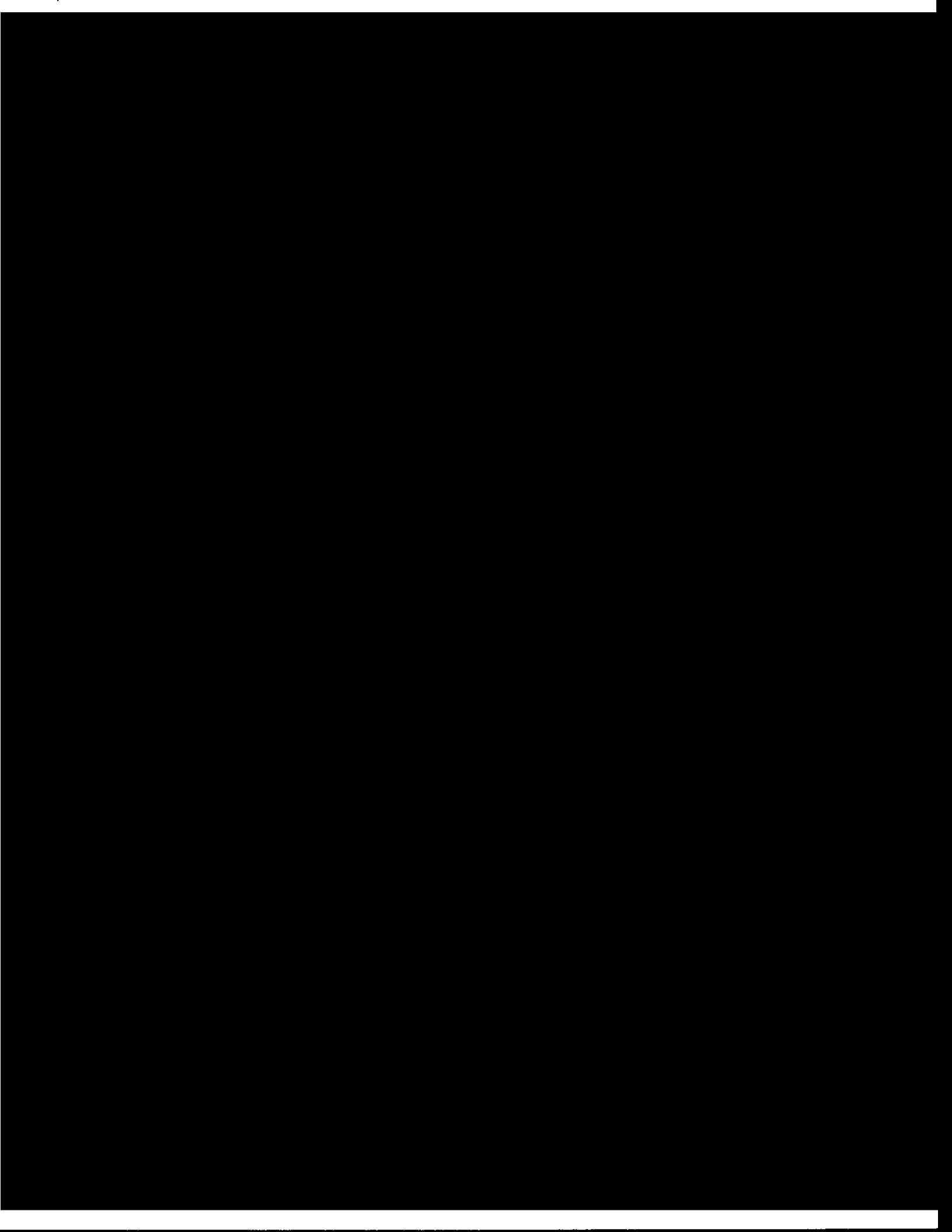
The Brook Oaks Neighborhood Association is one of twenty four neighborhood associations in Waco, Tx. Its boundaries are defined as: Herring Avenue from the Brazos River to Eighteenth Street as the Northern boundary, South along Eighteenth Street to Colcord Avenue, East along Colcord to Fifteenth Street, South along Fifteenth Street to Waco Drive as the Western boundary, East along Waco Drive to the Brazos River as the Southern boundary, and North along the Brazos River to Herring as the Eastern boundary. The Association itself was incorporated on October 8, 1993. The purpose of this organization is to unite the community into an organized group, to promote and establish closer neighborhood ties, and to encourage and assist in the restoration, preservation, and improvements to the neighborhood.

This association at its inception on February 20, 1993 had formulated short range, mid-range, and long range goals. One of these goals was the promotion of youth and educational programs within the boundaries of Brook Oaks. For this reason and others, we give our whole hearted support to Mrs. McNamara and the open enrollment charter schools project. Currently in Brook Oaks we have no learning facilities of any kind. We have the Brook Avenue Elementary that is vacant and decaying, and we have a vacant lot where a junior high school once stood. Also in the Brook Oaks neighborhood we have a high degree of juvenile crime, largely due to the loss of these former learning institutions.

We feel that if the initial location of a charter school at the old Sanger Heights Elementary is successful, then it would raise the level of self esteem of our children and give them an alternative to crime and drugs. Books and education would once again replace violence and drugs, and in a sense would help to revitalize our neighborhoods, by restoring back our neighborhood schools that now lay dormant. In retrospect we offer our support in helping to preserve and promote one of our last natural resources: the education and future of our children.

Sincerely yours,  
The Members and Executive Board  
of the Brook Oaks Neighborhood

# PETITIONS OF SUPPORT



PETITION SUPPORTING THE WACO SCHOOL CHARTER

Name [REDACTED] Street Address, City, State, Zip

PETITION SUPPORTING THE WACO SCHOOL CHARTER

Name                      Street Address, City, State, Zip





PETITION SUPPORTING THE WACO SCHOOL CHARTER

Name                      Street Address, City, State, Zip



PETITION SUPPORTING THE WACO SCHOOL CHARTER

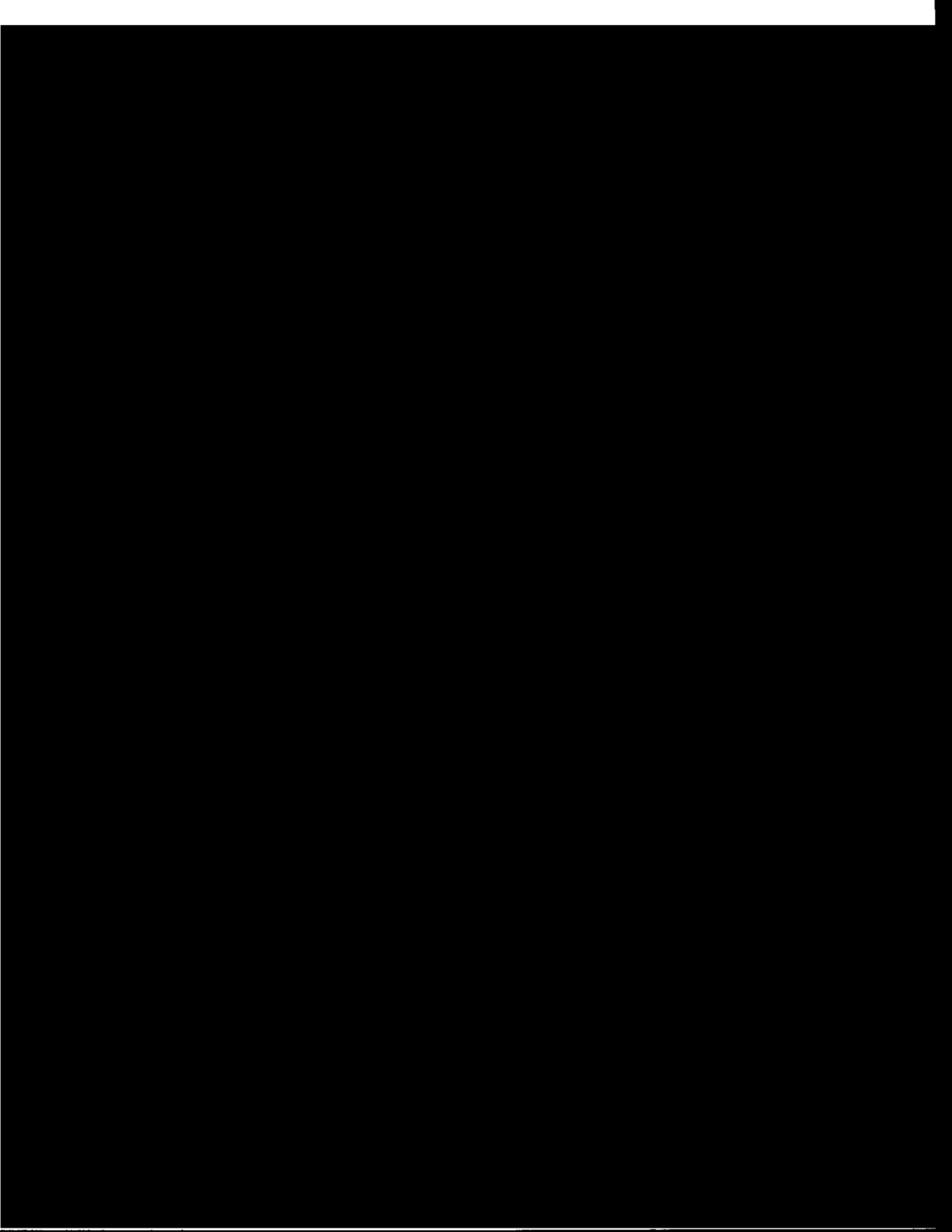
Name

Street Address, City, State, Zip

**PETITION SUPPORTING THE WACO SCHOOL CHARTER**

**Name                      Street Address, City, State, Zip**





PETITION SUPPORTING THE WACO SCHOOL CHARTER

Name . Street Address, City, State, Zip

PETITION SUPPORTING THE WACO SCHOOL CHARTER

Name                      Street Address, City, State, Zip

PETITION SUPPORTING THE WACO SCHOOL CHARTER

Name [REDACTED] Street Address, City, State, Zip

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Name                      Street Address, City, State, Zip

PETITION SUPPORTING THE WACO SCHOOL CHARTER

Name                      Street Address, City, State, Zip

PETITION SUPPORTING THE WACO SCHOOL CHARTER

Name Street Address, City, State, Zip

PETITION SUPPORTING THE WACO SCHOOL CHARTER

Name                      Street Address, City, State, Zip

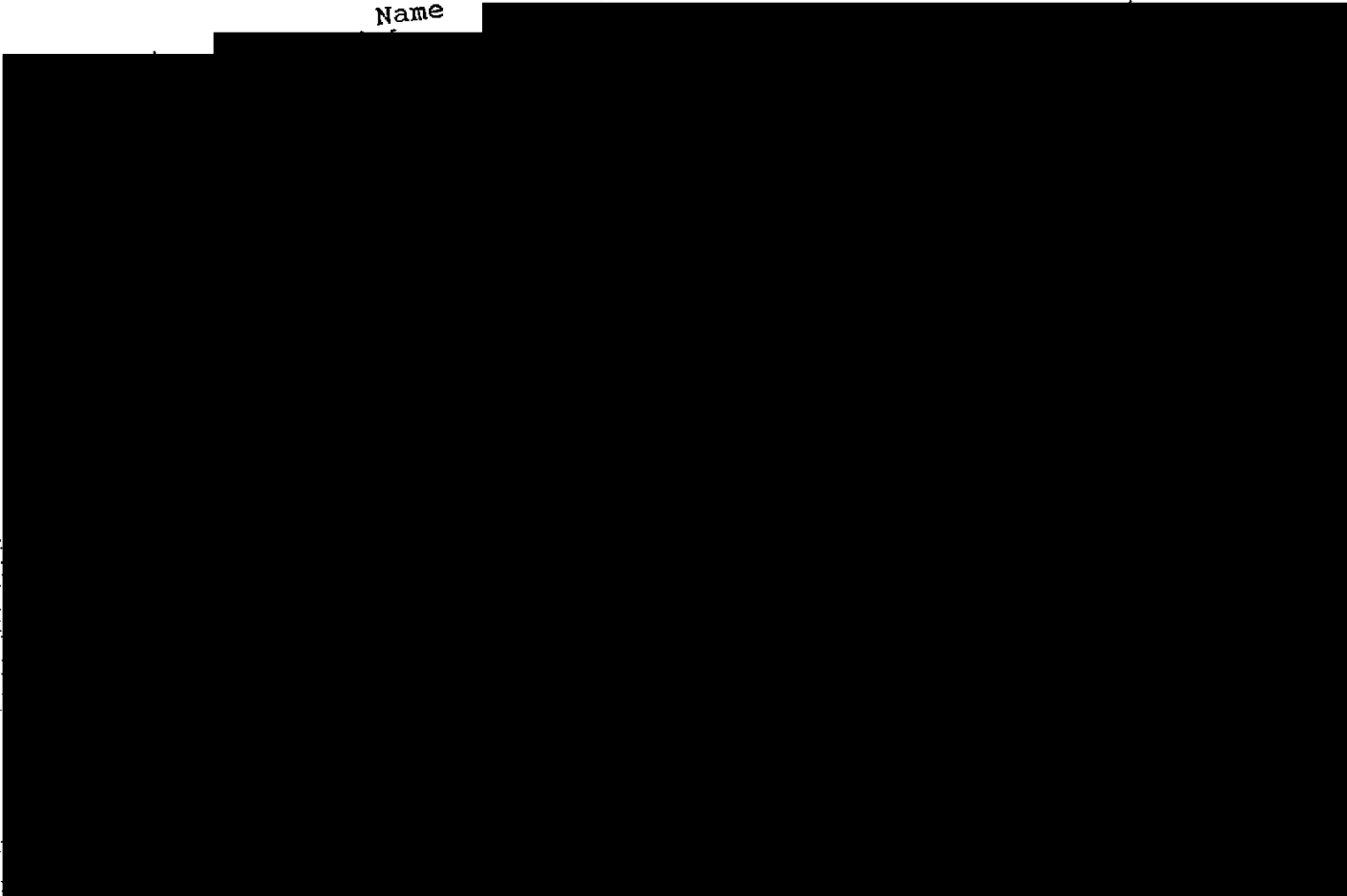
PETITION SUPPORTING THE WACO SCHOOL CHARTER

Name                      Street Address, City, State, Zip

PETITION SUPPORTING THE WACO SCHOOL CHARTER

Name

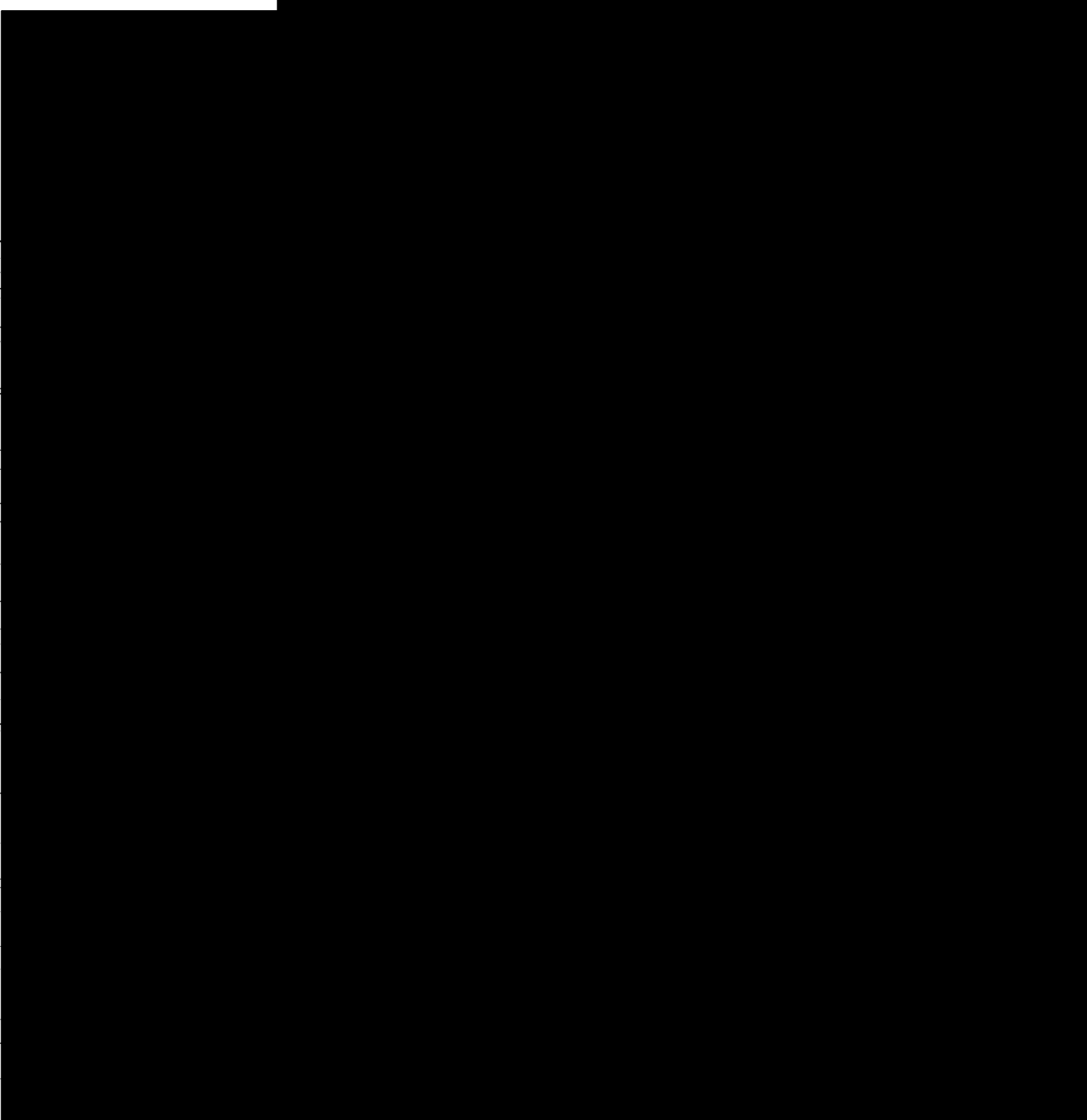
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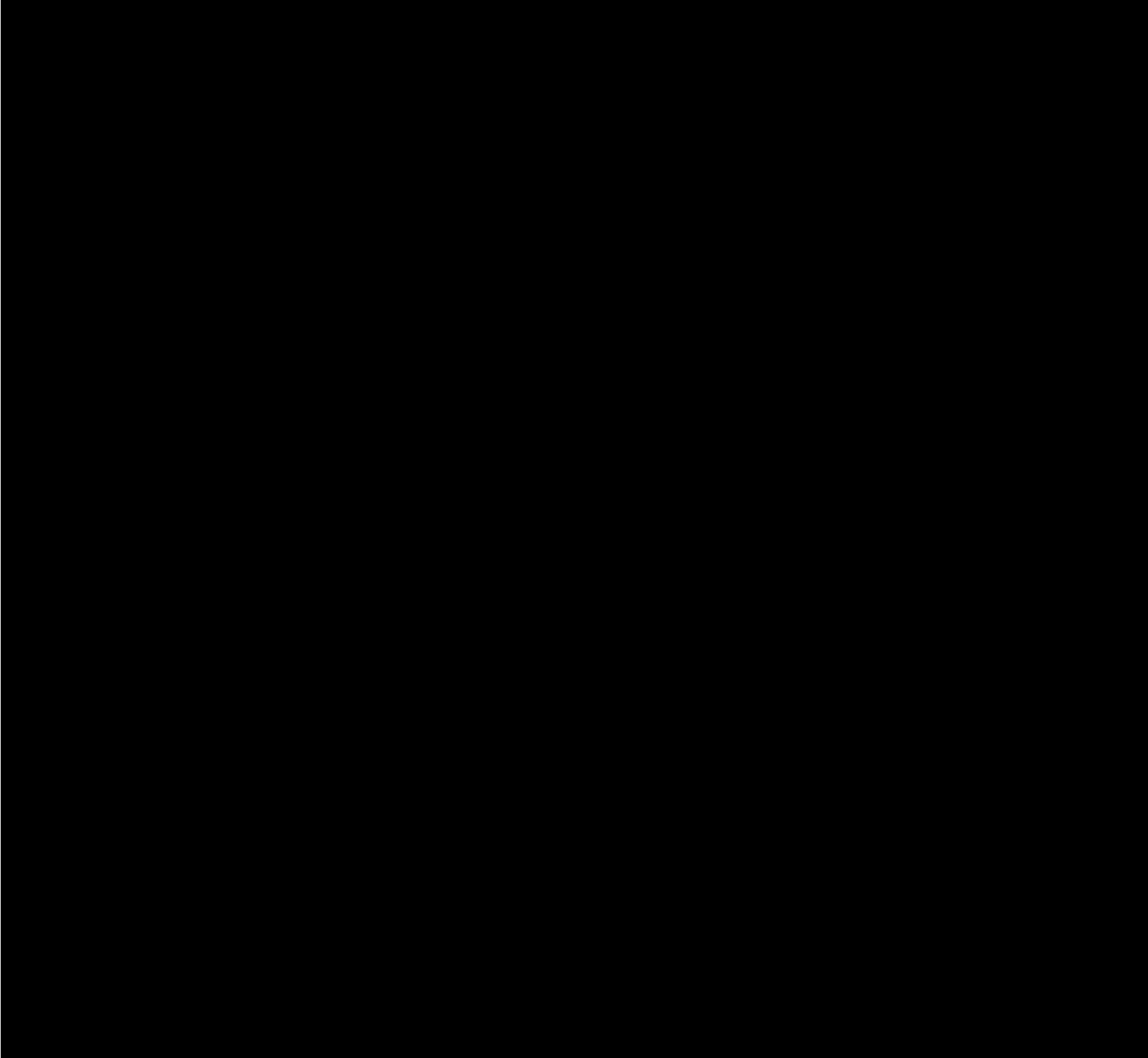
PETITION SUPPORTING THE WACO SCHOOL CHARTER

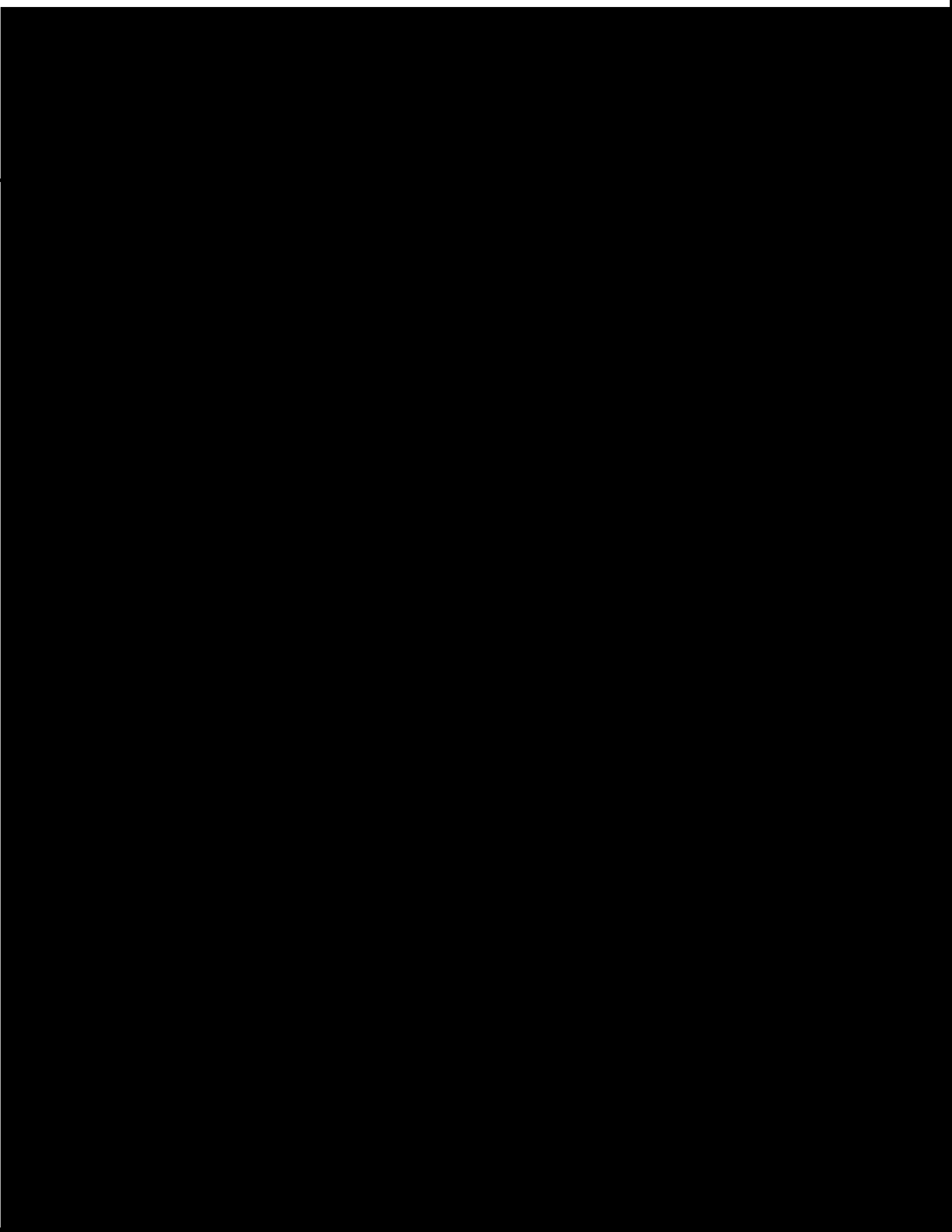
Name                      Street Address, City, State, Zip



PETITION SUPPORTING THE WACO SCHOOL CHARTER

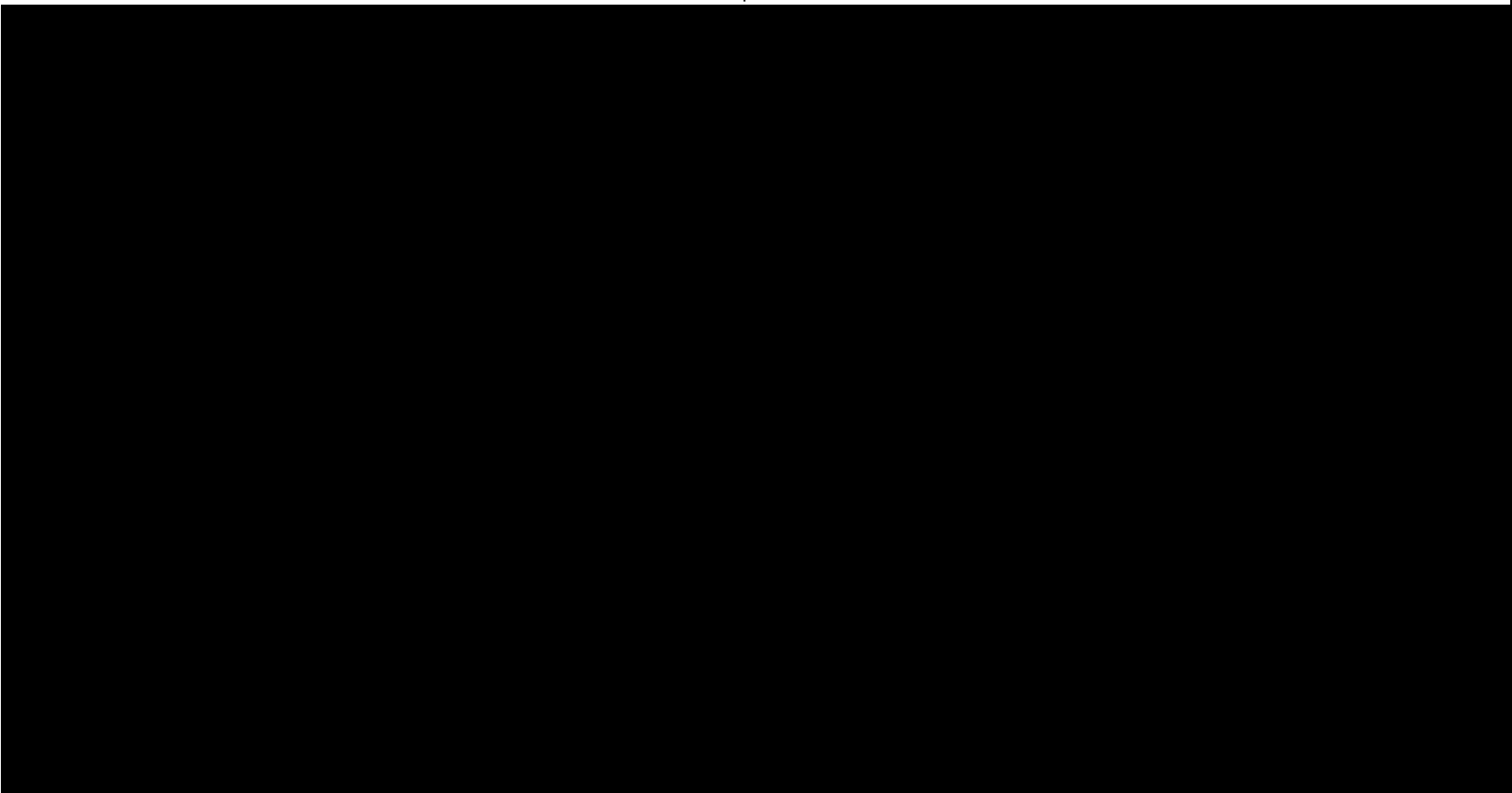
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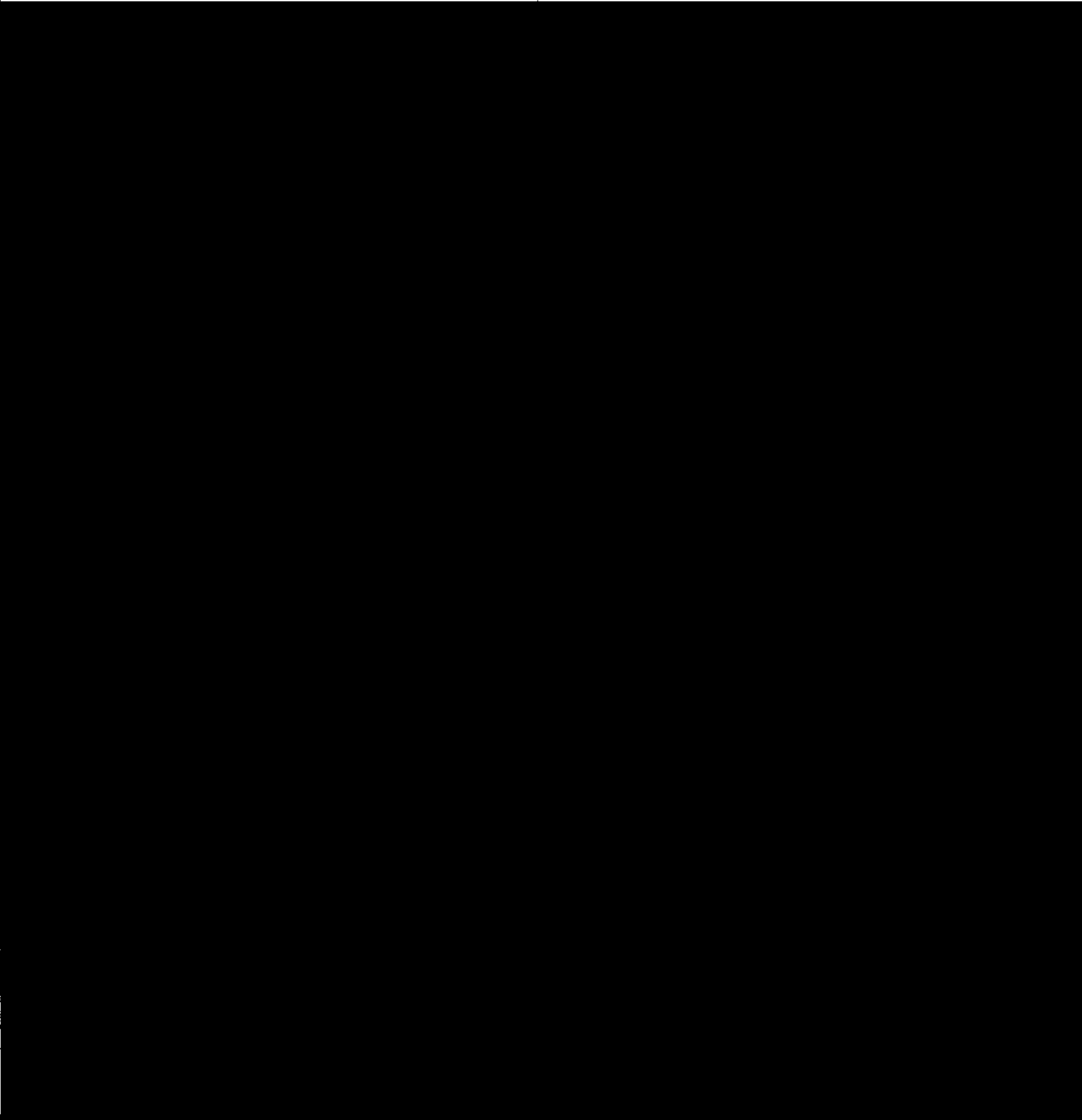
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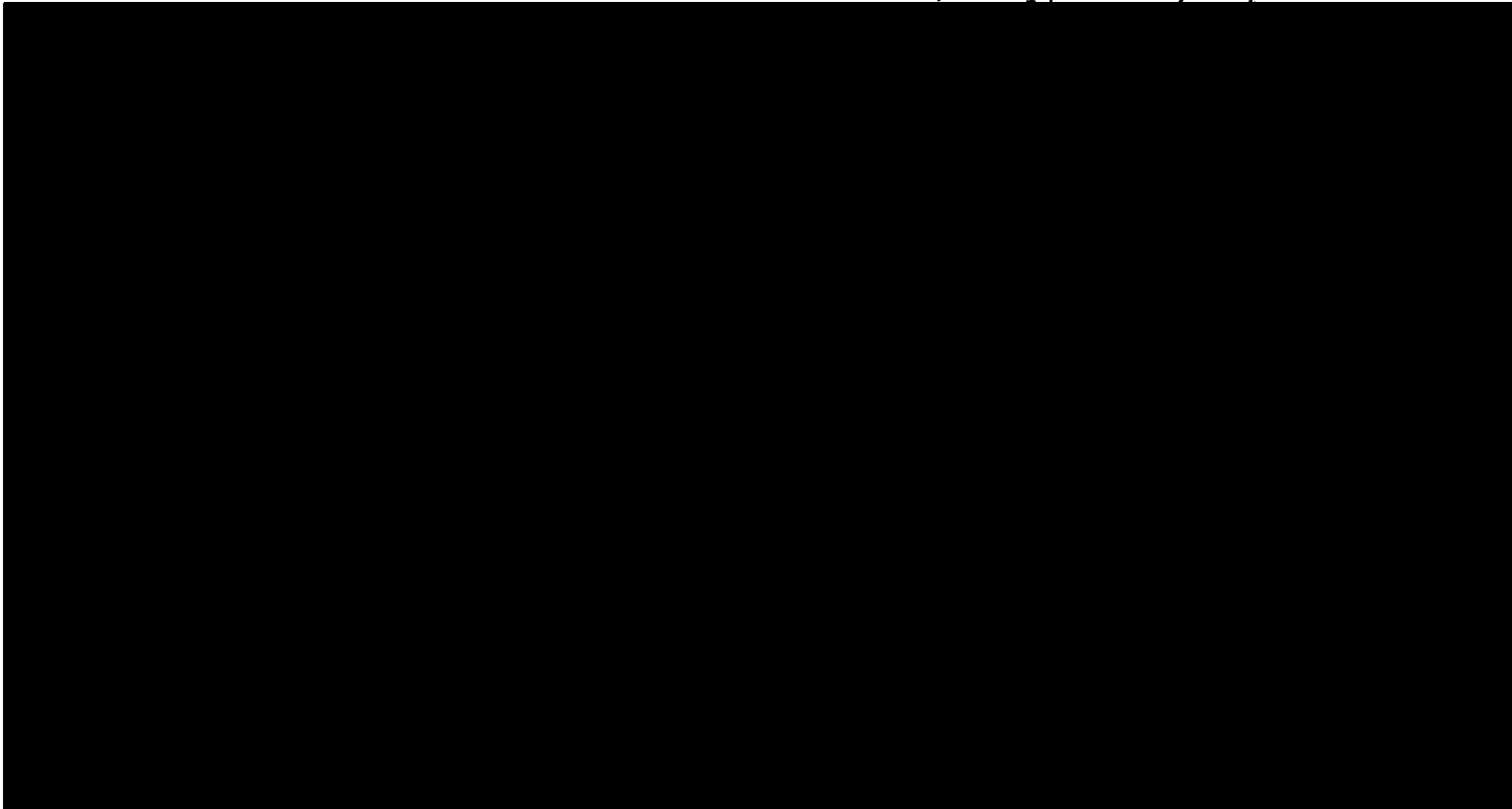
PETITION SUPPORTING THE WACO SCHOOL CHARTER

Name                      Street Address, City, State, Zip



PETITION SUPPORTING THE WACO SCHOOL CHARTER

Name                      Street Address, City, State, Zip



PETITION SUPPORTING THE WACO SCHOOL CHARTER

Name [REDACTED] Street Address, City, State, Zip

PETITION SUPPORTING THE WACO SCHOOL CHARTER

Name                      Street Address, City, State, Zip

PETITION SUPPORTING THE WACO SCHOOL CHARTER

Name                      Street Address, City, State, Zip



**Protected Material**

4 pages have been withheld

**PLEASE NOTE: Pages have been removed from the responsive material. Information redacted could include personal identifiers such as social security numbers, and personal characteristics or other information that make the person's identity easily traceable. If you have any questions or concerns regarding the redaction of this material, please contact the Open Records Office at [PIR@tea.state.tx.us](mailto:PIR@tea.state.tx.us).**

May 1-4

May 2

May 8-12

May 9

May 19

May 25

June 1

June 2 & 3

ITBS

Student Presentatjons

5<sup>th</sup> Grade Trip to Washington, DC

Advisory Council

No School/ Parent Conferences

Kindergarten Graduation

Last Day of School

Teacher Workdays/Inclement Weather Days

East Waco School - Enrollment Application - circle grade level PK K 1 2 3

\_\_\_\_\_ M / F \_\_\_\_\_  
 student last name first name MI birthdate social security #

Home address Apt # City zip code home phone  
 Ethnicity: (circle) 1. Am. Indian 2. Asian/Pacific Islander 3. Black 4. Hispanic 5. White 6. other

Home Language Code: (circle the primary language spoken in your home:  
 1. Spanish 2. English 3. Other

\_\_\_\_\_ work phone  
 Father (or guardian)'s name Place of employment  
 \_\_\_\_\_  
 address apt. city zip code home phone

\_\_\_\_\_ work phone  
 Mother (or guardian)'s name Place of employment  
 \_\_\_\_\_  
 address apt. city zip code home phone

Y/N (circle) I understand that a member of the family will volunteer one hour per semester to participate in school activities in order for my child to maintain enrollment in the school.

\_\_\_\_\_ city/district \_\_\_\_\_  
 Campus of residency - public school child would be attending if not enrolled in charter

\_\_\_\_\_ Name of current school attending - or last school attended

Y/N Has the student ever repeated a grade(s)? If so, which one(s)? \_\_\_\_\_  
 Y/N Has the student ever been suspended from school or assigned to a reassignment school?  
 Y/N Has the student ever been in special education/resource classes? Where? \_\_\_\_\_ When? \_\_\_\_\_

**Emergency Information**

Y/N In case the services of a physician are required before either parent can be reached, the school is hereby authorized to call the following physician. I also authorize school/clinic personnel to contact my child's physician when necessary for information concerning my child.

\_\_\_\_\_ Office address City Office Phone  
 Doctor's name  
 If this child becomes seriously ill or is injured and neither parent can be reached by phone, please notify one of the following people (local only):

\_\_\_\_\_ daytime address daytime phone  
 Name  
 \_\_\_\_\_ daytime address daytime phone  
 Name

The Waco AMT provides emergency ambulance service. If a fee is charged to transport the child in an ambulance, I shall assume responsibility for the payment of such services:

Parent/guardian signature \_\_\_\_\_ Today's date \_\_\_\_\_

For office use only: Date of enrollment \_\_\_\_\_ Date of withdrawal \_\_\_\_\_  
 continued enrollment 1999/2000

# PARENTAL SURVEY OF HOME LANGUAGE GRADES

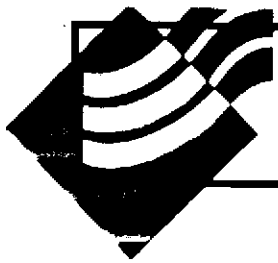
**TO BE COMPLETED BY SCHOOL:**

<b>School Location Number:</b> _____
<b>STUDENT:</b> _____ <b>I.D. Number</b> _____
Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female Birth Date: ____/____/____ Grade: _____ <small style="margin-left: 100px;">Mo. Da Yr.</small>
Ethnicity: <input type="checkbox"/> Amer. Indian <input type="checkbox"/> Asian <input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input type="checkbox"/> White

**TO BE COMPLETED BY PARENT OR GUARDIAN:**

(Students in grades 9-12 may complete this form for themselves.)

<p><b>a. What language is normally spoken in the home?</b>                  ¿Qué idioma se habla en su casa normalmente?                  ជំរាប ក្នុង គ្រួសារ ជា ធម្មតា គឺ ជា ភាសា អ្វី?                  ភាសា ដែល អ្នក តែង តែ និយាយ នៅ ក្នុង ផ្ទះ?                  តើ ប្រាកដ ជា មាន ភាសា ណា មួយ ទៀត ដែរ ឬ ទេ?</p>	_____ _____
<p><b>b. What language does your child normally speak?</b>                  ¿Qué idioma habla su hijo(a) con mas frecuencia?                  ភាសា អ្វី ដែល កូន របស់ អ្នក តែង តែ និយាយ?                  តើ កូន របស់ អ្នក តែង តែ និយាយ ភាសា ណា មួយ ទៀត ដែរ ឬ ទេ?</p>	_____ _____
<p><b>c. Date of student's entry into this country if born outside the USA:</b>                  Fecha de entrada a los EEUU (si es nacido fuera de este país).                  Ngày nhập học sang đất Hoa Kỳ nếu sinh ngoài nước Mỹ.                  កាលបរិច្ឆេទ ដែល សិស្ស ចូល មក នៅ ក្នុង ប្រទេស នេះ, បើ កើត នៅ ក្រៅ ពី ប្រទេស អា.ម.ក.                  ថ្ងៃ ចេញ ទិស ដំបូង ចូល មក រស់ នៅ នៅ ប្រទេស នេះ, បើ កើត ក្នុង ប្រទេស ដទៃ ទៀត</p>	Month/Year Mes/Año Tháng/Năm ខែ/ឆ្នាំ _____ / _____
<p><b>Signature of Parent or Guardian (or Student Grade 9-12)</b>                  Firma del Padre o Guardián (o Estudiante Grado 9-12)                  Chữ ký của Phụ huynh hoặc Người đi Glám học (học sinh Lớp 9-12)                  ហត្ថលេខារបស់ មាតា-បិតា, អ្នក អាណាព្យាបាល ឬ សិស្ស (ថ្នាក់ ទី ៩-១២)                  ឈ្មោះ មេត្តា ត្រាស់ ថ្វី (ឈ្មោះ ៩-១២)</p>	<p><b>Date</b>                  Fecha                  Ngày                  កាលបរិច្ឆេទ                  ថ្ងៃ ចេញ ទិស</p>



# Nutrition Matters!



School Year 1999-2000

## SCHOOL BEGINS!

Last year Sodexo Marriott Services served more than 2,000,000 meals to students at Waco ISD.

Meal service will begin in all schools on August 23, 1999. High school and middle school students can choose from a wide menu featuring new recipes at the Grand Marketplace. The Nutrition Train program will welcome elementary school students. An abundance of fresh ingredients power-packed with nutrition and energy will keep students powered up for success at school!

We want to thank you for your support of the food service program. If you have any questions or comments about this program please contact Cliff Reece, Food Service Director at 752-5522.

### 1999-2000 MEAL PRICES

Breakfast - FREE to all Students	
Non-Student Breakfast	\$1.00
Lunch, Elementary	\$1.00
Lunch, Secondary	\$1.25
Lunch, Reduced	\$0.40
Non-Student Lunch	\$2.00

With a full meal, additional sides may be purchased for \$0.25

### BREAKFAST . . . A HEALTHY START!

Students performance in school matters to us! A nutritious breakfast can give students the energy boost they need to reach maximum performance. It has been said that test scores improve when students begin their day with a healthy meal. A universal free breakfast is offered daily in all schools in Waco ISD.

Get a healthy start each day with Breakfast at School!

### WHAT'S IN A LUNCH?

Waco ISD participates in the National School Lunch Program. Public Law 103-448 requires that meals be planned to meet specific nutrient guidelines. Since many food choices are offered daily, the maximum and minimum numbers of menu items required for a program meal must be defined.

A lunch is defined as follows:

#### Students:

- Must Select 1: Entree
- May Select up to 2: Sides
- May Select up to 1: Milk

A meal must include a minimum of 1 entree and 1 additional item.

### FREE AND REDUCED APPLICATIONS

All families in Waco ISD are encouraged to fill out an application. Last years status is only good until **SEPTEMBER 17th**. After that date your students will have to pay full price unless a new application is received and processed. Please don't wait. Do it and returned it today to any school cafeteria.

**COMPLETE ONE APPLICATION PER STUDENT.**

**APPLICATION FOR FREE AND REDUCED-PRICE MEALS (Single-Child) N<sup>o</sup> 42229**

To apply for free and reduced-price meals, complete this application, sign your name and return the application to the school. Call the school if you need help. # 752-5522 **ONE application per Student**

**1 Print STUDENT INFORMATION.**

**2 List the child's FOOD STAMP or TANF case number, if any.**

NAME \_\_\_\_\_ GRADE \_\_\_\_\_ NAME OF SCHOOL \_\_\_\_\_ FOOD STAMP NUMBER \_\_\_\_\_ OR TANF NUMBER \_\_\_\_\_

**3 FOSTER CHILD:** List the child's monthly personal use income. Write "0" if the child has no personal use income. \$ \_\_\_\_\_

**4 HOUSEHOLD MEMBERS AND MONTHLY INCOME:** If you gave a food stamp or TANF case number for the child, skip to PART 5.

NAMES OF HOUSEHOLD MEMBERS	Gross MONTHLY Earnings (Before Deductions)		MONTHLY Welfare Payments, Child Support, Alimony	MONTHLY Payments from Pensions, Retirement, Social Security	MONTHLY Any Other Income
	Job 1	Job 2			
_____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
_____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
_____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
_____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
_____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
_____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____

**5 SIGNATURE AND SOCIAL SECURITY NUMBER:** I certify that all of the above is true and correct and that all income is reported. I understand that this information is being given for the receipt of federal funds; that school officials may verify the information on the application; and that deliberate misrepresentation of the information may subject me to prosecution under applicable state and federal laws.

X \_\_\_\_\_ X \_\_\_\_\_  
Signature of Adult Household Member Social Security Number\*

HOME TELEPHONE NO. \_\_\_\_\_ WORK TELEPHONE NO. \_\_\_\_\_ PRINTED NAME \_\_\_\_\_

STREET/APT. NO. \_\_\_\_\_ CITY/STATE/ZIP \_\_\_\_\_ DATE \_\_\_\_\_

**6 RACE:** Please check the racial or ethnic identity of your child(ren). You are not required to answer this question.

White, not Hispanic  Black, not Hispanic  Hispanic  Asian/Pacific Islander  American Indian/Alaskan Native

\*PRIVACY ACT STATEMENT: SECTION 9 OF THE NATIONAL SCHOOL LUNCH ACT REQUIRES THAT, UNLESS YOUR CHILD'S FOOD STAMP OR TANF CASE NUMBER IS PROVIDED, YOU MUST INCLUDE THE SOCIAL SECURITY NUMBER OF THE ADULT HOUSEHOLD MEMBER SIGNING THE APPLICATION OR INDICATE THAT THE HOUSEHOLD MEMBER DOES NOT HAVE A SOCIAL SECURITY NUMBER. PROVISION OF A SOCIAL SECURITY NUMBER IS NOT MANDATORY, BUT IF A SOCIAL SECURITY NUMBER IS NOT GIVEN OR AN INDICATION IS NOT MADE THAT THE SIGNER DOES NOT HAVE SUCH A NUMBER, THE APPLICATION CANNOT BE APPROVED. THE SOCIAL SECURITY NUMBER MAY BE USED TO IDENTIFY THE HOUSEHOLD MEMBER IN CARRYING OUT EFFORTS TO VERIFY THE CORRECTNESS OF INFORMATION STATED ON THE APPLICATION. THESE VERIFICATION EFFORTS MAY BE CARRIED OUT THROUGH PROGRAM REVIEWS, AUDITS, AND INVESTIGATIONS AND MAY INCLUDE CONTACTING EMPLOYERS TO DETERMINE INCOME, CONTACTING A FOOD STAMP OR WELFARE OFFICE TO DETERMINE CURRENT CERTIFICATION FOR RECEIPT OF FOOD STAMPS OR TANF BENEFITS, CONTACTING THE STATE EMPLOYMENT SECURITY OFFICE TO DETERMINE THE AMOUNT OF BENEFITS RECEIVED, AND INCLUDING THE DOCUMENTATION PRODUCED BY HOUSEHOLD MEMBERS TO PROVE THE AMOUNT OF INCOME RECEIVED. THESE EFFORTS MAY RESULT IN A LOSS OR REDUCTION OF BENEFITS, ADMINISTRATIVE CLAIMS OR LEGAL ACTIONS IF INCORRECT INFORMATION IS REPORTED.

**STOP**

FOR SCHOOL USE ONLY

DO NOT WRITE BELOW THIS LINE

**STOP**

MONTHLY INCOME CONVERSION: WEEKLY X 4.33 EVERY 2 WEEKS X 2.15 TWICE A MONTH X 2

TOTAL HOUSEHOLD SIZE \_\_\_\_\_ MONTHLY INCOME \_\_\_\_\_ FOOD STAMP \_\_\_\_\_ TANF \_\_\_\_\_

ELIGIBILITY DETERMINATION: APPROVED FREE \_\_\_\_\_ APPROVED REDUCED-PRICE \_\_\_\_\_ DENIED \_\_\_\_\_ TEMPORARY UNTIL \_\_\_\_\_ UNTIL \_\_\_\_\_ UNTIL \_\_\_\_\_

REASON FOR DENIAL: INCOME TOO HIGH \_\_\_\_\_ INCOMPLETE APPLICATION \_\_\_\_\_ OTHER \_\_\_\_\_

CHANGE IN STATUS \_\_\_\_\_ REASON \_\_\_\_\_ DATE \_\_\_\_\_ DATE WITHDRAWN \_\_\_\_\_

SIGNATURE OF DETERMINING OFFICIAL \_\_\_\_\_ DATE \_\_\_\_\_

DATE VERIFICATION NOTICE SENT: \_\_\_\_\_ RESPONSE DUE FROM HOUSEHOLD \_\_\_\_\_ SECOND NOTICE SENT \_\_\_\_\_

VERIFICATION RESULT: NO CHANGE \_\_\_\_\_ FREE TO REDUCED-PRICE \_\_\_\_\_ FREE TO PAID \_\_\_\_\_ REDUCED TO FREE \_\_\_\_\_ REDUCED-PRICE TO PAID \_\_\_\_\_

REASON FOR ELIGIBILITY CHANGE: INCOME \_\_\_\_\_ HOUSEHOLD SIZE \_\_\_\_\_ REFUSED TO COOPERATE \_\_\_\_\_ OTHER \_\_\_\_\_ CHANGE IN FOOD STAMP/TANF \_\_\_\_\_


DATE NOTICE OF CHANGE SENT TO PARENT/GUARDIAN: \_\_\_\_\_ SIGNATURE OF VERIFYING OFFICIAL: \_\_\_\_\_ DATE: \_\_\_\_\_



**Rapoport Academy  
1999/2000 Calendar**

August 16	First day of class
September 6	Labor Day – <u>NO SCHOOL</u>
September 6	Labor Day – <u>NO SCHOOL</u>
October 15	Parent/Teacher Conferences – <u>NO SCHOOL</u>
Nov. 24, 25, 26	Thanksgiving Holicay – <u>NO SCHOOL</u>
December 20-31	Winter Break – <u>NO SCHOOL</u>
January 3	School begins
January 7	Parent Teacher Conference – <u>NO SCHOOL</u>
January 17	Martin Luther King Day – <u>NO SCHOOL</u>
March 6 – 10	Spring Break – <u>NO SCHOOL</u>
March 20	Parent/ Teacher Conferences – <u>NO SCHOOL</u>
April 24	Bad Weather Day – no school if we've missed no days due to bad weather
April 21	Easter Holiday – <u>NO SCHOOL</u>
May 26	Last day of school!
May 29	Bad Weather Day – no school if we've missed no Days due to bad weather
May 30	Parent/ Teacher Conferences – <u>NO SCHOOL</u>

If your child is not coming to school,  
please phone us between 7:30 and 8:15 714-2665



TEA Charter School Site Review  
Division of Charter Schools  
Texas Education Agency

Name of Charter School Rapaport Academy Date 2-3-00 Time of Visit 7:45

Physical Address of School 900 East Herring How many sites does the school serve? 1

Personnel Conducting Visit: Hank Nannen Charter School Official(s) present: Dorvica Cook

Grade Level Served: PK-9 Enrollment Cap: 330 Number of Teacher/aids employed: 7 T / 1 TA / 2 PT  
*Actual Grade PK-2*

What was the school's ADA for last 6 wks? \_\_\_\_\_ Enrollment on day of visit? 73

Are the following records / documents available for review? Yes - No - N/A Aug 98 opening

Prior to visit from Charter file: 3rd Mon/Tues of month

- Section 501 (c)(3) IRS letter
- School Calendar
- Bylaws of Incorporation (Secretary of State)
- List of Board Members With Phone #'S / Addresses

Does the Charter receive funding for: Team of 50 students  
Board = ADM, Teacher, CPA, Community

- Title I \_\_\_\_\_ SCE \_\_\_\_\_
- PK \_\_\_\_\_ TIF \_\_\_\_\_
- IDEA NO spec. Ed students CATE \_\_\_\_\_
- Bilingual/ESL NO students Home lang. Sped/Other

Does the school participate in the School Breakfast Program? Yes National School Lunch Program? \_\_\_\_\_  
Did the school serve breakfast today? Yes/No If yes, # served 60 Lunch today? Yes/No If yes, # served \_\_\_\_\_

Does the school facility show evidence of the following?

- Asbestos Management Plan
- Fire Extinguishers and Inspection Tag
- Fire Marshall / Building Inspection
- Textbooks Availability
- Handicap Accessibility (ramps, restrooms IDEA/CATE)
- Grounds Inspection
- Fire Exit Routes Posted
- New, or Ongoing Construction/Renovation
- Tobacco/Alcohol Prohibitions (Title IV)
- Discipline Management Plan

Administrative On-Site Review:

- Financial Accounting Records
- Budget and Budget Amendments
- Board Agenda Posted School & Library Portal
- Attendance Accounting System
- Special Education Teacher Certification
- Section 504 Parent Notification of Services
- Certificate of Occupancy for Facility
- Home Language Surveys in English / Spanish 2 Fold at random
- Board Minutes Posted
- Non-Discrimination Statement in Eng. / Span.
- ESL Teacher Certification
- Immunization Records in folders

MS GRAYSON  
does Peims



What is the student attendance rate ( 97 % ) and staff attendance rate ( \_\_\_\_\_ )?  
What is the student turnover rate ( \_\_\_\_\_ ) and staff turnover rate ( \_\_\_\_\_ )?

**On-Site Review With Teachers:**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Dyslexia Plan with Procedures and Timelines | _____ Current Individual Education Plan/Modifications |
| _____ Curriculum (TEKS) Implementation / Alignment                              | _____ Section 504 Instructional Arrangements          |
| _____ Student Discipline Management   | _____ Lesson Plans                                    |
| _____ Staff Development Needs   | _____   |

*WORK shops  
at ESC / area / state  
Example of classroom spec*

**Request To Send To Austin For Review:**

- |  |  |
|--|--|
| _____ Student Handbook                             | _____ Application for Free / Reduced Meals |
| _____ Board Policy Manual                          | _____ Comprehensive Needs Assessment       |
| _____ Charter Improvement Plan / Planning Document | _____ Gifted and Talented Plan / Training  |

**What is the Charter's Demographics?**

<u>Program</u>	<u>Charter Application Percentage</u>	<u>State Funding Number</u>	<u>On-Site %</u>
Prekindergarten			
Special Education			
Limited English Proficient			
Migratory			
Recovered Dropouts			
At-Risk			
Pregnant/Parent			
Adjudicated Youth			
Other			

Correlates of Effective Schools	Strong Evidence	Some Evidence	Needs Improvement
Instructional Leadership			
Instructional Focus	Arrived during Breakfast		
Assessment Data Used			
School Climate	Warm	Friendly	
High Expectations			
Parent Involvement	Parents Required 1 hour per semester Actual more.		
Governance Issues & Policies			
Compliance With Applicable Laws and Regulations			
Staff Development Plans	Looked at curriculum notebook Staff attends ESC /		

**Evidence of School Successes / Concerns Shared with School Administration and Agency:**

Parent request to expand -12<sup>th</sup> Grade.  
New Building to cover PK-5 Plans observed.

(Signature of Charter School Division Staff / Date of Visit)

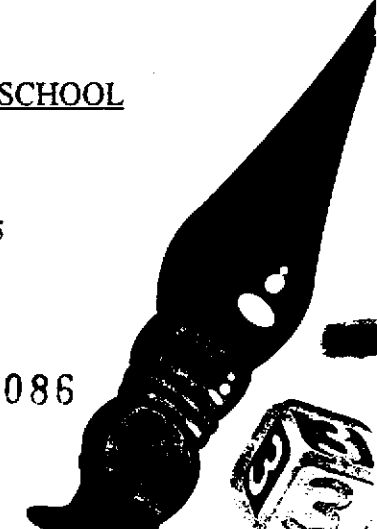
Action Plan Required Within 14 Days: Yes \_\_\_\_\_ No \_\_\_\_\_

Date delivered/mailed to charter school governing board: \_\_\_\_\_





**Rapoport Academy  
1999/2000 Calendar**



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please phone us between 7:30 and 8:15 714-2665

# Rapport Academy Charter School 161-802 County District Number

August 99

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	△	△	△	△	△	△
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 99

S	M	T	W	T	F	S
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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 99

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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 99

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7	8	9	10	11	12	13
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21	22	23	24	25	26	27
28	29	30				

December 99

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January 00

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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Reporting Periods	[Begin/End]	Days Taught
1 <sup>st</sup> Reporting Period	Aug 16 - Sept 27	30
2 <sup>nd</sup> Reporting Period	Sept 28 - Nov 9	30
3 <sup>rd</sup> Reporting Period	Nov 10 - Jan 10	30
4 <sup>th</sup> Reporting Period	Jan 11 - Feb 22	30
5 <sup>th</sup> Reporting Period	Feb 23 - Apr 12	30
6 <sup>th</sup> Reporting Period	Apr 13 - May 26	30
Total Days Taught		

Holiday ○	Date
Labor Day	Sept 6
Thanksgiving	Nov. 24, 25, 26
Winter Break	Dec. 20-31
MLK Day	Jan. 17
Spring Break	Mar. 6-10
Easter/Religious	Apr. 21

Staff Development □
Dec. 6 (Kipp-Housley)

Bad Weather Make Up days ☆
April 24   May 29

Teacher Work Days ▲
Aug. 9-13   May 30 conference
Oct 15 conference
Jan. 7 conference
Mar. 20 conference

**Legend**  
 Begin Attendance Reporting Period [  
 End Attendance Reporting Period ]  
 Holiday ○  
 Staff Development □  
 Bad Weather Make Up days ☆  
 Teacher Work Days ▲

February 00

S	M	T	W	T	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

March 00

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April 00

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30						

May 00

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28	29	30	31			

June 00

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24	25	26	27	28	29	30

July 00

S	M	T	W	T	F	S
						1
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Economic Opportunities Advancement Corporation

**Waco Charter School**

615 North 25<sup>th</sup> Street\* Waco, Texas 76707\* (254) 754-8169\* Fax (254) 754-7389

Name of Student \_\_\_\_\_ Gen. \_\_\_\_\_  
First Middle Last  
Grade: \_\_\_\_\_ SSN#: \_\_\_\_\_ DOB: \_\_\_\_\_ Age Sept 1: \_\_\_\_\_  
Circle one: White Black Hispanic Other: \_\_\_\_\_  
Address: \_\_\_\_\_ City/State/Zip: \_\_\_\_\_ Phone# \_\_\_\_\_

Previous School(s) Attended: \_\_\_\_\_  
Is your child transferring from another school district? Yes No  
If yes, from what district? \_\_\_\_\_

I give my child permission to be photographed Yes No  
I give my child permission to attend school sponsored field trips Yes No  
I give permission for my child to receive the following medications; Yes No  
(Antibiotic ointments, first aid creams, throat lozenges and/or Tylenol)

1<sup>st</sup> Parent/Guardian \_\_\_\_\_ Home Phone # ( ) \_\_\_\_\_  
Employer \_\_\_\_\_ Work Phone # ( ) \_\_\_\_\_  
2<sup>nd</sup> Parent/Guardian \_\_\_\_\_ Home Phone # ( ) \_\_\_\_\_  
Employer \_\_\_\_\_ Work Phone # ( ) \_\_\_\_\_

Emergency Contact 1 \_\_\_\_\_ Telephone # \_\_\_\_\_  
Emergency Contact 2 \_\_\_\_\_ Telephone # \_\_\_\_\_

List any Allergies: \_\_\_\_\_  
Doctor Preference \_\_\_\_\_ Hospital Preference \_\_\_\_\_  
Doctor/Hospital Phone # \_\_\_\_\_

The information asked above is needed as a permanent school record or your child and will be used by school personnel. This is to certify the above information is correct. I, the undersigned, so hereby authorize officials of the school to contact directly the persons named on this form, and do authorize the above named physician to render such treatment as may be deemed necessary in an emergency, for the health of said child. In the event physician, other person named on this form, or parents cannot be contacted, the school officials are hereby authorized to take whatever action is necessary in their judgement, for health of the aforesaid child. I will not hold the school district financially responsible for the emergency care and/or transportation for said child

Parent's Signature \_\_\_\_\_ Date \_\_\_\_\_

(For office use only)

Original Entry Date: \_\_\_\_\_ Entry Code: \_\_\_\_\_ Eligibility Code: \_\_\_\_\_  
Teacher Control No: \_\_\_\_\_

"A Different Kind of Public Education"

EOAC WACO CHARTER SCHOOL  
HOME LANGUAGE SURVEY

Name: \_\_\_\_\_

Social Security #: \_\_\_\_\_ Grade: \_\_\_\_\_

To Be Filled Out By Parent / Guardian

(1) What language is spoken in your home most of the time? \_\_\_\_\_

(2) What language does your child speak most of the time? \_\_\_\_\_

Do Not Remove From Cumulative Folder.  
This Is A Permanent Record.  
Grades K-12

\_\_\_\_\_  
Signature of Parent or Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Cuestionario de Idioma Hogareno

Nombre: \_\_\_\_\_

Numero Social # \_\_\_\_\_ Grado: \_\_\_\_\_

Dede Completarse Por Los Padres / Guardian O Estudiante:

(1) Cual es el idioma que mas se habla en su hogar? \_\_\_\_\_

(2) Cual es el idioma que mas habla su nino(a)? \_\_\_\_\_

No Remover Del Folder Cumulativo. Este Es Un Record Permanente.  
Grados K-12

\_\_\_\_\_  
Firma del Padre o Guardian

\_\_\_\_\_  
Fecha

Economic Opportunities Advancement Corporation  
**Waco Charter School**

615 North 25th Street • Waco, Texas 76707 • (254) 754-8169 • Fax (254) 754-7389

Student Checklist

- Birth Certificate
- Social Security Card
- Immunization Record
- Proof of Residence
- Limited English Proficient
- Free or Reduced Lunch
- Special Needs
  - Speech
  - Learning Disability
  - Gifted and Talented
  - Other

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Additional Information

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Staff Member: \_\_\_\_\_

Service Initiation Date:(mm/dd/yy) \_\_\_\_\_

**Parental/Guardian Consent for Participation in Community Youth Development (CYD) Programs**

I authorize participation in all programs and services under the Community Youth Development (CYD) Project. Eligibility is limited to persons 17 years of age and younger and their families who live or attend school in the targeted ZIP code. Persons 18 and older are eligible if they are a primary caretaker for any children 17 or under, and if those children live or attend school in the targeted ZIP code. I authorize the release of information gathered on CYD forms. The data will be shared with prevention and early intervention service providers and the Texas Department of Protective and Regulatory Services, the agency responsible for the evaluation of this project, and the Texas Education Agency. I understand that all data regarding participation will be properly safeguarded and will not be provided to any agency other than those listed above.

Parent/Guardian's Name \_\_\_\_\_

Signature \_\_\_\_\_

Date(mm/dd/yy) \_\_\_\_\_

**CYD Participant Registration Information**

Participant's Name: \_\_\_\_\_  
Last First Middle

Name participant goes by: \_\_\_\_\_

Gender: Male Female Ethnicity (Circle one): African-American White Asian Hispanic Other (specify) \_\_\_\_\_

Participant's Birthday (mm/dd/yy): \_\_\_\_/\_\_\_\_/\_\_\_\_ Participant's Social Security Number: \_\_\_\_-\_\_\_\_-\_\_\_\_

Address: \_\_\_\_\_ Phone Number: (\_\_\_\_) \_\_\_\_-\_\_\_\_ Primary

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
City State ZIP

Name of Participant's School: \_\_\_\_\_

If participant is 18 or older, is participant a primary caretaker for any children 17 or under? Yes No

If yes, does any of the participant's children live or attend school in the 76707 ZIP code? Yes No

Circle Participant's Grade Level  
Preschool 1 2 3 4 5 6 7 8 9 10 11 12

Or circle one of the following codes:  
13 = Did not graduate 14 = Graduated/Received GED 15 = Some College 16 = College Graduate

*The Community Youth Development Program Is Funded By The Texas Department of Protective and Regulatory Services*



Empleado: \_\_\_\_\_

Fecha del Registracion: (mes/dia/año) \_\_\_\_\_

### Forma de Consentimiento de los Padres/Guardian Legal para Participación en Programas del Desarrollo de la Comunidad (CYD) Información de Registro del Participante de CYD

Yo autorizo la participación en todos los programas y servicios, bajo el proyecto de Desarrollo de los jovenes en la Comunidad (CYD). Elegibilidad es limitada para personas de 17 años de edad, menores y sus familias que vivan o atiendan a escuelas en el area postal perteneciente. Yo autorize que la información adquirida en las formas de CYD sea compartida. La información sera compartida con proveedores de Servicios del El Departamento de Tejas de Servicios de Protección y Regulación. La agencia responsable de la evaluacion de este proyecto y la agencia de educacion de Texas. Yo entiendo que toda la información correspondiente en dicha participación, sera propiamente protegida y no sera difundida o dada a ninguna agencia, otras que fueron mencionadas arriba.

Nombre del Padre/Custodio Legal	Firma	Fecha (mes/dia/año)
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Nombre del Participante: \_\_\_\_\_  
Apellido Nombre Segundo Nombre

Apodo (si existe alguno): \_\_\_\_\_ Sexo: Masculino Femenino

Número de seguro social: \_\_\_\_\_

Raza Etnica (Marque sólo uno): Africano-Americano Blanco Asiatico Hispano Otro (especifique) \_\_\_\_\_

Fecha de Nacimiento (mes/dia/año): \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

Dirección: \_\_\_\_\_ Código Postal: \_\_\_\_\_

Numero de Teléfono de su casa: (\_\_\_\_\_) - \_\_\_\_\_

?Si el participante es 18 o mayor, es el participante el primario responsable de algun nino de 17 o menos? Si No

?Si contesto si, alguno de estos ninos participantes viven o asisten a alguna escuela en el codigo posta 76707? Si No

Nombre de la Escuela del Participante: \_\_\_\_\_

Por favor circule el grado no nivel escolar:  
Preesco 1 2 3 4 5 6 7 8 9 10 11 12

O circule uno de los siguientes codigos:  
13 = No se graduo; 14 = Graduado / Recivio GED; 15 = Un poco de colegio; 16 = Graduado del Colegio

*El Program de Desarrollo de los Jovenes en la Comunidad esta fundado por el Departamento de Tejas de Servicios de Protección y Regulación*

EOAC  
WACO CHARTER SCHOOL

Dear Parents:

We would like to keep an updated file on all of the children in the Waco Charter School. Please fill out the information below if you've moved, if your work or home telephone number has changed, or if you would like to add additional people to your contact list in cases of an emergency. Also, there is additional lines for the names of those individuals who would be able to pick up your child(ren) from school.

\_\_\_\_\_  
New Address

\_\_\_\_\_  
New Home Telephone Number

\_\_\_\_\_  
New Work Telephone Number

\_\_\_\_\_  
Name and Phone Number of Contact In case of Emergency

\_\_\_\_\_  
Name and Phone Number of Contact In case of Emergency

\_\_\_\_\_  
Name and Phone Number of Contact In case of Emergency

\_\_\_\_\_  
Name and Phone Number of Contact In case of Emergency

My child may be picked up by:  
(First and Last Name of Individuals)

_____	_____
_____	_____
_____	_____
_____	_____

CHILD'S NAME: \_\_\_\_\_

*Education succeeds best when there is a strong partnership between home and school, a partnership that thrives on communication. Parents are partners with teachers, administrators, and the Board and are encouraged to:*

- Encourage your child to put a high priority on education and to commit to making the most of the educational opportunities the school provides.
- Attend Board meetings to learn more about District operations, including the procedure for addressing the Board when appropriate.
- Review the Student Handbook with your child prior to signing and returning to the school the written statement that you understand and consent to the responsibilities outlined in the student Code of Conduct.
- Exercise your right to review teaching materials, textbooks, and other aids, and to examine tests that have been administered to your child.
- Review your child's school records when needed. A parent may review (1) attendance records, (2) test scores, (3) grades, (4) disciplinary records, (5) counseling records, (6) psychological records, (7) applications for admission, (8) health and immunization information, (9) teacher and counselor evaluations, (10) reports of behavioral patterns, and (11) state assessment instruments that have been administered to his or her child.
- Become familiar with all of the child's school activities and with the academic programs offered in the District. Discuss with the counselor or principal any questions, such as concerns about placement, assignment, or early graduation, and the options available to the child. Monitor the child's academic progress and contact teachers as needed. Take advantage of all opportunities to stay informed regarding your child's activities, as well as school activities and issues generally.
- Become a school volunteer. (A list follows of areas where volunteers would be helpful) For further information contact the principal
  1. Listening to children read.
  2. Taking up lunch and break money.
  3. Helping with hallway duty in the mornings.
  4. Helping with bathroom duties.
  5. Run copies for teachers.
  6. Watch that children stay out of construction areas in the morning and at dismissal time.
- Participate in campus parent organizations. The activities are varied, such as District committees that assist the District and campus planning committees in formulating educational goals and objectives for the District.
- Parents are encouraged to be involved in the following ways:
  - Become an active member of the P. T. O.
  - Attending extra curricular activities (sports, musicals, plays, etc.)
  - Volunteering
  - Become involved in a mentor program
  - Be available to read to students, allowing teachers extra preparation time.
  - Help with lunchroom duty.
  - Chaperons for school activities / classes
  - Help provide refreshments for parties or other activities.
  - Contact Businesses for scholarships, donations, and technical assistance.

**Parent / Guardian Contract:**

I want my child to succeed. Therefore, I will encourage him/her by doing the following:

- See that my child is punctual and attends school regularly.
- Support the school discipline policy.
- Establish a time for homework and review homework regularly.
- Provide a quiet, well lighted place for study.
- Encourage my child's efforts and be available for questions.
- Stay aware of what my child is learning.
- Read with my child and let my child see me read.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Student Contract:**

It is important that I work to the best of my ability. Therefore, I shall strive to do the following:

- Attend school regularly.
- Come to school each day with pens, pencils, paper, and other necessary tools for learning.
- Complete and return homework assignments.
- Observe regular study hours.
- Conform to rules of student conduct.
- Respect the rights of others to learn without disruption.
- Showing respect for other people and property by not using profanity, stealing or vandalizing.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Teacher Contract:**

It is important that students achieve. Therefore, I shall strive to do the following:

- Providing instruction in a way that will motivate and encourage my students.
- Provide a safe and positive atmosphere for learning.
- Provide appropriate and meaningful homework assignments for students and explaining them so that students have a clear understanding.
- Provide necessary assistance to parents so that they can help with the assignments.
- Supplying clear evaluations of students' progress to students and parents.

Signature: Waco Charter School Staff

Date: 1999-2000

**Principal Contract:**

I support this form of parental involvement. Therefore, I shall strive to do the following:

- Provide an environment that allows for positive communication between the teacher, student, and parent.
- Encourage teachers to regularly provide homework assignments that will reinforce classroom instruction.
- Provide a safe environment for all students which is conducive to learning.

Signature: Laura F. Middleton

Date: 1999-2000

EOAC Waco Charter School  
615 North 25th Street  
Waco, TX 76707

November 13, 2000

Kirsten Christophersen  
Texas Education Agency  
1701 North Congress Avenue  
Austin, TX 78701-1494

RECEIVED

NOV 29 2000

CHARTER SCHOOLS

Dear Mrs. Christophersen:

Thank you for your recent visit to the EOAC Waco Charter School. It was a pleasure meeting with you concerning our charter application renewal. During the visit you asked two questions, whose answers you requested be in writing and which this letter will address.

You questioned why an amendment to the original charter was not secured before the school was moved from its original location. Mrs. Johnette Hicks, Executive Director of the Economic Opportunities Advancement Corporation, served as the first Director of the school. She noted during our meeting with you that the proposed original school site in the vacant Sanger Elementary School did not become reality despite lengthy negotiations. Instead, and with time growing short for the opening of the fledgling school, a property became available on 15th Street. After two years, the school was moved to the current property on 25th Street. Mrs. Hicks noted further that EOAC was unaware that an amendment had to be requested since the idea of a charter school was new and since it was quite common to move school sites for the Generation One charter schools. The Texas Education Agency was apprised of the address changes, however, and provided no mention of the need for an amendment during the ensuing years.

Secondly, you asked why a lottery system for student admissions was not addressed in the original charter application. Mrs. Hicks noted that, at the time of the original charter application, a lottery was not in the State legislation or in the charter application materials. You informed the group that the lottery system is in the Federal grant funding legislation and that we should address the creation of a lottery system for the charter reapplication process. As a result of the dialogue, the EOAC Executive Committee has been informed and is creating a lottery system for future student admissions.

Thank you again for visiting the EOAC Waco Charter School. We look forward to working with the Texas Education Agency as we continue the charter application renewal process.

Sincerely,

*Lorita G. Manning*  
Lorita G. Manning, Director

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cc: Johnette Hicks, Executive Director EOAC

**EOAC Waco Charter School  
615 North 25th Street  
Waco, TX 76707**

Date: January 12, 2001  
To: State Board of Education  
From: Lorita Manning, Director  
Subject: Response to Special Education "Summary"  
Received January 10, 2001

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The supplemental information contained within this packet serves as a response to the multi-page overview from TEA's Special Education Division. The division's continued use of the term "lack of knowledge concerning" is inaccurate. The special education section of the Open-Enrollment Charter School Reapplication asked for descriptions of the EOAC Waco Charter School's special education program. Such descriptions were given. However, the supplemental packet will serve as exhibits to the requested reapplication information.

Enclosures

# CHILD FIND

Do you know of an infant, child, or adolescent who does not learn Easily? All individuals develop at Their own pace but some have more difficulty than others. There Is a way to make a difference for These children and adolescents.

### **What is Child Find?**

Child Find is a process designed to identify, locate, and evaluate Individuals (birth through 21 years of age) with disabilities who may need special education services.

### **Who can begin the Child Find Process?**

Anyone can start the process: A parent, doctor, teacher, relative or friend can call their local school district Child Find contact Region 12 Education Service Center at 254-666-0707. Call collect if not in this area.

# **Child Find**



Region 12 Education Service Center  
2101 W Loop 340  
Waco, Texas 76712  
Phone(254)666-0707  
Fax: (254)666-0696  
Web Address: <http://www.esc12.net>

Dr. Tom Norris  
Executive Director

Kathy Patteson  
Department Director  
Special Education

Waco Charter School  
615 N. 25th St.  
Waco, Tx. 76707  
254-754-8169



### **Why should we refer?**

- Early identification and intervention can prevent failure and frustration.
- Special attention to teaching and learning strategies may help individuals overcome barriers to learning.

### **What happens after the individual is referred?**

- The parent(s) or legal guardian will be contacted by the local school district.
- Parents and the school will decide if an assessment is needed. This same group may develop an assessment plan designed to evaluate areas of concern.
- An evaluation will be conducted by qualified school district/agency personnel.
- The parents and evaluation personnel will have a meeting to talk about assessment results, special education eligibility and services.

### **Who may qualify for special education services?**

Help is available from you local school district for individuals who have the following disabilities according to federal and state criteria:

- Learning Disability
- Speech Impairment
- Orthopedic Impairment
- Other Health Impairment
- Mental Retardation
- Emotional Disturbance
- Autism
- Multiple Disabilities
- Traumatic Brain Injury
- Visual Impairment
- Auditory Impairment
- Deaf-Blindness

### **What services are available?**

Each individual's need(s) will be addressed on an individualized basis by a team consisting of:

- Public agency representative
- Parent(s) or guardian
- Evaluation personnel
- Teacher
- Student

The team will review assessment information, discuss eligibility, identify area(s) of need for specialized instruction, including related services such as occupational therapy, physical therapy, or counseling, and develop a plan to fit the needs of the individual.

### **How much do services cost?**

All services are provided at no cost to the individual or parents.

### **Where do I call?**

For more information call Region 1 Education Service Center at 254-666-0707.

007

# FERPA

**ECONOMIC OPPORTUNITIES ADVANCEMENT CORPORATION  
WACO CHARTER SCHOOL  
NOTIFICATION OF RIGHTS UNDER FERPA**

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

- (1) The right to inspect and review the student's education records.

Parents or eligible students should submit to the school director of Economic Opportunities Advancement Corporation's ("EOAC") Waco Charter School a written request that identifies the record(s) they wish to inspect. The school director will make arrangements for access on request or as soon as reasonably practical thereafter but not more than 14 business days after the school director receives a request for access and will notify the parent or eligible student of the time and place where the records may be inspected.

- (2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask the Waco Charter School to amend a record that they believe is inaccurate or misleading. They should write the school director, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the Waco Charter School decides not to amend the record as requested by the parent or eligible student, the school director will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the Waco Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); the Board of EOAC's Waco Charter School; a person or company with whom the EOAC Waco Charter School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a person or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

The types of personally identifiable information designated by the Waco Charter School pursuant to the Family Educational Rights and Privacy Act as directory information relating to a student includes the following: the student's name, address, telephone listing, date and place of birth, grade assignment, major field of study, participation in officially recognized activities

and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received and the most recent educational agency or institution attended by a student.

(4) The right to refuse to let the EOAC Waco Charter School designate any or all of those types of information about the student as directory information.

A parent or eligible student has 14 business days after this notice to notify EOAC Waco Charter School in writing that he or she does not want any or all of those types of information about the student designated as directory information and that any or all of the information designated should not be released without the parent's prior consent.

(5) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Waco Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605

# **CONFIDENTIALITY**

# AN EXPLANATION OF RIGHTS AND PROCEDURAL SAFEGUARDS OF A PARENT WITH A CHILD WITH DISABILITIES IN SCHOOL

**PLEASE NOTE:** This document was written by the Texas Education Agency in August 1997. In May 1997, Congress enacted major changes in special education law. The U.S. Department of Education is expected to publish draft regulations under the new law in the fall of 1997, but these regulations will not become final until at least April 1998. For the 1997-98 school year, therefore, it is important that a parent get competent help in understanding his or her rights under the law. This document must be used with caution. In many important respects, the law governing a parent's rights is simply not clear at this time.

## This Document

If you are the parent of a child with a disability, this document is for you.<sup>1</sup> Your public school must give you this document each time:

1. your child is first referred for special education evaluation;
2. you are notified of an admission, review, and dismissal (ARD) committee meeting about your child;
3. your school reevaluates your child; and
4. your school requests a "due process hearing" about your child.

## Parent Consent

Your school cannot evaluate your child before placement, place your child in a special education program, or reevaluate your child after placement without your consent. Your school does not have your consent unless each of the following are true:

1. you have been fully informed of all relevant information in your native language or other mode of communication;
2. you understand and agree in writing to the proposed action;
3. your written consent describes the proposed action and lists any records that will be released and to whom; and
4. you understand that your consent is voluntary and you may revoke your consent at any time.

The school cannot withhold any special education benefit from your child because you refuse to give consent, except the action to which you do not consent. Some schools have local parental consent policies that expand your right to consent. These policies are permitted, so long as effective procedures are in place that ensure your refusal to consent cannot result in a failure to provide a free appropriate public education (FAPE) to your child.

If your refusal to consent might cause your school to violate your child's right to a FAPE, your school may file a due process hearing. (See "Impartial Due Process Hearing".) The hearing officer will determine whether the school must evaluate your child or begin providing special education and related services to your child *without* your consent. If the hearing officer does override your consent, you may appeal the decision to court. During the due process hearing and any court appeals, the school may not change your child's current educational placement. Of course, you have the right to withdraw your child from the public school system at any time and enroll your child in a private, parochial or home school.

## Prior Written Notice

Your school must notify you in writing before it takes or refuses to take any action to identify your child as a special education student; before it takes or refuses to take any action affecting the free appropriate public education (FAPE) of your child; or any time the school evaluates your child. Any time prior written notice is required, your school must:

1. describe the action proposed or refused by the school;
2. explain why the action is proposed or refused;
3. describe other options considered and why it rejected them;
4. describe each evaluation procedure, test, record, or report supporting its decision;
5. describe any other factors related to its decision;
6. enclose a copy of this document; and

<sup>1</sup>If your child is an infant two years old or younger and is deaf or visually impaired, contact the Texas Interagency Council on Early Childhood Intervention at 1-800-250-2246 for information about services for your infant.

7. give you the name, address, and telephone number of people to contact for help in understanding the rights explained in this document.

Your school must give you this prior notice in language that is understandable to you and the general public. The notice must be in your native language or other mode of communication (unless this is clearly not feasible). If yours is not a written language, your school must translate the notice to you orally or by other means, must make sure you understand the notice, and must keep a written record that it has done these things.

## Testing and Evaluation

Your school will follow a set of evaluation procedures to determine whether your child has a disability and a need for special education and related services. In addition, the evaluation information will be used by the ARD committee in developing an individual educational plan (IEP). (See "Admission, Review, and Dismissal Committee.")

Your school may not use racially or culturally biased testing or evaluation materials or procedures to evaluate or place your child. These materials and procedures must be provided and administered in your child's native language or mode of communication, unless this is clearly not feasible. Your school cannot use a single procedure as the sole criterion for deciding the appropriate educational program for your child. Your school must give you a copy of your child's evaluation report.

## Admission, Review, and Dismissal Committee

Your school must make decisions about your child's educational program through an admission, review, and dismissal (ARD) committee. *You are a member of your child's ARD committee.* While you are not required to attend, your school must invite you to every meeting of your child's ARD committee.

Your school must convene an ARD committee to identify your child as requiring special education or related services and to develop, review or revise your child's individual educational plan (IEP). An IEP is a written statement of your child's education needs and the special education and related services your school must provide. Your school must have an IEP for your child in effect by the beginning of each school year. The requirements of an IEP are unique to each child. Your school must convene your child's ARD committee at least once a year. You may also request an ARD committee meeting at any time.

Your school must give you written notice of scheduled ARD committee meetings at least five school days before the meeting, unless you agree otherwise. This notice must state the purpose, time, and place for the meeting and list the people who will attend. The meeting must take place at a mutually agreed upon time and place. If needed, the school must use other methods—telephone, letter, or personal conferences—to allow you to participate before or during the meeting. If you simply cannot attend, the school can conduct the meeting without you.

You may bring one or more persons to the meeting to help you or represent you. You have a right to be actively involved in the ARD committee meeting and to discuss any service you feel will be helpful to your child. If you are hearing impaired or have a native language other than English, the school must provide you an interpreter at the meeting. You may audio tape record any ARD committee meeting, but must first inform all members attending that you are recording it.

You have a right to sign the IEP to show that you were present at the meeting and to indicate on the IEP your agreement or disagreement with the decisions made by the ARD committee.

### Access to Records

You have the right to inspect and review any education records about your child which are collected, maintained, or used by your school for special education purposes. This right entitles you to:

1. require the school to explain and interpret the records (if your request is reasonable);
2. have your representative inspect and review the records; and
3. require the school to give you copies of the records, if without copies you cannot inspect and review the records.

On request, the school must let you inspect and review the records without unnecessary delay. At a minimum, the school must give you access before any ARD committee meeting or due process hearing about your child and, in no case, more than 45 days after your request.

If the right of another parent to inspect and review your child's records has been limited in any way, such as by divorce, separation, or guardianship, you should notify your school. Otherwise, the school may give each parent full access to inspect and review records relating to the child.

If any record includes information on more than one child, you have the right to inspect and review only the information relating to your child or to be informed of that specific information.

The school must provide you, on request, a list of the types and locations of education records collected, maintained, or used by the school.

The school may not charge a fee to search for or to retrieve any education record about your child. It may charge a fee for copying, if the fee does not effectively prevent you from exercising your right to inspect and review the records.

Your school must keep a record of everyone (except for you and authorized employees of the school) to whom it gives access to your child's special education records. This record must include the name of the person, the date access was given, and the purpose for which the person is authorized to use the records.

If you believe that information in education records collected, maintained, or used by your school for special education purposes is inaccurate or misleading, or violates the privacy or other rights of your child, you may ask your school to change the information.

The school must decide whether to change the information within a reasonable time after receiving your request. If the school district refuses to change the information as requested, it must inform you of the refusal and of your right to a hearing.

On your request, the school must hold a hearing on its refusal to change the education record about your child. This is not a due process hearing and is not before a hearing officer appointed by the Texas Education Agency. At this hearing, the school must ensure that the record is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child. If the school refuses the requested change after hearing, it must inform you of this decision and must inform you of your right to place a statement in your child's education records.

This statement may comment on the information itself or it may give your reasons for disagreeing with the decision of the school. The school must maintain this statement as part of your child's education record as long as the affected portion of the record is maintained by the school. If the affected portion of the record is disclosed by the school to any person, your statement must be disclosed with it.

### Independent Educational Evaluation

As used in this document, an independent educational evaluation (IEE) means an evaluation conducted by a qualified examiner who is not employed by your school. If you ask, your school must tell you how to get an IEE.

If you disagree with an evaluation of your child that the school has done, you have the right to request an IEE at public expense. This means your school must pay for the IEE or ensure that you obtain one at no cost. Your school must use the same criteria for an IEE at public expense as it uses for its own evaluations, including the location of the evaluation and the qualifications of the examiner.

If you request an IEE at public expense, your school has the right to file a due process hearing to show that its evaluation is appropriate. If the hearing officer decides that the school's evaluation is appropriate, you still have the right to an IEE, but not at public expense.

If you pay for an IEE, the school must consider the results of the evaluation when deciding anything affecting the provision of FAPE to your child. You can use the IEE as evidence at a due process hearing about your child.

If a hearing officer requests an IEE as part of a due process hearing, the cost of the evaluation must be at public expense.

### Complaint Process

If you believe your school has violated federal or state law on children with disabilities in educating your child, you may file a written complaint with the Texas Education Agency (TEA) at the address below:

Texas Education Agency  
Complaints Management Division  
1701 North Congress Avenue  
Austin, TX 78701-1494

Your complaint should state the violation(s) you believe has occurred and state the facts on which your complaint is based.

Within 60 calendar days after receiving your written complaint, the TEA will:

1. conduct an independent investigation, including on-site investigation as needed, if the TEA determines such an investigation is necessary;
2. give you an opportunity to give more information about the complaint, over the telephone or in writing;
3. review all relevant information and determine whether the school has violated applicable law; and
4. give you a written decision that rules on each allegation in your complaint.

You may appeal the TEA's final decision to the U.S. Department of Education.

In addition, the TEA operates a 24-hour toll free "hot line" through which you can leave a message. This hot line enables you to discuss your rights and possible violations with a trained professional during normal business hours. The number is 1-800-252-9668.

### Mediation

You are strongly encouraged to work with your local school personnel to resolve differences as they occur. There may be times, however, when a neutral third party may help you reach agreement with your school. Mediation is an alternative dispute resolution procedure made available to you by the Texas Education Agency (TEA). The TEA will normally offer this service to you each time you request a "due process hearing." (See "Impartial Due Process Hearing.") However, you may request that a mediator be assigned to you at other times as well. To request a mediator, write to the TEA at the address below:

Texas Education Agency  
Complaints Management Division  
1701 North Congress Avenue  
Austin, TX 78701-1494

The mediation process:

1. must be voluntary. No mediator will be assigned unless both you and your school request it and agree to abide by the terms of the mediation.

- cannot be used to deny or delay your due process hearing or any of your legal rights.
- will be conducted by a neutral person, a qualified and impartial mediator trained in effective mediation techniques.

Each mediation session must be held in a timely manner and in a convenient location.

You have the right to bring an attorney or other representative to the mediation, but are not required to do so.

Most of the TEA's mediators are not attorneys. Even if your mediator happens to be an attorney, the mediator cannot advise or advocate for any party to the mediation. The mediator helps the parties reach an agreement, if they can agree.

Nothing you say to the mediator will be repeated by the mediator to the TEA. If you want the TEA to investigate or get involved in the dispute between you and your school, you must file a complaint using the TEA's complaint process. (See "Complaint Process.")

Any communication that occurs during mediation is confidential by law and may not be used as evidence in any legal proceeding. You may be required to sign a confidentiality pledge as a condition of participating in mediation.

If you reach an agreement with your school, the terms of your agreement will be put in writing. Your signature on this agreement may create a legally binding contract. Such a contract might release your school from significant legal liabilities it may owe to you as a result of its education of your child up to the present. However, you cannot waive in a contract any aspect of your child's right to future educational benefits. Violations of the agreement may be addressed by filing a complaint or requesting a due process hearing. (See "Complaint Process" and "Impartial Due Process Hearing.")

The mediator does not represent or speak on behalf of the TEA. The TEA pays for the mediator and related costs. You must pay your lawyer or other representative if you choose to bring one.

### Impartial Due Process Hearing

You have the right to due process hearing about any of the following:

- identifying your child as needing special education or related services;
- evaluating your child for special education or related services;
- placing your child in special education or related services; or
- your child's free appropriate public education (FAPE).

In certain situations, your school may request a due process hearing against you. (See "Parent Consent" and "Hearing Officer Placement in an Alternative Educational Program.")

Before you sue your school in court about any of the matters listed, you must request a due process hearing. If you have not had a due process hearing your claims in court may be dismissed. (See "Civil Action.")

To request a hearing, you (or your attorney) must send a written request for a due process hearing to the Texas Education Agency (TEA) at the address below:

Texas Education Agency  
Division of Hearings and Appeals  
1701 North Congress Avenue  
Austin, TX 78701-1494

The TEA has developed a form you may use to request a due process hearing. On request, your school will provide this form to you. This form can also be accessed on the Internet at:

<http://www.tea.state.tx.us/special.ed/spedpub.html>

You do not have to use the TEA's form, but your request must contain the following information:

- your child's name, the address where your child resides, and the name of the school your child is attending;
- a description of the problem your child is having relating to the school's proposed initiation or change, including facts relating to the problem; and
- a resolution of the problem that you propose (to the extent known and available to you at the time).

You must send a copy of your due process hearing request to your school.

The hearing will be conducted by an impartial hearing officer appointed by the TEA. The hearing officer cannot be an employee of any agency involved in the education or care of your child and cannot have any personal or professional interest that would conflict with his or her objectivity in the hearing. The hearing officer is paid by the TEA.

The TEA maintains a list of current hearing officers. The list includes a statement of the qualifications of each hearing officer. This list can be requested by fax addressed to the Director of Hearings and Appeals at (512) 475-3662. It can also be accessed on the Internet at:

<http://www.tea.state.tx.us/special.ed/hearings>

At a due process hearing, you have the right to:

- bring and be advised by your attorney and by people with special knowledge or training in the problems of children with disabilities;
- present evidence and confront, cross-examine, and compel the attendance of witnesses;
- bring the child and open the hearing to the public;
- have each session conducted at a time and place that is reasonably convenient to you and your child;
- obtain a written or electronic verbatim record of the hearing; and
- obtain written or electronic findings of fact and decisions. (After deleting any personally identifiable information, the TEA will transmit those findings and decisions to the state advisory panel and make them available to the public.)

Each party must disclose to the other any evidence, including evaluations completed by that date, it intends to introduce at a due process hearing at least five business days prior to the hearing. The hearing officer may order that this disclosure be done sooner. The hearing officer may refuse to admit any evidence that has not been disclosed on time.

The TEA must ensure that a final hearing decision is reached and mailed to the parties within 45 days after the receipt of your request for a hearing, unless the hearing officer has granted a specific extension at the request of either party.

The decision of the hearing officer is final, unless a party to the hearing appeals the decision to a state or federal court.

### Child's Status During Proceedings

During a due process hearing and any court appeals, your child must remain in the present educational placement unless you and the school agree otherwise.

If the hearing involves an application for initial admission to public school, your child must be placed (if you consent) in the public school program until the completion of all the proceedings. (See "Parent Consent.")

If your child has been placed in an alternative educational placement, special rules may govern your child's status during some due process hearings. (See "Hearing Officer Placement in an Alternative Educational Program.")

### Civil Action

You have the right to appeal the findings and decision of the hearing officer to state or federal court. The court must:

- receive the records of the due process hearing;
- hear additional evidence at the request of either party; and
- grant the relief the court determines is appropriate, based on a preponderance of the evidence before the court.

If you want to sue your school about matters for which a due process hearing is available, you must have a due process hearing before filing suit in court. If you do not, your claims in court may be dismissed. (See "Impartial Due Process Hearing.")

### Award of Attorney's Fees

If you win part or all of what you are seeking in a due process hearing or in court, a judge may rule that you are the "prevailing



party." If so, the judge may order your school to pay for your attorney's fees and related costs (if they are reasonable).

This order may include attorney's fees and related costs for any due process hearing, for any appeal to court from a due process hearing, and for any mediation conducted after the filing of a due process hearing. This order may not include attorney's fees or costs for representation at admission, review, and dismissal (ARD) committee meetings, unless the ARD committee meeting is convened as a result of an order by a due process hearing officer or a judge.

Your right to have the school pay for your attorney's fees and costs may be limited in response to what you (or your attorney) do or fail to do in the process. First, if the school offers to settle the dispute on terms that are at least as favorable to you as what you win, the judge may rule that you cannot be awarded attorney's fees or costs for work done after the offer to settle. The judge must enter this order if:

1. the school makes an offer to settle the dispute more than ten days before a due process hearing (or if you are appealing to court, within the time allowed by Rule 68 of the Federal Rules of Civil Procedure);
2. you do not accept the offer within 10 days; and
3. the judge or a due process hearing officer makes a finding that the school's offer was at least as favorable to you as the order you received.

Second, the judge must reduce the amount of attorneys fees awarded to you whenever the judge finds that:

1. you unreasonably protracted the dispute;
2. the fees charged by your attorney unreasonably exceed the hourly rate charged by similar attorneys in your community for similar services;
3. the time billed by your attorney is excessive considering the nature of the proceeding; or
4. your attorney failed to give the school the required notice when your due process hearing was originally requested. (See "Impartial Due Process Hearing.")

## Discipline and Your Child

### RELATIONSHIP OF CONDUCT TO DISABILITY

Your school may discipline your child, but may not punish your child for conduct which is a manifestation of a disability. If your school decides to discipline your child by removing your child from the current placement, it must:

1. on the day the decision is made, inform you of the decision and give you a copy of this document; and
2. immediately, if possible, but not later than 10 school days after the day the decision is made, review the relationship between your child's disability and the conduct subject to discipline.

The review must be done by an admission, review, and dismissal (ARD) committee. The ARD committee can find that your child's conduct was not a manifestation of a disability only if it:

1. first considers all relevant information about the conduct subject to discipline, including—
  - a. evaluation and diagnostic results, including any results or other relevant information that you give to the ARD committee;
  - b. observations of your child; and
  - c. your child's IEP and placement; and
2. then finds that —
  - a. with respect to the conduct subject to discipline, your child's individual educational plan and placement were appropriate; and your school provided special education services, supplementary aids and services, and behavior intervention strategies as required by your child's IEP and placement;
  - b. your child's disability did not impair your child's ability to understand the impact and consequences of the conduct subject to discipline; and
  - c. your child's disability did not impair the ability of your child to control the conduct subject to discipline.

If the ARD committee finds that your child's conduct was not a manifestation of your child's disability, your school may discipline your child using the disciplinary procedures that apply to children without disabilities. However, the school must transmit your child's special education and disciplinary records for consideration by the person(s) making the final discipline decision.

You may request a due process hearing to appeal the ARD committee's manifestation finding. The hearing officer must find whether the school demonstrated in its ARD committee meeting that your child's conduct was not a manifestation of your child's disability. The Texas Education Agency must arrange for an expedited hearing on this question.

### PLACEMENT IN AN ALTERNATIVE EDUCATIONAL PROGRAM

Your school may not place your child in an alternative educational program (AEP) unless your child's conduct meets the criteria applicable to children without disabilities for AEP placement in Texas Education Code, Sections 37.006(a) or 37.007(a). Your child can only be placed in an AEP by an ARD committee, or by a due process hearing officer in the circumstances described in "Hearing Officer Placement in an Alternative Educational Program."

An ARD committee may place your child in an AEP only if it finds that the AEP —

1. enables your child to continue to participate in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in your child's current IEP, that will enable the child to meet the goals set out in that IEP; and
2. includes services and modifications designed to address your child's conduct subject to discipline so that it does not recur.

Immediately after placing your child in the AEP, if possible, but not later than 10 school days after doing so, the ARD committee must make the manifestation finding described above. (See "Relationship of Conduct to Disability.")

Instead of removing your child to an AEP, your school may suspend your child for any conduct for which it could place your child in an AEP. However, the suspension may not exceed three school days.

### HEARING OFFICER PLACEMENT IN AN ALTERNATIVE EDUCATIONAL PROGRAM

Your school may file a due process hearing seeking an order by the hearing officer placing your child in an AEP. If your school alleges that it would be dangerous for your child to remain in the current placement during the due process hearing and any court appeals, your child will be placed in the AEP proposed by the school and must remain there until the hearing officer decides the appropriate placement for your child. The hearing must be expedited in such cases.

To order your child placed in an AEP, the hearing officer must:

1. find that the school has demonstrated by substantial evidence that maintaining the current placement of your child is substantially likely to result in injury to your child or to others;
2. consider the appropriateness of your child's current placement;
3. consider whether your school has made reasonable efforts to minimize the risk of harm in your child's current placement, including the use of supplementary aids and services;
4. make the manifestation determination described (see "Relationship of Conduct to Disability"); and
5. find that the AEP:
  - a. enables your child to continue to participate in the general curriculum, although in another setting, and to continue to receive those services and modifications; including those described in your child's current IEP, that will enable your child to meet the goals set out in that IEP; and
  - b. includes services and modifications designed to address your child's conduct subject to discipline so that it does not recur.

This placement may last for up to 45 days.

### Child Referred to Private School by Public School

If necessary to provide the special education or related services required by your child's IEP, your school may refer your child to a private school or facility. This does not change your school's duty to your child. It is still responsible for your child's education and must pay all costs related to that education. You still have all the rights explained to you in this document.

### Child Enrolled In Private School by Parent

#### PRIVATE EDUCATION WITH PUBLIC SPECIAL EDUCATION

If you enroll your child in a private, parochial, or home school, your child is entitled to special education and related services from the public school district where your child resides as follows:

1. the funds expended by the public school for special education and related services to your child must equal a proportionate amount of the federal funds made available to public school students in that district; and
2. the public school may provide special education and related services to your child on the premises of the private, parochial, or home school, to the extent consistent with law.

You may request such special education and related services from your public school. But even if you do not, the public school must identify all children with disabilities residing in the district and offer them a free appropriate public education (FAPE).

#### PUBLIC REIMBURSEMENT FOR PRIVATE EDUCATION

The public school district where your child resides is not required to pay for your child's education in a private, parochial, or home school if the district offered a FAPE to your child and you elected to place your child in a private school. But if your child previously received special education or related services as a public school student and you believe the public school failed to offer a FAPE to your child, you may file a due process hearing for an order requiring the public school to reimburse you for the cost of the entire private school education. Reimbursement may be ordered even if you enrolled your child in private school without the consent of or referral by the district, a hearing officer, or a judge.

The money to be reimbursed to you for your child's private education may be reduced or denied unless you give prior notice to the district. You must:

1. at the last ARD committee meeting you attend before removing your child from public school, state that you reject the district's offer of a FAPE to your child, state your concerns, and state that you intend to enroll your child in private school at public expense; and

2. give the district written notice of your concerns 10 business days before removing your child from public school (including any holidays that occur on a business day).

The prior notice required does *not* apply to you if:

1. you cannot read or write in English;
2. the notice would likely cause physical or serious emotional harm to your child;
3. the public school prevents you from giving the notice;
4. or the public school did not inform you that prior notice was required.

The money to be reimbursed to you may also be reduced or denied if:

1. before you removed your child from public school, the district notified you it intended to evaluate your child (and gave you an appropriate and reasonable statement of the purpose for the evaluation), but you did not let the public school do it; or
2. a judge finds you acted unreasonably.

#### Surrogate Parents

The rights explained in this document belong to you, the parent of your child. However, if your school cannot identify or find a parent of your child with reasonable effort or your child is a ward of the state, your school must assign a "surrogate parent" to represent your child in all matters relating to the identification, evaluation, and educational placement of your child and the provision of a FAPE to your child. This person may not be an employee of any public agency which is involved in the education or care of your child or have any conflict of interest with your child, but may be paid by your school to serve as a surrogate parent. The person must have the knowledge and skills needed to adequately represent your child.

District Information Here:

# REQUEST FOR SPECIAL EDUCATION DUE PROCESS HEARING AND REQUIRED NOTICE

The Individuals with Disabilities Education Act (IDEA) Amendments of 1997, Title 20, United States Code Section 615(b)(8) requires that the Texas Education Agency develop a model form to assist parents in requesting a special education due process hearing and in providing the notice required by Section 615(b)(7) of those amendments. You may use this form to satisfy this notice requirement, but any written request that complies with Section 615(b)(7) may be substituted for this form.

CHILD'S NAME	NAME OF PARENT, GUARDIAN, OR SURROGATE PARENT (if applicable)
STREET ADDRESS OF CHILD'S RESIDENCE	MAILING ADDRESS OF PARENT, GUARDIAN, OR SURROGATE PARENT (if applicable)
NAME OF SCHOOL CHILD IS ATTENDING	NAME OF SCHOOL REPRESENTATIVE OR CONTACT (if known)
NAME OF RESPONDENT AGENCY(S)	MAILING ADDRESS (if Respondent is a School District, mail to the Superintendent)

Nature of the Complaint (check all boxes that apply):

- The Respondent agency's *Identification* of the child as a child with a disability needing special education or related services under IDEA.
- The Respondent agency's *Evaluation* to determine whether the child has a disability under IDEA, and/or the nature and extent of the special education and related services the child needs.
- The Respondent agency's educational *Placement* of the child in special education or related services under IDEA.
- The Respondent agency's provision of a *Free Appropriate Public Education* to the child under IDEA.

The Facts Relating to the Complaint. Include relevant dates, specific events and/or persons involved. If additional space is needed, you may attach extra sheets:

# EXPLICACIÓN DE LOS DERECHOS Y SALVAGUARDAS DEL PROCESO PARA EL PADRE DE UN NIÑO CON INCAPACIDADES EN LA ESCUELA

Por favor note que: Este documento fue escrito por la Agencia de Educación de Texas en agosto de 1997. En mayo de 1997, el Congreso aprobó cambios importantes en las leyes de educación especial. Se espera que el Departamento de Educación de los Estados Unidos (U.S. Department of Education) publique el anteproyecto de los reglamentos conforme a la nueva ley durante el otoño de 1997, pero estos reglamentos no serán los finales hasta por lo menos abril de 1998. Por lo tanto, para el año lectivo 1997-98 es importante que el padre reciba ayuda competente para entender sus derechos conforme a la ley. Este documento debe ser usado con precaución. En muchos sentidos importantes, la ley que reglamenta los derechos del padre no está muy clara en este momento.

## Este documento

Si usted es el padre de un niño con alguna incapacidad, este documento es para usted.<sup>1</sup> La escuela pública debe darle este documento cada vez que:

1. su hijo sea recomendado por primera vez para una evaluación para educación especial;
2. se le notifique de una reunión de la comisión de admisión, revisión y retiro (ARD) acerca de su hijo;
3. la escuela vuelva a evaluar a su hijo; y
4. la escuela le pida una "audiencia sobre el proceso legal" acerca de su hijo.

## Consentimiento de los padres

Sin su consentimiento la escuela no puede evaluar a su hijo antes de la colocación, poner a su hijo en un programa de educación especial, ni volver a evaluar a su hijo después de la colocación. La escuela no tiene su consentimiento a menos que cada punto siguiente sea cierto:

1. se le ha informado a usted por completo de toda la información relevante en su lengua materna u otro modo de comunicación;
2. usted entiende y acuerda por escrito la acción propuesta;
3. su consentimiento escrito describe la acción propuesta y enumera los expedientes que serán dados a conocer y a quien les serán dados; y
4. usted comprende que su consentimiento es voluntario y que puede revocar su consentimiento en cualquier momento.

La escuela no puede negarle ningún beneficio de educación especial a su hijo porque usted rehuse a dar su consentimiento, excepto por la acción a la que usted no consienta. Algunas escuelas tienen políticas locales para el consentimiento paterno que amplían su derecho al consentimiento. Estas políticas son permitidas, siempre y cuando existan procedimientos efectivos que aseguren que el rechazo a dar su consentimiento no pueda resultar en la privación de una educación pública gratuita apropiada (FAPE) a su hijo.

Si su rechazo a dar consentimiento puede causar que su escuela viole los derechos de su hijo de recibir FAPE, la escuela puede llevar a cabo una audiencia sobre el proceso legal. (Ver "Audiencia imparcial sobre los procesos legales.") El oficial de la audiencia determinará si la escuela debe evaluar a su hijo o comenzar a proporcionar educación especial y servicios afines a su hijo *sin* su consentimiento. Si el oficial de la audiencia invalida su consentimiento, usted puede apelar esta decisión a la corte. Durante la audiencia sobre el proceso legal y cualquier apelación a la corte, la escuela no puede cambiar la colocación académica actual de su hijo. Por supuesto que usted tiene el derecho de retirar a su hijo del sistema de escuelas públicas en cualquier momento e inscribirlo en una escuela privada, parroquial o residencial.

## Notificación previa por escrito

La escuela debe notificarle por escrito antes de llevar a cabo o rehusar llevar a cabo cualquier acción para identificar a su hijo como un estudiante de educación especial; antes de llevar a cabo o rehusar llevar a cabo cualquier acción que afecte la educación pública gratuita apropiada (FAPE) de su hijo; o en cualquier momento en que la escuela evalúe a su hijo. Siempre que se requiera de una notificación previa por escrito, la escuela debe:

1. describir la acción propuesta o rechazada por la escuela;

2. explicar por qué la acción fue propuesta o rechazada;
3. describir otras opciones consideradas y el porqué del rechazo;
4. describir cada procedimiento de evaluación, prueba, expediente o informe que apoye su decisión;
5. describir otros factores relacionados a su decisión;
6. adjuntar una copia de este documento; y
7. darle el nombre, dirección y número de teléfono de las personas con las que debe comunicarse para que le ayuden a entender los derechos explicados en este documento.

La escuela debe darle esta notificación previa por escrito en un lenguaje que usted y el público general puedan entender. La notificación deberá estar en su lengua materna u otro modo de comunicación (a menos que claramente no sea posible). Si el suyo no es un lenguaje escrito, la escuela le debe traducir la notificación oralmente o por otros medios, debe asegurarse que usted entienda la notificación y deberá guardar un registro escrito de que ha hecho estas cosas.

## Prueba y evaluación

Su escuela seguirá una serie de procedimientos evaluativos para determinar si su hijo tiene o no alguna incapacidad y alguna necesidad de educación especial y servicios afines. Además, la información de la evaluación será usada por el comité ARD para desarrollar un plan educativo individual (IEP). (Ver "Comité de Admisión, Revisión y Retiro.")

Su escuela no debe usar materiales o procedimientos para pruebas o evaluaciones con tendencias raciales o culturales para evaluar o colocar a su hijo. Estos materiales y procedimientos deben ser proporcionados y administrados a su hijo en la lengua materna u otro modo de comunicación de su hijo, a menos que claramente no sea posible. Su escuela no puede usar solamente un procedimiento como criterio único para decidir el programa educativo apropiado para su hijo. Su escuela le debe dar una copia del informe de la evaluación de su hijo.

## Comité de admisión, revisión y retiro

Su escuela debe tomar una decisión acerca del programa educativo de su hijo a través de un comité de admisión, revisión y retiro (ARD). *Usted es uno de los miembros del comité ARD de su hijo.* Si bien no se le exige asistir, su escuela debe invitarlo a cada una de las reuniones del comité ARD de su hijo.

Su escuela debe convocar a un comité ARD para identificar si su hijo requiere de educación especial y servicios afines, y para desarrollar, revisar o modificar el plan educativo individual (IEP) de su hijo. Un IEP es un informe escrito de las necesidades educativas de su hijo y de la educación especial y servicios afines que la escuela debe proporcionar. Su escuela debe tener un IEP para su hijo al comienzo de cada año lectivo. Los requisitos de un IEP son exclusivos para cada niño. Su escuela debe convocar al comité ARD de su hijo por lo menos una vez al año. Usted puede además pedir una reunión del comité ARD en cualquier momento.

Su escuela debe darle una notificación por escrito de las reuniones programadas del comité ARD por lo menos cinco días hábiles de clase antes de la reunión, a menos que acuerden de otro modo. Esta notificación debe indicar el propósito, la hora y el lugar de la reunión y tener una lista de las personas que asistirán a ella. La reunión se debe llevar a cabo a una hora y en un lugar acordados mutuamente. Si es necesario, la escuela debe usar otros métodos—teléfono, carta o conferencias personales—para permitir que usted pueda participar

<sup>1</sup> Si su hijo es un niño de dos años o menos y es sordo o tiene incapacidades visuales, comuníquese con Texas Interagency Council on Early Childhood Intervention al 1-800-250-2246 para más información acerca de servicios para su niño.

antes o durante la reunión. Si usted simplemente no puede asistir, la escuela puede llevar a cabo la reunión sin su presencia.

Usted puede llevar una o más personas a la reunión para que lo ayuden o lo representen. Usted tiene derecho a participar activamente en la reunión del comité ARD y de discutir cualquier servicio que crea que sea de ayuda para su hijo. Si usted tiene incapacidades auditivas o si su lengua materna no es el inglés, la escuela debe proporcionarle un intérprete para la reunión. Usted puede grabar en un cassette de audio cualquier reunión del comité ARD, pero debe informarles por anticipado a todos los miembros presentes que usted está grabando.

Usted tiene derecho a firmar el IEP para mostrar que estuvo presente en la reunión y para indicar en el IEP si está de acuerdo o no con la decisión tomada por el comité ARD.

## Acceso a los expedientes

Usted tiene derecho a inspeccionar y revisar cualquier expediente académico de su hijo que sea recopilado, mantenido o usado por su escuela a los fines de la educación especial. Esto le da a usted derecho a:

1. pedirle a la escuela que le explique e interprete los expedientes (si su pedido es razonable);
2. que su representante inspeccione y revise los expedientes; y
3. pedirle a la escuela que le dé las copias de los expedientes si usted no puede inspeccionar y revisar los expedientes sin dichas copias.

A solicitud, la escuela debe dejarlo inspeccionar y revisar los expedientes sin ninguna demora innecesaria. Como mínimo, la escuela debe permitirle acceso antes de cualquier reunión del comité ARD o cualquier audiencia sobre el proceso legal acerca de su hijo y, en ningún caso, más de 45 días después de su solicitud.

Si se ha limitado de alguna manera el derecho de alguno de los padres a inspeccionar o revisar el expediente de su hijo, como por ejemplo, por divorcio, separación o tutela, usted debe notificar a la escuela. De lo contrario, la escuela le puede permitir el acceso completo para inspeccionar y revisar los expedientes relacionados con el niño.

Si cualquier expediente incluye información de más de un niño, usted tiene derecho a inspeccionar y revisar únicamente la información relacionada a su hijo o que se le informe dicha información específica.

La escuela debe proporcionarle, a su pedido, una lista de los tipos y lugares de los expedientes académicos recopilados, mantenidos o usados por la escuela.

La escuela no puede cobrar nada para buscar o recuperar ningún expediente académico de su hijo. Puede cobrar por hacer copias, si es que este cargo no le impide efectivamente de ejercer su derecho a inspeccionar y revisar esos expedientes.

Su escuela debe mantener un registro de cada uno (excepto de usted y de los empleados autorizados de la escuela) a quienes le permite acceso a los expedientes de educación especial de su hijo. Este registro debe incluir el nombre de la persona, la fecha en que se le permitió el acceso, y la razón de la autorización a la persona para usar el expediente.

Si usted piensa que la información en los expedientes académicos recopilados, mantenidos o usados por la escuela para los fines de educación especial no son correctos o podrían ser malinterpretados, o violan la privacidad u otros derechos de su hijo, usted puede pedirle a su escuela que cambie la información.

La escuela debe decidir si va a cambiar o no la información dentro de un período razonable de tiempo después de recibir su solicitud. Si el distrito escolar rehusa a cambiar la información conforme a su pedido, debe informarle del rechazo y de su derecho a una audiencia.

A solicitud suya, la escuela debe llevar a cabo una audiencia en cuanto al rechazo a cambiar el expediente académico acerca de su hijo. Esta no es una audiencia sobre el proceso legal y no se lleva a cabo frente a un oficial de audiencias asignado por la Agencia de Educación de Texas. En esta audiencia, la escuela debe asegurarse de que el expediente no sea erróneo o pueda ser malinterpretado, o de lo contrario que viole la privacidad u otros derechos de su hijo. Si la escuela rehusa la solicitud de un cambio después de la audiencia, le debe informar acerca de la decisión y le debe informar del su derecho de poner una declaración en el expediente académico de su hijo.

Esta declaración puede ser un comentario de la información misma o puede exponer sus razones de desacuerdo con la decisión de la escuela. La escuela debe mantener esta declaración como parte del expediente académico de su hijo mientras la porción afectada del expediente sea mantenida por la escuela. Si la porción afectada del expediente es dada a conocer a cualquier otra persona por la escuela, su declaración debe también darse a conocer junto con ella.

## Evaluación educativa independiente

Según se usa en este documento, una evaluación educativa independiente (IEE) significa una evaluación llevada a cabo por un examinador calificado que no sea empleado de su escuela. Si usted pregunta, su escuela debe decirle cómo se puede obtener un IEE.

Si usted no está de acuerdo con alguna evaluación de su hijo que la escuela haya hecho, usted tiene derecho a solicitar una IEE a costo público. Esto significa que su escuela debe pagar por la IEE o asegurarse de que usted obtenga una sin costo alguno. Su escuela debe usar el mismo criterio para una IEE a costo público que para sus propias evaluaciones, incluyendo el lugar de la evaluación y el grado de preparación del examinador.

Si usted solicita una IEE a costo público, su escuela tiene derecho a llevar a cabo una audiencia sobre los procesos legales para demostrar que su evaluación es apropiada. Si el oficial de la audiencia decide que la evaluación de la escuela es apropiada, usted aún tiene derecho a una IEE, pero no a costo público.

Si usted paga por una IEE, la escuela debe considerar los resultados de la evaluación cuando decida cualquier cosa que afecte la provisión de FAPE para su hijo. Usted puede usar la IEE como evidencia en la audiencia sobre el proceso legal acerca de su hijo.

Si el oficial de la audiencia solicita una IEE como parte de audiencia sobre el proceso legal, el gasto de la evaluación debe ser a costo público.

## Proceso para presentar quejas

Si usted cree que su escuela ha violado la ley federal o estatal relacionada a niños con incapacidades al proporcionar educación a su hijo, usted puede presentar una queja por escrito a la Agencia de Educación de Texas (TEA) a la siguiente dirección:

Texas Education Agency  
Complaints Management Division  
1701 North Congress Avenue  
Austin, TX 78701-1494

Su queja debe enunciar las violaciones que usted cree que han ocurrido y decir los hechos en los que se basa su queja.

Dentro de los 60 días calendario después de recibida su queja por escrito, la TEA:

1. llevará a cabo una investigación independiente, incluyendo investigación in-situ según sea necesario, si la TEA determina que dicha investigación es necesaria;
2. le dará a usted la oportunidad de dar más información acerca de la queja, ya sea por teléfono o por escrito;
3. revisará toda la información relevante y determinará si la escuela ha violado o no la ley correspondiente; y
4. le dará una decisión por escrito de lo que resuelva para cada acusación en su queja.

Usted puede apelar a la decisión final de la TEA al Departamento de Educación de los Estados Unidos.

Además, la TEA tiene una "línea directa" de llamada gratuita las 24 horas del día en la cual usted puede dejar un mensaje. Esta línea directa le permite discutir sus derechos y las violaciones posibles con profesionales capacitados, durante el horario normal de oficina. Este número es 1-800-252-9668.

## Mediación

A usted se lo alienta a cooperar con el personal de su escuela local para resolver las diferencias a medida que van ocurriendo. Algunas veces, sin embargo, puede ocurrir que un tercero neutral le ayude a llegar a un acuerdo con la escuela. La mediación es un procedimiento alternativo para la solución de la disputa que le ofrece la Agencia de Educación de Texas (TEA). La TEA normalmente le ofrecerá este

servicio cada vez que usted solicite una "audiencia sobre el proceso legal." (Ver "Audiencia imparcial sobre el proceso legal.") Sin embargo, usted también puede solicitar que le sea asignado un mediador en otros momentos. Para solicitar un mediador, escriba una carta a la TEA a la siguiente dirección:

Texas Education Agency  
Complaints Management Division  
1701 North Congress Avenue  
Austin, TX 78701-1494

El proceso de mediación:

1. debe ser voluntario. Ningún mediador podrá ser asignado a menos que ambos, usted y su escuela lo soliciten y estén de acuerdo en acatar los términos de la mediación.
2. no puede ser usado para negar o retrasar su audiencia sobre el proceso legal o ninguno de sus derechos legales.
3. será llevado a cabo por una persona neutral, un mediador calificado e imparcial capacitado en técnicas efectivas de mediación.

Cada sesión de mediación debe llevarse a cabo puntualmente y en un lugar conveniente.

Usted tiene derecho de llevar un abogado u otros representantes a la mediación, pero no es obligatorio.

La mayoría de los mediadores de la TEA no son abogados. Aunque su mediador resulte ser un abogado, el mediador no puede aconsejar o recomendar a ninguna de las partes involucradas en la mediación. El mediador les ayudará a las partes a lograr un acuerdo, si es que se puede.

El mediador no repetirá nada que usted diga a la TEA. Si usted quiere que la TEA investigue o participe en la disputa entre usted y su escuela, usted debe presentar una queja siguiendo el proceso para presentar quejas de la TEA. (Ver "Proceso para presentar quejas.")

Cualquier comunicación que ocurra durante la mediación es confidencial por ley y no se puede usar como evidencia en ningún proceso legal. Tal vez usted deba firmar un compromiso de confidencialidad como condición para poder participar en la mediación.

Si usted logra llegar a un acuerdo con su escuela, los términos de su acuerdo serán sentados por escrito. Su firma en este acuerdo puede crear un contrato vinculante legalmente. Dicho contrato puede desligar a su escuela de responsabilidades legales importantes que pueda deberle a usted como resultado de la educación proporcionada a su hijo hasta el día de la fecha. Sin embargo, usted no puede renunciar en un contrato ningún aspecto del derecho de su hijo a los beneficios educativos futuros. Las violaciones al acuerdo pueden ser tratadas presentando una queja o solicitando una audiencia sobre el proceso legal. (Ver "Proceso para presentar una queja" y "Audiencia imparcial sobre el proceso legal.")

El mediador no representa ni habla de parte de la TEA. La TEA paga los gastos del mediador y los gastos afines. Usted debe pagarle a su abogado u otros representantes si usted decide llevar alguno.

## Audiencia imparcial sobre el proceso legal

Usted tiene derecho a una audiencia sobre el proceso legal sobre cualquiera de lo siguiente:

1. al identificar que su hijo necesita educación especial o servicios afines;
2. al evaluar a su hijo para educación especial o servicios afines;
3. al colocar a su hijo en educación especial o servicios afines; o
4. la educación pública gratuita apropiada (FAPE) de su hijo.

En ciertas situaciones su escuela puede solicitar una audiencia sobre el proceso legal en contra suya. (Ver "Consentimiento del Padre" y "Colocación por el Oficial de Audiencia en un Programa Educativo Alternativo.")

Antes de demandar a su escuela en la corte sobre cualquier asunto mencionado, usted debe solicitar una audiencia sobre el proceso legal. Si usted no ha tenido una audiencia sobre el proceso legal, sus reclamos en la corte pueden ser descartados. (Ver "Demanda Civil.")

Para solicitar una audiencia, usted (o su abogado) deben enviar una solicitud por escrito para una audiencia sobre el proceso legal a la Agencia de Educación de Texas (TEA) a la siguiente dirección:

Texas Education Agency  
Division of Hearings and Appeals  
1701 North Congress Avenue  
Austin, TX 78701-1494

La TEA ha desarrollado un formulario que usted puede usar para solicitar una audiencia sobre el proceso legal. A solicitud, su escuela le proporcionará dicho formulario. También se puede acceder a este formulario en Internet en:

<http://www.tea.state.tx.us/special.ed/spedpub.html>

Usted no tiene que usar el formulario de la TEA, pero su solicitud debe incluir la siguiente información:

1. el nombre de su hijo, la dirección en donde reside su hijo y el nombre de la escuela a la que su hijo asiste;
2. una descripción del problema que su hijo tiene en relación a la iniciación o cambio propuestos por la escuela, incluyendo hechos relacionados al problema; y
3. la solución al problema que usted sugiere (al grado conocido y disponible para usted en ese momento).

Usted debe enviar una copia de su solicitud para la audiencia sobre el proceso legal a su escuela.

La audiencia será llevada a cabo por un oficial de audiencias imparciales asignado por la TEA. El oficial de la audiencia no puede ser un empleado de la agencia involucrada en la educación o el cuidado de su hijo y no puede tener ningún interés personal ni profesional que afectarían su objetividad en la audiencia. La TEA le pagará al oficial de la audiencia.

La TEA mantiene una lista de oficiales de audiencia actuales. La lista incluye una declaración de la preparación de cada oficial de audiencia. La lista se puede solicitar enviando un fax dirigido al Director de Audiencias y Apelaciones al (512) 475-3662. También se puede acceder en Internet en:

<http://www.tea.state.tx.us/special.ed/hearings>

En la audiencia sobre el proceso legal, usted tiene derecho a:

1. llevar o ser asesorado por su abogado y por personas con conocimiento o capacitación especial en relación a los problemas de niños con incapacidades;
2. presentar pruebas y confrontar, contrainterrogar y obligar la asistencia de los testigos;
3. llevar al niño y abrir la audiencia al público;
4. que cada sesión se lleve a cabo a una hora y en un lugar que sean convenientes para usted y su hijo;
5. obtener un testimonio de la audiencia, escrito o electrónico al pie de la letra; y
6. obtener por escrito o electrónicamente las conclusiones de los hechos y decisiones. (Después de borrar todos los datos de identificación personal, la TEA transmitirá dichas conclusiones y decisiones al panel de asesoramiento estatal y los pondrá a disposición del público.)

Cada parte debe dar a conocer a la otra parte cualquier evidencia, incluyendo las evaluaciones completadas al día de la fecha, que intenta presentar en la audiencia sobre el proceso legal, por lo menos cinco días hábiles antes de la audiencia. El oficial de la audiencia puede ordenar que se presenten antes. El oficial de la audiencia puede rehusar aceptar cualquier evidencia que no haya sido dada a conocer a tiempo.

La TEA debe asegurar que se llegue a una decisión final en la audiencia y que ésta se les envíe por correo a las partes dentro de los 45 días después de haber recibido la solicitud para la audiencia, a menos que el oficial de la audiencia haya otorgado una extensión específica a solicitud de cualquiera de las partes.

La decisión del oficial de la audiencia es final, a menos que una de las partes de la audiencia apele a la decisión a la corte estatal o federal.

## Estado del niño durante las deliberaciones

Durante la audiencia sobre el proceso legal y cualquier apelación a la corte, su hijo debe permanecer en la colocación educativa actual a menos que usted y la escuela acuerden lo contrario.

Si la audiencia está relacionada con una solicitud para admisión inicial a una escuela pública, su hijo debe ser colocado (si usted está de

acuerdo) en el programa de la escuela pública hasta que terminen todas las deliberaciones. (Ver "Consentimiento del padre.")

Si su hijo ha sido colocado en una colocación educativa alternativa, el estado de su hijo puede ser regido por normas especiales durante algunas de las audiencias sobre el proceso legal. (Ver "Colocación por el oficial de la audiencia en un programa educativo alternativo.")

## Demanda civil

Usted tiene el derecho de apelar las conclusiones y decisiones del oficial de la audiencia a la corte estatal o federal. La corte debe:

1. recibir los expedientes de la audiencia sobre el proceso legal;
2. escuchar evidencia adicional a pedido de cualquiera de las partes; y
3. otorgar el desagravio que la corte determine apropiado, basados en la preponderancia de la evidencia frente a la corte.

Si usted desea demandar a su escuela en relación a asuntos para los cuales se dispone de una audiencia sobre el proceso legal, se debe llevar a cabo la audiencia sobre el proceso legal antes de entablar una demanda en la corte. Si usted no lo hace, sus reclamos a la corte pueden ser descartados. (Ver "Audiencia imparcial sobre el proceso legal.")

## Entrega de los honorarios de abogados

Si usted gana parte o todo lo que está tratando de obtener en la audiencia sobre el proceso legal o en la corte, un juez puede resolver que usted es la "parte preponderante." De ser así, el juez puede ordenarle a su escuela a pagar los honorarios de su abogado y gastos afines (si es que son razonables).

Esta orden puede incluir honorarios del abogado y gastos afines para cualquier audiencia sobre el proceso legal, cualquier apelación a la corte originada en una audiencia sobre el proceso legal y por cualquier mediación llevada a cabo después de la presentación de una audiencia sobre el proceso legal. Esta orden no puede incluir los honorarios del abogado o gastos de representación en las reuniones del comité de admisión, revisión y retiro (ARD), a menos que la reunión del comité ARD se haya convocado como resultado de una orden del oficial de la audiencia sobre el proceso legal o por un juez.

Sus derechos a que la escuela pague los honorarios del abogado y los gastos, pueden ser limitados en respuesta a lo que usted (o su abogado) hagan o dejen de hacer en el proceso. Primero, si la escuela le ofrece arreglar la disputa en términos que son por lo menos tan favorables para usted como lo que gana, el juez puede resolver que a usted no se le entreguen los honorarios del abogado y los gastos por el trabajo desempeñado después de la oferta del arreglo. El juez debe presentar esta orden si:

1. la escuela hace un ofrecimiento para arreglar la disputa más de diez días antes de la audiencia sobre el proceso legal (o si usted está apelando a la corte, dentro el tiempo permitido por la Norma 68 de las Normas Federales de Procedimientos Civiles);
2. usted no acepta el ofrecimiento dentro de los 10 días; y
3. el juez o un oficial de la audiencia sobre el proceso legal llega a la conclusión que el ofrecimiento de la escuela era por lo menos tan favorable para usted como la orden que usted recibió.

Segundo, el juez debe reducir la cantidad de los honorarios del abogado entregados a usted cuando el juez declare que:

1. usted prolongó injustificadamente la disputa;
2. los honorarios cobrados por su abogado exceden excesivamente la tarifa por hora cobrada por abogados similares en su comunidad para servicios similares;
3. el tiempo cobrado por su abogado es excesivo considerando la naturaleza de las deliberaciones; o
4. su abogado no le dio a la escuela la notificación requerida cuando solicitó inicialmente su audiencia sobre el proceso legal. (Ver "Audiencia imparcial sobre el proceso legal.")

## Disciplina y su hijo

### RELACIÓN ENTRE COMPORTAMIENTO E INCAPACIDAD

Su escuela puede disciplinar a su hijo, pero no puede castigarlo por algún comportamiento que sea manifestación de alguna incapacidad.

Si su escuela decide disciplinar a su hijo retirándolo de su colocación actual, debe:

1. el día en que se tome la decisión, informarle de la decisión y darle una copia de este documento; y
2. de inmediato, si es posible, pero no más allá de 10 días hábiles de clases después del día en que se tome la decisión, revisar la relación entre la incapacidad de su hijo y el comportamiento sujeto a ser disciplinado.

El comité de admisión, revisión y retiro (ARD) debe llevar a cabo la revisión. El comité puede concluir que el comportamiento de su hijo no era una manifestación de una incapacidad sólo si:

1. primero se considera toda la información relevante del comportamiento sujeto a ser disciplinado, incluyendo—
  - a. los resultados de la evaluación y el diagnóstico, incluyendo cualquier resultado u otra información relevante que usted le dé al comité ARD;
  - b. observaciones de su hijo; y
  - c. el IEP y la colocación de su hijo; y
2. luego concluye que—
  - a. con respecto al comportamiento sujeto ser disciplinado, el plan educativo individualizado y la colocación de su hijo eran apropiadas; y su escuela proporcionó servicios de educación especial, ayuda y servicios suplementarios, y estrategias de intervención en la conducta según lo requerido en el IEP y la colocación de su hijo;
  - b. la incapacidad de su hijo no afecta la capacidad de su hijo de entender el impacto y las consecuencias del comportamiento sujeto a ser disciplinado; y
  - c. la incapacidad de su hijo no afecta la capacidad de su hijo de controlar el comportamiento sujeto a ser disciplinado.

Si el comité ARD concluye que el comportamiento de su hijo no era una manifestación de su incapacidad, su escuela puede disciplinar a su hijo usando los procedimientos disciplinarios que correspondan a un niño, sin incapacidades. Sin embargo, la escuela debe transmitir los expedientes de educación especial y disciplinarios para ser considerados por aquella(s) persona(s) que tomen la decisión disciplinaria final.

Usted puede solicitar una audiencia sobre el proceso legal para apelar a las conclusiones de la manifestación del comité ARD. El oficial de la audiencia debe resolver si la escuela demostró en la reunión del comité ARD que el comportamiento de su hijo no fue una manifestación de la incapacidad de su hijo. La Agencia de Educación de Texas debe hacer los arreglos para acelerar la audiencia en relación a este asunto.

### COLOCACIÓN EN UN PROGRAMA EDUCATIVO ALTERNATIVO

Su escuela tal vez no coloque a su hijo en un programa educativo alternativo (AEP) a menos que el comportamiento de su hijo cumpla con los requisitos aplicable a los niños sin incapacidades para una colocación en un AEP según el Código de Educación de Texas, Secciones 37.006(a) ó 37.007(a). Su hijo sólo puede ser colocado en un AEP por el comité ARD, o por un oficial de la audiencia sobre el proceso legal de acuerdo a las circunstancias descritas en "Colocación por el oficial de la audiencia en un programa educativo alternativo."

Un comité ARD puede colocar a su hijo en un AEP sólo si determina que el AEP—

1. le permite a su hijo seguir participando en el plan general de estudios, pero en otro ambiente, y continuar recibiendo aquellos servicios y modificaciones, incluyendo aquellos descritos en el IEP actual de su hijo, que le permitirán al niño lograr las metas establecidas en dicho IEP; y
2. incluye los servicios y modificaciones designadas para tratar el comportamiento de su hijo que está sujeto a ser disciplinado para que no vuelva a ocurrir.

Inmediatamente después de colocar a su hijo en el AEP, si es posible, pero no más allá de 10 días hábiles de clases, después de hacerlo, el comité ARD debe llegar a la conclusión respecto a la manifestación descrita anteriormente. (Ver "Relación entre comportamiento e incapacidad.")

En lugar de poner a su hijo en un AEP, su escuela puede suspender a su hijo por cualquier comportamiento por el cual podría colocar a su hijo

en un AEP. Sin embargo, la suspensión no puede exceder tres días de clases.

#### COLOCACIÓN POR EL OFICIAL DE LA AUDIENCIA EN UN PROGRAMA EDUCATIVO ALTERNATIVO

Su escuela puede presentar una audiencia sobre el proceso legal tratando de obtener una orden del oficial de la audiencia para colocar a su hijo en un AEP. Si su escuela alega que sería peligroso para su hijo permanecer en la colocación actual durante la audiencia sobre el proceso legal y cualquier apelación a la corte, su hijo será colocado en el AEP propuesto por la escuela y debe permanecer allí hasta que el oficial de la audiencia decida la colocación apropiada para su hijo. En estos casos se debe acelerar la audiencia.

Para ordenar que su hijo sea colocado en un AEP, el oficial de la audiencia debe:

1. resolver que la escuela ha demostrado con evidencias substanciales que al dejar a su hijo en su colocación actual sería muy probable que su hijo u otros resultarían lesionados;
2. considerar si la colocación actual de su hijo es apropiada o no;
3. considerar si su escuela ha hecho los esfuerzos razonables para minimizar el riesgo de daños en la colocación actual de su hijo, incluyendo el uso de ayuda y servicios suplementarios;
4. tomar una determinación de la manifestación descrita (Ver "Relación entre comportamiento e incapacidad"); y
5. determinar que el AEP:
  - a. le permite a su hijo seguir participando en el plan general de estudios, pero en otro ambiente, y continuar recibiendo aquellos servicios y modificaciones, incluyendo aquellos descritos en el IEP actual de su hijo, que le permitirán al niño lograr las metas establecidas en dicho IEP; y
  - b. incluye los servicios y modificaciones designadas para tratar el comportamiento de su hijo que está sujeto a ser disciplinado para que no vuelva a ocurrir.

Esta colocación puede durar hasta 45 días.

#### Niño recomendado a una escuela privada por una escuela pública

Si es necesario para proporcionar la educación especial o los servicios afines requeridos en el IEP de su hijo, su escuela puede recomendar a su hijo a una escuela o instalación privada. Esto no cambia el deber de su escuela hacia su hijo. Sigue siendo responsable de la educación de su hijo y debe pagar todos los gastos relacionados con dicha educación. Usted sigue teniendo todos los derechos que se le explican en este documento.

#### Niño inscrito en una escuela privada por su padre

##### EDUCACIÓN PRIVADA CON EDUCACIÓN ESPECIAL PÚBLICA

Si usted inscribe a su hijo en una escuela privada, parroquial o residencial, su hijo tiene derecho a recibir educación especial y servicios afines del distrito escolar público en donde su hijo reside, de la siguiente manera:

1. los fondos gastados por la escuela pública para la educación especial y los servicios afines para su hijo deben igualar una cantidad proporcional de los fondos federales disponibles a los estudiantes de escuelas públicas en ese distrito; y
2. la escuela pública puede proporcionar educación especial y servicios afines a su hijo en las instalaciones de la escuela privada, parroquial o residencial al grado que cumpla con la ley.

Usted puede solicitar dicha educación especial y servicios afines a su escuela pública. Pero, aunque no lo solicite, la escuela pública debe identificar a todos los niños con incapacidades que vivan en el distrito y ofrecerles una educación pública gratuita apropiada (FAPE).

##### REEMBOLSO PÚBLICO POR EDUCACIÓN PRIVADA

El distrito escolar público en donde su hijo vive no tiene que pagar por la educación de su hijo en una escuela privada, parroquial o residencial

si el distrito ofrece FAPE a su hijo y usted eligió colocar a su hijo en una escuela privada. Pero si su hijo ha recibido previamente educación especial o servicios afines como estudiante de una escuela pública y usted piensa que la escuela pública no cumplió en ofrecer una FAPE a su hijo, usted puede presentar una audiencia sobre el proceso legal para obtener una orden que requiera que la escuela pública le reembolse completamente por el costo de la educación en una escuela privada. El reembolso puede ser ordenado aun si usted inscribió a su hijo en la escuela privada sin el consentimiento o la recomendación del distrito, de un oficial de la audiencia o de un juez.

El dinero que se le debe reembolsar a usted para la educación privada de su hijo puede ser reducido o negado a menos que usted notifique con antelación al distrito. Usted debe:

1. en la última reunión del comité ARD a la que asista antes retirar a su hijo de la escuela pública, diga que usted rechaza el ofrecimiento del distrito para una FAPE para su hijo, diga cuáles son sus preocupaciones y diga que usted piensa inscribir a su hijo en una escuela privada a costo público; y
2. darle al distrito una notificación por escrito acerca de sus preocupaciones 10 días antes de retirar a su hijo de la escuela pública (incluyendo cualquier feriado que ocurra en un día hábil).

La notificación previa que se requiere no le corresponde a usted si:

1. usted no puede leer o escribir en inglés;
2. la notificación podría causar daño físico o emocional grave a su hijo;
3. la escuela pública no le permite presentar la notificación;
4. o la escuela pública no le informó de que necesitaba presentar una notificación previa.

El dinero que se le debe reembolsar a usted puede ser reducido o negado si:

1. antes de retirar a su hijo de la escuela pública, el distrito le notificó a usted que pensaba evaluar a su hijo (y le dio un informe apropiado y razonable del propósito de la evaluación), pero usted no permitió que la escuela pública lo realizara; o
2. un juez resuelve que usted procedió injustificadamente.

#### Padres sustitutos

Los derechos explicados en este documento le pertenecen a usted, el padre de su hijo. Sin embargo, si su escuela no puede identificar o encontrar un padre de su hijo al hacer un esfuerzo razonable o si su hijo está bajo la tutela del estado, su escuela debe designar un "padre sustituto" para representar a su hijo en asuntos relacionados a la identificación, evaluación y colocación académica de su hijo y también para aquellos relacionados con la provisión de FAPE a su hijo. Esta persona no puede ser un empleado de ninguna agencia pública que esté participando en la educación o cuidado de su hijo, o tener cualquier conflicto de intereses con su hijo, pero puede recibir pago aparte de su escuela para cumplir la función de padre sustituto. La persona debe tener el conocimiento y las aptitudes necesarias para representar a su hijo adecuadamente.

Aquí información del distrito:



## REQUEST FOR SPECIAL EDUCATION DUE PROCESS HEARING AND REQUIRED NOTICE

The Individuals with Disabilities Education Act (IDEA) Amendments of 1997, Title 20, United States Code Section 615(b)(8) requires that the Texas Education Agency develop a model form to assist parents in requesting a special education due process hearing and in providing the notice required by Section 615(b)(7) of those amendments. You may use this form to satisfy this notice requirement, but any written request that complies with Section 615(b)(7) may be substituted for this form.

CHILD'S NAME	NAME OF PARENT, GUARDIAN, OR SURROGATE PARENT (if applicable)
STREET ADDRESS OF CHILD'S RESIDENCE	MAILING ADDRESS OF PARENT, GUARDIAN, OR SURROGATE PARENT (if applicable)
NAME OF SCHOOL CHILD IS ATTENDING	NAME OF SCHOOL REPRESENTATIVE OR CONTACT (if known)
NAME OF RESPONDENT AGENCY(S)	MAILING ADDRESS (if Respondent is a School District, mail to the Superintendent)

Nature of the Complaint (check all boxes that apply):

- The Respondent agency's *Identification* of the child as a child with a disability needing special education or related services under IDEA.
- The Respondent agency's *Evaluation* to determine whether the child has a disability under IDEA, and/or the nature and extent of the special education and related services the child needs.
- The Respondent agency's educational *Placement* of the child in special education or related services under IDEA.
- The Respondent agency's provision of a *Free Appropriate Public Education* to the child under IDEA.

The Facts Relating to the Complaint. Include relevant dates, specific events and/or persons involved.  
If additional space is needed, you may attach extra sheets:

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Nature of the Proposed Resolution (check all boxes that apply):

- An order directing the Respondent agency to take specific actions required by IDEA.
- An order directing the Respondent agency to reimburse the cost of private educational services.
- An order directing the Respondent agency to provide compensatory special education or related services.
- An order directing the Respondent agency to reimburse attorneys fees and/or costs.
- Other, please specify: \_\_\_\_\_

Description of the Proposed Resolution. To the extent known and available to the parents at the time, describe the complete remedy and resolution of the problem you want the hearing officer to order.

Contact Information for Authorized Representative:

NAME \_\_\_\_\_

MAILING ADDRESS \_\_\_\_\_  
\_\_\_\_\_

PHONE NUMBER \_\_\_\_\_

FAX NUMBER \_\_\_\_\_

Capacity of Authorized Representative (check one):

- Attorney for Petitioner Bar Number: \_\_\_\_\_ State: \_\_\_\_\_
- Non-attorney Representative of Petitioner
- Next Friend of Petitioner (Parent, Guardian, or Surrogate Parent, etc.)
- Self (Child with a Disability 18 years or older)

I declare that the foregoing is true and correct to the best of my knowledge after reasonably diligent inquiry.

\_\_\_\_\_  
AUTHORIZED REPRESENTATIVE

\_\_\_\_\_  
DATE

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# Memo

**Date:** January 10, 2001  
**To:** Ms. Lorita Manning, M.S. Ed, Director  
**From:** Sara Buckley, Mental Health Team  
**RE:** Special Education Files

---

Waco Charter School Special Education Files are maintained in a locked, metal file cabinet in the Mental Health office located at the rear of the Waco Charter School premises. The doors to this office are kept padlocked when Mental Health Team members are not on the premises. The only personnel who have keyed access to this office (including Special Education files) are as follows:

Lorita Manning, M.S. Ed., Director, Waco Charter School  
Mercy Chieza, Psy.D., Licensed Psychologist  
Melody Martin, Ph.D., Audiologist/Speech Pathologist  
Janice Lepore, M.A., Psychological Associate  
Sara Buckley, B.A., Psychological Associate

cc: M. Chieza, Psy.D.  
M. Martin, Ph.D.

# **EOAC WACO CHARTER SCHOOL**



## **STUDENT-PARENT HANDBOOK**

**2000-2001**

2) the Child Protective services division of the Texas Department of Protective and Regulatory Services.

The report shall contain the name and address of the child, the name and address of the person responsible for the care of the child, if available, and any other pertinent information.

If a professional has cause to believe that a child has been or may be abused or neglected, that person shall make an oral report as prescribed above not later than 48 hours after the hour the person first suspects that the child has been or may be abused or neglected. In all instances, a written report shall be made within five days to the same agency or department (Family Code 34.02).

Authorized officials conducting a child abuse investigation shall be permitted to conduct the required interview with the child at any reasonable time at the child's school.

### **Student Records**

A student's school records are confidential and are protected from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters the District until the student withdraws or graduates. This record moves with the student from school to school.

By law, both parents, whether married, separated, or divorced, have access to the records of a student who is under 18 or a dependent for tax purposes. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights.

The Director is the custodian of all records for currently enrolled students at the school. The Director is also the custodian of all records for students who have withdrawn or transferred. The Director is the custodian of all special education records for students with disabilities under IDEA legislation. Records may be reviewed during regular school hours upon completion of the written request form. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records. If circumstances prevent a parent from inspecting the records, the School will either provide a copy of the requested records, or make other arrangements for the parent to review the requested records.

Parents of a minor or of a student who is a dependent for tax purposes, and school officials with legitimate educational interests are the only persons who have general access to a student's records. "School officials with legitimate education interests" include any employees, agents, trustees, or individuals with which the school contracts for services to students and who are:

- Working with the student;
- Considering statistical data; or
- Investigating or evaluating programs.

The parent's right of access to, and copies of student records does not extend to all records. Materials that are not considered educational records, such as teachers' personal notes on a student that are shared only with a substitute teacher, records pertaining to former students after they are no longer students at the School, and records maintained by school law enforcement officials for purposes other than school discipline do not have to be made available to the parents.

Certain officials from various governmental agencies may have limited access to the records. The School forwards a student's records on request and without prior parental consent to a school in which a student seeks or intends to enroll. Records are also released in accordance with court order or lawfully issued subpoena. Unless the subpoena is issued for law enforcement purposes and the subpoena orders that its contents, existence, or the information ought not be disclosed, the School will make a reasonable effort to notify the parent in advance of compliance. Parental consent is required to release the records to anyone else. When the student reaches 18 years of age, only the student has the right to consent to release of records.

Copies of student records are free for the first two copies. Thereafter, they are available at a cost of 10 cents per page, payable in advance. Parents may be denied copies of a student's records

- after the student reaches the age of 18 and is no longer a dependent for tax purposes;
- when the student is attending an institution of post-secondary education;
- if the parent fails to follow proper procedures and pay the copying charge; or
- when the School is given a copy of a court order terminating the parental rights.
- If the student qualifies for free or reduced price meals and the parents are unable to view the records during regular school hours, upon written request of the parent, one copy of the record will be provided at no charge.

Certain information about the School students is considered directory information and will be released to anyone, who follows procedures for requesting it, unless the parent objects to the release of any or all directory information about the child. The opportunity to exercise such an objection was provided on the form signed by the parent to acknowledge receipt of the handbook as well as the pre-enrollment packet. Should circumstances change, the parent can contact the Director to indicate his or her desire to change the original request. Directory information includes: a student's name, address, telephone number, date and place of birth, participation in officially recognized

activities, dates of attendance, awards received in school, and most recent previous school attended.

**Special Education Records:** Parents of a student with disabilities who has been provided special education services by the School will be notified when any information that specifically identifies the student is no longer needed. If the parent requests destruction of the information and the time established by law for retention has expired, the records will be destroyed. However, if the retention period established by law has not expired, the materials will be deleted from the records but the records will be maintained until the time has expired.

### **Student Safety**

From time to time students, teachers, and staff will participate in drills of emergency procedures. When the alarm is sounded, students should follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

Student safety on campus or at school-related events is a high priority of the Charter School. Although the school has implemented safety procedures, the cooperation of students is essential to ensure school safety. Students should:

- Report any behavior, such as students having a knife or gun, which jeopardizes school safety.
- Report to Charter School employees any threats made by other students.
- Avoid conduct that is likely to put the student or other students at risk.
- Follow the Code of Conduct and any additional rules for behavior and safety set by the School and EOAC Board.
- Remain alert to and promptly report safety hazards, such as intruders on campus.
- Know emergency evacuation routes and signals.
- Follow immediately the instructions of teachers and staff overseeing the welfare of students.

### **Textbooks**

The State of Texas loans textbooks to the student. State law requires the student to keep the book covered, to record hi/her name in ink on the front label, and to return the book in reasonable condition.

If a book is lost during the semester, it must be paid for before another book is issued. Contract prices will be charged for all books lost, or for which proper accounting has not been made, regardless of the length of time the books have been in use in the local school system. This means that the student will have to pay the full price of a book regardless of the age of the book. The payment for lost or damaged school property must be sent to the Director's office. Any student failing to return a book issued by the school loses the right to free

# **PROCEDURAL SAFEGUARD**





# ECONOMIC OPPORTUNITIES ADVANCEMENT CORPORATION

## OF PLANNING REGION XI

500 Franklin  
Waco, Texas 76701-2111  
(817) 753-0331 FAX (817) 754-0046

### EOAC WACO CHARTER SCHOOL

REV. HOOKER  
PRESIDENT

ORTENCIA CORONADO  
1ST VICE PRESIDENT

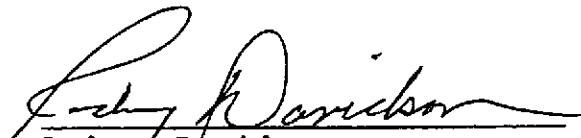
DR. NANCY HARRISON  
2ND VICE PRESIDENT

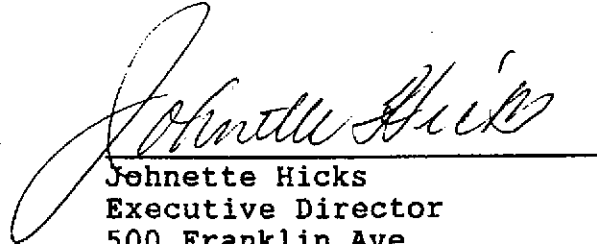
PATTI MCLAUGHLIN  
SECRETARY

TERETHA JACKSON  
TREASURER

JOHNETTE HICKS  
EXECUTIVE DIRECTOR

In compliance with the Improving America's Schools Act (IASA), Waco Charter School and Bill Logue Juvenile Justice Center, located at 1200 Clifton in Waco, adhere to all rules and regulations of the Texas Education Agency. In accordance with the Gun-Free School Act (GFSA), Waco Charter School and Bill Logue Juvenile Justice Center inter into an agreement. In the instance a child brings a weapon onto the school campus he/she will have expulsion no less than a year (unless modified by school), documentation of expulsion report sent to SEA, and a referral to Bill Logue Juvenile Justice Center.

  
Rodney Davidson  
Chief Probation Office  
1200 Clifton  
Waco, Texas 76704

  
Johnette Hicks  
Executive Director  
500 Franklin Ave.  
Waco, Texas 76701-2111

## EOAC WACO CHARTER SCHOOL GUN-FREE SCHOOL ACT POLICY

In October 1994, the IMPROVING AMERICA'S SCHOOLS ACT (IASA) was signed into law. This act requires a public school to have a gun-free school policy. In accordance with the Gun-Free School Act (GFSA) the Waco Charter School policy is as follows:

1. There will be not less than a one-year expulsion for a student who is determined to have brought a weapon (firearm) to school, with the exception that the Executive Director of the Economic Opportunity Advancement Corporation of Planning Region XII may modify such expulsion requirement on a case-by-case basis;
2. There will be a copy of this policy provided to the state education agency (SEA) as an assurance of compliance with the state law;
3. There will documentation for record of the expulsion and the descriptive information will be provided to the SEA ; and
4. There will be a referral to the criminal justice or juvenile delinquency system of any student who brings a weapon to school.

# Waco Charter School

Child's Name: \_\_\_\_\_

## Copy of Procedural Safeguard Notice Issued to Parents

### Upon Initial Referral for Evaluation - Notice Of Assessment

Issued To: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature of Parent, Guardian, Surrogate Parent or Adult Student

### Upon Notification of an IEP/ARD Meeting

Issued To: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature of Parent, Guardian, Surrogate Parent or Adult Student

### Upon Reevaluation of the Child

Issued To: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature of Parent, Guardian, Surrogate Parent or Adult Student

### Upon Receipt of a Request for a Due Processing Hearing

Issued To: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature of Parent, Guardian, Surrogate Parent or Adult Student

**OBSERVATION  
(ASSESSMENT  
EVALUATION)**

\*DATE INITIATED:

Waco Charter School  
615 . 25<sup>th</sup> Street  
Waco Texas 76707

**REFERRAL FOR ASSESSMENT**

**Information from Educational Records**

[Empty rectangular box for educational records information]

Referred by: \_\_\_\_\_

**REASON FOR REFERRAL:** \_\_\_\_\_

YES  NO Is this student currently enrolled in school?  
If NO, explain:

YES  NO Has this student been referred for special  
education services before? If yes, give  
previous referral date: \_\_\_\_\_

YES  NO Has this student been retained? If yes, list  
grade level(s):

YES  NO Has this student been suspended for  
disciplinary reasons during the current school  
year? If yes, explain:

**HOME LANGUAGE SURVEY**

Date: \_\_\_\_\_ Results: \_\_\_\_\_

Other language test: \_\_\_\_\_ Date: \_\_\_\_\_

For a student identified as limited English proficient, briefly describe the Language Proficiency Assessment Committee's recommendations:

**ATTENDANCE**

This student has been absent \_\_\_\_\_ days out of \_\_\_\_\_ school days this year to date.

Reasons:

Compared to last year, this year this student has been absent:  MORE  LESS  ABOUT THE SAME

List all schools previously attended:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Current Grades**

SUBJECT	GRADE	ON GRADE LEVEL	SUBJECT	GRADE	ON GRADE LEVEL
		<input type="checkbox"/> YES <input type="checkbox"/> NO			<input type="checkbox"/> YES <input type="checkbox"/> NO
		<input type="checkbox"/> YES <input type="checkbox"/> NO			<input type="checkbox"/> YES <input type="checkbox"/> NO
		<input type="checkbox"/> YES <input type="checkbox"/> NO			<input type="checkbox"/> YES <input type="checkbox"/> NO
		<input type="checkbox"/> YES <input type="checkbox"/> NO			<input type="checkbox"/> YES <input type="checkbox"/> NO
		<input type="checkbox"/> YES <input type="checkbox"/> NO			<input type="checkbox"/> YES <input type="checkbox"/> NO

This student's grades:

- have become higher each year.
- have stayed about the same each year.
- have become lower each year.
- dropped suddenly in grade \_\_\_\_\_.
- data not available.

Compared with most of the other students in this school, this student's grades:

- are better.
- are about the same.
- are worse.
- data not available.

**ACHIEVEMENT DATA**

List student's most recent achievement or ability test data, using Grade Level Equivalent (GLE) scores or percentile ranks (%).

DATE	NAME OF TEST	SUBJECT AREA	GLE	%

This student's test scores:

- have become better each year.
- have stayed about the same each year.
- have become worse each year.
- dropped suddenly in grade \_\_\_\_\_.
- data not available.

Compared to the mean of the district, this student's test scores:

- have become better each year.
- have stayed about the same each year.
- have become worse each year.
- district mean not available.

**Texas Assessment of Academic Skills (TAAS)**

YES  NO Copy of student's report is attached. Date: \_\_\_\_\_

SUBJECT	TOTAL TEST MASTERY (YES/NO)	TLI/SCALED SCORE
Mathematics		
Reading		
Writing		

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SIGNATURE OF PERSON COMPLETING THIS SECTION

POSITION

DATE

# REFERRAL FOR ASSESSMENT

## Information from Classroom Teacher

Attach samples of student's work.

What instructional concerns do you have about this student?

- |  |  |
|--|--|
| <input type="checkbox"/> poor progress acquiring basic reading skills<br><input type="checkbox"/> poor progress acquiring basic math skills<br><input type="checkbox"/> difficulty in spelling | <input type="checkbox"/> difficulty producing written work<br><input type="checkbox"/> few appropriate cognitive learning strategies<br><input type="checkbox"/> other:<br><input type="checkbox"/> none |
|--|--|

What behavioral concerns do you have about this student?

- |   |   |
|---|---|
| <input type="checkbox"/> poor attention and concentration<br><input type="checkbox"/> noncompliance with teacher directives<br><input type="checkbox"/> excessively high/low activity level<br><input type="checkbox"/> difficulty following directions<br><input type="checkbox"/> easily frustrated | <input type="checkbox"/> extreme mood swings<br><input type="checkbox"/> difficulty working with peers<br><input type="checkbox"/> difficulty staying on task<br><input type="checkbox"/> other:<br><input type="checkbox"/> none |
|---|---|

### RATE STUDENT'S BEHAVIOR IN EACH OF THE FOLLOWING AREAS:

Circle one: 1=POOR 2=BELOW AVERAGE 3=AVERAGE 4=ABOVE AVERAGE 5=SUPERIOR N=NOT OBSERVED  
 For Sections A, B, C, and D: Rate student's behavior in relation to other students of the same AGE.

#### A. Receptive Language Skills

	English						Other: _____					
1. Comprehends word meanings	1	2	3	4	5	N	1	2	3	4	5	N
2. Follows oral instructions	1	2	3	4	5	N	1	2	3	4	5	N
3. Comprehends classroom discussion	1	2	3	4	5	N	1	2	3	4	5	N
4. Remembers information just heard	1	2	3	4	5	N	1	2	3	4	5	N

#### B. Expressive Language Skills

1. Displays adequate vocabulary	1	2	3	4	5	N	1	2	3	4	5	N
2. Uses adequate grammar for general understanding	1	2	3	4	5	N	1	2	3	4	5	N
3. Expresses self fluently when called upon to speak	1	2	3	4	5	N	1	2	3	4	5	N
4. Relates a sequence of events in order (telling a story)	1	2	3	4	5	N	1	2	3	4	5	N
5. Organizes and relates ideas and factual information	1	2	3	4	5	N	1	2	3	4	5	N

#### C. Emotional/Behavioral/Social

1. Generally cooperates or complies with teacher requests	1	2	3	4	5	N
2. Adapts to new situations without getting upset	1	2	3	4	5	N
3. Accepts responsibility for own actions	1	2	3	4	5	N
4. Makes and keeps friends at school	1	2	3	4	5	N
5. Works cooperatively with others	1	2	3	4	5	N
6. Has an even, usually happy, disposition	1	2	3	4	5	N
7. Is pleased with good work	1	2	3	4	5	N
8. Initiates activities independently	1	2	3	4	5	N
9. Responds appropriately to praise and correction	1	2	3	4	5	N
10. Resists becoming discouraged by difficulties or minor setbacks	1	2	3	4	5	N

#### D. Motor Coordination

1. Exhibits adequate gross motor coordination (walking, running, etc.)	1	2	3	4	5	N
2. Displays adequate fine motor coordination (writing, drawing, manipulation of equipment, etc.)	1	2	3	4	5	N

**E. Academic Characteristics—Compared to students on same GRADE LEVEL.**

- |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 1. Reads aloud material (estimated grade level: )                                 | 1 | 2 | 3 | 4 | 5 | N |
| 2. Comprehends material read (estimated grade level: __)                          | 1 | 2 | 3 | 4 | 5 | N |
| 3. Performs math computations at expected proficiency (estimated grade level: __) | 1 | 2 | 3 | 4 | 5 | N |
| 4. Spells material adequately (estimated grade level __)                          | 1 | 2 | 3 | 4 | 5 | N |
| 5. Writes legibly (estimated grade level: )                                       | 1 | 2 | 3 | 4 | 5 | N |
| 6. Retains instruction from week to week  | 1 | 2 | 3 | 4 | 5 | N |
| 7. Exhibits organization in accomplishing tasks                                   | 1 | 2 | 3 | 4 | 5 | N |
| 8. Completes tasks on time  | 1 | 2 | 3 | 4 | 5 | N |

Student services and special programs provided or considered in response to student's problem(s):

	HOW LONG?	CURRENTLY?	RESULTS
<input type="checkbox"/> Counseling			
<input type="checkbox"/> School health services			
<input type="checkbox"/> Title 1/Part A (Must be provided or considered for students before referral.)			
<input type="checkbox"/> Bilingual program			
<input type="checkbox"/> English as a second language strategies			
<input type="checkbox"/> Local remedial program (specify)			
<input type="checkbox"/> Others (specify)			

Instructional modifications attempted in response to student's problem(s) include:

	HOW LONG?	CURRENTLY?	RESULTS
<input type="checkbox"/> Individual tutoring			
<input type="checkbox"/> Alternate materials			
<input type="checkbox"/> Ability grouping			
<input type="checkbox"/> Changed seat			
<input type="checkbox"/> Changed class			
<input type="checkbox"/> Behavior management			
<input type="checkbox"/> Grading on basis of individual growth			
<input type="checkbox"/> Oral tests			
<input type="checkbox"/> Peer tutoring			
<input type="checkbox"/> Modified or shortened assignments			
<input type="checkbox"/> Extra time for completion of work			
<input type="checkbox"/> Taping written materials			
<input type="checkbox"/> Spell checkers			
<input type="checkbox"/> Calculators			
<input type="checkbox"/> Taped textbooks			
<input type="checkbox"/> Others (specify)			
<input type="checkbox"/> English as a second language strategies			
<input type="checkbox"/> Hands on activities			

Does this student exhibit any behaviors in the classroom which might indicate vision or hearing problems?  
 YES NO If YES, cite specific observations:

Does this student exhibit any signs of a health or medical problem in the classroom? If yes, cite specific  
 YES NO observations:

What type of assistance which cannot be provided in the regular classroom do you feel this student needs?

---

\_\_\_\_\_  
 SIGNATURE OF PERSON COMPLETING THIS SECTION

\_\_\_\_\_  
 POSITION

\_\_\_\_\_  
 DATE

3/87  
 REF-4



Obs #1 \_\_\_\_\_ Date \_\_\_\_\_ Observer \_\_\_\_\_  
 Obs #2 \_\_\_\_\_  
 Obs #3 \_\_\_\_\_

Child's Name \_\_\_\_\_  
 Teacher \_\_\_\_\_ Grade \_\_\_\_\_  
 D.O.B. \_\_\_\_\_

**BEHAVIOR**

- \_\_\_ Appropriate play
- \_\_\_ Frequently needs redirection
- \_\_\_ Participates in activities
- \_\_\_ Responds positively to praise
- \_\_\_ Enjoys assigned task
- \_\_\_ Oppositional
- \_\_\_ Follows directions
- \_\_\_ Refuses teacher's help
- \_\_\_ Angry or sullen with teacher
- \_\_\_ Fights with other children
  
- \_\_\_ Completes tasks independently
- \_\_\_ Aware of rules and limits
- \_\_\_ Out of control behavior

**COMMUNICATION**

- \_\_\_ Exhibits receptive vocabulary
- \_\_\_ Understands directions
- \_\_\_ Complains, whines
- \_\_\_ Talks to teacher, shares
- \_\_\_ Asks for help when needed
- \_\_\_ Can describe self, others
  
- \_\_\_ Can describe experiences
- \_\_\_ Shows appropriate feeling responses
- \_\_\_ Participates appropriately in groups
- \_\_\_ Exhibits pride in self
- \_\_\_ Recognizes others' feelings

**SOCIALIZATION**

- \_\_\_ Manipulative, bossy, controlling
- \_\_\_ Cooperative; helpful toward others
- \_\_\_ Withdraws, avoids activities
- \_\_\_ Clings, needs attention
- \_\_\_ Seeks teacher's attention often
- \_\_\_ Avoids teacher
- \_\_\_ Appropriate relationship to teacher
- \_\_\_ Demonstrates imaginative play
- \_\_\_ Participates in interactive play
- \_\_\_ Onlooker behavior
  
- \_\_\_ Shares, takes turns
- \_\_\_ Initiates social interaction
- \_\_\_ Participates in friendships

**ACADEMICS**

- \_\_\_ Fine motor coordination
- \_\_\_ Demonstrates rote memory
- \_\_\_ Eye-hand coordination
  
- \_\_\_ Reads
- \_\_\_ Recognizes, writes numbers
- \_\_\_ Listens
- \_\_\_ Performs physical skills

**Emotional Tone**

- \_\_\_ Cheerful
- \_\_\_ Quiet
- \_\_\_ Talkative
- \_\_\_ Sullen
- \_\_\_ Angry
- \_\_\_ Sad
- \_\_\_ Listless
- \_\_\_ Daydreamy
- \_\_\_ Frightened
- \_\_\_ Anxious
- \_\_\_ Cries easily
- \_\_\_ Confused
- \_\_\_ Bored
- \_\_\_ Frowning
- \_\_\_ Smiling

**EMOTIONAL DEVELOPMENT**

**Attention / Motivation**

- \_\_\_ Persists at tasks
- \_\_\_ Easily distracted
- \_\_\_ Moves from thing to thing
- \_\_\_ Watches rest of room
- \_\_\_ Absorbed by activity
- \_\_\_ Easily frustrated
- \_\_\_ Gives up easily
- \_\_\_ Tries harder when challenged
- \_\_\_ Pleased with success
- \_\_\_ Self-critical; "I can't"
- \_\_\_ Self-confident
- \_\_\_ Wanders as if lost
- \_\_\_ Indecisive
- \_\_\_ Attends in groups
- \_\_\_ Interrupts teacher in groups

<b>Teacher Interview:</b>	<b>Notes:</b>

- No Referral (within normal limits in all areas)
- At-Risk Child
- Referred to Mental Health Services
- Other Referral: \_\_\_\_\_

Psychology Trainee \_\_\_\_\_

Mercy Chieza, Psy.D.

Clinical Supervisor

\*DATE SENT:

Waco Charter School  
615 N. 25<sup>th</sup> Street  
Waco, Texas 76707

- Initial Assessment
- Reevaluation
- Special Request by ARD Committee

**NOTICE OF COMPREHENSIVE INDIVIDUAL ASSESSMENT**

*Used for L/D/EI  
all referral  
except spc*

Name: \_\_\_\_\_

\*We have carefully reviewed your child's/your school records, information from his/her/your teachers, and information you have shared with us. More information is needed to determine his/her/your needs and to plan an appropriate school program. If this is the first time your child has/you have been assessed, you will also receive a form requesting your permission for the testing.

\*We want to do a comprehensive assessment of your child/you for the following reasons:

<input type="checkbox"/> Class performance below grade level	<input type="checkbox"/> Speech or hearing problems
<input type="checkbox"/> Disruptive behavior in class	<input type="checkbox"/> Other:

\*Before recommending this assessment, we considered the following alternatives:

*OPTIONS CONSIDERED	
<input type="checkbox"/> Tutoring	<input type="checkbox"/> Changing seats
<input type="checkbox"/> Ability groups	<input type="checkbox"/> Alternative material
<input type="checkbox"/> Behavior Management	<input type="checkbox"/> Other (specify)
*WHY REJECTED	
<input type="checkbox"/> Not effective	<input type="checkbox"/> Inappropriate to meet student's needs
<input type="checkbox"/> Specialized curriculum needed	<input type="checkbox"/> Other (specify)

We want to test your child/you in all the areas listed below. These tests will help us learn more about his/her/your educational needs.

**\*\*LANGUAGE (COMMUNICATIVE STATUS)**

If your child/you know(s) more than one language, these tests will help us find out which is the best language for his/her/your learning. They will also let us know which language to use for all other testing. We want to find out how well your child/you understand(s) what is said to him/her/you and how well your child/you can express thoughts. If your child has/you have trouble speaking clearly, we may test him/her/you to find out what any speech problems may be.

Some of the tests we may give are: Peabody Picture Vocabulary Test (PPVT)

**\*\*PHYSICAL (MOTOR ABILITIES, HEALTH, VISION, HEARING)**

We want to know if any physical or health problems make it difficult for your child/you to do his/her/your school work. We may use such measures as: Observations during activities, vision screening, Hearing screening

\*Denotes required items  
\*\*Student must be assessed in all areas related to the suspected disability, including the requirements of 34 CFR §300.532(f), if appropriate.

**\*\*EMOTIONAL/BEHAVIORAL**

We want to know how well your child/you get(s) along with others at school and at home. We will collect information from you and his/her/your teachers.

We may also give such tests as: Beck Depression Inventory, Tell Me A Story, Thematic Apperception Test  
Beck Anxiety Inventory and Child Apperception Test

**\*\*SOCIOLOGICAL**

We want to get information about your child's/your home life and the kinds of experiences he/she has/you have had in your family. School staff members may be calling to talk to you about this.

**\*\*INTELLECTUAL/ADAPTIVE BEHAVIOR**

We want to determine how well your child/you think(s), compared to others of the same age. We also want to find out how well your child/you take(s) care of himself/herself/yourself at home and at school.

We may also give such tests as: Weschler Intelligence Scale for Children 3<sup>rd</sup> Edition (WISC III),  
Kaufman Assessment Battery For Children (K-ABC)

**\*\*EDUCATIONAL LEARNING COMPETENCIES (ACADEMIC PERFORMANCE)**

We want to find out how your child is/you are doing in reading, math, spelling, and other areas, including job-related skills, if appropriate. We want to determine what he/she/you know(s) and what he/she/you need(s) to learn.

We may also give such tests as: Weschler Individual Achievement Test (WIAT),  
Woodcock Johnson Psychoeducational Test

\*Describe any other factors relevant to this proposal to assess (if applicable):

\*Your rights were explained to you when you were/your child was initially referred for special education assessment. Federal regulations require that parents and adult students be provided a full explanation of all procedural safeguards (rights) in their native language or other mode of communication each time the district proposes or refuses to initiate or change the identification, evaluation, or educational placement of you or your child or the provision of a free appropriate public education (FAPE) to you or your child. A copy of the procedural safeguards (rights) is attached to this form. Date given: \_\_\_\_\_ To: \_\_\_\_\_  
NAME

If you want more information or if you have any questions, please call: \_\_\_\_\_  
at: 754-8169

\_\_\_\_\_  
\*SIGNATURE OF INTERPRETER, IF USED

\_\_\_\_\_  
DATE

\*Denotes required items

\*\*Student must be assessed in all areas related to the suspected disability, including the requirements of 34 CFR §300.532(f), if appropriate.

08/00  
Notice of CIA

\*DATE SENT:

Waco Charter School  
615 N. 25<sup>th</sup> Street  
Waco, Texas 76707

- Initial Assessment
- Reevaluation
- Special Request by ARD Committee

**NOTICE OF COMPREHENSIVE INDIVIDUAL ASSESSMENT**

*Used For  
Speech*

Name:

\*We have carefully reviewed your child's/your school records, information from his/her/your teachers, and information you have shared with us. More information is needed to determine his/her/your needs and to plan an appropriate school program. If this is the first time your child has/you have been assessed, you will also receive a form requesting your permission for the testing.

\*We want to do a comprehensive assessment of your child/you for the following reasons:

Communication difficulties in the classroom

\*Before recommending this assessment, we considered the following alternatives:

*OPTIONS CONSIDERED	*WHY REJECTED
One on one interactions with the teacher	Not effective

We want to test your child/you in all the areas listed below. These tests will help us learn more about his/her/your educational needs.

**\*\*LANGUAGE (COMMUNICATIVE STATUS)**

If your child/you know(s) more than one language, these tests will help us find out which is the best language for his/her/your learning. They will also let us know which language to use for all other testing. We want to find out how well your child/you understand(s) what is said to him/her/you and how well your child/you can express thoughts. If your child has/you have trouble speaking clearly, we may test him/her/you to find out what any speech problems may be.

Some of the tests we may give are: Goldman Fristoe Test of Articulation, peabody picture Vocabulary Test, Clinical Evaluation of Language fundamentals, Oral Peripheral Exam, Language Sample

**\*\*PHYSICAL (MOTOR ABILITIES, HEALTH, VISION, HEARING)**

We want to know if any physical or health problems make it difficult for your child/you to do his/her/your school work. We may give such tests as: Observations during activities, vision screening, Hearing screening

\*Denotes required items

\*\*Student must be assessed in all areas related to the suspected disability, including the requirements of 34 CFR §300.532(f), if appropriate.

3/97  
PSCIANTOT-1

**\*\*EMOTIONAL/BEHAVIORAL**

We want to know how well your child/you get(s) along with others at school and at home. We will collect information from you and his/her/your teachers.

We may also give such tests as: Play Assessment, Developmental History, Child Apperception Tests

**\*\*SOCIOLOGICAL**

We want to get information about your child's/your home life and the kinds of experiences he/she has/you have had in your family. School staff members may be calling to talk to you about this.

**\*\*INTELLECTUAL/ADAPTIVE BEHAVIOR**

We want to determine how well your child/you think(s), compared to others of the same age. We also want to find out how well your child/you take(s) care of himself/herself/yourself at home and at school.

We may also give such tests as: WISC-III, K-ABC

**\*\*EDUCATIONAL LEARNING COMPETENCIES (ACADEMIC PERFORMANCE)**

We want to find out how your child is/you are doing in reading, math, spelling, and other areas, including job-related skills, if appropriate. We want to determine what he/she/you know(s) and what he/she/you need(s) to learn.

We may also give such tests as: WIAT, K-ABC, RAT, Woodcock Johnson Psychoeducational Test

\*Describe any other factors relevant to this proposal to assess (if applicable):

\*Your rights were explained to you when you were/your child was initially referred for special education assessment. Federal regulations require that parents and adult students be provided a full explanation of all procedural safeguards (rights) in their native language or other mode of communication each time the district proposes or refuses to initiate or change the identification, evaluation, or educational placement of you or your child or the provision of a free appropriate public education (FAPE) to you or your child. A copy of the procedural safeguards (rights) is attached to this form. Date given: \_\_\_\_\_ To: \_\_\_\_\_

NAME

If you want more information or if you have any questions, please call: Dr. Martin  
at: 754-8169

\_\_\_\_\_  
\*SIGNATURE OF INTERPRETER, IF USED

\_\_\_\_\_  
DATE

\*Denotes required items

\*\*Student must be assessed in all areas related to the suspected disability, including the requirements of 34 CFR §300.532(f), if appropriate.

3/97

PSCIANOT-2

135

\*DATE SENT:

Waco Charter School  
615 N 25<sup>th</sup> street  
Waco Texas 76707

**CONSENT FOR COMPREHENSIVE INDIVIDUAL ASSESSMENT**

[Empty rectangular box for signature or date]

You have received the **NOTICE OF COMPREHENSIVE INDIVIDUAL ASSESSMENT** sent on \_\_\_\_\_

We need your permission to test your child/you to find out what your child's/your educational needs are.

Please check the appropriate box by each statement, sign your name, and date and return this form to the school as soon as possible.

YES  NO \*I have been fully informed and understand the assessment process and why it has been recommended for my child/me. If no, please explain:

YES  NO I have been given the name and telephone number of a school staff member whom I may call if I want more information or if I have any questions. If no, please explain:

YES  NO \*I give my permission for the testing that has been recommended for my child/me. If no, please explain:

YES  NO \*I understand that my consent for assessment is voluntary and may be revoked at any time. If no, please explain:

YES  NO \*I have been informed in my native language or other mode of communication.

YES  NO \*I give permission for the testing to begin immediately by waiving the required five school day waiting period between notice of assessment and initiation of the assessment.

YES  NO \*I have been given a copy of the Procedural Safeguard Rights.

\_\_\_\_\_  
\*SIGNATURE OF PARENT, GUARDIAN, SURROGATE PARENT, OR ADULT STUDENT

\_\_\_\_\_  
\*DATE

\_\_\_\_\_  
\*SIGNATURE OF INTERPRETER, IF USED

\_\_\_\_\_  
\*DATE

Please return this form to: \_\_\_\_\_ at: Waco Charter School  
possible. SCHOOL STAFF PERSON SCHOOL

\* Denotes required items

08/00  
CONSENT FOR CIA

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**WACO CHARTER SCHOOL  
MENTAL HEALTH SERVICES REFERRAL**

Date: \_\_\_\_\_

Referral to: **Student Assistance Team (SAT)**

Child's Name: \_\_\_\_\_

Age: \_\_\_\_\_

D.O.B.: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

**CONCERNS**

Educational Development

Emotional Development

Social Development

Other Areas of Development

Brief description of problem: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**STUDENT ASSISTANCE TEAM RECOMMENDATION TO DIRECTOR:**

Referred for Special Ed. Assessment

Referred for Mental Health Assessment

Not referred – Reason: \_\_\_\_\_

\_\_\_\_\_  
Signature of SAT Member

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Director

\_\_\_\_\_  
Date

**MENTAL HEALTH TEAM ACTION:**

Date referral received by MHT: \_\_\_\_\_

Assessment Date: \_\_\_\_\_

\_\_\_\_\_  
Signature of MHT Member

\*DATE INITIATED:

Waco Charter School  
615 . 25<sup>th</sup> Street  
Waco Texas 76707

**REFERRAL FOR ASSESSMENT**

**Information from Educational Records**

[Empty rectangular box for educational records information]

Referred by: \_\_\_\_\_

REASON FOR REFERRAL: \_\_\_\_\_

YES  NO Is this student currently enrolled in school?  
If NO, explain:

YES  NO Has this student been referred for special  
education services before? If yes, give  
previous referral date: \_\_\_\_\_

YES  NO Has this student been retained? If yes, list  
grade level(s):

YES  NO Has this student been suspended for  
disciplinary reasons during the current school  
year? If yes, explain:

**HOME LANGUAGE SURVEY**

Date: \_\_\_\_\_ Results: \_\_\_\_\_

Other language test: \_\_\_\_\_ Date: \_\_\_\_\_

For a student identified as limited English proficient, briefly describe the Language Proficiency Assessment Committee's recommendations:

**ATTENDANCE**

This student has been absent \_\_\_\_\_ days out of \_\_\_\_\_ school days this year to date.

Reasons:

Compared to last year, this year this student has been absent:  MORE  LESS  ABOUT THE SAME

List all schools previously attended:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Current Grades**

SUBJECT	GRADE	ON GRADE LEVEL	SUBJECT	GRADE	ON GRADE LEVEL
		<input type="checkbox"/> YES <input type="checkbox"/> NO			<input type="checkbox"/> YES <input type="checkbox"/> NO
		<input type="checkbox"/> YES <input type="checkbox"/> NO			<input type="checkbox"/> YES <input type="checkbox"/> NO
		<input type="checkbox"/> YES <input type="checkbox"/> NO			<input type="checkbox"/> YES <input type="checkbox"/> NO
		<input type="checkbox"/> YES <input type="checkbox"/> NO			<input type="checkbox"/> YES <input type="checkbox"/> NO
		<input type="checkbox"/> YES <input type="checkbox"/> NO			<input type="checkbox"/> YES <input type="checkbox"/> NO

This student's grades:

- have become higher each year.
- have stayed about the same each year.
- have become lower each year.
- dropped suddenly in grade \_\_\_\_\_.
- data not available.

Compared with most of the other students in this school, this student's grades:

- are better.
- are about the same.
- are worse.
- data not available.

**ACHIEVEMENT DATA**

List student's most recent achievement or ability test data, using Grade Level Equivalent (GLE) scores or percentile ranks (%).

DATE	NAME OF TEST	SUBJECT AREA	GLE	%

This student's test scores:

- have become better each year.
- have stayed about the same each year.
- have become worse each year.
- dropped suddenly in grade \_\_\_\_\_.
- data not available.

Compared to the mean of the district, this student's test scores:

- have become better each year.
- have stayed about the same each year.
- have become worse each year.
- district mean not available.

**Texas Assessment of Academic Skills (TAAS)**

Copy of student's report is attached. Date: \_\_\_\_\_  
 YES NO

SUBJECT	TOTAL TEST MASTERY (YES/NO)	TLI/SCALED SCORE
Mathematics		
Reading		
Writing		

## REFERRAL FOR ASSESSMENT

### Information from Classroom Teacher

Attach samples of student's work.

What instructional concerns do you have about this student?

- |  |  |
|--|--|
| <input type="checkbox"/> poor progress acquiring basic reading skills<br><input type="checkbox"/> poor progress acquiring basic math skills<br><input type="checkbox"/> difficulty in spelling | <input type="checkbox"/> difficulty producing written work<br><input type="checkbox"/> few appropriate cognitive learning strategies<br><input type="checkbox"/> other:<br><input type="checkbox"/> none |
|--|--|

What behavioral concerns do you have about this student?

- |   |   |
|---|---|
| <input type="checkbox"/> poor attention and concentration<br><input type="checkbox"/> noncompliance with teacher directives<br><input type="checkbox"/> excessively high/low activity level<br><input type="checkbox"/> difficulty following directions<br><input type="checkbox"/> easily frustrated | <input type="checkbox"/> extreme mood swings<br><input type="checkbox"/> difficulty working with peers<br><input type="checkbox"/> difficulty staying on task<br><input type="checkbox"/> other:<br><input type="checkbox"/> none |
|---|---|

#### RATE STUDENT'S BEHAVIOR IN EACH OF THE FOLLOWING AREAS:

Circle one: 1=POOR 2=BELOW AVERAGE 3=AVERAGE 4=ABOVE AVERAGE 5=SUPERIOR N=NOT OBSERVED  
 For Sections A, B, C, and D: Rate student's behavior in relation to other students of the same AGE.

#### A. Receptive Language Skills

	English	Other:
1. Comprehends word meanings	1 2 3 4 5 N	1 2 3 4 5 N
2. Follows oral instructions	1 2 3 4 5 N	1 2 3 4 5 N
3. Comprehends classroom discussion	1 2 3 4 5 N	1 2 3 4 5 N
4. Remembers information just heard	1 2 3 4 5 N	1 2 3 4 5 N

#### B. Expressive Language Skills

1. Displays adequate vocabulary	1 2 3 4 5 N	1 2 3 4 5 N
2. Uses adequate grammar for general understanding	1 2 3 4 5 N	1 2 3 4 5 N
3. Expresses self fluently when called upon to speak	1 2 3 4 5 N	1 2 3 4 5 N
4. Relates a sequence of events in order (telling a story)	1 2 3 4 5 N	1 2 3 4 5 N
5. Organizes and relates ideas and factual information	1 2 3 4 5 N	1 2 3 4 5 N

#### C. Emotional/Behavioral/Social

1. Generally cooperates or complies with teacher requests	1 2 3 4 5 N
2. Adapts to new situations without getting upset	1 2 3 4 5 N
3. Accepts responsibility for own actions	1 2 3 4 5 N
4. Makes and keeps friends at school	1 2 3 4 5 N
5. Works cooperatively with others	1 2 3 4 5 N
6. Has an even, usually happy, disposition	1 2 3 4 5 N
7. Is pleased with good work	1 2 3 4 5 N
8. Initiates activities independently	1 2 3 4 5 N
9. Responds appropriately to praise and correction	1 2 3 4 5 N
10. Resists becoming discouraged by difficulties or minor setbacks	1 2 3 4 5 N

#### D. Motor Coordination

1. Exhibits adequate gross motor coordination (walking, running, etc.)	1 2 3 4 5 N
2. Displays adequate fine motor coordination (writing, drawing, manipulation of equipment, etc.)	1 2 3 4 5 N

**E. Academic Characteristics—Compared to students on same GRADE LEVEL.**

- |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 1. Reads aloud material (estimated grade level: )                                 | 1 | 2 | 3 | 4 | 5 | N |
| 2. Comprehends material read (estimated grade level: __)                          | 1 | 2 | 3 | 4 | 5 | N |
| 3. Performs math computations at expected proficiency (estimated grade level: __) | 1 | 2 | 3 | 4 | 5 | N |
| 4. Spells material adequately (estimated grade level __)                          | 1 | 2 | 3 | 4 | 5 | N |
| 5. Writes legibly (estimated grade level: )                                       | 1 | 2 | 3 | 4 | 5 | N |
| 6. Retains instruction from week to week  | 1 | 2 | 3 | 4 | 5 | N |
| 7. Exhibits organization in accomplishing tasks                                   | 1 | 2 | 3 | 4 | 5 | N |
| 8. Completes tasks on time  | 1 | 2 | 3 | 4 | 5 | N |

Student services and special programs provided or considered in response to student's problem(s):

	HOW LONG?	CURRENTLY?	RESULTS
<input type="checkbox"/> Counseling			
<input type="checkbox"/> School health services			
<input type="checkbox"/> Title 1/Part A (Must be provided or considered for students before referral.)			
<input type="checkbox"/> Bilingual program			
<input type="checkbox"/> English as a second language strategies			
<input type="checkbox"/> Local remedial program (specify)			
<input type="checkbox"/> Others (specify)			

Instructional modifications attempted in response to student's problem(s) include:

	HOW LONG?	CURRENTLY?	RESULTS
<input type="checkbox"/> Individual tutoring			
<input type="checkbox"/> Alternate materials			
<input type="checkbox"/> Ability grouping			
<input type="checkbox"/> Changed seat			
<input type="checkbox"/> Changed class			
<input type="checkbox"/> Behavior management			
<input type="checkbox"/> Grading on basis of individual growth			
<input type="checkbox"/> Oral tests			
<input type="checkbox"/> Peer tutoring			
<input type="checkbox"/> Modified or shortened assignments			
<input type="checkbox"/> Extra time for completion of work			
<input type="checkbox"/> Taping written materials			
<input type="checkbox"/> Spell checkers			
<input type="checkbox"/> Calculators			
<input type="checkbox"/> Taped textbooks			
<input type="checkbox"/> Others (specify)			
<input type="checkbox"/> English as a second language strategies			
<input type="checkbox"/> Hands on activities			

YES  NO Does this student exhibit any behaviors in the classroom which might indicate vision or hearing problems?  
If yes, cite specific observations:

YES  NO Does this student exhibit any signs of a health or medical problem in the classroom? If yes, cite specific observations:

What type of assistance which cannot be provided in the regular classroom do you feel this student needs?

SIGNATURE OF PERSON COMPLETING THIS SECTION

POSITION

DATE

3/87  
REF-4

REFERRAL FOR SPECIAL EDUCATION SERVICES

Information from Parents

STUDENT INFORMATION

YES NO Student's parents have been contacted. Method of contact: LETTER TELEPHONE CONFERENCE

Contacted by: Position: Date:

The following information was obtained from:

GENERAL INFORMATION (If additional space is needed, please use the back of this page.)

FATHER'S NAME OCCUPATION MOTHER'S NAME OCCUPATION

Who has legal authority to make educational decisions for this child?

With whom does the child live? Please specify:

Table with 3 columns: Name, Age, Relationship. Title: OTHER CHILDREN IN THE HOME

Table with 3 columns: Name, Age, Relationship. Title: OTHER ADULTS IN THE HOME

What are some of your child's strengths?

Please describe your child's behavior at home. (For example, is he/she generally well-behaved? Have there been any recent changes in behavior? How does he/she get along with other family members, neighbors, playmates?)

What does your child do when not in school? (For example, watch TV, read, part-time job, play with other children.)

What activities does the family do together? (For example, watch TV, go camping, participate in hobbies or sports.)

Have any family members had learning problems?  
Please explain:

Primary language spoken at home: \_\_\_\_\_

What time does your child go to bed at night? \_\_\_\_\_

Does your child eat breakfast? \_\_\_\_\_

Have there been any important changes within the family during the last three years? (For example, job changes, moves, births, deaths, illnesses, separations, divorce.)

What methods of discipline are used with your child at home? (For example, spanking, extra chores, early bedtime, rewards for good behavior.)

What is your child's reaction to discipline?

Do you feel that your child is experiencing problems in school? What kinds of problems?

When were you first aware of a problem?

What do you think is causing the problem?

Has your child mentioned problems with school?  
How does he/she feel about the problem?

Briefly discuss any other important information about your child:

**HEALTH HISTORY**

Were there any problems before, during, or immediately after birth? If YES, please explain:  
YES NO

Compared to other children in the family, this child's development has been:

SLOWER  ABOUT THE SAME  FASTER

Briefly describe any serious illnesses, accidents, or hospitalizations. Please give your child's age at the time of the illness, accident, or hospitalization.

Is your child under the care of a physician for a medical problem? If yes, please explain:  
YES NO

Is your child now taking any medicines? If YES, please explain:  
YES NO

Does your child appear to have any other physical health problems, including allergies? If YES, please explain:  
YES NO

Has your child ever taken medicine for a long period of time? If YES, please explain:  
YES NO

Do you know of any side effects the medicine might have? If YES, please explain:  
YES NO

Does your child use any special equipment or technology to improve functioning? If YES, please explain:  
YES NO

Are there any family health concerns you would like us to be aware of? If YES, please explain:  
YES NO

Would you like to talk to the person coordinating your child's assessment?  
YES NO

Is your child receiving services from another agency? If YES, please explain:  
YES NO

\_\_\_\_\_  
SIGNATURE OF PARENT

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SIGNATURE OF PERSON COMPLETING THIS SECTION  
(If information was obtained by parent interview)

\_\_\_\_\_  
POSITION

\_\_\_\_\_  
DATE

3/97  
REF-8

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REFERRAL FOR SPECIAL EDUCATION SERVICES

Health Information

NAME OF STUDENT: [ ]

VISION

Date of most recent screening: \_\_\_\_\_ Type of screening: Vision

Name and position of person conducting screening: \_\_\_\_\_

Results: Within Normal limits:  yes  no - if no explain

As a result of the screening, is there any indication of a need for further assessment or adjustment?  
YES NO If YES, explain:

Has any follow-up treatment been recommended? If YES, explain:  
YES NO

HEARING

Date of most recent screening: \_\_\_\_\_ Type of screening: hearing

Name and position of person conducting screening: \_\_\_\_\_

Results: Within normal limits  yes  no if no explain:

As a result of the screening, is there any indication of a need for further assessment or adjustment?  
YES NO If YES, explain:

Has any follow-up treatment been recommended? If YES, explain:  
YES NO

HEALTH

Does student exhibit any signs of health or medical problems? If YES, cite observations:  
YES NO

Is there a need for further assessment or referral of a medical problem? If YES, explain:  
YES NO

Is student receiving any medication at school? If YES, specify:  
YES NO

Does this student require adaptive equipment or facility adaptation? If YES, specify:  
YES NO

\_\_\_\_\_  
SIGNATURE OF PERSON COMPLETING THIS SECTION POSITION DATE

REF-5  
8100

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Date Student was referred \_\_\_\_\_  
 Date Parent notified of CIA \_\_\_\_\_  
 Date Parent signed consent for CIA \_\_\_\_\_

**Waco Charter School**  
 615 N. 25<sup>th</sup> Street  
 Waco, Texas 76707

- Initial Assessment
- Reevaluation
- Special Request by ARD Committee

**COMPREHENSIVE INDIVIDUAL ASSESSMENT:**  
 Determination of Disability and Educational Need

<b>NAME:</b>	<b>D.O.B.:</b>
<b>SEX:</b>	<b>GRADE:</b>

**REASON FOR REFERRAL TO SPECIAL EDUCATION:** \_\_\_\_\_

YES     NO    Assessment of this student was conducted using standard assessment procedures for all tests administered. If NO, explain rationale: \_\_\_\_\_

**\*\* LANGUAGE (COMMUNICATION STATUS)**

* SOURCES OF DATA (formal and informal measures)	ASSESSMENT DATES	* SOURCES OF DATA (formal and informal measures)	ASSESSMENT DATES
HLS			

**RESULTS AND INTERPRETATIONS:**

\*Student's dominant language:  
 English     Spanish  
 \_\_\_\_\_

\*Student expresses himself/herself best:  
 Orally  
 Other method of communication  
 Specify, including basis for determination: \_\_\_\_\_

\*Student's level of proficiency:

English	Other language: _____
RECEPTIVE    EXPRESSIVE	RECEPTIVE    EXPRESSIVE
Above average <input type="checkbox"/> <input type="checkbox"/>	Above average <input type="checkbox"/> <input type="checkbox"/>
Average <input type="checkbox"/> <input type="checkbox"/>	Average <input type="checkbox"/> <input type="checkbox"/>
Below average <input type="checkbox"/> <input type="checkbox"/>	Below average <input type="checkbox"/> <input type="checkbox"/>

\*Based on the assessment of this student's language abilities, the remainder of the assessment was conducted in:  
 English  
 Combination: \_\_\_\_\_  
 Bilingual assessor conducted the assessment  
 Interpreter was used. Specify language or mode of communication: \_\_\_\_\_  
 Other language, specify: \_\_\_\_\_

LPAC information:  
 TEST: \_\_\_\_\_ RESULTS/SCORE: \_\_\_\_\_

YES     NO    This student is limited English proficient.

LPAC recommendations: \_\_\_\_\_

\*\* including the requirements of 34 CFR §300.532(f), if appropriate.



**\*\*PHYSICAL (INCLUDING MOTOR ABILITIES)**

* SOURCES OF DATA (formal and informal measures)	ASSESSMENT DATES	* SOURCES OF DATA (formal and informal measures)	ASSESSMENT DATES
Records/Health Information			
Parent/Caregiver			

RESULTS AND INTERPRETATIONS:

**\*\*VISION:**

- within normal limits
  - without glasses
  - with glasses
- not within normal limits  
(See report from ophthalmologist or optometrist)

**\*\*HEARING:**

- within normal limits
  - unaided
  - aided
- not within normal limits  
(See report from otologist or audiologist)

**\*\*HEALTH HISTORY:**

- YES     NO    Significant health history. If yes, specify:

- YES     NO    \*This student appears to have one or more physical conditions which directly affect his/her ability to profit from the educational process. If yes, specify:

- YES     NO    \*Adapted physical education is indicated. If yes, attach a separate assessment report for adapted physical education.

**\*\*SOCIOLOGICAL**

* SOURCES OF DATA (formal and informal measures)	ASSESSMENT DATES	* SOURCES OF DATA (formal and informal measures)	ASSESSMENT DATES
Interview with parent/caregiver			

RESULTS AND INTERPRETATIONS:

**CULTURAL, LINGUISTIC, AND EXPERIENTIAL BACKGROUND**

- Comes from non-English speaking home or geographic area
- Home and school expectations are incongruent.
- Recent immigrant
- High family mobility or migrant
- Displays heightened stress in cross-cultural interactions
- Limited or sporadic school attendance
- Few readiness skills
- Other: \_\_\_\_\_

- YES     NO    \*CULTURE AND/OR LIFESTYLE FACTORS influence this student's learning and behavioral patterns. If yes, explain:

- YES     NO    \*This student's sociological status indicates a LACK OF PREVIOUS EDUCATIONAL OPPORTUNITIES. If yes, explain:

**\*\*EMOTIONAL**

* SOURCES OF DATA (formal and informal measures)	ASSESSMENT DATES	* SOURCES OF DATA (formal and informal measures)	ASSESSMENT DATES
Beck Anxiety Inventory		Play Assessment	
Beck Depression Inventory		TAT/CAT/TMAS	

RESULTS AND INTERPRETATIONS:

**\*\*INTELLIGENCE AND ADAPTIVE BEHAVIOR**

* SOURCES OF DATA (formal and informal measures)	ASSESSMENT DATES	* SOURCES OF DATA (formal and informal measures)	ASSESSMENT DATES
WISC-III		WPPSI-R	
K-ABC			

RESULTS AND INTERPRETATIONS:

\*Intellectual functioning was assessed using:  formal measures<sup>1</sup>  informal measures

\*Adaptive behavior was assessed using:  formal measures<sup>1</sup>  informal measures

Describe pertinent findings

YES  NO This student's level of intellectual functioning is consistent with his/her adaptive behavior.  
If NO, explain

**\*\*ACADEMIC PERFORMANCE**

(formal and informal measures)	ASSESSMENT DATES	* SOURCES OF DATA (formal and informal measures)	ASSESSMENT DATES
WIAT			
WJ-R			

RESULTS AND INTERPRETATIONS:

**\*\* ASSISTIVE TECHNOLOGY**

* SOURCES OF DATA (formal and informal measures)	ASSESSMENT DATES	* SOURCES OF DATA (formal and informal measures)	ASSESSMENT DATES
Observations from school personnel including teachers.			
ARD committee members			

**RESULTS AND INTERPRETATIONS:**

\*Assistive technology needs were considered. Based on the previously addressed competencies:

- The assistive technology devices/services needed to provide appropriate special education, related services, or supplementary aids and services:
- include: \_\_\_\_\_
  - are addressed in the modifications section of this report.
  - are addressed in the attached report.
  - other: \_\_\_\_\_
- Assistive technology devices/services are not recommended at this time.

**ASSURANCES** (Representative of multidisciplinary team initial below)

- \_\_\_\_\_ \*The multidisciplinary team assures that the testing, evaluation materials, and procedures used for the purposes of evaluation were selected and administered so as not to be racially or culturally discriminatory.
- \_\_\_\_\_ \*The multidisciplinary team assures that the tests and other evaluation materials have been validated for the specific purpose for which they were used.
- \_\_\_\_\_ \*The multidisciplinary team assures that the tests and other evaluation materials were administered by trained personnel in conformance with the instructions provided by their producers.

\_\_\_\_\_  
\*SIGNATURE OF EVALUATOR

\_\_\_\_\_  
\*POSITION

\_\_\_\_\_  
SIGNATURE OF EVALUATOR

\_\_\_\_\_  
POSITION

\_\_\_\_\_  
SIGNATURE OF EVALUATOR

\_\_\_\_\_  
POSITION

NOTE: Extra signature blocks are provided if more than one evaluator participated in this part of the assessment.

\* Denotes required items

\*\* Student must be assessed in all areas related to the suspected disability including the requirements of 34 CFR §300.532(f), if appropriate.

149 38/00  
CIA-4

\* DATE OF REPORT:

**Waco Charter School**  
**615 N. 25<sup>th</sup> Street**  
**Waco, Texas 76707**

- Initial Assessment
- Reevaluation
- Special Request by ARD Committee

**COMPREHENSIVE INDIVIDUAL ASSESSMENT**  
**Eligibility Report: LEARNING DISABILITY**

<b>Name:</b>	<b>D.O.B.:</b>
<b>Sex:</b>	<b>Grade:</b>

**PROFESSIONAL EVALUATORS:** General education teacher, person trained/certified in the area of learning disabilities, and assessment specialist

**STANDARDIZED INTELLIGENCE AND ACHIEVEMENT TEST SCORES**

\*Based on the Comprehensive Individual Assessment, Part I--Determination of Disability and Educational Need:

- \*The student's performance on the standardized intelligence test indicates that his/her assessed intellectual ability is above the mentally retarded range.
- \*The student has been administered standardized achievement tests in areas in which s/he has had appropriate learning experiences.

**\*METHOD OF DETERMINING SEVERE DISCREPANCY (Check ( ✓ ) method used)**

\*METHOD I--Determination of Severe Discrepancy: Based upon a comparison of standardized intelligence and achievement test scores.

- YES     NO    The measures used to assess intellectual ability and achievement have the same mean and standard deviation. If no, show the method used to convert standard scores to a common metric:

\*Complete the following table:

- Check ( ✓ ) if the student's achievement in a particular area was assessed.
- List the mean, standard deviation, and standard scores of the intelligence and achievement measures.
- Show the degree of the discrepancy between intelligence and achievement in area assessed by subtracting the standard score of the achievement test from the standard score on the intelligence test if both sets of scores have the same mean and standard deviation. Otherwise convert to a common metric before subtracting.
- Indicate whether the degree of the discrepancy is severe (i.e., more than one standard deviation difference).

(✓)	SKILL AREA <sup>1</sup>	MEAN	STANDARD DEVIATION	STANDARD SCORES		* DEGREE OF DISCREPANCY	* SEVERE DISCREPANCY	
				INTELLIGENCE	ACHIEVEMENT		YES	NO
	Oral Expression	100	15					
	Listening Comprehension	100	15					
	Written Expression	100	15					
	Basic Reading Skill	100	15					
	Reading Comprehension	100	15					
	Mathematics Calculations	100	15					
	Mathematics Reasoning	100	15					

<sup>1</sup>Spelling is no longer named in state statute as a skill area.

\* Denotes required items

If the student has a severe discrepancy using METHOD I, go to CLASSROOM OBSERVATION OF STUDENT'S BEHAVIOR.

\*METHOD II--Determination of Severe Discrepancy

\*Due to the lack of appropriate test instruments, the multidisciplinary assessment team is unable to assess this student using Method I, OR

\*Although this student does not meet the criteria according to Method I, the multidisciplinary assessment team believes a severe discrepancy exists.

\*Check (✓) the area(s) in which the multidisciplinary assessment team believes a severe discrepancy exists:

- |  |  |
|--|--|
| <input type="checkbox"/> Oral expression         | <input type="checkbox"/> Reading comprehension   |
| <input type="checkbox"/> Listening comprehension | <input type="checkbox"/> Mathematics calculation |
| <input type="checkbox"/> Written expression      | <input type="checkbox"/> Mathematics reasoning   |
| <input type="checkbox"/> Basic reading skill     |  |

AND

\*Indicate the basis for determining the severe discrepancy. (This information may be obtained from standardized assessment instruments, reports from parents, observations of classroom performance, student work samples, and other items as needed.)

**Basis for determining severe discrepancy:**

- Reports from parent (s)
- Observation of classroom performance
- Student's work samples
- Other

Above information reveal that the student's achievement is lagging behind his/her learning potential.

YES NO

\*CLASSROOM OBSERVATION OF STUDENT'S BEHAVIOR (Must be performed by multidisciplinary assessment team member other than the student's general education teacher.) The purpose of the observation is to record the student's behavior in an area where his/her achievement is lagging behind learning potential. Describe \*relevant classroom behavior, including the \*relationship of the student's classroom behavior to his/her educational functioning. (Areas to be addressed may include: attention skills, comprehension and expressive skills, ability for independent work, and problem solving strategies.)<sup>1</sup>

Areas Observed (Skills)	Above Average	Average	Below Average
Attention Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expressive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working Independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem Solving Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seeking Help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Current observations reveal that this student's achievement is lagging behind his/her learning potential.  
YES NO

\*NAME OF OBSERVER

POSITION

DATE

**\*EDUCATIONALLY RELEVANT MEDICAL FINDINGS (If any)**

**\*IMPLICATIONS**

YES  NO \*Based on the data presented in this report, the multidisciplinary assessment team has determined that the severe discrepancy between achievement and ability exists to a degree such that it is not correctable without special education and related services.

YES  NO \*Based on the Comprehensive Individual Assessment and data presented in this report, the multidisciplinary assessment team assures that the following have been ruled out as the primary cause of the severe discrepancy: visual, hearing, or motor impairment; mental retardation; emotional disturbance; or environmental, cultural, or economic disadvantage.

YES  NO \*Based on the data presented in this report, the student appears to meet the eligibility criteria for a learning disability.

AGREE (✓) DISAGREE

*SIGNATURE OF GENERAL EDUCATION TEACHER	POSITION		
*SIGNATURE OF PERSON TRAINED/CERTIFIED IN THE AREA OF LEARNING DISABILITIES	POSITION		
*SIGNATURE OF ASSESSMENT SPECIALIST	POSITION		

\*DATE OF REPORT:

Waco Charter School  
Waco Tx. 76707

- Initial Assessment
- Reevaluation
- Special Request by ARD Committee

**COMPREHENSIVE INDIVIDUAL ASSESSMENT**

**Eligibility Report: OTHER HEALTH IMPAIRMENT**

Name of Student	DOB.
-----------------	------

PROFESSIONAL EVALUATOR: Licensed physician

YES  NO \*Based on my examination, this student appears to have limited strength, vitality, or alertness due to chronic or acute health problems, such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affect his/her educational performance.

Implications of the impairment for the educational process (check all that apply):

- difficulty transferring on and off the bus independently
- difficulty with mobility and seating within a general classroom
- difficulty with self-help skills, i.e., feeding/dressing/toileting
- difficulty performing activities found in a general classroom (i.e., cutting, writing) and may require special adaptations to the general program, including: \_\_\_\_\_
- difficulty maintaining alertness in the general classroom
- taking the following medication \_\_\_\_\_, which is expected to have the following effects on classroom functioning: \_\_\_\_\_
- needs additional rest periods
- needs physical therapy
- needs occupational therapy
- other: \_\_\_\_\_
- other: \_\_\_\_\_

\_\_\_\_\_  
\*SIGNATURE OF LICENSED PHYSICIAN

\_\_\_\_\_  
NAME (PLEASE PRINT)

\_\_\_\_\_  
ADDRESS

\_\_\_\_\_  
TELEPHONE NUMBER

\*Denotes required items

3/97  
OHI

153

\*DATE OF REPORT:

Waco Charter School  
615 N. 25<sup>th</sup> Street  
Waco, Texas 76707

- Initial Assessment
- Reevaluation
- Special Request by ARD Committee

**COMPREHENSIVE INDIVIDUAL ASSESSMENT**

**Eligibility Report: MENTAL RETARDATION**

Name: \_\_\_\_\_

**PROFESSIONAL EVALUATORS:** The evaluation is made by a multidisciplinary team or group of persons, including at least one teacher or other specialist with knowledge in the area of suspected disability. Assessments must be administered by trained personnel in conformance with the instructions provided by the test manufacturer.

This student's assessed intellectual functioning is two or more standard deviations below the mean on individually administered scales of:

\*Verbal Ability: \_\_\_\_\_

YES NO NAME OF ASSESSMENT INSTRUMENT SCORE

\*Performance or Nonverbal Ability: \_\_\_\_\_

YES NO NAME OF ASSESSMENT INSTRUMENT SCORE

\*This student's adaptive behavior demonstrates deficits in functioning which exist concurrently with his/her deficits in intellectual functioning, as measured by:

**Vineland Adaptive Behavior Scale**  
\*SOURCE OF DATA

\_\_\_\_\_  
\*SIGNATURE OF EVALUATOR

\_\_\_\_\_  
\*POSITION

\*Denotes required items

154 3/97 MR



\*DATE OF REPORT:

**Waco Charter School**  
615 N. 25<sup>th</sup> Street  
Waco, Texas 76707

- Initial Assessment
- Reevaluation
- Special Request by ARD Committee

**COMPREHENSIVE INDIVIDUAL ASSESSMENT**

**Eligibility Report: RELATED SERVICES**

<b>Name</b>	<b>D.O.B.:</b>
<b>Sex</b>	<b>Grade:</b>

**PROFESSIONAL EVALUATOR:** Registered, licensed, or certified related service personnel

Reason for referral:

*SOURCES OF DATA <small>(Lists names of tests used)</small>	ASSESSMENT DATES
<b>Play Assessment</b>	
<b>Beck Anxiety Inventory (BAI)</b>	
<b>Children's Depression Inventory (CDI)</b>	
<b>Beck Hopeless Scale</b>	
<b>Piers-Harris Children's Self Concept Scale</b>	
<b>Thematic Apperception Test (TAT)</b>	

YES     NO    \*This student's emotional disturbance adversely interferes with educational performance and requires more intervention(s) beyond interventions that can be provided in a classroom setting.

YES     NO    \*Assessment data indicate that this student is eligible for and needs the following to benefit from instruction:

RELATED SERVICE(S)	TYPE DIRECT/CONSULT	TIME FREQ/DURATION
Counseling		
Physical therapy		
Occupational therapy		
School-health services		
Orientation and mobility		
Special transportation		
Assistive technology		
Other, specify: _____		

YES     NO    Recommended goals and objectives to be implemented by related services personnel are included.  
 See IEP for Related Services on next page.

\*SIGNATURE OF REGISTERED/LICENSED/CERTIFIED EVALUATOR

\*POSITION

\*INSTRUCTIONAL SERVICES

\*RELATED SERVICES

SPECIFY: \_\_\_\_\_

**\*INDIVIDUAL EDUCATIONAL PLAN (IEP)<sup>1</sup>**

**Play/individual Therapy**

**Waco Charter School**

DRAFT

DATE

ACCEPTED BY ARD COMMITTEE

SCHOOL \_\_\_\_\_

GRADE \_\_\_\_\_

\*Duration of services from: \_\_\_\_\_ to: \_\_\_\_\_  
MONTH/DAY/YEAR MONTH/YEAR

\*GOAL: To be able to deal with underlying issues causing depression/anxiety/inattentiveness or disruptive behavior

Language of delivery **ENGLISH**

ESL Required  YES  NO

*SHORT-TERM OBJECTIVES  THE STUDENT WILL BE ABLE TO:	*INDICATE LEVEL OF MASTERY CRITERIA	*EVALUATION PROCEDURE	*SCHEDULE FOR EVALUATION	EVALUATION CODES				DATE
				DATE	DATE	DATE	DATE	REGRESSION?
				C, M	C, M	C, M	C, M	
To use puppets to identify feelings		1,2,5,6	Every 4 weeks					Y/N
To use the punch bag when angry		2,5,6	Every 4 weeks					Y/N
To name three feelings each session		1,6	Every 4 weeks					Y/N
To identify feelings using the "Feeling Doing Game"		2,5	Every 4 weeks					Y/N
To Let the therapist know when angry		2	Every 4 weeks.					Y/N
To use toys to work on themes related to problem underlying issues		2	Every 4 weeks					Y/N

**Evaluation Procedure Codes:**

- 1. Teacher-made tests
- 2. Observations
- 3. Weekly Tests
- 4. Unit Tests
- 5. Student Conferences
- 6. Work Samples
- 7. Portfolios
- 8. Other: \_\_\_\_\_

**Evaluation Codes:**

- C - Continue
- M - Mastered

<sup>1</sup>Goals and objectives for English as a second language and/or primary language development shall be included for limited English proficient students as appropriate.

<sup>2</sup>Criteria and schedule must allow for determining student's eligibility for participation in extracurricular activities

\*DATE OF REPORT:

**WACO CHARTER SCHOOL**

- Initial Assessment
- Reevaluation
- Special Request by ARD Committee

**COMPREHENSIVE INDIVIDUAL ASSESSMENT**

**Eligibility Report: EMOTIONAL DISTURBANCE**

<b>Name:</b>	<b>D.O.B.:</b>
<b>Grade:</b>	<b>Sex:</b>

**PROFESSIONAL EVALUATORS:** The evaluation is made by a multidisciplinary team or group of persons, including at least one teacher or other specialist with knowledge in the area of suspected disability. Assessments must be administered by trained personnel in conformance with the instructions provided by the test manufacturer.

*SOURCES OF DATA <small>(formal and informal measures)</small>	ASSESSMENT DATES	REPORT ATTACHED	
		YES	(✓) NO
<b>Beck Anxiety Inventory (BAI)</b>			
<b>Children's Depression Inventory (CDI)</b>			
<b>Piers- Harris Children's Self Concept Scale</b>			
<b>Thematic Apperception Test (TAT)</b>			

\*This student has demonstrated one or more of the following characteristics over a long period of time and to a marked degree which adversely affects educational performance:

- an inability to learn which cannot be explained by intellectual, sensory, or health factors;  
length of time: \_\_\_\_\_
- an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;  
length of time: \_\_\_\_\_
- inappropriate types of behavior or feelings under normal circumstances; length of time:  
\_\_\_\_\_
- a general pervasive mood of unhappiness or depression; amount of time: \_\_\_\_\_
- a tendency to develop physical symptoms or fears associated with personal or school problems;  
length of time: \_\_\_\_\_
- This student does not demonstrate characteristics of emotional disturbance which adversely affect educational performance.

## SUGGESTED STRATEGIES

- Give ample recognition when the student successfully completes tasks.
- Allow the student to set up easily attainable daily goals where success can be assured. Gradually increase the level of difficulty of an academic task and provide frequent review work.
- Provide frequent verbal support and reassurance along with positive reinforcement, prior to the time that the student begins task.
- Provide concrete nonverbal as well as verbal reinforcement when the student is on task and redirect the student to primary assignment if distracted.
- Give leadership responsibilities in areas where mastery has been consistently demonstrated.
- Help the student to recognize his/her strengths and place him/her in a peer situation where he/she can excel.
- Be consistent in telling the student that he/she is capable of performing independently. Ignore his/her demands for attention that are dependency-related.
- Use the "Buddy System" during transitions from one activity to another.
- Help the student to use language to identify, label, and discuss feelings and encourage the student to express his/her feelings.
- Give praise and encouragement when the student is helpful and considerate of others.
- Maintain close physical proximity to the student.
- Permit the student to complete tasks below his/her level and congruent with his/her interests, in order to gain self-esteem.
- Give the student jobs to do that will make him/her feel important, such as watering plants, running errands to the office, etc.
- Introduce new materials in small doses and break up long assignments into smaller sections.

---

\*SIGNATURE OF EVALUATOR

---

\*POSITION

\*DATE OF REPORT:

\_\_\_\_\_

**Waco Charter School  
615 N. 25<sup>th</sup> Street  
Waco, Texas 76707**

- Initial Assessment
- Reevaluation
- Special Request by ARD Committee

**COMPREHENSIVE INDIVIDUAL ASSESSMENT**

**Eligibility Report: SPEECH IMPAIRMENT**

Name: \_\_\_\_\_

**PROFESSIONAL EVALUATOR:** Certified speech and hearing therapist, certified speech and language therapist, or licensed speech-language pathologist.

*SOURCES OF DATA (formal and informal measures)	ASSESSMENT DATES	NAME OF PERSON CONDUCTING ASSESSMENT	REPORT ATTACHED	
			YES	(✓) NO

YES  NO \*This student has a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely effects his/her educational performance.

\_\_\_\_\_  
\*SIGNATURE OF LICENSED OR CERTIFIED EVALUATOR

\_\_\_\_\_  
\*POSITION

**DEVELOPMENT AND  
IMPLEMENTATION  
OF THE IEP**

\*DATE SENT/MAILED:

Waco Charter School  
615 N. 25<sup>th</sup> Street  
Waco, Texas 76707

**NOTICE OF THE ADMISSION, REVIEW, AND DISMISSAL (ARD) COMMITTEE MEETING**  
**Invitation to Meeting**

TO:

RE: STUDENT \_\_\_\_\_

SCHOOL \_\_\_\_\_

Waco Charter School

You are invited to attend an admission, review, and dismissal (ARD) committee meeting to discuss your educational programming or that of your child. We encourage you to attend this meeting, as your involvement is an important part of your child's education.

DATE \_\_\_\_\_ TIME \_\_\_\_\_ PLACE Waco Charter Sch. ROOM Conf. Room

\*The purpose of the meeting is to:

- initiate special education services if your child meets eligibility criteria
- review your child's program (including results of any new evaluations)
- develop and/or review the individual educational plan (IEP) for your child
- consider extended year services
- discuss transition services
- other (specify) \_\_\_\_\_

\*Reason(s) action(s) proposed

- Classroom performance below grade level- to determine placement for special education services
- No progress - to Modify IEP
- Progress noted - to determine continued need for services
- Progress noted - to determine dismissal

\*Options considered before convening this meeting:

- |   |  |
|---|--|
| <input type="checkbox"/> Regular education        | <input type="checkbox"/> Bilingual/ESL       |
| <input type="checkbox"/> Compensatory education   | <input type="checkbox"/> alternative program |
| <input type="checkbox"/> change in methodology    | <input type="checkbox"/> schedule change     |
| <input type="checkbox"/> behavioral interventions | <input type="checkbox"/> counseling          |
| <input type="checkbox"/> tutoring                 | <input type="checkbox"/> 504 programs        |
| <input type="checkbox"/> other: _____             |  |
| <input type="checkbox"/> other: _____             |  |

**\*\* TRANSITION SERVICES**

\*The purpose of this meeting is to review the individual transition plan (ITP) and consider transition services in accordance with 19 TAC 89.1110 and 34 CFR 300.346(b)(1-2).

\*The district will invite the student to this meeting.

\*The following agencies have been invited to send a representative to this meeting:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\*The following persons have been asked to attend this meeting:

- |   |  |
|---|--|
| <input type="checkbox"/> parent                       | <input type="checkbox"/> assessment personnel      |
| <input type="checkbox"/> student**                    | <input type="checkbox"/> school administrator      |
| <input type="checkbox"/> instructional representative | <input type="checkbox"/> vocational representative |
| <input type="checkbox"/> other: _____                 | <input type="checkbox"/> LPAC representative       |

\*The following evaluation procedures, tests, records, or reports will be reviewed and discussed:

- Comprehensive Individual Assessment<sup>1</sup> (e.g., language, physical, emotional/behavioral, sociological, intellectual, educational performance)
- school records (e.g., grades, attendance reports, teachers' observations, achievement test scores, discipline reports)
- independent evaluation reports
- individual transition plan (ITP)\*\*
- parent information
- other (list): \_\_\_\_\_

\*Discuss, at your request, any educational or related service not proposed above.

\*Other factors relevant to this ARD committee meeting (describe if applicable):

\*Your rights were explained to you when you were/your child was initially referred for special education assessment. Federal regulations require that parents and adult students be provided a full explanation of all procedural safeguards (rights) in your native language or other mode of communication each time the district proposes or refuses to initiate or change the identification, evaluation, or educational placement of you or your child or the provision of a free appropriate public education (FAPE) to you or your child. Another copy of the procedural safeguards is attached to this form.

Date given: \_\_\_\_\_ To: \_\_\_\_\_

NAME

Please KEEP THIS PAGE for your records. RETURN THE ATTACHED PAGE 2 to me. If you have questions, please call me.

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
POSITION  
47 Notice of ARD -08/00

\_\_\_\_\_  
PHONE

Please return this form to:


STUDENT \_\_\_\_\_

SCHOOL \_\_\_\_\_

Please check appropriate statement(s) below and return.

I will attend the meeting on (date): \_\_\_\_\_ at (time): \_\_\_\_\_.

\*I would like to attend the meeting, but cannot do so at the time suggested; please contact me at \_\_\_\_\_ to reschedule.

I will not be able to attend the meeting; please have it without me. I want to be notified of the results of the meeting.

I will not be able to attend the meeting in person, but would like to participate via telephone. Please contact me at \_\_\_\_\_ at the scheduled meeting time.

I waive the required five school day waiting period between the Notice of the ARD Committee Meeting and the meeting itself.

Comments:

\_\_\_\_\_  
SIGNATURE OF PARENT, GUARDIAN, SURROGATE PARENT, OR ADULT STUDENT

\_\_\_\_\_  
DATE

\_\_\_\_\_  
\*SIGNATURE OF INTERPRETER, IF USED

\_\_\_\_\_  
\*DATE

\*Denotes required items for all ARD meetings.



\*DATE OF MEETING:

Waco Charter School  
615 N. 25<sup>th</sup> Street  
Waco, Texas 76707

- Admission
- Review
- Dismissal
- No Placement

**ADMISSION, REVIEW, AND DISMISSAL (ARD) COMMITTEE MEETING**

Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Grade: \_\_\_\_\_

Sex: \_\_\_\_\_ Ethnicity: \_\_\_\_\_

Primary Language: \_\_\_\_\_

Date Parent Notified of ARD:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

YES  NO \*An interpreter was used to assist in conducting the meeting. If YES, specify language or other mode of communication: \_\_\_\_\_

**\*PURPOSE OF MEETING**

- Initial ARD
- Special Education Student new to District
- Reporting Period
- Other \_\_\_\_\_
- Required Annual Review
- Consider Program/Placement Change
- Discipline Concerns

**\*REVIEW OF ASSESSMENT DATA AND OTHER INFORMATION (check (✓) if applicable)**

Comprehensive individual assessment<sup>1</sup>: \_\_\_\_\_  
DATE(S) OF REPORT(S)

Assessment(s) for related services. Specify:

_____	_____
NAME OF SERVICE	DATE OF REPORT
_____	_____
NAME OF SERVICE	DATE OF REPORT

Functional Vocational Evaluation: \_\_\_\_\_  
DATE(S) OF REPORT(S)

- Information from the student's Individual Transition Plan
- Information from the Language Proficiency Assessment Committee
- Records from other school districts
- Information from parents/student
- Information from school personnel
- Information/records from other agencies or professionals

YES  NO Additional assessment is needed: \_\_\_\_\_  
If YES, specify timeline for assessment to be completed<sup>2</sup> \_\_\_\_\_

<sup>1</sup>Assistive technology needs must be considered. <sup>2</sup>If additional assessment is recommended, it must be completed according to the timeline specified \*Denotes required item ARD 7/00

**\*DETERMINATION OF ELIGIBILITY (check (✓) if applicable)**

Based on the assessment data reviewed, the ARD committee has determined that the student:

- does not meet eligibility criteria to receive special education services
- meets eligibility criteria for:<sup>3</sup>
  - learning disability
  - speech impairment
  - emotionally disturbed
  - mental retardation
  - autism
  - other health impairment
  - orthopedic impairment
  - traumatic brain injury
  - multiple disabilities
  - visual impairment
  - auditory impairment
  - deaf-blind
  - non-categorical

**DEVELOPMENT OF THE INDIVIDUAL EDUCATIONAL PLAN (IEP)**

- YES  NO The ARD committee reviewed achievement on the previous year's short-term objectives on the IEP. (Applicable to all but initial ARD meetings.)

**\*Present Competencies:**

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- YES  NO The student is capable of following the Student Code of Conduct without modification. If NO, complete ARD/IEP SUPPLEMENT: Behavior Management Plan (ARDBMP-1, -2, & -3).

- YES  NO Behavioral Management Plan completed and attached.

<sup>1</sup>Include consideration of occupational training needs for students at or before entry into high school or by age 14.

<sup>2</sup>The components of the Individual Transition Plan (ITP) and needed transition services must be addressed in the ARD/IEP Supplement: Transition Services.

<sup>3</sup>If the student is suspected of being medically fragile, the ARD/IEP Supplement: Students Who Are Medically Fragile



**\*INSTRUCTIONAL MODIFICATIONS/SUPPORTS DETERMINED BY ARD COMMITTEE**

**Waco Charter School**

NAME OF STUDENT \_\_\_\_\_

CAMPUS \_\_\_\_\_

The ARD committee has determined that the following modifications are necessary for the student to succeed:

**SPECIAL LANGUAGE PROGRAMS<sup>1</sup>**

- Bilingual
- ESL

**BEHAVIOR MANAGEMENT PLAN**

- YES
- NO

**REGULAR DISCIPLINE PLAN**

- YES
- NO

**GOAL & OBJECTIVE/SUBJECT**

**ASSISTIVE TECHNOLOGY DEVICES**

- YES
- NO

**MODIFICATIONS NOT NEEDED OR NOT APPLICABLE**

**ALTER ASSIGNMENTS BY PROVIDING:**

Reduced assignments										
Taped assignments										
Extra time for completing assignments										
Opportunity to respond orally										
Emphasis on major points										
Task analysis of assignments										
Special projects in lieu of assignments										
Other:										
Other:										

**ADAPT INSTRUCTION BY PROVIDING:**

Opportunity to leave class for resource assistance										
Short instructions (1 or 2 steps)										
Opportunity to repeat and explain instructions										
Encouragement to verbalize steps needed to complete assignment/task										
Opportunity to write instructions										
Assignment notebooks										
Visual aids (pictures, flash cards, etc.)										
Auditory aids (cues, tapes, etc.)										
Instructional aids										
Extra time for oral response										
Extra time for written response										
Exams of reduced length										
Oral exams										
Open book exams										
Study carrel for independent work										
Frequent feedback										
Immediate feedback										
Minimal auditory distractions										
Encouragement for classroom participation										
Peer tutoring/paired working arrangement										
Opportunity for student to dictate themes, information, answers on tape or to others										
Other:										
Other:										

<sup>1</sup>Special language programs are required for all students who are limited English proficient.  
 \*Denotes required items

**\*INSTRUCTIONAL MODIFICATIONS/SUPPORTS DETERMINED BY ARD COMMITTEE, continued**

GOAL & OBJECTIVE/SUBJECT

**ADAPT MATERIALS BY PROVIDING:**

Peer to read materials									
Tape recording of required readings									
Highlighted materials for emphasis									
Altered format of materials									
Study aids/manipulatives									
ESL materials									
Large print materials									
Braille materials									
Color transparencies									
Other:									

**MANAGE BEHAVIOR BY PROVIDING:**

Clearly defined limits									
Frequent reminders of rules									
Positive reinforcement									
Frequent eye contact/proximity control									
Frequent breaks									
Private discussion about behavior									
In-class timeout									
Supervision during transition activities									
Implementation of behavior contract									
Other:									

**REQUIRED EQUIPMENT/ASSISTIVE TECHNOLOGY DEVICES:**

Calculators									
Word processors									
Augmentative communication device									
Note taker/note taking paper									
Interpreter									

\* Criterion referenced assessment (TAAS)<sup>1</sup> offered at student's grade level  YES  NO

- |   |  |
|---|--|
| <input type="checkbox"/> will take reading        | <input type="checkbox"/> exempt in all areas |
| <input type="checkbox"/> will take mathematics    | <input type="checkbox"/> exempt              |
| <input type="checkbox"/> will take writing        | <input type="checkbox"/> exempt              |
| <input type="checkbox"/> will take social studies | <input type="checkbox"/> Exempt              |
| <input type="checkbox"/> will take science        | <input type="checkbox"/> exempt              |

Alternate Assessments

- AUEN
- CLASS
- Released TAAS

End-of-Course Examinations<sup>2</sup>:

- |                               |   |
|-------------------------------|---|
| <input type="checkbox"/> Will | <input type="checkbox"/> Will not take Algebra I    |
| <input type="checkbox"/> Will | <input type="checkbox"/> Will not take Biology I    |
| <input type="checkbox"/> Will | <input type="checkbox"/> Will not take U.S. History |
| <input type="checkbox"/> Will | <input type="checkbox"/> Will not take English II   |

Modifications as defined in test administration materials:

Modifications as defined in test administration materials:

**Justification for TAAS Exemption**

- Student is not in general education program
- Student's disability significantly interferes with his/her ability to meet general education mastery levels
- Other

<sup>1</sup>Until Spanish TAAS tests are available, LEP students exempt from the English TAAS must be tested with alternative measures of accountability. <sup>2</sup>The only students not required to test are students receiving content modifications resulting in an "S" on the transcript, as stated in test administration materials. These materials also provide information about testing these students for local purposes. 7/00

**\*SERVICE ALTERNATIVES**

\*Identify the general and special education alternatives and supplementary aids and services provided, tried, or considered. Place key letter (p, t, c) in space next to all that apply:

- |  |  |
|--|--|
| <input type="checkbox"/> General education classroom   | <input type="checkbox"/> Alternative education program                                       |
| <input type="checkbox"/> Modifications in general education and/or curriculum, instruction testing procedures, and/or physical arrangements (including vocational education and nontraditional instructional programs) | <input type="checkbox"/> Assistive technology (e.g., communication devices, slant top table) |
| <input type="checkbox"/> Special education supplementary aids and services   | <input type="checkbox"/> Resource classroom  |
| <input type="checkbox"/> Title 1 Part A/Accelerated Instruction  | <input type="checkbox"/> Self-contained classroom  |
| <input type="checkbox"/> Tutorials/academic remediation  | <input type="checkbox"/> Separate special education campus                                   |
| <input type="checkbox"/> English as a Second Language (ESL)  | <input type="checkbox"/> Nonpublic day school placement                                      |
| <input type="checkbox"/> Bilingual classes   | <input type="checkbox"/> Residential placement**   |
| <input type="checkbox"/> Pre-K program   | <input type="checkbox"/> Other: _____  |
|  | <input type="checkbox"/> Other: _____  |

**\*Results**

- Lack of academic progress
- No improvement in behavior
- Deterioration in behavior
- Inappropriate to meet student needs
- Continued academic progress
- Other \_\_\_\_\_

\*If efforts not successful, provide reason(s)

- Specialized curriculum needed
- More flexible schedule needed
- More structured environment needed
- Extreme cognitive/physical disability
- Other \_\_\_\_\_

- \*  YES     NO     NA

\*\*Parents of students who meet eligibility criteria for visual or auditory impairments or deafblindness have been given written information, within the past year, about programs offered by the Texas School for the Blind and Visually Impaired or Texas School for the Deaf, including eligibility and admissions requirements and the rights of student's related to admission.

**\*CONSIDERATION OF LEAST RESTRICTIVE ENVIRONMENT**

Based on ARD committee review of assessment data, new IEP goals and objectives, instructional modifications/supports necessary to implement the content of the IEP, and previous efforts/considerations, the committee recommends that this student receive all instruction and services in general education. If selected, go to the **SCHEDULE OF SERVICES** section.

OR

Based on ARD committee review of assessment data, new IEP goals and objectives, instructional modifications/supports necessary to implement the content of the IEP, and previous efforts/considerations, the committee recommends that this student receive part of or all instruction and services in a special education setting. If selected, complete either the **Removal from General Education Classroom** or the **Removal from General Education Campus** sections that follow. The **Opportunity to Participate** and **Consideration of Potential Harmful Effects** sections must also be completed.

\*Removal from General Education Classroom    \_\_\_\_\_ Applicable    \_\_\_\_\_ Not Applicable

- Placement in the general education classroom prohibits the student from achieving the goals and objectives contained in the IEP even though supplementary aids and services are used.
- The modifications required for the student to achieve the goals and objectives in the IEP cannot be implemented in the general education classroom without eliminating essential components of the regular curriculum/activity.
- Implementing the student's behavior management plan means that other students would not benefit satisfactorily from academic instruction or nonacademic activities.
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

OR

**\*Removal from General Education Campus**

- Services and/or therapies in the student's IEP cannot be provided on a general education campus.
- The behavior management plan contained in the student's IEP cannot be implemented on a general education campus.
- The student's behavior is so dangerous that it cannot be controlled without intense supervision and a closed environment.
- The student had a previously unsuccessful placement on a general education campus. If selected, list instructional and related service goals and objectives and modification/support services that address returning the student to the general education campus. \_\_\_\_\_

Other: \_\_\_\_\_

**\*Opportunity to Participate**

\*In removing this student from the general education classroom/campus, will the student have the opportunity to participate with students without disabilities in all nonacademic and extracurricular activities?

- YES  NO

If NO, describe the nonacademic and extracurricular activities in which the student will not have an opportunity to participate:

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Meals                   | <input type="checkbox"/> Yearbook/newspaper   | <input type="checkbox"/> General education routines (homeroom assignments, lockers, study hall, class changes, social) |
| <input type="checkbox"/> Field trips             | <input type="checkbox"/> Recess periods       | <input type="checkbox"/> Other: _____  |
| <input type="checkbox"/> Fund raising activities | <input type="checkbox"/> Choral group/debate  | _____  |
| <input type="checkbox"/> Regular transportation  | <input type="checkbox"/> Assemblies           | <input type="checkbox"/> Other: _____  |
| <input type="checkbox"/> Sports/cheerleading     | <input type="checkbox"/> Band                 | _____  |
| <input type="checkbox"/> Student council         | <input type="checkbox"/> Graduation exercises | <input type="checkbox"/> Other: _____  |
|  |   | _____  |

\*If any of the above items are checked, explain why this student is unable to participate:

- Nature of Disability
- Severity of Disability
- Other \_\_\_\_\_

**\*Consideration of Potential Harmful Effects**

\*In removing this student from the general education classroom/campus, what are the potential harmful effects on the student and on the quality of services which the student needs?

- |  |   |
|--|---|
| <input type="checkbox"/> None anticipated                                |   |
| <input type="checkbox"/> Lack of opportunity for appropriate role models | <input type="checkbox"/> Decreased access to the instructional opportunities available in integrated settings |
| <input type="checkbox"/> Stigmatization                                  | <input type="checkbox"/> Diminished access to full range of curriculum  |
| <input type="checkbox"/> Isolation from peers                            | <input type="checkbox"/> Lack of opportunity for social interaction   |
| <input type="checkbox"/> Other: _____                                    | <input type="checkbox"/> Decreased student self-esteem  |
| <input type="checkbox"/> Other: _____                                    | <input type="checkbox"/> Other: _____   |
| <input type="checkbox"/> Other: _____                                    | <input type="checkbox"/> Other: _____   |

\*Denotes required items

**\*SCHEDULE OF SERVICES**

INSTRUCTION					PROGRESS / GRADE			
Year _____	Semester _____	GEN. ED. MODIFIED		GEN. ED.	SPE. ED.	DETERMINED BY:		
COURSE/CURRICULUM AREA		YES	NO	TIME	TIME	GEN. ED.	SPE. ED.	JOINT
READING								
LANGUAGE ARTS/ENGLISH								
MATHMATICS								
SCIENCE								
SOCIAL STUDIES								
PHYSICAL EDUCATION								
SPEECH/LANGUAGE THERAPY								
OTHER								

RELATED SERVICES	*TIME PER WEEK
Occupational Therapy	
Physical Therapy	
Counseling	

INSTRUCTION					PROGRESS / GRADE			
Year _____	Semester _____	GEN. ED. MODIFIED		GEN. ED.	SPE. ED.	DETERMINED BY:		
COURSE/CURRICULUM AREA		YES	NO	TIME	TIME	GEN. ED.	SPE. ED.	JOINT
READING								
LANGUAGE ARTS/ENGLISH								
MATHMATICS								
SCIENCE								
SOCIAL STUDIES								
PHYSICAL EDUCATION								
Speech/Language Therapy								
Other								

Extended Year Services recommended:

- YES If YES, see attached  
 NO ARD/IEP supplement.

YES  NO Special Transportation If YES, cite justification: \_\_\_\_\_

**\*PLACEMENT DETERMINATION**

\*The ARD committee determined that services will be provided at:

**WACO CHARTER SCHOOL**

NAME OF SCHOOL CAMPUS

NAME OF INSTRUCTIONAL ARRANGEMENT<sup>1</sup>

YES  NO \*This is the campus the student would attend if not disabled. If NO, identify (list or describe) the services which cannot reasonably be provided on the student's home campus.

YES  NO \*This is the campus which is as close as possible to the student's home. If NO, justify:

<sup>1</sup>Enter instructional arrangement that meets requirements listed in the *Student Attendance Accounting Handbook*.

\*Denotes required items



**ASSURANCES (Initial by representative of school district)**

\_\_\_\_\_ \*The ARD committee assures that this student is being educated with students his/her age who do not have disabilities to the maximum extent appropriate to his/her overall educational needs (including academic and developmental areas such as language and socialization).

\_\_\_\_\_ \*The committee assures that all instruction and related services specified in the IEP will be provided to the student at no cost. Fees normally charged to students without disabilities or their parents as part of the general education program may be charged (i.e., art or laboratory fees).

NOTE: IF APPROPRIATE, COMPLETE ARD/IEP SUPPLEMENT: OUT-OF-DISTRICT PLACEMENT VERIFICATION (ARD SUP-OD) OR REFERRAL TO A REGIONAL DAY SCHOOL PROGRAM FOR THE DEAF (ARD SUP-RDSPD).

\* Denotes required items

7/00  
ARD-9

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**\*SIGNATURES OF COMMITTEE MEMBERS AND OTHER PARTICIPANTS**

MEMBERS	SIGNATURE AND TITLE	POSITION	AGREE	DISAGREE
		Parent(s)/Adult Student <sup>1</sup>		
		Administrator		
		General Education Teacher		
		Special Education Teacher		
		Assessment <sup>2</sup>		
OTHER PARTICIPANTS				
		Representative of LPAC <sup>3</sup>		
		Vocational		
		Interpreter, if used		

My signature indicates that I was present at the ARD meeting, participated in the discussion, and understand what was discussed.

The committee mutually agreed to implement the services reflected in these proceedings.

OR

The members of this ARD committee have not reached mutual agreement. The school has offered and the parent has agreed to a recess of not more than 10 school days. During the recess the members shall consider alternatives, gather additional data, and/or obtain additional resource persons to enable them to reach mutual agreement. This recess does not apply if the student presents a danger of physical harm to himself or herself or others, or if the student has committed an expellable offense. The committee will reconvene on \_\_\_\_\_ at \_\_\_\_\_.

DATE

PLACE AND TIME

Information explaining why mutual agreement has not been reached may be attached.

\*Your rights were explained to you when you were/your child was initially referred for special education assessment. Federal regulations require that parents and adult students be provided a full explanation of all procedural safeguards (rights) in their native language or other mode of communication each time the district proposes or refuses to initiate or change the identification, evaluation, or educational placement of you or your child or the provision of a free appropriate public education (FAPE) to you or your child. Another copy of the procedural safeguards (rights) is attached to this form. Date given: \_\_\_\_\_ To: \_\_\_\_\_

Parent given/sent copy of ARD/IEP report  Yes  No Dated \_\_\_\_\_

Parent given/sent copy of CIA  Yes  No Dated \_\_\_\_\_

Parent/Student notified of rights at age 18  Yes  Not applicable

Not Applicable, no new assessment reviewed

<sup>1</sup>Parental consent for initial placement is required before services begin.

<sup>2</sup>Assessment personnel are required when assessment issues are included in the ARD committee's deliberations.

<sup>3</sup>LPAC representative is required at ARD of any student who is limited English proficient.

<sup>4</sup>Include documentation concerning the reconvened ARD committee meeting.

\* Denotes required items

\*DATE OF ARD:

Waco Charter School  
615 N. 25<sup>th</sup> Street  
Waco, Texas 76707

Page \_\_\_\_\_ of \_\_\_\_\_

**ARD/IEP SUPPLEMENT  
CONSENT FOR INITIAL PLACEMENT**

Name: \_\_\_\_\_

Check all that apply.

YES  NO \*I have been fully informed and understand the admission, review, and dismissal (ARD) committee report, dated \_\_\_\_\_, that has been prepared for my child/me.

YES  NO \*I understand and agree with the ARD committee's decision and give my permission for the educational placement that has been proposed for my child/me.

YES  NO \*I understand that my consent for placement is voluntary and may be revoked at any time. However, if I revoke consent after initial placement, my child's/my placement will not change unless:  
(a) the school and I agree otherwise (following ARD committee procedures), OR  
(b) a due process hearing resolves the dispute.

\*Your rights were explained to you when you were/your child was initially referred for special education assessment. Federal regulations require that parents and adult students be provided a full explanation of all procedural safeguards (rights) in their native language or other mode of communication each time the district proposes or refuses to initiate or change the identification, evaluation, or educational placement of you or your child or the provision of a free appropriate public education (FAPE) to you or your child. Another copy of the procedural safeguards (rights) is attached to this form. Date given: \_\_\_\_\_ To: \_\_\_\_\_

NAME

\_\_\_\_\_  
\*SIGNATURE OF PARENT, GUARDIAN, SURROGATE PARENT, OR ADULT STUDENT

\_\_\_\_\_  
\*DATE

\_\_\_\_\_  
\*SIGNATURE OF INTERPRETER, IF USED

\_\_\_\_\_  
\*DATE

WACO CHARTER SCHOOL  
**Parent's/Guardian's ARD Meeting Input**

to be completed at the ARD meeting.

**Date of ARD:**

**Time of ARD:**

**Name of Student:**

**Name of Parent/Guardian:**

**Problem as understood by parent/guardian:**

**Parent/guardian intervention(s) tried at home:**

Effective?  Yes  No

**Parent/guardian recommendations:**

**Parents Signature**

**1<sup>st</sup>** \_\_\_\_\_  
Signature Date

**2<sup>nd</sup>** \_\_\_\_\_  
Signature Date

**3<sup>rd</sup>** \_\_\_\_\_  
Signature Date

**4<sup>th</sup>** \_\_\_\_\_  
Signature Date

**Waco Charter School**

**Special Education Report Card**

**Name:** \_\_\_\_\_

**Grade:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Duration of Services**

**From:** \_\_\_\_\_ **To:** 6/99



**SPEECH-LANGUAGE THERAPY  
INDIVIDUAL EDUCATION PLAN (IEP)**

STUDENT ID: \_\_\_\_\_ [ ] DRAFT DATE: \_\_\_\_\_  
NAME: \_\_\_\_\_ [ ] ACCEPTED BY ARD COMMITTEE \_\_\_\_\_  
SCHOOL: \_\_\_\_\_  
DOB: \_\_\_\_\_  
AGE: \_\_\_\_\_ -----DURATION OF IEP-----  
IEP DATE: \_\_\_\_\_ From: \_\_\_\_\_ To: \_\_\_\_\_

**Description of Problem:** exhibits a moderate articulation disorder and a moderate receptive language delay.

**Long Term Goals:**

1. will increase receptive and expressive vocabulary skills.
2. will improve articulation skills to an age-appropriate level.
3. will increase use of age-appropriate oral grammar in spontaneous phrases and sentences.

**Initial %**      **Final %**

**Long Term Goal #1:**

will increase receptive and expressive vocabulary skills.

**Specific Goal #1:**

will point to pictures and objects, and follow commands with 90% accuracy in 3 consecutive sessions.

**Subgoal #1:**

will point to pictures and objects from the following categories:

- A. animals
- B. body parts
- C. school items
- D. household items
- E. toys
- F. clothing
- G. food
- H. places
- I. actions
- J. colors

**Initial %**

**Final %**

**Subgoal #2:**

will follow one and two-step commands:

- A. One-step commands
- B. Two-step commands

**Subgoal #3:**

will point to pictures, place objects, or follow commands for the following prepositions:

- A. in
- B. on
- C. over
- D. under
- E. up
- F. down

**Subgoal #4:**

will point to pictures and objects that describe comparatives:

- A. big and little
- B. short and tall
- C. fat and thin
- D. strong and weak

**Specific Goal #2:**

will increase age-appropriate expressive vocabulary skills in the following vocabulary categories with 90% accuracy over 3 consecutive sessions:

**Subgoal #1:**

will verbally label object/picture/action representing target words:

- A. animals
- B. body parts
- C. school items
- D. household items
- E. toys
- F. clothing
- G. food
- H. places
- I. actions
- J. colors



**Initial %**

**Final %**

**Subgoal #2:**

will label a verbal description of the target words:

- A. animals
- B. body parts
- C. school items
- D. household items
- E. toys
- F. clothing
- G. food
- H. places
- I. actions
- J. colors

**Subgoal #3:**

will use target words in sentences:

- A. animals
- B. body parts
- C. school items
- D. household items
- E. toys
- F. clothing
- G. food
- H. places
- I. actions
- J. colors

**Subgoal #4:**

will use targeted words from specific vocabulary categories  
in free speech:

- A. animals
- B. body parts
- C. school items
- D. household items
- E. toys
- F. clothing
- G. food
- H. places
- I. actions
- J. colors

**Long Term Goal #2:**

will articulate age-appropriate sound/syllable phoneme in  
intelligible.

**Initial %**

**Final %**

**Specific Goal #1:**

will produce the following phonemes with 90% accuracy over 3 consecutive sessions:

**Subgoal #1:**

will imitate and approximate a variety of vowel and consonant sounds:

- A. //
- B. //
- C. //
- D. //
- E. //

**Subgoal #2:**

will identify target phoneme(s):

- A. //
- B. //
- C. //
- D. //
- E. //

**Subgoal #3:**

will discriminate between correct and incorrect production of target phoneme(s):

- A. //
- B. //
- C. //
- D. //
- E. //

**Subgoal #4:**

will produce target phoneme(s) in isolation and syllables with model:

- A. //
- B. //
- C. //
- D. //
- E. //

**Initial %**

**Final %**

**Subgoal #5:**

will produce target phoneme(s) in isolation and syllables without model:

A. //

B. //

C. //

D. //

E. //

**Subgoal #6:**

will produce target phoneme(s) in repetitive syllables using a variety of consonant-vowel patterns:

A. //

B. //

C. //

D. //

E. //

**Subgoal #7:**

will self-correct production of target phoneme(s) in structural contexts:

A. //

B. //

C. //

D. //

E. //

**Subgoal #8:**

will produce the following phoneme(s) in the initial position in words:

A. //

B. //

C. //

D. //

E. //

Initial %

Final %

**Subgoal #9:**

will produce the following phoneme(s) in the medial position in words:

- A. //
- B. //
- C. //
- D. //
- E. //

**Subgoal #10:**

will produce the following phoneme(s) in the final position in words:

- A. //
- B. //
- C. //
- D. //
- E. //

**Subgoal #11:**

will produce target phoneme(s) in structural phrase in all positions:

- A. //
- B. //
- C. //
- D. //
- E. //

**Subgoal #12:**

will produce target phoneme(s) in structural sentences:

- A. //
- B. //
- C. //
- D. //
- E. //

**Initial %**

**Final %**

**Subgoal #13:**

will produce target phoneme(s) in structural speaking situations:

A. //

B. //

C. //

D. //

E. //

**Subgoal #14:**

will produce target phoneme(s) in spontaneous speaking in therapy setting:

A. //

B. //

C. //

D. //

E. //

**Subgoal #15:**

will produce target phoneme(s) in spontaneous speaking in class:

A. //

B. //

C. //

D. //

E. //

**Long Term Goal #3:**

will increase use of age-appropriate oral grammar in spontaneous phrases and sentences.

**Specific Goal #1:**

will appropriately use prepositions, pronouns, 2-3 word phrases, and sentences (S-V, S-V-Obj) with 90% accuracy over 3 consecutive sessions:

**Subgoal #1:**

will appropriately use prepositions "in" and "on" in structural phrases and sentences.

**Initial %**

**Final %**

**Subgoal #2:**

will appropriately use demonstrative pronouns (this, that, those) in structural phrases and sentences.

**Subgoal #3:**

will appropriately use personal pronouns (me, mine, you, your, etc) in structural phrases and sentences.

**Subgoal #4:**

will appropriately generate 2-3 word phrases or sentences in structural speaking situations in therapy setting.

**Subgoal #5:**

will appropriately generate 2-3 word phrases or sentences in spontaneous speaking in classroom.

This Individual Education Plan (IEP) has been discussed and agreed upon by the child's parent (or Caregiver/Guardian) and teacher and prescription for simple specific carry-over activities into the classroom settings and home were provided.

---

Melody Martin, Ph.D., CCC (SP-A)  
Speech Pathologist/Audiologist

**LEAST RESTRICTIVE  
ENVIRONMENT  
(LRE ) PLACEMENT**

**\*SERVICE ALTERNATIVES**

\*Identify the general and special education alternatives and supplementary aids and services provided, tried, or considered. Place key letter (p, t, c) in space next to all that apply:

- |  |  |
|--|--|
| <input type="checkbox"/> General education classroom   | <input type="checkbox"/> Alternative education program                                       |
| <input type="checkbox"/> Modifications in general education and/or curriculum, instruction testing procedures, and/or physical arrangements (including vocational education and nontraditional instructional programs) | <input type="checkbox"/> Assistive technology (e.g., communication devices, slant top table) |
| <input type="checkbox"/> Special education supplementary aids and services   | <input type="checkbox"/> Resource classroom  |
| <input type="checkbox"/> Title 1 Part A/Accelerated Instruction  | <input type="checkbox"/> Self-contained classroom  |
| <input type="checkbox"/> Tutorials/academic remediation  | <input type="checkbox"/> Separate special education campus                                   |
| <input type="checkbox"/> English as a Second Language (ESL)  | <input type="checkbox"/> Nonpublic day school placement                                      |
| <input type="checkbox"/> Bilingual classes   | <input type="checkbox"/> Residential placement**   |
| <input type="checkbox"/> Pre-K program   | <input type="checkbox"/> Other: _____  |
|  | <input type="checkbox"/> Other: _____  |

**\*Results**

- Lack of academic progress
- No improvement in behavior
- Deterioration in behavior
- Inappropriate to meet student needs
- Continued academic progress
- Other \_\_\_\_\_

\*If efforts not successful, provide reason(s)

- Specialized curriculum needed
- More flexible schedule needed
- More structured environment needed
- Extreme cognitive/physical disability
- Other \_\_\_\_\_

\*  YES     NO     NA

\*\*Parents of students who meet eligibility criteria for visual or auditory impairments or deafblindness have been given written information, within the past year, about programs offered by the Texas School for the Blind and Visually Impaired or Texas School for the Deaf, including eligibility and admissions requirements and the rights of student's related to admission.

**\*CONSIDERATION OF LEAST RESTRICTIVE ENVIRONMENT**

Based on ARD committee review of assessment data, new IEP goals and objectives, instructional modifications/supports necessary to implement the content of the IEP, and previous efforts/considerations, the committee recommends that this student receive all instruction and services in general education. If selected, go to the **SCHEDULE OF SERVICES** section.

OR

Based on ARD committee review of assessment data, new IEP goals and objectives, instructional modifications/supports necessary to implement the content of the IEP, and previous efforts/considerations, the committee recommends that this student receive part of or all instruction and services in a special education setting. If selected, complete either the **Removal from General Education Classroom** or the **Removal from General Education Campus** sections that follow. The **Opportunity to Participate** and **Consideration of Potential Harmful Effects** sections must also be completed.

\*Removal from General Education Classroom     Applicable     Not Applicable

- Placement in the general education classroom prohibits the student from achieving the goals and objectives contained in the IEP even though supplementary aids and services are used.
- The modifications required for the student to achieve the goals and objectives in the IEP cannot be implemented in the general education classroom without eliminating essential components of the regular curriculum/activity.
- Implementing the student's behavior management plan means that other students would not benefit satisfactorily from academic instruction or nonacademic activities.
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

OR



**\*Removal from General Education Campus**

- Services and/or therapies in the student's IEP cannot be provided on a general education campus.
- The behavior management plan contained in the student's IEP cannot be implemented on a general education campus.
- The student's behavior is so dangerous that it cannot be controlled without intense supervision and a closed environment.
- The student had a previously unsuccessful placement on a general education campus. If selected, list instructional and related service goals and objectives and modification/support services that address returning the student to the general education campus. \_\_\_\_\_

Other: \_\_\_\_\_

**\*Opportunity to Participate**

\*In removing this student from the general education classroom/campus, will the student have the opportunity to participate with students without disabilities in all nonacademic and extracurricular activities?

YES  NO

If NO, describe the nonacademic and extracurricular activities in which the student will not have an opportunity to participate:

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Meals                   | <input type="checkbox"/> Yearbook/newspaper   | <input type="checkbox"/> General education routines (homeroom assignments, lockers, study hall, class changes, social) |
| <input type="checkbox"/> Field trips             | <input type="checkbox"/> Recess periods       | <input type="checkbox"/> Other: _____  |
| <input type="checkbox"/> Fund raising activities | <input type="checkbox"/> Choral group/debate  | _____  |
| <input type="checkbox"/> Regular transportation  | <input type="checkbox"/> Assemblies           | <input type="checkbox"/> Other: _____  |
| <input type="checkbox"/> Sports/cheerleading     | <input type="checkbox"/> Band                 | _____  |
| <input type="checkbox"/> Student council         | <input type="checkbox"/> Graduation exercises | <input type="checkbox"/> Other: _____  |

\*If any of the above items are checked, explain why this student is unable to participate:

- Nature of Disability
- Severity of Disability
- Other \_\_\_\_\_

**\*Consideration of Potential Harmful Effects**

\*In removing this student from the general education classroom/campus, what are the potential harmful effects on the student and on the quality of services which the student needs?

- None anticipated
- Lack of opportunity for appropriate role models
- Stigmatization
- Isolation from peers
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_
- Decreased access to the instructional opportunities available in integrated settings
- Diminished access to full range of curriculum
- Lack of opportunity for social interaction
- Decreased student self-esteem
- Other: \_\_\_\_\_
- Other: \_\_\_\_\_

\*Denotes required items

**ASSURANCES (Initial by representative of school district)**

\_\_\_\_\_ \*The ARD committee assures that this student is being educated with students his/her age who do not have disabilities to the maximum extent appropriate to his/her overall educational needs (including academic and developmental areas such as language and socialization).

\_\_\_\_\_ \*The committee assures that all instruction and related services specified in the IEP will be provided to the student at no cost. Fees normally charged to students without disabilities or their parents as part of the general education program may be charged (i.e., art or laboratory fees).

NOTE: IF APPROPRIATE, COMPLETE ARD/IEP SUPPLEMENT: OUT-OF-DISTRICT PLACEMENT VERIFICATION (ARD SUP-OD) OR REFERRAL TO A REGIONAL DAY SCHOOL PROGRAM FOR THE DEAF (ARD SUP-RDSPD).

\* Denotes required items

7/00  
ARD-9

# **TRANSITIONAL PLANNING**

# WACO CHARTER SCHOOL

## TRANSITION PLAN

### **Transition Statement:**

Transition will be used as a process of change within or between services that involves children, families, other schools and service providers. The transition process will fulfill the following four goals: (a) ensure continuity of services; (b) minimize disruption of the family system; (c) promote child functioning in the natural environment or the least restrictive environment and (d) involve planning, preparation, implementation, and evaluation within and between schools and family. Transition will occur when there is a change in location or type of services, personnel, philosophy, regulations, or funding sources.

In accordance with the Individuals with Disabilities Education Act (IDEA), the Waco Charter School will work collaboratively to provide students with disabilities a free appropriate public education.

### **Transition Planning**

Goal: To ensure the provision of transition services to families with children entering the Waco Charter School.

The proposed meetings for planning and implementation are described below:

1. Administrators or designee of the Independent School district or Private School Early Childhood Education Programs and the Waco Charter School Director or designee will meet in February of each year.

This will be the initial contact meeting with other schools to exchange ideas about the feasibility of the plan and to determine school contact persons.

2. **School Districts, Private Schools, Early Childhood Programs and Waco Charter School contact persons will meet in March of each year.**

The purpose of this meeting is to establish procedures for the following transition activities:

- a. Transfer of children's records (with parent consent)
- b. Schedule initial meeting of student and parent (parent choice for child)
- c. Establish lines of communication

### **3. Charter School Director and Education Staff will meet in February.**

The purpose of this meeting will be to discuss the development and implementation of transition activities for the new year.

#### **Additional Collaborative Activities**

A collaborative approach to transition will be made to benefit children and their families, and public, private and other charter schools. Those schools who wish to take advantage of this opportunity will be informed of the following additional collaborative activities:

1. Pre-registration
2. Oral Language Assessment
3. ARD documentation on services for children with disabilities.

Transition activities will be carefully planned to avoid expensive duplication of services, reduce time lapse between assessment and services, provide training opportunities, interagency communication, encourage parent involvement, and provide positive mutual support systems for students and families entering the Waco Charter School.

#### **Children With Disabilities**

Transition into and out of the Waco Charter School

#### **Procedures**

1. Transition Activity - Into Waco Charter School
  - a. Complete a full and individual initial evaluation, in accordance with section 614 (b) (IDEA) before the initial provision of special education and related services to a student with a disability is provided.

The initial evaluation will consist of procedures to determine whether a child is a child with a disability and to determine the educational needs of the child.

2. Obtain an informed consent from the parent of the child before the evaluation is conducted. Parental consent for evaluation will not be construed as consent for placement for receipt of special education and related services.

If the parent of the child refuse consent for the evaluation, the Waco Charter School will continue to pursue an evaluation by utilizing the mediation and due process procedures under section 615 of IDEA, except to the extent inconsistent with State law relating to parental consent.

### **3. Action Steps**

- a. Involve student and parent in the development of the transition plan, that will become a part of the student's IEP.
- b. Identify the strengths of the student and the concerns of the parents for enhancing the education the education of their child and provide the results of the initial evaluation or most recent evaluation of the child.
- c. In a case of a child with limited English proficiency, consider the language needs of the child as such needs relate to the child's IEP.
- d. In the case of a child who is blind or visually impaired, provide instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media, that instruction in Braille or the use of Braille is not appropriate for the child.
- e. Consider the communication needs of the child and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode.
- f. Consider whether the child requires assistive technology devices and services.
- g. Reconvene the IEP Team to identify alternative strategies to meet the transition objectives for the child set out in the program.

### **4. Transition Activities - Other Placement After Waco Charter School**

- a. The Charter School Director or designee in collaboration with student's parent will help to identify appropriate future setting, such as community rehabilitation program, public school, or other charter school in the service delivery area;
- b. Provide information and training to parents regarding options for their child's future setting;

- c. Assist family in preparing the student for changes in service delivery including steps to help the student adjust to, and function in, a new setting; and
- d. With parental consent, provide information about the student (evaluation and assessment reports, IEP, etc.) And notify appropriate LEA, or other service provider.

The Waco Charter School will comply with any additional requirements of IDEA as identified to ensure that special educational needs of children are fully met.

**CERTIFIED**





# State Board for Educator Certification

---

September 12, 2000

EOAC Waco Charter School  
Lorita G. Manning, Director  
615 North 25<sup>th</sup> Street  
Waco, TX 76707

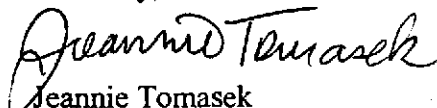
RE: Charlotte Hill  
SSN: [REDACTED]

Dear Ms. Manning,

This letter is written in response to your request for information regarding Charlotte Hill's application for Generic Special Education certification. Records in our office indicate that Ms. Hill's application and \$150 fee was received in our office on January 6, 1999. On March 9, 1999, a letter was sent to Ms. Hill requesting verification of one year of teaching experience in a Special Education assignment in a public school or accredited private school. We received a letter from Laura Middleton, School Director on June 13, 2000. Ms. Hill's Provisional Generic Special Education certificate (Grades PK-12) was issued on July 24, 2000.

If you should require further information, please contact me at (512) 469-3001.

Sincerely,

  
Jeannie Tomasek  
Certification Specialist

file

*EOAC Waco Charter School*

118 West 2nd Street  
Waco, TX 76798  
Phone: 767-8777  
Fax: 767-8777  
www.eoacwaco.com

August 1, 2000

*Pamela Tackett  
Executive Director  
State Board for Educator Certification  
1001 Trinity  
Austin, TX 78701-2603*

*Dear Ms. Tackett:*

*In response to my telephone call to your office on July 20, 2000, I am writing to confirm the content of our dialogue. In my preparation for employee annual evaluations I discovered that Ms. Charlotte Louise Hill [REDACTED] had taken and passed with a score of 73 the ExCET for Generic Special Education; however, I did not find a certificate confirming her certification. I verbally questioned Ms. Hill about the matter and followed with a letter requesting verification of her eligibility as Special Education Teacher of Record for ARD's at our school, a position she has actively served in for the three years since taking and passing the exam in February of 1997, but without the State-required signed certification validation being on file. Ms. Hill responded with the attached letter and documentation.*

*As the school's special education records and ARD's must be verified by a certified special education teacher, I called your office to confirm as to whether or not Ms. Hill is certified. Your office responded that her records had been in your office since January 1999, but without proper documentation from the teacher.*

*Your office confirmed that you would, as of the date of my call, certify Ms. Hill based upon my statement that she had served the past three years at the EOAC Waco Charter School. You also noted that you would write a letter verifying our conversation and the circumstances around this matter as our school is subject to an administrative audit this school year. As the school's new director*

*I am concerned that prior verification of special education documentation may not pass the audit due to Ms. Hill's not having completed the necessary protocol for her certification.*

*Thank you in advance for your thorough and professional handling of this matter. I anticipate your letter of confirmation as to the disposition of this subject.*

*Sincerely,*

*Lorita G. Manning  
Director*

*Enclosure*

*cc: Johnette Hicks, Executive Director EOAC  
Marsha Dowdle, Controller EOAC  
Linda Schlottmann, Business Manager Waco Charter School*

Date: July 20, 2000

To: Mrs. Charlotte Hill

From: Lorita Manning

Re: Special Education Certification

This letter serves to confirm our many phone calls and conversations. Please remember that I am in need of your verification of Special Education Certification. I cannot complete your evaluation and step change information without this. Please have the information by Wednesday, July 26, 2000.

Sincerely

Lorita Manning  
Director

cc: Johnette Hicks

TO: Lorita Manning  
FROM: Charlotte Hill  
RE: Verification of Special Education Certification  
DATE: July 20, 2000

In response to your one request for verification of my Special Education certification, I am attaching a copy of my ExCet test results for Special Education and Elementary Education. All of this information was given to the previous director, Laura Middleton, in January, 1999, to complete the process for my certification. My application, a check from EOAC for \$150.00, and my test results were sent to SBEC. In March, 1999, I received a letter from SBEC (copy enclosed), which I also brought to Mrs. Middleton.

After approximately one year of waiting, and after finding out that Mrs. Middleton would not be returning to the Waco Charter School, I requested that she check the progress of my certification. She assured that me that she would, and on May 31, 2000, she wrote a letter to SBEC stating that I had worked with special education students (copy enclosed). The letter was mailed on June 2, 2000.

On Thursday, July 13, 2000, Natalie called me at home and said that you wanted me to call either Region 12 or TEA to check the progress on my certification because they wouldn't give you any information because of the Privacy Act. On Friday, July 14, 2000, I called SBEC, and was told that the information Mrs. Middleton sent was received on June 13, 2000, and that it was being processed. I then asked how long the process would take and was told that I could call back in a few weeks. On Monday, July 17, 2000, I came to the school and told you what I had been told by SBEC. You then expressed that you needed this verification before August 4, 2000, in order to complete your paperwork for the next school year.

I then called Terry McDaniels to request a copy of everything in my personnel file. I picked up the copies and looked to see if my teacher service record had been signed off on for all the years I have been employed by the Waco Charter School, and of course it had not.

On Wednesday, July 19, 2000, I placed another call to the SBEC, and was told that the information received was insufficient for me to obtain Special Education certification. I was also told that a teacher service record, properly signed off on, or a more detailed letter stating that I had been following IEP's for Special Education students for at least one year would be sufficient. I was also told that after October 20, I would not have to meet the experience requirement and my certification would be complete.

While I can understand your need for this information, I feel that I have done everything that I can do to uphold my part of this process.

If you have any questions, please feel free to contact me.

*Charlotte Hill*  
Charlotte Hill

cc Johnette Hicks



# ECONOMIC OPPORTUNITIES ADVANCEMENT CORPORATION

OF PLANNING REGION XI

500 Franklin Ave.

Waco, Texas 76701-2111

(817) 753-0331

Fax (817) 754-0046

REV. ERIC H. HOOKER  
PRESIDENT

ORTENCIA CORONADO  
1ST VICE PRESIDENT

DR. NANCY HARRISON  
2ND VICE PRESIDENT

PATTI MCLAUGHLIN  
SECRETARY

TERETHA JACKSON  
TREASURER

JOHNETTE HICKS  
EXECUTIVE DIRECTOR

May 31, 2000

Pamela Tackett  
Executive Director  
State Board for Educator Certification  
1001 Trinity  
Austin, Texas 78701-2603

Dear Ms. Tackett:

I am writing this letter in response to correspondence sent on March 9, 1999 (copy enclosed), regarding Special Education Certification for Charlotte Louise Hill. An application was sent shortly after the receipt of this letter. However, we have never received any additional information regarding Ms. Hill's certification.

I am sending the documentation necessary for Ms. Hill to receive her Special Education Certification.

If you have any additional questions or concerns, please contact Ms. Hill for Lorita Manning, the school's director.

Respectfully,

Laura Ferguson-Middleton  
School Director



# State Board for Educator Certification

Pamela B. Tackett, Executive Director

**CRT**

CHARLOTTE LOUISE HILL  
2200 REY DRIVE  
WACO, TX 76712

March 9, 1999  
SSN: [REDACTED]

We wish to acknowledge receipt of the following: Application, fee of \$150, ExCET for Elementary Comprehensive and Generic Special Education.

In order to process your request, please return or take action on the following item:

- Verification of 1 year of acceptable teaching experience in Elementary and Special Education, signed by your superintendent or authorized representative on an application form or official teacher service record.

Mail which does not include a check or money order should be sent to the State Board for Educator Certification at the address on this letterhead.

A COPY OF THIS LETTER MUST BE RETURNED WITH ALL ITEMS REQUESTED. PLEASE INCLUDE YOUR SOCIAL SECURITY NUMBER WITH ALL CORRESPONDENCE SUBMITTED TO THIS OFFICE.

In accordance with Title 19 Texas Administrative Code section 230.414, the Commissioner of Education may deny a Certificate/Permit to a person convicted of a felony or misdemeanor. No Certificate/Permit will be issued until the State Board for Educator Certification has received the results of a criminal records search.

KLE

State Board for Educator Certification

CERT-101

1001 Trinity - Austin, Texas 78701-2603

Tel: 512/469-3000 - Fax - Executive Office: 512/469-3002

Fax - Assessment Office: 512/469-3018 - Fax - Certification Office: 512/469-3016 - Fax - Legal Office: 512/469-3076

Support Center Toll Free: 1-888-863-5880 - Web Site: <http://www.sbec.state.tx.us>



**ECONOMIC OPPORTUNITIES ADVANCEMENT CORPORATION**  
**OF PLANNING REGION XI**

500 Franklin Ave.  
Waco, Texas 76701-2111  
(817) 753-0331 Fax (817) 754-0046

REV. ERIC H. HOOKER  
PRESIDENT

ORTENCIA CORONADO  
1ST VICE PRESIDENT

DR. NANCY HARRISON  
2ND VICE PRESIDENT

PATTI MCLAUGHLIN  
SECRETARY

TERETHA JACKSON  
TREASURER

JOHNETTE HICKS  
EXECUTIVE DIRECTOR

To: Mrs. Tackett

From: Laura Middleton  
School Director

RE: Charlotte Hill  
[REDACTED]

Date: Wednesday, May 31, 2000

After calling the toll free number to ascertain the best way to proceed in procuring the information needed to complete the special education certification process for Charlotte Hill. I was informed that I simply needed to document Ms. Hill's experience with special education students. I spoke with a Mr. Michael McClelland on June 1, 2000.

To that end, I attest that Charlotte Hill has spent the 1998-99 academic year working with special education students.



**Protected Material**

1 page has been withheld

**PLEASE NOTE: Pages have been removed from the responsive material. Information redacted could include personal identifiers such as social security numbers, and personal characteristics or other information that make the person's identity easily traceable. If you have any questions or concerns regarding the redaction of this material, please contact the Open Records Office at [PIR@tea.state.tx.us](mailto:PIR@tea.state.tx.us).**

ESC Region 12  
Certificate of Attendance

Credit Type: CPE

**Charlotte Hill**

Successfully completed 03:00 Credit hours of training in a workshop entitled:

*Special Education Director's Meeting*

Workshop# 000910

Session# 002127



Education Service Center

2101 West Loop 340 • P.O. Box 23409  
Waco, Texas 76702-3409  
(254) 666-0707

EOAC Waco Charter Sc

Other

Thursday, September 14, 2000

*Barbara Brunson*

Copy &  
put original  
in C. Hill  
box.

ESC Region 12  
Certificate of Attendance

Credit Type: CPE

**Charlotte Hill**

Successfully completed 06:00 Credit hours of training in a workshop entitled:

*The Road to Student Achievement for New Special Ed Teachers*

Workshop# 000946

Session# 002220



Education Service Center

2101 West Loop 340 • P.O. Box 23409  
Waco, Texas 76702-3409  
(254) 666-0707

PDAS: V-5, V-4, I-5, II-1, II-5, II-9, III-4, IV-8, VII-1, VIII-1, VIII-2, VIII-3, VIII-4, VIII-5, VIII-8, VIII-9

EOAC Waco Charter Sc

Other

Thursday, September 28, 2000

*Barbara Brunson*

**Economic Opportunities  
Advancement Corporation  
Waco Charter School**

615 North 25th Street  
Waco, Texas 76707  
(254) 754-8169  
fax - (254) 754-7389

**FACSIMILE TRANSMITTAL**

SEND TO: Texas Education  
COMPANY NAME

FAX NUMBER: 512.463.9838

ATTENTION:

DATE: Sept. 19, 2000

Pamela Baker

FROM: Louisa Manning

- Urgent
- REPLY ASAP
- PLEASE COMMENT
- PLEASE REVIEW
- FOR YOUR INFORMATION

◆ TOTAL PAGES, INCLUDING COVER: 2

COMMENTS

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Discovered 7-14-00 in AA School File (gn  
(2/27)

PERSONAL HISTORY

OF

CHARLOTTE OGDEN HILL

DATE OF BIRTH: [REDACTED] ADDRESS: 2200 REY DRIVE  
HEALTH: GOOD WACO, TX 76712  
MARITAL STATUS: MARRIED PHONE: (817) 666-4677

EDUCATION

1996 - McLennan Community College Continuing Education program for Certified Nurses' Assistant. Received state certification on January 30, 1996.

1985-86 - Graduate work at East Texas State University, Commerce, TX. Completed 16 hours for Vocational Education certification.

1974 graduate of Southern Arkansas University, Magnolia, AR, with a B. S. E. degree in Vocational Business Education. Memberships included a public service sorority and a student association.

1970 graduate of Hope High School, Hope, AR. Memberships included the National Honor Society, Beta Club, Junior Counselors, Future Homemakers of America, and selection to Who's Who Among American High School Students for the 1969-70 school year.

WORK EXPERIENCE

February, 1996 - Present

Employed by Ridgecrest Retirement Center as a Certified Nursing Assistant.

August, 1984 - July, 1995

Employed by the Pittsburg ISD as an instructor. Teaching assignments included Business Math, Introduction to Business, keyboarding, Business Communications, Data Processing, Microcomputer Applications, and Basic Vocational Education, a program designed for at-risk students.

December, 1983 - August, 1984

Employed by Lake Country Oil Products, Inc., Pittsburg, TX. Duties included bookkeeping, accounts payable and receivable, typing, filing, and other general office duties.

July, 1982 - July, 1983

Employed as City Secretary for the City of Rosebud, TX. Duties included bookkeeping for the city, posting and billing of water bills, receipt of payment for water bills and taxes, taking of minutes at

PERSONAL HISTORY OF CHARLOTTE OGDEN HILL

July, 1982 - July, 1983 (continued)

City Council meetings, conducting absentee voting, and acting as dispatcher for the police and fire departments.

August, 1980 - July, 1982

Employed by First Consolidated Bank, Premium Finance Department, Rosebud, TX. Duties included receipt and posting of payments, cancellation of policies, typing, filing of loan histories, and microfilming.

August, 1977 - June, 1980

Employed as an abstracter for Guaranty Abstract Company, Marlin, TX. Responsible for research and typing of abstract deeds on property to be bought and/or sold. Also responsible for ordering and securing tax certificates from county, school, and city tax offices on said properties.

August, 1977 - May, 1979

Employed by the Marlin ISD, Marlin, TX, as an instructor for Adult Office Occupations. Responsible for instructing students in typing, filing, bookkeeping, office machines, and general office procedures.

August, 1976 - June, 1977

Employed as a typing instructor at the Business and Management Center Magnet School, Dallas ISD, Dallas, TX.

EXTRACURRICULAR ACTIVITIES

Member of the Greater Zion Missionary Baptist Church, Waco, TX. Hobbies include reading, solving crossword puzzles, and cooking.

REFERENCES

Mr. Tony Martin  
Assistant Principal  
Pittsburg High School  
300 Texas Street  
Pittsburg, TX 75676  
(903) 856-3646

Dr. Curtis Culwell, Superintendent  
Lubbock ISD  
1628 19th Street  
Lubbock, TX 79401-4895  
(806) 766-1000

Mrs. Dailis Moore  
P. O. Box 156  
Pittsburg, TX 75686  
(903) 856-3091

Mr. Kent Bachtel, Athletic Director  
Midway ISD  
1205 Foundation Drive  
Waco, TX 76712  
(817) 666-6509

PERSONAL HISTORY

OF

CHARLOTTE OGDEN HILL

DATE OF BIRTH: [REDACTED] ADDRESS: 2200 REY DRIVE  
HEALTH: GOOD WACO, TX 76712  
MARITAL STATUS: MARRIED PHONE: (817) 666-4677

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## EXTRACURRICULAR ACTIVITIES

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## REFERENCES

Mr. Tony Martin  
Assistant Principal  
Pittsburg High School  
300 Texas Street  
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(903) 856-3646

Dr. Curtis Culwell, Superintendent  
Lubbock ISD  
1628 19th Street  
Lubbock, TX 79401-4895  
(806) 766-1000

Mrs. Dailis Moore  
P. O. Box 156  
Pittsburg, TX 75686  
(903) 856-3091

Mr. Kent Bachtel, Athletic Director  
Midway ISD  
1205 Foundation Drive  
Waco, TX 76712  
(817) 666-6509



**Protected Material**

4 pages have been withheld

**PLEASE NOTE: Pages have been removed from the responsive material. Information redacted could include personal identifiers such as social security numbers, and personal characteristics or other information that make the person's identity easily traceable. If you have any questions or concerns regarding the redaction of this material, please contact the Open Records Office at [PIR@tea.state.tx.us](mailto:PIR@tea.state.tx.us).**

Discovered 7-14-00 in After School File

OFFICE USE ONLY

# STATE BOARD FOR EDUCATOR CERTIFICATION

## Application for Certification by Examination or Duplicate Certificate

APPLICANT: See instructions on back of application form before completing any items.

eg  
UNPLD

1. Social Security Number [REDACTED]

2. Date of Birth [REDACTED]

3. Gender  
 Male  
 Female

4. Ethnic Group  
 Native American  
 Asian  
 African American  
 Hispanic  
 White

5. First Name  
CHARLOTTE

6. Middle Name  
LOUISE

7. Last Name  
HILL

8. Generation

9. Permanent Address  
2200 REY DRIVE

10. City  
WACO

11. State  
TX

12. Zip Code  
76712

13. Area Code and Telephone Number  
254 6664677

14. E-mail Address (optional)

CRT

15. Have you ever been the subject of an arrest that has resulted in deferred adjudication, probation or a conviction?  Yes  No  
 If YES, attach a statement with the date and place of arrest, nature of charge, date and court of trial, and subsequent disposition.

16. Have you ever had a teaching certificate revoked, denied, suspended or subject to any sanctions in Texas or any other state?  
 Yes  No  
 If YES, attach a statement providing the school district, the state, and detailed information.

<p>17. Service Request for Certification by Exam</p> <input type="checkbox"/> Certification By Exam-Secondary <input checked="" type="checkbox"/> Certification By Exam with Experience <input type="checkbox"/> Certification By Exam with Internship	<p>18. Service Request for Duplicate Certification</p> <input type="checkbox"/> Duplicate Certificate <input type="checkbox"/> Duplicate Certificate with Name Change
--	--

19. List the grade level(s) and area(s) of certification for which you are applying. NOTE: If the grade level of the certification for which you are applying is outside the range of all certification areas on your current certificate, then you must meet requirements for Certification by Exam with Experience or Certification by Exam with Internship and request one of these services in item 17.

1. \_\_\_\_\_ 3. \_\_\_\_\_ 5. \_\_\_\_\_  
 2. \_\_\_\_\_ 4. \_\_\_\_\_ 6. \_\_\_\_\_

20. Do you currently hold a Texas teacher certificate?  Yes  No If YES, when was it issued? \_\_\_\_\_ Certificate # \_\_\_\_\_

21. Are your records in our office under a different name other than your current name?  Yes  No  
 If YES, please provide information which may help us locate all your previous records. \_\_\_\_\_

22. Applicant's Affidavit: (All applicants must execute this affidavit)

"I do hereby agree, consent and direct that any person or entity maintaining information in any form relating to my criminal history shall release all such information upon the request of the State Board for Educator Certification.

"I do further hereby agree and permit the State Board for Educator Certification to obtain from any person or entity information relating to my personal background, my moral character and my worthiness to instruct the youth of this state, and do hereby expressly direct that any such person or entity release such information upon the request of the State Board for Educator Certification.

"I do hereby release, discharge, and exonerate the State Board for Educator Certification, its agents or representatives, and any person or entity so furnishing information from any and all liability of every kind arising therefrom.

"The foregoing consent and release is valid and binding so long as I hold or seek any certificate, license, permit, or other credential issued under the authority of the Texas Education Code.

"I understand that any credential issued to me by the State Board for Educator Certification is the property of the State of Texas. I agree that I will tender my credential to the State Board for Educator Certification if I am ordered to do so by the State Board for Educator Certification.

"I understand that a copy of this affidavit shall have the same force as the original.

"I have reviewed this application and I affirm that all of the information which I have provided on the application and attached documents is true."

▼ DRIVER'S LICENSE/STATE ID NUMBER HERE [REDACTED] Issuing State: TX

APPLICANT'S SIGNATURE HERE ▼ Charlotte Hill

Date: 12-29-98



Grade X

I. POSITION: Waco Charter School Teacher

II. MINIMUM STANDARDS:

Must have a Bachelor's degree from an accredited college or university, valid Texas Teaching certificate with required endorsements for subject/level assigned. Must have knowledge of subjects assigned and knowledge of curriculum and instruction. Should have at least two years of teaching or professional experience.

III. DUTIES:

1. Provide students with appropriate learning activities and experiences designed to develop their full potential intellectually, emotionally, physically and socially.
2. Assist in the pre and post assessment of students.
3. Develop an Individualized Educational Workplan for each student based on the student's strengths, weaknesses, and achievement level as identified through assessment and evaluation.
4. Facilitate student learning by providing instruction to match the student's learning styles with as much variety, creativity, preparation, and enthusiasm as possible.
5. Create a classroom environment in which the most desirable learning atmosphere is achieved, including maintaining classroom decorum and discipline.
6. Maintain the classroom and other physical equipment in a clean, orderly, and attractive fashion.
7. Prepare and turn in lesson plans each Friday morning for the week to the Charter School Director. These plans should include objectives, tests, and materials to be covered.
8. Keep parents/guardians informed of their student's progress by conferences, phone calls, notes, progress reports, or report card comments.

9. Maintain a complete record of the quality of each student's work in the class.
10. Plan and execute class sponsored assembly programs.
11. Record and report all absentees and tardy students to the Charter School Director.
12. Conduct follow-up on student absenteeism and home visits.
13. Document the progress or lack of progress on each student in their respective classes.
14. Provide six-week progress reports for each student enrolled in their respective class.
15. Assign pertinent homework assignments based on students' needs and grade all homework assignments turned in.
16. Prepare required reports of all home work assignments, in class assignments and test results for parent/guardian's signature at the end of each month.
17. Prepare required reports related to the enforcement of rules and regulations, disciplinary actions, student's dress code, and any observed infractions and submit to the Charter School Director.
18. Use acceptable communications skills to present information accurately and clearly.
19. Assist in the development of the curriculum, selection of textbooks, and other instructional materials.
20. Participate in staff development, training programs, staff meetings, and school sponsored activities, except as otherwise agreed upon with the School Director.
21. Maintain a positive and concerned attitude toward academic direction, progress of students, goals and objectives, and mission of the Waco Charter School.

22. Maintain a professional relationship with all students, staff, parents, and community members.
23. Establish and maintain open lines of communication with students, parents, and other staff persons.
24. Present for students a positive role model that supports the goals, objectives, and mission of the Waco Charter School.
25. Notify the Charter School Director as early as possible of an inability to be at school and to provide detailed instructions for a substitute teacher.
26. Comply with all Charter School, TEA and Governing Board rules, regulations, and policies.
27. Assume responsibility for compiling, maintaining and filing all reports, records, and other required documents.
28. Maintain adequate knowledge of audio visual equipment, and other standard office equipment.
29. Perform other routine tasks as required by the Charter School Director.

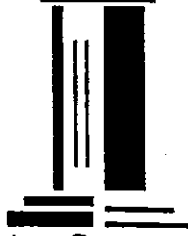
IV. PHYSICAL DEMANDS:

Must be able to interact with all students individually and in group settings. Job entails sitting, walking, bending, climbing stairs, standing constantly throughout the day, as appropriate. Light lifting, mostly up to 15 pounds, occasional moderate and heaving lifting.

V. SUPERVISOR: WACO CHARTER SCHOOL DIRECTOR

REGION

12



Education Service Center

July 3, 1997

MS. Johnette Hicks  
Executive Director  
Waco Charter School  
500 Franklin  
Waco, TX 76701-2111

RE: Charlotte Hill  
SSN: [REDACTED]

Dear Ms. Hicks

We have received the Emergency Permit application (form DEPR-024) for the person referenced above. Based on the information provided on that form and/or other supporting documentation, the permit is approved. Permit coverage for the following assignment(s) is effective 11/24/96 through 8/31/1997.

**0200 ELEMENTARY SELF-CONTAINED**

A copy of this letter should be placed in the teacher's personnel file with the district's copy of the permit application for compliance and accreditation purposes.

If the individual completes full permit renewal requirements as stated in the Teacher Certification Handbook, Section XVII, by August 31 of each school year, the district is authorized to renew the permit locally a maximum of 0 times without action by the Texas Education Agency.

Should you have additional questions or concerns, please contact me at (817) 666-0707.

Sincerely,

Katherine Ditto  
Certification Specialist

xc: Executive Director

222

**Protected Material**

1 page has been withheld

**PLEASE NOTE: Pages have been removed from the responsive material. Information redacted could include personal identifiers such as social security numbers, and personal characteristics or other information that make the person's identity easily traceable. If you have any questions or concerns regarding the redaction of this material, please contact the Open Records Office at [PIR@tea.state.tx.us](mailto:PIR@tea.state.tx.us).**

STATUTORY PROVISIONS  
(Section 21.904, Texas Education Code)

TEXAS STATE BOARD OF EDUCATION POLICY

School District's Copy

(a) No school district, board of education, superintendent, assistant superintendent, principal, or other administrator benefiting by the funds provided for in this code shall directly or indirectly require or coerce any teacher to join any group, club, committee, organization, or association.

(b) It shall be the responsibility of the State Board of Education to enforce the provisions of this section.

(c) It shall be the responsibility of the State Board of Education to notify every superintendent of schools in every school district of the state of the provisions of this section.

(d) No school district, board of education, superintendent, assistant superintendent, principal, or other administrator shall directly or indirectly coerce any teacher to refrain from participating in political affairs in his community, state or nation.

6302 Professional Assurances

All professional personnel of the public schools shall be assured of their rights and responsibilities to function in accordance with law. These rights are supported by:

(b) Coercion to join or to be restrained from membership or participation--

Boards of education, superintendents, principals, or other administrators shall not, directly or indirectly, require or coerce any professional educator to join any group, club, committee, organization or association; nor restrain any teacher from participating in political affairs in the community, state, or nation.

ADMINISTRATIVE PROCEDURE FOR THE POLICY  
OF THE TEXAS STATE BOARD OF EDUCATION

6302 Professional Assurances

Any board of trustees or professional educator charged with violation of professional assurances, policies, or laws has hearing and appeal privileges as provided in Hearings and Appeals, Policy Series 7100.

The Commissioner of Education reviews any proven violation of Section 21.904 of the Texas Education Code and exercises his authority to cancel the certificate of any person failing to administer the schools in accordance with the laws of the state.

IMMEDIATE  
ATTENTION  
REQUIRED

MRS. CHARLOTTE LOUISE HILL  
309 CYPRESS ST. LOT 5  
PITTSBURG, TEXAS 75686

Please read all of the material printed on this form, front and back. Check all entries below for accuracy. Notify this office of any errors by returning this form with a description of the errors.  
(Fold on dashed line for display.)

TEXAS TEACHER CERTIFICATE

Certificate Number

[Redacted]

This certifies that

CHARLOTTE LOUISE HILL

Date Processed

09/22/87

HAS SUCCESSFULLY COMPLETED THE APPROPRIATE EXAMINATION(S)  
AS PRESCRIBED BY THE STATE BOARD OF EDUCATION AND  
has fulfilled the requirements of state law and the regulations of the State Board  
of Education and is hereby authorized to perform duties as designated below:

Issue Date	Expiration Date	Description of Certificate(s)	
11/30/87	LIFE	PROVISIONAL VOCATIONAL DATA PROCESSING	02
08/20/76	08/20/77	ONE YEAR HIGH SCHOOL BASIC BUSINESS (NG SHRTHND)	01

*W. Kirby*

Commissioner of Education



## VITA

---

**Name: Mercy Chieza, Psy.D., Licensed Psychologist, License # 2-5456**

Address: 3708 West Waco Dr. Suite 5, Waco TX. 76701

Phone # (254) 752-1223 Work: Fax # (254) 752 -7512

---

### EDUCATION

Baylor University, Waco, TX. Doctor of Psychology (August 1994)

Major: Clinical Psychology (APA accredited)

Licensed Psychologist, Licensed Specialist School Psychologist

Baylor University, Waco, TX. M.A. (May 1990)

Major: Sociology

Baylor University, Waco, TX. B.S. (May 1988)

Major: Psychology

Howard Teachers Training College, Harare, Zimbabwe. (December 1972)

Major: Elementary School Teaching

### PSYCHOLOGICAL WORK EXPERIENCE

**Private Practice** (August 30, 97 – Current) (Children, adolescents and adults)

**Duties:** Psychological, Developmental and Educational Assessments, psychotherapy, consultation and training, supervision for Baylor psychology doctoral level students and Licensed Professional Counselor candidates

**Texas Youth Commission** (August 15, 1994 – June 30, 1998) (Ages 8 - 21)

**Marlin Orientation and Assessment Unit**, Marlin, TX. (An Orientation and Assessment Center for youth offenders) (January 1, 1996 - Present)

**Position:** Director of Clinical Services

Developed the Orientation and Assessment Program

**Duties:** Supervises clinical services including; testing, psychological evaluations, suicidal interventions, crisis interventions, staff training, and treatment planning

**Corsicana State Home**, Corsicana, TX. (A Residential Treatment Facility for youth offenders) (August 15, 1994 - December 31, 1995)

**Position:** Director of the Aggressive Intervention and Management Unit (AIM)  
Designed, implemented and managed the AIM Program for youth with dual diagnoses  
**Duties:** Supervised implementation of the treatment program, conducted psychological evaluations, individual, group and family psychotherapy, suicidal intervention, staff training and treatment planning

**Austin State Hospital** (A state hospital for the mentally ill) (September 1, 1993 - August 31, 1994) (Adolescence and Adults)

**Position:** Psychology Intern

**Duties:** Initial psychological assessments, psychological evaluations, individual family and group psychotherapy, consultant to mental health workers, treatment team coordinator, neuropsychological testing and play therapy

**The Methodist Home, Waco, TX.** (A residential treatment center for **children** and **adolescents** aged 5 to 18) (July 1, 1992 - June 30, 1993) (20 hours a week)

**Position:** Psychology Trainee (practicum)

**Duties:** Psychological assessment, individual and play psychotherapy, planning, crisis intervention, consultant to teachers and family therapy

**Mental Health-Mental Retardation (MHMR), Waco, TX.** (A Mental Health-Mental Retardation Treatment Center) (July 1, 1991 - June 3, 1992) (ages 12 - 35) (20 hours a week)

**Position:** Psychology Trainee (Practicum)

**Duties:** Crisis intervention, screening for eligibility of services, intake diagnostic summaries, individual psychotherapy, group therapy, testing and assessing job applicants for the sheriff's department and treatment planning

**Head Start, Waco, TX. (Preschool for the low SES. children)** (July 1, 1990 - June 1, 1991) (20 hours a week)

**Position:** Psychology Trainee (Practicum)

**Duties:** Parent counseling, play psychotherapy, teacher consultant and developmental assessments for mental health services

**Waco Center for Youth, Waco, TX.** (A residential treatment for the emotional disturbed children) (March 1, 1985 - August 6, 1987)

**Position:** Counselor/supervisor

**Duties:** Counseling, treatment planning and supervising staff

**Glennorah Primary School, Harare, Zimbabwe.** (January 1, 1973 - December 15, 1981)

**Position:** Primary School Teacher

**Participant Observer**

**Duties:** Observed and participated in various group meetings such as Reality Orientation, Conversation Skills, Symptom Management, Mental Health Education, and Group Therapy.

January 1997 to  
May 1997

The University of Texas at Austin  
Educational Psychology Department  
Austin, Texas

**Volunteer Facilitator**

**Duties:** Facilitated Communication Skills Labs for counseling and psychotherapy class. Involved monitoring the clinical process between therapist, client, and observer and subsequent processing and discussion of sessions. Experience culminated in writing of a paper on a problem in psychology (implications of managed care).

January 1996 to  
May 1996

Travis County MHMR—Autism Center  
Austin, Texas

**Volunteer Caregiver**

**Duties:** Provided care in an after-school program and monitored organized activities of autistic children.

August 1995 to  
December 1995

Montopolis Neighborhood Center  
Austin, Texas

**Volunteer Tutor**

**Duties:** Helped underprivileged youths with homework and creative activities.

January 1995 to  
July 1995

Austin Area Urban League  
Austin, Texas

**Dream Team Volunteer**

**Duties:** Worked on project focusing on youth prevention and intervention, organized recreational/craft activities and supervised children, taught American Sign Language courses.

**Research Experience**

January 1996 to  
December 1996

The University of Texas at Austin  
Austin, Texas

**Undergraduate Psychology Honors Candidate**

Wrote undergraduate honors thesis on children's understanding of dreams under supervision of Dr. Janet Spence, Dr. Michael Domjan, and Dr. Jacqueline Woolley. Personally organized all interviews, collected majority of

data, and ran all statistical analyses for the project. Project completed and accepted for graduating with psychology honors.

August 1995 to  
May 1996

Children's Research Laboratory  
The University of Texas at Austin  
Austin, Texas  
Undergraduate Research Assistant  
Studied children's understanding of various mental states under Dr. Jacqueline Woolley.  
Duties: Set up appointments for children to participate in experiments, interviewed children at the lab and various preschools in Austin, and provided feedback on preliminary manuscripts before journal submission.

June 1995 to  
July 1995

The University of Texas at Austin  
Austin, Texas  
Undergraduate Research Assistant  
Studied attention deficit hyperactivity disorder across ethnic groups under Dr. Caryn Carlson and Ph.D. candidate Jennifer Murphy.  
Duties: Used PsychLit database for library research, performed data coding and computer entry, edited preliminary manuscripts and consulted on possible improvements.

### Papers and Presentations

Paweleck, J. (1997). Adolescent friendships.

Paweleck, J. (1997). The effects of managed care on the practice of psychology.

Paweleck, J. (1997). Childhood spanking and subsequent aggression in adulthood.

Paweleck, J. (1996). Children's understanding of the roles of experience and conscious control in imagination and dreaming. Currently being prepared for journal submission.

### Professional Affiliation

Student affiliate of Texas Student Psychological Association and Psi Chi Honor Society as an undergraduate

Graduate student member of the American Psychological Association

## **Honors and Awards**

Valedictorian of high school class

1992 Girls' State Representative

Received \$10,000 Metropolitan Scholarship from the Houston Livestock Show and Rodeo to pursue an undergraduate degree

Received \$8,000 National Merit Scholarship through PepsiCo Foundation to pursue an undergraduate degree

Received \$1,000 scholarship from CTN Long Distance Company to aid in undergraduate educational pursuits

Received \$2,000 Endowed Presidential Scholarship from Texas Alpha Educational Foundation of Pi Beta Phi for excellent academic work as an undergraduate

Member of Alpha Lambda Delta and Phi Eta Sigma (national undergraduate freshman honor organizations), Gamma Beta Phi Society (honor/service organization), Golden Key National Honor Society, Phi Kappa Phi Honor Society

Second Lieutenant in United States Army through Health Professions Scholarship Program (commissioned February 7, 1998)

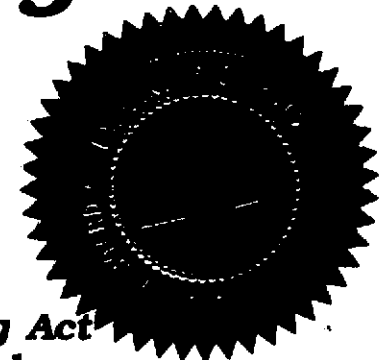


# Texas State Board of Examiners of Psychologists

Be it known that

*Mercy Chieza, Psy.D.*

Having given satisfactory evidence of qualifications as required by the Psychologists' Certification and Licensing Act is hereby licensed to practice psychology in Texas public schools as a



## Specialist in School Psychology

Given under the hand and seal of the Texas State Board of Examiners of Psychologists this 14th day of February 1997

Roberta Nett

Chair

Louann E. Buckenidge-Stirling

Jane Haleblian

Erin Dutton

Vice Chair

Donna E. Dwyer

W.A. Smy

Susan A. Askew

D. Goldstein

Denise K. Shade

License No. 6441

Sherry Z. Lee  
Executive Director

## VITA

---

**Name: Mercy Chieza, Psy.D.**

Address: 3708 W. Waco Dr. Suite 5 Waco TX. 76710

Phone # Home: 254/666-7132 Work: 254/752-1223: Fax # 254/752-7512

---

### EDUCATION

Baylor University, Waco, TX. Doctor of Psychology (August 1994)

Major: Clinical Psychology (APA accredited)

Licensed Psychologist, Licensed Specialist in School Psychology

Baylor University, Waco, TX. M.A. (May 1990)

Major: Sociology

Baylor University, Waco, TX. B.S. (May 1988)

Major: Psychology

Howard Teachers Training College, Harare, Zimbabwe. (December 1972)

Major: Elementary School Teaching

### WORK EXPERIENCE

**Private Practice (July 22, 1997- present)** (Children Adolescents and Adults)

Duties: Conducts individual psychotherapy with children, adolescents and adults, supervises doctoral level practicum students, consultant as a school psychologist, psychological testing for children, adolescents and adults

**Texas Youth Commission** (August 15, 1994 –June 30, 1998) (Ages 8 - 21)

**Marlin Orientation and Assessment Unit, Marlin, TX.** (An Orientation and Assessment Center for youth offenders) (January 1, 1996-June 30, 1997)

**Position:** Director of Clinical Services

Developed the Orientation and Assessment Program

**Duties:** Supervised clinical services including; testing, psychological evaluations, suicidal interventions, crisis interventions, staff training, and treatment planning

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**Position:** Psychology Intern

**Duties:** Initial psychological assessments, psychological evaluations, individual family and group psychotherapy, consultant to mental health workers, treatment team coordinator, neuropsychological testing and play therapy

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**Position:** Psychology Trainee (Practicum)

**Duties:** Crisis intervention, screening for eligibility of services, intake diagnostic summaries, individual psychotherapy, group therapy, testing and assessing job applicants for the sheriff's department and treatment planning

**Head Start, Waco, TX.** (Preschool for the low SES. **children**) (July 1, 1990 - June 1, 1991) (20 hours a week)

**Position:** Psychology Trainee (Practicum)

**Duties:** Parent counseling, play psychotherapy, teacher consultant and assessment for mental health services

**Waco Center for Youth, Waco, TX.** (A residential treatment for the emotional disturbed children) (March 1, 1985 - August 6, 1987)

**Position:** Counselor/supervisor

**Duties:** Counseling, treatment planning and supervising staff

**Mexia State School, Mexia, TX.** (A Mental Health-Mental Retardation Residential Treatment Center) (January 1, 1982 - February 28, 1985)

**Position:** Trainer

**Duties:** Training self management skills



TEXAS STATE BOARD OF EXAMINERS  
OF PSYCHOLOGISTS  
- IDENTIFICATION CARD

LICENSE # PSYCHOLOGIST

MERCY CENTER PSYD

2-5456


04/30/2000

LICENSE NUMBER

EXPIRATION DATE

(NOT A LICENSE-FOR IDENTIFICATION ONLY)


TEXAS STATE BOARD OF EXAMINERS  
OF PSYCHOLOGISTS  
IDENTIFICATION CARD



LICENSED SPECIALIST SCHOOL PSYCH  
MERCY CREEK Psy.D.

6441                      04/30/1999  
CERTIFICATE / LICENSE NUMBER                      EXPIRATION DATE  
(NOT A CERTIFICATE / LICENSE FOR IDENTIFICATION ONLY)

TEXAS STATE BOARD OF EXAMINERS  
OF PSYCHOLOGISTS  
IDENTIFICATION CARD



LICENSED PSYCHOLOGIST  
MERCY CREEK Psy.D.

225456                      04/30/1999  
CERTIFICATE / LICENSE NUMBER                      EXPIRATION DATE  
(NOT A CERTIFICATE / LICENSE FOR IDENTIFICATION ONLY)

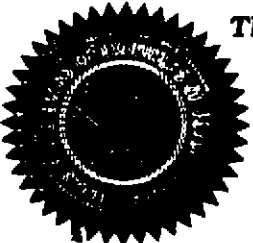


# The Texas State Board of Examiners of Psychologists

Be it known that

## Mercy Chieza, Psy.D. is hereby licensed

to practice Psychology in the State of Texas under and pursuant to the provisions of the Psychologists' Certification and Licensing Act, Defining and Regulating the Practice of Psychology. This license is granted upon satisfactory proof of qualifications.



Given under the hand and seal of the  
Texas State Board of Examiners of Psychologists  
this 15th day March 1996

Roberta Witt Chair  
Loraine E. Breckenridge-Stevens Vice-Chair  
Stuart D. Marase

Erin Smith  
Donna M. Anderson  
Jane Halajian

Tom Galich  
Denise Wade  
Berry Kuehn

License No. 5456

Jennifer Noack  
Executive Dir

# TEXAS STATE BOARD OF EXAMINERS OF PSYCHOLOGISTS

ANNUAL RENEWAL PERMIT

LICENSED SPECIALIST IN SCHOOL PSYCHOLOGY

THIS DOCUMENT  
IS DULY ISSUED  
UNDER THE LAWS  
OF THE  
STATE OF TEXAS

MERCY CHIEZA PSYD  
3708 WEST WACO DRIVE SUITE 5  
WACO, TX 76710

6441

04/30/2001

LICENSE NO.

EXPIRATION DATE

MUST BE DISPLAYED WITH LICENSE IN A CONSPICUOUS PLACE

# TEXAS STATE BOARD OF EXAMINERS OF PSYCHOLOGISTS

ANNUAL RENEWAL PERMIT

LICENSED PSYCHOLOGIST

THIS DOCUMENT  
IS DULY ISSUED  
UNDER THE LAWS  
OF THE  
STATE OF TEXAS

MERCY CHIEZA PSYD  
3708 WEST WACO DRIVE SUITE 5  
WACO, TX 76710

2-5456

04/30/2001

LICENSE NO.

EXPIRATION DATE

MUST BE DISPLAYED WITH LICENSE IN A CONSPICUOUS PLACE

## Waco Charter School and Chieza Psychological Services Professional Service Agreement

The WACO CHARTER SCHOOL, hereafter referred to as "WCS" and Chieza Psychological Services Team, that will consist of a Licensed Psychologist, Dr. Mercy Chieza, Mental Health Consultant/Clinical Supervisor and two Doctoral level students have agreed to cooperate in providing services for children and their parents, such children being enrolled at the WCS. Services to be rendered will occur in McLennan County for the State of Texas, beginning August 2000 and ending June 2001.

I. The Guarantee will:

- A. Provide a pool of possible children/clients for psychological services as determined by diagnostic and observational procedures together with teacher's referrals.
  - B. Provide needed office and consultative space along with appropriate supplies and services.
  - C. Provide a play therapy room setting for working with children with special needs in small groups or individually.
  - D. Make monthly payments to two doctoral students of \$900. a month for eleven months beginning August 2000 and ending June 2001. **Note:** Due to paperwork requirements students will work during the month of June 2001 even though school will be out in May. It will be beneficial for the students and does not cost the Charter School any extra dollars to spread their payment throughout eleven months at \$900 a month instead of being paid for ten months at \$1000 a month.
  - E. Pay Dr. Chieza four hours a week at \$100 an hour for supervision during the period the students are providing the services. Each student is required to have two hours of supervision each week. **Note:** Dr. Chieza will only be providing one on one supervision to the students and will not provide any type of on site services.
  - F. Provide relevant social service and developmental data on children serviced under this contract.
  - G. Work cooperatively with the Mental Health Team to insure maximum service functions
- Under this agreement the Mental Health team agrees to:
- A. Work cooperatively with the WCS coordinating all activities with appropriate personnel.
  - B. Submit vitae for each of the persons working under this contract indicating adequate training for the psychological services rendered.

*This was  
the first  
contract  
without a  
special ed.  
See addendum  
copy provided  
for final II.  
agreement  
on my  
contract.*

- C. Doctoral level students will provide twenty hours each of service per week. These hours will include (2) hours each of clinical supervision.
- D. Dr. Chieza will provide four hours of supervision to the Doctoral students.
- E. Submit any requested reports or documentation.

**SERVICES PROVIDED**

- III. It has been agreed that the Mental Health Team will provide services in the areas listed below.
  - A. Direct service delivery to individual children, parents, and teachers, including psychological evaluations.
  - B. Training parents in:
    - Parent-child interactions
    - Child Care
    - Parent Participation in WCS programs
  - C. Consultation and training teachers emphasizing behavior modification programs.
  - D. Documentation and report writing-program administration.
  - E. Provide technical assistance to social services staff in providing services to families upon request.

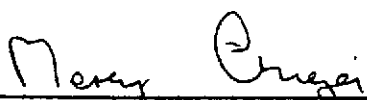
**NOTE:** These services do not include Special Education procedures and paperwork.

This agreement can be modified at any time to meet the WCS Mental Health needs.

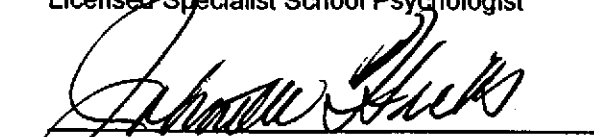
This contract Agreement is executed between the Waco Charter School and the parties indicated below.

  
 Director of the Waco Charter School

5.1.00  
 Date

  
 Mercy Chieza, PsyD  
 Licensed Clinical Psychologist  
 Licensed Specialist School Psychologist

05/03/00  
 Date

  
 Johnette Hicks  
 EOAC-Executive Director


5/1/00  
 Date

**EOAC Waco Charter School and Chieza Psychological Services  
Professional Service Agreement**

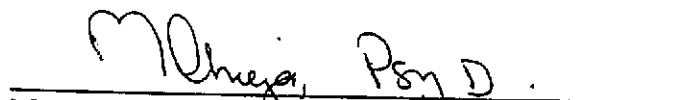
**Addendum to the 2000/2001 Service Agreement**

The previous contract alludes to Mental Health Services only. This addendum includes Special Education Services.

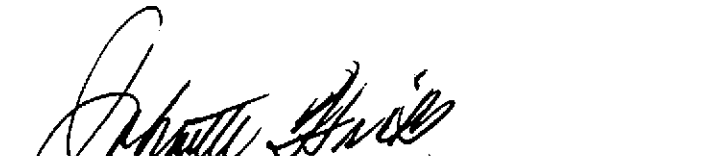
In addition to Mental Health Services Dr. Chieza will also provide all Special Education Services. Weekly hours will be increased to 10 hours a week - The EOAC Waco Charter School will pay Dr. Chieza at the rate of \$100 an hour for ten hours a week. Consequently the payment is calculated to be \$4,000.00 a month for a four week month and \$5,000.00 a month for a five week month. However, a basic amount of \$4,000.00 a month payable through out the twelve months with services beginning July 1, 2000 ending June 30, 2001 is agreed upon. Services provided beyond the 10 hours a week include ARD paper work, crisis management, consultation, ARD meetings.

  
\_\_\_\_\_  
Director of the Waco Charter School

5.1.01  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Mercy Chieza, Psy.D.  
Licensed Clinical Psychologist  
Licensed Specialist School Psychologist

5/31/00  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Johnette Hicks  
EOAC-Executive Director

5/1/00  
\_\_\_\_\_  
Date



*Ginda*

To: Johnette Hicks

MAR 27 2000

From: Laura

RE: Mental Health Services for the 2000-2001 Academic Year

Date: Wednesday, March 22, 2000

Attached you will find the memo I received from Dr. Chieza regarding your questions surrounding what her hourly rate and number of hours would be.

If you have any questions, please let me know.

*Dr. H. - 3/27/00  
Dr. Chieza  
\$700 per week - Dr. C  
@ \$100 hr.  
Plus interest*

MAR 23 2000

Mercy Chieza, Psy.D., Licensed Psychologist - #25456  
3708 West Waco Drive, Suite 5, Waco, Texas 76710  
Phone: 254 752-1223 Fax: 254 752-7512

To: Ms. Laura Middleton  
From: Mercy Chieza, Psy.D  
Re: Mental Health Services for 2000-2001 Academic Year  
Date: Thursday, March 16, 2000

In response to Ms. Hicks comments made on the memo dated March 2, 2000, with reference to determining my hours for next year, I present the following: There are two separate roles to be considered:

- 1) The mental health team role that includes assessment, testing, treatment, behavior programs and consultant to teachers and training.
- 2) The Special Education Services role including ARD process and meetings.

It is not feasible for me to supervise Mental Health and provide special education services for the school in less than 15 hours a week. Consequently, if the hours are reduced with responsibilities remaining the same, I will not be able to provide all services for the Waco Charter School next year. For fewer hours I can supervise Baylor students for mental health services only. The Waco Charter School will then have to hire a diagnostician for Special Education Services.

Rates for the Mental Health Service role only:

- 1) Two Baylor students providing 20 hours each week at the rate of \$12.00 an hour. (\$1000 per month) *for 10 months / per student*
- 2) My rate is \$100 an hour I can provide 4 hours of supervision only or 4 hours of supervision and 4 hours (on the <sup>Site</sup> side) total hour is 8 hours a week.

After considering the above changes, if you are still interested in using Baylor students for next year please let me know as soon as possible since the Psy.D program is already in the process of assigning students to different agencies for the year 2000-2001.



**Melody Martin Ph.D., CCC (A-SP)**  
Audiologist/Speech Pathologist

Fellow, American Academy of Audiology  
Fellow, Academy of Dispensing Audiologists  
Founder/Director, Martin Audiology Associates  
Founder/Director, Martin Mobile Medical Testing

**Martin Audiology Associates** began in 1993 as a solo private practice and has evolved into a group practice to include two audiologists, two speech pathologists, a certified hearing instrument specialist, and a certified occupational hearing conservationist with two full time offices in Waco and Temple. Martin Audiology Associates also serves as a clinical rotation for Baylor speech pathology interns. The scope of practice includes audiological testing, aural rehabilitation, hearing instrument fitting and dispensing, speech therapy services for private patients and area agencies including Head Start, Waco Charter School, MHMR, WISD, MISD, and various preschools and private schools. Martin Audiology Associates was the first and remains the largest independent audiology/speech pathology clinic in central Texas.

**Martin Mobile Medical Testing For Industry** is a subsidiary of Martin Audiology Associates and provides mobile medical testing, primarily hearing and pulmonary, to industry for OSHA compliance. Currently, Martin Mobile Medical Testing has approximately 90 industrial clients along the I-35 corridor to provide a menu of mobile medical services.

#### **Organizations:**

**Professional Affiliations:** Member of the American Speech, Language, and Hearing Association, member of the Texas Speech and Hearing Association, fellow of the American Academy of Audiology, fellow of the Academy of Dispensing Audiologists, certified course director of the Council of Accreditation of Occupational Hearing Conservationists.

**Community Associations/Involvement:** Member of the Texas Association of Business and Chamber of Commerce; served on EOAC Head Start Policy Council for 3 years; currently on Waco Charter School Advisory Board; currently on Head Start Health Advisory Board; participant in numerous health fairs and guest speaker for senior citizen centers, area nursing homes, AARP, Senior Kiwanis, and the Providence Wellness Club; Corporate sponsor Lake Air Little League (4 years); Corporate sponsor Boys Club (2 years); Corporate sponsor Baylor University Athletics (3 years); Contributor Waco Symphony (4 years); Member Waco Foundation; Member Waco Historic Foundation; Life member Baylor Alumni Association; Former President of Waco Christian School Booster Club (2 years); Former President of Dean Highland Elementary PTA; former Sunday school teacher at Seventh & James Baptist Church (4 years).

096904

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THE STATE BOARD OF EXAMINERS FOR  
SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY  
CERTIFIES THAT

Melody Suzanne Martin, Ph.D.  
IS HEREBY AUTHORIZED AND LICENSED TO PRACTICE

Speech-Language Pathology

IN THE STATE OF TEXAS, WITHIN THE PURVIEW OF  
ARTICLE 4512J, TEXAS CIVIL STATUTES, SO LONG AS  
THE LICENSE IS NOT REVOKED AND IS RENEWED  
ACCORDING TO LAW.

LICENSE NUMBER 10287

EFFECTIVE DATE 07/16/1984

EXPIRATION DATE 03/31/2001

*Dorothy Cawthon*  
EXECUTIVE SECRETARY

81156

VOID IF ALTERED



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THE STATE BOARD OF EXAMINERS FOR SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY  
1100 WEST 49th STREET  
AUSTIN, TEXAS 78756-3183

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Audiology

IN THE STATE OF TEXAS, WITHIN THE PURVIEW OF  
ARTICLE 4512J, TEXAS CIVIL STATUTES, SO LONG AS  
THE LICENSE IS NOT REVOKED AND IS RENEWED  
ACCORDING TO LAW.

LICENSE NUMBER 50259

EFFECTIVE DATE 08/24/1984

EXPIRATION DATE 03/31/2001

*Dorothy Cawthon*  
EXECUTIVE SECRETARY

74397

VOID IF ALTERED



THE STATE BOARD OF EXAMINERS FOR  
SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY  
CERTIFIES THAT

Melody Suzanne Martin, Ph.D.  
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EFFECTIVE DATE 08/24/1984

EXPIRATION DATE 03/31/2001

*Dorothy Cawthon*  
EXECUTIVE SECRETARY

74397

## **WACO CHARTER SCHOOL AND MARTIN AUDIOLOGY ASSOCIATES CONTRACTUAL AGREEMENT**

The Waco Charter School proposes the following agreement in providing professional/diagnostic services and consultation for possible disabled children enrolled at the School.

1. Waco Charter School agrees to:
  - A. Make referrals of children for screening, evaluation, and/or therapy who need speech/audiological services.
  - B. Provide parental consent and release of information forms for children to be screened, evaluated or treated.
  - C. Provide an area for treatment, storage of forms, charts, and therapy materials, and clerical supplies for completion of paperwork.

### **II. Martin Audiology Associates will:**


- A. Provide personnel to serve the Waco Charter School children through screenings, assessment, therapy and will provide consultation in person, by phone or written instruction, relevant to the needs of the children to the staff.

Personnel may include a certified speech pathologist/audiologist, consultant audiologist, a speech pathologist intern with a Master degree working on certification (Clinical Fellow intern, or CFY), and graduate school intern(s) working on their Master's degree.

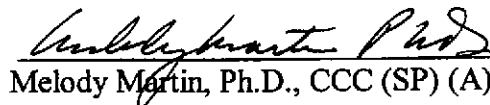
- B. Conduct speech/hearing/vision screenings/consultation at an hourly rate of \$35.00 for the children enrolled.
- C. Provide speech/language and hearing evaluations based on the results of screening and referrals by the Waco Charter School at a rate of \$35.00 per child. Evaluations will include all necessary special education paperwork, including conducting ARD meetings so that treatment (if indicated) may begin, and work closely with the special education director. Special education paperwork will be given to the special education director for review.

- D. Conduct speech/language therapy sessions (individual/group) at a rate of \$35.00 per session.
- E. Serve as the chairperson of the LPAC committee, schedule committee meetings to review the status of children in the ESL and/or the bilingual program. Participation will be provided on an in-kind basis.
- F. Assist the teachers and staff of the Waco Charter School in the execution of the speech/hearing/vision and LPAC programs to comply with special education guidelines. Provide inservice training when needed.
- G. Work with the Waco Charter School Director to may sure the children are best served at the most reasonable rate and provide budgetary input.

This agreement will replace the agreement of September, 1996, and will self renew automatically. This agreement may be renegotiated or terminated at any time with 30 days notice by either party.



Lorita Manning, Director  
Waco Charter School



Melody Martin, Ph.D., CCC (SP) (A), Director  
Martin Audiology Associates

**MARTIN AUDIOLOGY ASSOCIATES**

Melody Martin, Ph. D., CCC/SP-A  
Curis Martin, M. A., HIS  
Gus Casas, M. S., CCC/A

**Facsimile Cover Sheet**

To: EOAC  
Attention: Terry/Lorita  
Fax #: 754-0046  
From: Stephanie @ Martin Audiology Associates  
Date: 01/10/01

**Confidentiality Notice**

This facsimile transmission may contain confidential information belonging to Martin Audiology Associates. The information is intended only for the use of the individual or entity named above. If you are not the intended recipient, you are hereby notified that any disclosure, copying, distribution, or the taking of any action in reliance on this information is strictly prohibited. If you have received this transmission in error, please immediately notify us by telephone to arrange for the return of the documents.

Subject: I spoke with Johnette as to the date of this contract, she said that it was fine. Melody said that she had given Mrs. Manning a new one, so if there is any difference discard the oldest one.

Remarks: If you have any questions please feel free to call me at 254-772-7253.

Thanks for all you do!!

*Stephanie Lambring*

Total number of pages 3 including this cover page.

4716 W. Waco Dr. • Waco, Texas • 76710  
(254) 772-7253 • Fax (254) 772-4981  
(800) Hear-009

[www.martin-audiology.com](http://www.martin-audiology.com)

1618 Canyon Creek Dr. #130 • Temple, Texas • 76502  
(254) 791-3100 • Fax (254) 742-1518  
(888) 621-Hear

**MARTIN AUDIOLOGY ASSOCIATES***Melody Martin, Ph.D.  
Health Services**M.S., CCC, Audiology/ Speech Pathology***WACO CHARTER SCHOOL AND MARTIN AUDIOLOGY ASSOCIATES  
Contractual Agreement**

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**I. Waco Charter School agrees to:**

- A. Make referrals of children for screening, evaluation and/or therapy who need speech/audiological services.
- B. Provide parental consent and release of information forms for children to be screened, evaluated or treated.

**II. Martin Audiology Associates will:**

- A. Provide personnel to serve the Waco Charter School children through screenings, assessment, therapy and will provide consultation in person, by phone or written instruction, relevant to the needs of the children to the staff.
- B. Conduct speech and hearing screening at an hourly rate of \$35.00 for the children enrolled.
- C. Provide speech and hearing evaluations based on results of screening and referrals by Waco Charter School at a rate of \$35.00 per child. Results of the evaluation will be forwarded promptly. The evaluation will include any recommendations to be used in the classroom and/or home where appropriate.

4714 W. Waco Dr. • Waco, Texas • 76710  
(817) 772-7253 • Fax (817) 772-4981

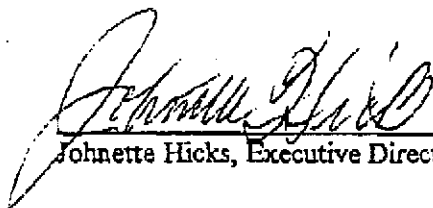


Page 2


Contractual Agreement

D. Provide speech therapy sessions (individual/group) at a rate of \$35.00 per session.

This agreement will be in effect beginning September, 1996 and will self renew automatically. This agreement may be renegotiated by all parties involved. This agreement may be terminated at any time with 30 days written notice.



Johnetta Hicks, Executive Director, EOAC



Melody Martini, PhD CCC (SP) (A), Director  
Martin Audiology Associates

# **SERVICES TO EXPELLED STUDENTS**

## **Waco Charter School**

### **POLICY**

The special education programs in the Waco Charter School operate under local district board policies and Waco Charter Management Board Policies. This operational guidelines manual is to clarify and support local district policy, State Board of Education and Commissioner's Rules for Special Education Services, and 34 Code of Federal Regulations (Individuals with Disabilities Education Act) IDEA - Part 300. The local school districts' Board approved policy manual may be found in the office of the superintendent for each member district, the administrative office of the school, and in the special education office. The following list include the most frequently referenced policy sections which relate to special education services.

### **SCHOOL BOARD POLICY**

19 TAC §89.1050(f)

19 TAC §89.1050(f)

All disciplinary actions regarding students with disabilities shall be conducted in accordance with the most current federal and state laws. {34 CFR §300.520 - .529(relating to Discipline Procedures), TEC Chapter 37, Subchapter A(Alternative Settings for Behavior Management)

**I. Procedural Safeguards**

All procedural safeguards, including required notice and consents, will be followed throughout the process of disciplinary action for students with disabilities.

**II. Change in Placement Totaling 10 School Days**

The ARD Committee meeting will be held prior to a disciplinary change in placement totaling more than 10 school days - expulsions, removal to alternative education programs, or suspensions (totaling more than 10 days).

**III. ARD Action Required**

**A. The ARD committee will:**

1. develop a functional behavioral assessment and appropriate behavioral interventions to address the behavior (see CIA section for functional behavioral assessment).
2. develop, review and modify the Behavior Intervention Plan (BIP), as necessary, if a behavior plan was in place:
  - a. administrative staff in each building will have a copy of the BIP for student's on their campus who have a BIP developed by the ARD
  - b. follow provisions of the current BIP until the ARD committee reviews and determines any necessary changes (ex. BIP may include no detentions, ISS, etc. if specified in the BIP these are not to be used)
3. conduct a manifestation determination review:
  - a. immediately if possible and the parents waive the 5 day notice, but not later than 10 school days after the date of the disciplinary action which proposes to change the student's placement for more than 10 school days.
  - b. if drug/weapon offense has occurred,
  - c. if a hearing officer's approval is sought for interim placement of a dangerous student
4. the manifestation review will consider:
  - a. evaluation and diagnostic results or other relevant information supplied by the parents of the student,
  - b. observations of the student, and
  - c. the student's IEP and placement.
5. the manifestation review will determine:
  - a. in relationship to the behavior subject to disciplinary action, whether or not the student's IEP and placement were appropriate and the special education services, supplementary aides and services, and behavior intervention strategies provided were consistent with the student's IEP,
  - b. whether or not, the student's disability impaired the ability of the student to

# **TRANSPORTATION**

# WACO CHARTER SCHOOL

## TRANSITION PLAN

### **Transition Statement:**

Transition will be used as a process of change within or between services that involves children, families, other schools and service providers. The transition process will fulfill the following four goals: (a) ensure continuity of services; (b) minimize disruption of the family system; (c) promote child functioning in the natural environment or the least restrictive environment and (d) involve planning, preparation, implementation, and evaluation within and between schools and family. Transition will occur when there is a change in location or type of services, personnel, philosophy, regulations, or funding sources.

In accordance with the Individuals with Disabilities Education Act (IDEA), the Waco Charter School will work collaboratively to provide students with disabilities a free appropriate public education.

### **Transition Planning**

Goal: To ensure the provision of transition services to families with children entering the Waco Charter School.

The proposed meetings for planning and implementation are described below:

1. Administrators or designee of the Independent School district or Private School Early Childhood Education Programs and the Waco Charter School Director or designee will meet in February of each year.

This will be the initial contact meeting with other schools to exchange ideas about the feasibility of the plan and to determine school contact persons.

2. **School Districts, Private Schools, Early Childhood Programs and Waco Charter School contact persons will meet in March of each year.**

The purpose of this meeting is to establish procedures for the following transition activities:

- a. Transfer of children's records (with parent consent)
- b. Schedule initial meeting of student and parent (parent choice for child)
- c. Establish lines of communication

### **3. Charter School Director and Education Staff will meet in February.**

The purpose of this meeting will be to discuss the development and implementation of transition activities for the new year.

#### **Additional Collaborative Activities**

A collaborative approach to transition will be made to benefit children and their families, and public, private and other charter schools. Those schools who wish to take advantage of this opportunity will be informed of the following additional collaborative activities:

1. Pre-registration
2. Oral Language Assessment
3. ARD documentation on services for children with disabilities.

Transition activities will be carefully planned to avoid expensive duplication of services, reduce time lapse between assessment and services, provide training opportunities, interagency communication, encourage parent involvement, and provide positive mutual support systems for students and families entering the Waco Charter School.

#### **Children With Disabilities**

Transition into and out of the Waco Charter School

#### **Procedures**

1. Transition Activity - Into Waco Charter School
  - a. Complete a full and individual initial evaluation, in accordance with section 614 (b) (IDEA) before the initial provision of special education and related services to a student with a disability is provided.

The initial evaluation will consist of procedures to determine whether a child is a child with a disability and to determine the educational needs of the child.

2. Obtain an informed consent from the parent of the child before the evaluation is conducted. Parental consent for evaluation will not be construed as consent for placement for receipt of special education and related services.

If the parent of the child refuse consent for the evaluation, the Waco Charter School will continue to pursue an evaluation by utilizing the mediation and due process procedures under section 615 of IDEA, except to the extent inconsistent with State law relating to parental consent.

### 3. Action Steps

- a. Involve student and parent in the development of the transition plan, that will become a part of the student's IEP.
- b. Identify the strengths of the student and the concerns of the parents for enhancing the education the education of their child and provide the results of the initial evaluation or most recent evaluation of the child.
- c. In a case of a child with limited English proficiency, consider the language needs of the child as such needs relate to the child's IEP.
- d. In the case of a child who is blind or visually impaired, provide instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media, that instruction in Braille or the use of Braille is not appropriate for the child.
- e. Consider the communication needs of the child and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode.
- f. Consider whether the child requires assistive technology devices and services.
- g. Reconvene the IEP Team to identify alternative strategies to meet the transition objectives for the child set out in the program.

### 4. Transition Activities - Other Placement After Waco Charter School

- a. The Charter School Director or designee in collaboration with student's parent will help to identify appropriate future setting, such as community rehabilitation program, public school, or other charter school in the service delivery area;
- b. Provide information and training to parents regarding options for their child's future setting;



- c. Assist family in preparing the student for changes in service delivery including steps to help the student adjust to, and function in, a new setting; and
- d. With parental consent, provide information about the student (evaluation and assessment reports, IEP, etc.) And notify appropriate LEA, or other service provider.

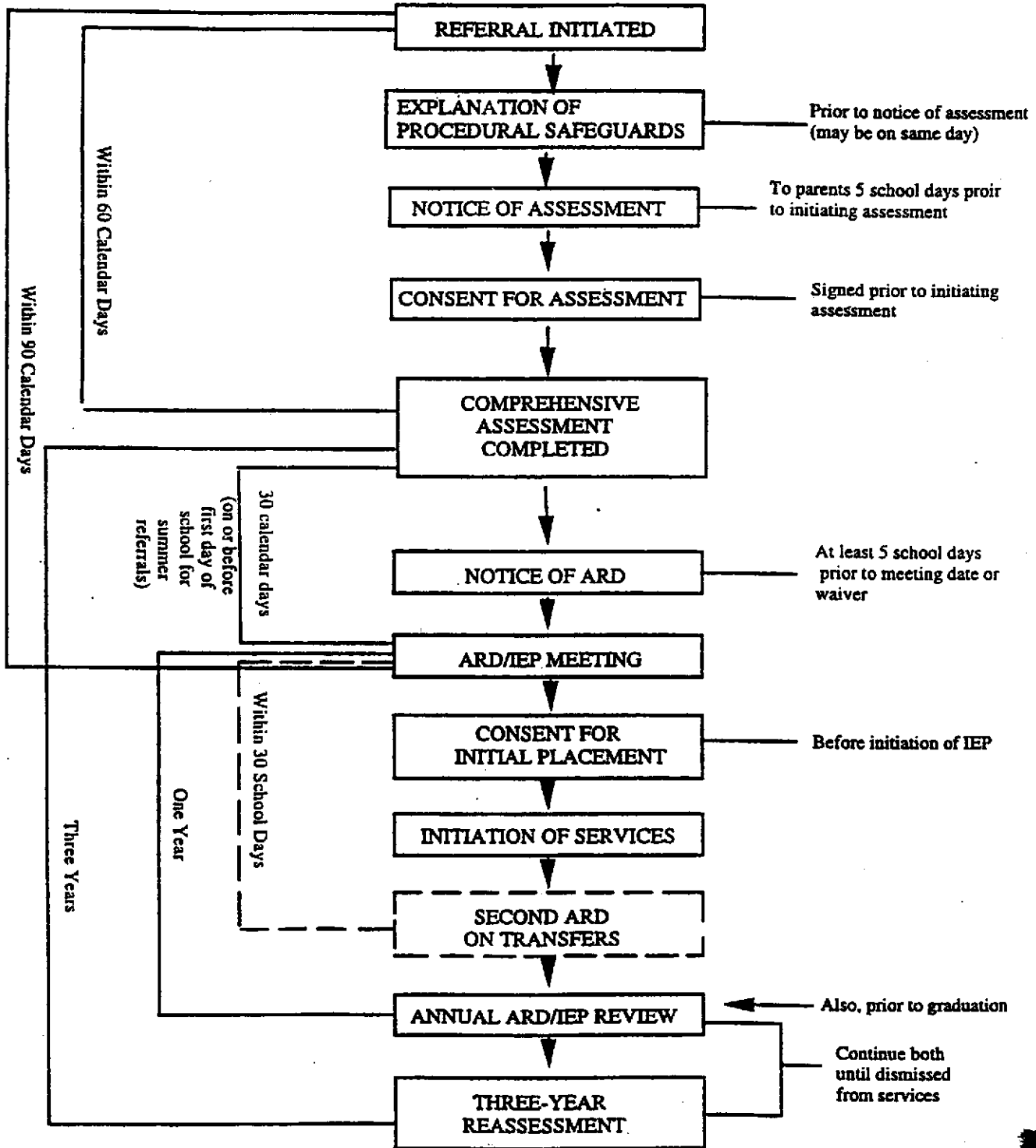
The Waco Charter School will comply with any additional requirements of IDEA as identified to ensure that special educational needs of children are fully met.

**CHARTER SCHOOL  
SERVES  
KINDERGARTEN**

# Attachment C: TIME LINES FOR CHILD-CENTERED EDUCATIONAL PROCESS

See: S11: Notices, S12: Consents, S13: Assessments, S15: ARD/IEP

*Note: Early Childhood Intervention (ECI) transitioning requires a meeting be held 120 days prior to the child's third birthday*



## CONTRACT FOR CHARTER

CONTRACT entered into this 29th day of April, 1996 by and between the Texas State Board of Education (the "Board") and Economic Opportunities ("Charterholder") for the purpose of establishing a charter to operate a public school.

The term of the charter granted by this contract is from September 1996 through August 2001. The charter may be renewed for an additional period by mutual agreement of the parties at any time prior to its expiration.

The charter granted by this contract is contingent upon full and timely compliance with the following, all of which are incorporated by reference:

1. The terms of the Request for Proposals dated October 1995, including the assurances required by the Request;
2. All applicable requirements of state and federal law and court orders, including any amendments thereto; and
3. All additional commitments and representations made in Charterholder's application and any supporting documents which are consistent with the provisions and requirements of this contract.

Charterholder understands that the Board may modify, place on probation, revoke or deny renewal to a charter if the Board determines that a material violation of the charter has occurred, that Charterholder has failed to satisfy generally accepted accounting standards of fiscal management, or that the Charterholder has failed to comply with an applicable law or rule. The parties agree that failure to satisfy accountability provisions adopted under Subchapters B, C, D and G of Chapter 39 of the Texas Education Code, or their successor provisions, or failure to operate an open-enrollment charter school during the period of this contract are material violations of the charter. Charterholder understands that its charter may not be assigned, encumbered, pledged or in any way alienated for the benefit of creditors or otherwise.

Charterholder represents that it is qualified to enter into this contract and agrees to immediately notify the Board of any legal change in its status which would disqualify it from holding the charter, of any violation of the terms and conditions of this agreement, and of any change in the chief operating officer of the Charterholder.

Entered into this 29th day of April, 1996.

Texas State Board of Education

**Economic Opportunities**  
622 North 17th Street  
Waco, Texas

  
By Dr. Jack Christie, Chairman

  
By Johnette Hicks, Executive Director