

HIGGS, CARTER, KING
GIFTED AND TALENTED CHARTER ACADEMY
P.O. Box 18854, San Antonio, Texas 78218
210-735-2341 / 210-733-5982

July 14, 2003

Ertha Patrick, Manager
Charter Schools Division
1701 North Congress Avenue
Austin, Texas 78701-1494

Subject: Final Hard Copy of the Application incorporating all required revisions.

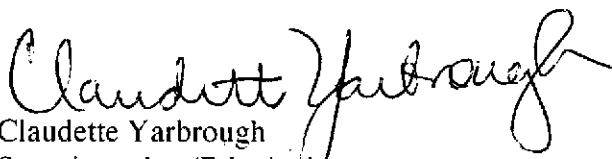
Thank you very much for your recent communication regarding our charter school status.

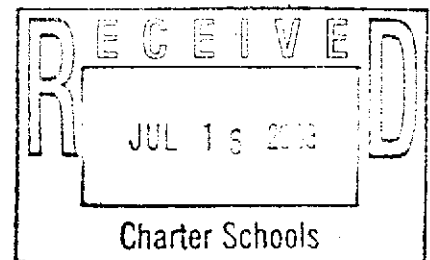
Attached is the requested hard copy of the final charter renewal application revisions requested in the June 27, 2003 letter letting us know that we have been considered "cleared..

Please let me know if additional information is required.

Thank you!

Sincerely,


Claudette Yarbrough
Superintendent/Principal





TEXAS EDUCATION AGENCY

1701 North Congress Ave. • Austin, Texas 78701-1494 • 512-463-9731 • FAX: 512-463-9838 • <http://www.tea.state.tx.us>

Felipe T. Alanis
Commissioner of Education

June 27, 2003

TO THE CHARTER HOLDER ADDRESSED:

Subject: Renewal Application Review Update for Higgs, Carter, King Gifted & Talented Charter ACAD

Thank you for providing the mandatory information to complete your renewal application and responding to prescribed revisions in a timely manner. Most schools needed to revise the application in order to be considered cleared.

As of June 27, 2003, Higgs, Carter, King Gifted & Talented Charter ACAD's renewal application has been considered "cleared" by all reviewing divisions. Since the application is cleared in all areas the next step in the review process requires the charter holder to submit a final hard and electronic copy of the application incorporating all required revisions; if you submitted said documents please disregard this notice. Contract finalization letters are issued after the Charter Schools Division receives final copies.

Regarding the length of contract, the first group of Generation Two contracts to be finalized were approved for a 10-year period. However, please be aware that contracts may be approved for a shorter period of time or with conditions.

Regarding existing contracts, as stated in TAC §100.1031(a), if a charter holder makes timely and sufficient application for renewal the existing contract does not expire until the commissioner has granted or denied the application.

Feel free to contact me or Anne Hemenway at 512-463-9575 with any additional questions about the renewal process.

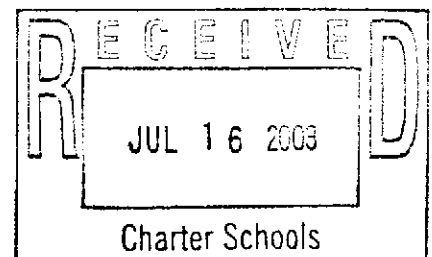
Sincerely,

Ertha Patrick
Manager, Charter Schools Division

Cc: Susan Barnes

FILE
Action

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Open-Enrollment Charter School Renewal Application

Generation Two – Standard

Part 1. Charter Update

Charter Holder Name: Youth Empowerment Services Inc.
(i.e., nonprofit organization, institution of higher learning, or governmental entity)

Charter School Name: Higgs, Carter, King Gifted and Talented Charter Academy

Charter School County/District #: 015803

Campus Name(s)	County/District/Campus #
Higgs, Carter, King Gifted and	015803

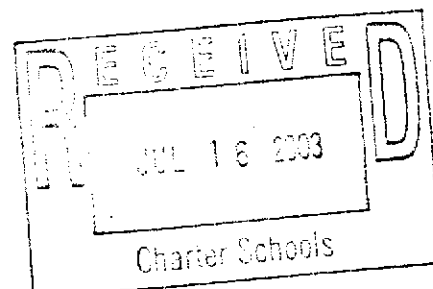
Section I. Maximum Enrollment, Grades Served, and Geographic Boundaries

In the spaces below, please list the maximum enrollment, the grades the charter school serves (indicating if there is an approved GED program), and the geographic boundaries.

A. Maximum Enrollment: 300

B. Grades Served: Pre-kinder through tenth for the 2002-2003 school year.

Approved GED Program: YES ☐ NO ☒



C. Geographic Boundaries (School Districts): All nineteen (19) Bexar County School Districts and twenty (20) public school districts. The 19 school districts are listed here: Alamo Heights, Boerne, Comal, East Central Edgewood, Fort Sam Houston, Harlandale, Judson, Lackland, Medina Valley, North East, Northside, Randolph, San Antonio, Schertz-Cibolo-Universal City, Somerset, South San, Southwest, and Southside.

Section II. Governance Structure and Procedures

Review *TEC, Sec. 12.121* and *19 TAC Chapter 100, Division 5 (Charter School Governance)*, which lists, among other things, powers and duties that must be exercised by the governing body of the charter holder, and nepotism and conflict of interest prohibitions and exceptions.

Where indicated, list all relatives of the members of the Governing Body of the Charter Holder, of the Governing Body of the Charter School, and of the Officers of the Charter School within the *third degree of consanguinity or affinity*. These include your spouse and the following relations to you and to your spouse: parents, children, grandchildren, siblings, grandparents, great-grandparents, nieces, nephews, aunts, uncles, and great-grandchildren.

A. Governing Body of Charter Holder

1. In the spaces below please list the names of the members of the governing body of the charter holder, the offices held, any board members relative within the third degree of consanguinity or affinity (see definition above), and any compensation or remuneration from the charter holder or charter school received by the board members.

Board Member Name	Office Held	Relative(s) Within the Third Degree of Consanguinity or Affinity Who are Also Serving on the Board	Board Member Compensation or Remuneration Per Year
John Wood	Chairperson	N/A	None
Tabitha Tate	Secretary	N/A	None
Rickey Williamson	Board Member	N/A	None

2. Will any relative of the board member within the third degree of consanguinity or affinity (see definition above) be employed by or receive any compensation or remuneration from the charter holder or the charter school? If yes, provide details in the space provided below. YES ☐ NO ☒

3. Will any board member's spouse or any of the spouse's relatives within the third degree of consanguinity or affinity (see definition on page 2) be employed by or receive any compensation or remuneration from the charter holder or charter school? If yes, provide details in the space provided below. YES ☐ NO ☒

4. Will any person who is a relative within the third degree of consanguinity or affinity (see definition on page 2) of a charter school officer (i.e., a person charged with the duties of, or acting as, a chief executive officer, a central administrator, a campus administration officer, or a business manager) be employed by or receive any compensation or remuneration from the charter holder or charter school? If yes, provide details in the space provided below. YES ☒ NO ☐

The spouse of the comptroller is the supervisor of the hall monitors. He earns \$8 dollars per hour and works 40 hours per week. He is directly and indirectly supervised by the principal/superintendent. He directly supervises four door and hall monitor staff persons. He has worked at the Charter School for three weeks. He is not paid with charter school funds. He is paid with other grant funds.

B. Governing Body of Charter School

1. If the governance structure includes more than one board (i.e., a governing body that is separate from the governing body of the charter holder), in the spaces below please list the names of the members of the governing body of the charter school, the offices held, any relative of a board member within the third degree of consanguinity or affinity (see definition on page 2), and any compensation or remuneration from the charter holder or charter school received by the board members.

Board Member Name	Office Held	Relative(s) Within the Third Degree of Consanguinity or Affinity Who are also Serving on the Board	Board Member Compensation or Remuneration Per Year
N/A			
			005

2. Will any relative of a board member within the third degree of consanguinity or affinity (see definition on page 3) be employed by or receive any compensation or remuneration from the charter holder or the charter school? If yes, provide details in space provided below. YES ☐ NO ☐

N/A

3. Will any board member's spouse or any of the spouse's relatives within the third degree of consanguinity or affinity (see definition on page 3) be employed by or receive any compensation or remuneration from the charter holder or charter school? If yes, provide details in the space provided below. YES ☐ NO ☐

N/A

C. Roles and Responsibilities of Governing Bodies

Describe the roles and responsibilities of both the charter holder and charter school governing bodies. If this represents a change from the governance structure currently on file with the Agency, please indicate that it is a change and describe the difference from the previous structure.

There is no change from the governance structure currently on file with the Agency. The Board continues to provide oversight over all charter activities including, budget approval, amendment approval, program approval, staff selection approval. The Board continues to review and approve all policies, hold meetings per the bylaws and participate in required Board training.

D. Organizational Chart, Criminal History Records, Biographical Affidavit

- Submit an organizational chart. Include this document as **Attachment 1, Organizational Chart**.
- Submit a criminal history record for each board member. Include these documents as **Attachment 2, Criminal History Records for Board Members**.
- Submit a biographical affidavit for each board member. Include these documents as **Attachment 3, Board Member Biographical Affidavit**.

HIGGS, CARTER, KING GIFTED AND TALENTED CHARTER ACADEMY

P.O. Box 18854, San Antonio, Texas 78218

210-735-2341 / 210-733-5982

To: Maggie Baker
Legal Division
Texas Education Agency

From: Claudette Yarbrough *CY*
Higgs, Carter, King Charter Academy

Date: February 4, 2003

Re: Response To Renewal Legal Review

finally approved version KR 7/9/04

→ **Teacher Qualifications:** We plan to meet every applicable law related to Teacher Qualifications at Higgs, Carter, King. When the final regulations are released, we will comply.

Admissions Policy: The starting date each year for admissions will be February 1st and the ending date will remain July 31st. We will observe all applicable regulations related to enrolling students under the lottery when we receive more applications than slots availability.

not the finally approved version KR 7/9/04

The admission policy now includes the nondiscrimination statement as required by Texas Education Code to read that admissions to the Open Enrollment Charter will not be based upon religion, race, color, national origin, sexual orientation, gender, disability, athletic, academic, or artistic ability. *dist. would*

missing sex & ethnicity distinction

Other: Admissions Application: We have revised and shorted our admissions form and have attached one for the record.

Assumed name: We have contacted the Texas Secretary of State and Down loaded Form 503. We have printed it off and will complete the form and submit the form within the next five (5) days.

Section III. Teacher Qualifications

In the space provided, describe the qualifications required for all classroom teachers and other instructional staff. If this represents a change from the charter application on file with the Agency or approved amendments, please indicate that it is a change and describe the difference from the previous requirement.

All teachers at Higgs, Carter, King Gifted and Talented Charter Academy are required to hold a four-year college degree. Parents are provided with the educational credentials of all instructional staff at the beginning of the school year. There is no change from the approved charter application. For each of the past four years, all Higgs, Carter, King teachers have had a minimum of a four year degree. We know verify degree status through a thorough background check. We perform background checks on 100% of all staff, board members and volunteers.

replaced by text in Feb. 4, 2003 Memo

Section IV. Code of Conduct

In the space provided, describe the methods used to inform parents and students about school rules and guidelines governing student behavior. Include policies regarding student expulsion and suspension and procedures that satisfy due process requirements.

At the beginning of each school year, mandatory parent information sessions are held. At the information sessions, students and parents receive information about the school's operations, rules and regulations. On the first day of school a folder is sent home to all parents with the Code of Conduct inside of the folder. All parents and students are instructed to return the signed parental cover sheet of the Code of Conduct. Teachers keep a copy and a copy is turned into the school office. Also on the first day of school, teachers review the Code of Conduct, expulsion and suspension processes with the students as a part of their opening class activities. Periodically throughout the school year, teachers again take the time to review the processes with the students as a class activity. When students enroll after the first day of school and throughout the school year, they are not admitted to class without a one-on-one parental interview where the Code of Conduct is presented to take home and read with their child. When the child comes in to the first day of school, he must bring the signed cover sheet. All parents are notified immediately when a student is being suspended so that they can come and pick up the student. They are told they have a right to appeal the suspension if they disagree with the suspension. The same process holds true for expulsion. During the past four (4) years we have not had any suspension or expulsion appeals. We have a very fair process that involves the student, teacher and parent.

Section V. Complaints

In the space provided, describe the methods used to inform parents, students, and employees about the procedures for receiving and responding to complaints. (Note: Under 19 TAC § 100.1101(e), the governing body of a charter holder shall not delegate final authority to hear or decide employee grievances, citizen complaints, or parental concerns.)

At the beginning of the school year during the information sessions, parents are encouraged to share their concerns and complaints with the appropriate staff person through the use of a "concern resolution form". On the first day of school, the organizational chart is in the folder that is sent home so that parents can be aware of who is responsible for various departments within the school. Parents are encouraged to first seek assistance from the person in charge of the department, before coming to see the principal. When a parent comes to see the principal, the principal brings all parties to the meeting in order to resolve the concern or complaint. Periodically throughout the school year, parents are reminded of the process through the school's bi-weekly newsletters. For instance, if a parent has a concern about the class his/her child is in for pre-kinder, the parent is referred to the pre-kinder supervisor. The Board is the final authority in reference to complaints and has final authority regarding complaints.

Higgs, Carter, King Gifted and Talented Charter Academy
ADMISSIONS POLICY

This page is the revised Adm. Policy.

KM

- A. Students are admitted to Higgs, Carter, King Gifted and Talented Charter School throughout the school year without regard to religion, ethnicity, race, color, national origin, sexual orientation, gender, disability, athletic, academic, or artistic ability, or the district the child would otherwise be attending.
- B. Each year, enrolled students are given an opportunity before May 1st to recommit for the following school year. Vacancies in each class are then determined, and the siblings of returning students are given priority for enrollment.
- C. New applications for enrollment are accepted for admission each year beginning February 1st of each year and ending July 1st of each year. If the number of eligible applicants does not exceed the number of vacancies, then all applicants who timely applied are offered admission. If there are more eligible applicants than available spaces in a class, then a lottery will be conducted no later than July 31st. A name will be drawn for each vacancy that exists, and each applicant whose name is drawn is offered admission. The remaining names will be drawn and placed on a waiting list in the order they are drawn. If a vacancy arises before the commencement of the school year or during the school year, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list if the offer is accepted. If the offer for admission is not accepted within seven business days, the next lowest number will be offered admission. This process will be perpetual.
- D. If an application is received after the application period has passed, the applicant's name is added to the waiting list behind the names of the applicants who timely applied.
- E. **Admission Exceptions:**
- I. All applications for admission to the pre-kinder program are required to be screened for eligibility. Once determined eligible for admission, the parent will be notified to complete the enrollment process as described in Letter C.
 - II. Applications for admission will be screened for compliance with Court Order/Civil Action 5281. As all potential Higgs, Carter, King students are transfer students, all new applications for admission must be in compliance with Civil Action 5281. Any student applicant for admission found to be in noncompliance with Civil Action 5281, will not be enrolled. The family will be notified of the school's requirement to be in compliance with Civil Action 5281 if admitting the student will cause the school to be in non-compliance.

Section VI. Admissions Policy

In the space provided, describe the timeline used for admitting students, including the application deadline and the process for the admission of students by lottery. (Although state law permits students to be accepted on a first come, first served basis or through a lottery, a charter school that is oversubscribed must use a lottery to be eligible to receive federal funds.)

~~All returning students are required to indicate a "recommitment" for the following school year. Once the recommitments are tallied, new parents can begin enrolling. The deadline is July 31st each year. After July 31st, those classes that have slots available are targeted for increased enrollment. Once we have a few slots available for any one class, then we use the lottery if more potential students exist than available slots. Once a lottery is held, the parent has one week to decide to take the slot. If the lottery parent does not take the slot, a second lottery is held and the process continues until a parent accepts the slot.~~

replaced by faxed version dated Apr 7, 2003

This whole section should not be crossed out KMY 7/14/04

Part 2. Program Evaluation

Section VII. Evaluation of Student Performance

In the spaces provided, describe student performance. Address student progress over time and performance as it relates to AEIS *base* and *additional* indicators and in terms of any *other relevant performance information*.

A. AEIS Base Indicators

Describe student performance as it relates to AEIS *base* indicators (i.e., TAAS scores and dropout rates). Be specific about indicators such as percentage of students passing exams and annual dropout rates.

Note: Campuses rated under the Alternative Education Accountability system may also have student attendance and Texas Learning Index (TLI) growth as base indicators.

Higgs, Carter, King's student performance progress over time has been remarkable. Specifically dropout data indicates that only one student in four years has dropped out of Higgs, Carter, King. This happened during the 1999-2000 school year. Per the most current AEIS data, Higgs, Carter, King's dropout rate is 0%. We attribute our success in this area to working closely with students who are potential dropouts. We perform home visits and work with students whose parents are in jail or not in the home. We provide caring teachers who work together with the students who are potential dropouts to help them stay in school. We also provide targeted students with counseling services as needed.

All data used within this renewal application have been retrieved from the TEA website. AEIS TASS testing data highlights several key strengths related to student performance over time. In 1999-2000, math scores for all students indicate that 50% of all students scored 70% or above and 50% of all students scored 69% and below. In 2000-2001, math scores for all students indicate a 23.2% increase from 50% to 73.2% of all students scoring 70% or above. The students' performance improved dramatically from the 2000 to 2001 school year. Reading scores also improved. Specific AEIS highlights include third grade students performance from 2000 to 2001. One hundred percent of the Hispanic third grade students met the minimum required for reading which represented a 44.4% increase of 1999 scores, and 100% of 3rd grade male students met the minimum required for reading representing a 57.1 percent increase of 1999 scores. Economically disadvantaged third grade students increased their mastery of reading by 13.9% from 61.1% in 2000 to 75% in 2001. Sixth graders also experienced a great deal of success on the TAAS from 2000 to 2001. Specifically, 6th grade male students increased their mastery of reading from 71.4% to 100% representing a 28.6% increase. Economically disadvantaged 6th graders improved from 58.3% to 70% representing a 11.7% increase. Overall from 2000 to 2001, the most impressive AEIS result in terms of performance were Higgs, Carter, King's students increase in math scores. Math scores were up 20% school wide on the 2001 TAAS test. In 1999, only 54% of the students scored 70 or better on the TAAS math test. By 2001, over 73% of the students had scored 70 or better on the math TAAS. This represents a 23% increase overall on the Math TAAS. Higgs, Carter, King's reading scores have consistently averaged between 65 and 70% meeting the minimum requirements. In 2000, Higgs, Carter, King added seventh grade. On the TAAS test, the seventh graders achieved 83.3% on all tests and all subgroups including Hispanic, males, reading, math and all tests.

Higgs, Carter, King Charter's student performance outperformed the state's overall averages in three categories: writing, math and Hispanic for the 2001 school year. Higgs, Carter, King's performance compared against itself showed an increase in scores in six areas. These areas are: All tests, writing, math, African American Hispanic, and economically disadvantaged. Higgs, Carter, King (HCK) student population is over 90% economically disadvantaged. The chart of information provided below highlights the 2001 test performance mentioned in this paragraph.

this section should not be crossed out K17 7/16/04

	Texas Charters 2001	HCK 2001	HCK higher /Texas Charters (2001)	Percent 2001 HCK higher than 2000 HCK scores
All Tests Taken	55.7%	51.0%		+3.3%
Reading	72.0%	66.0%		
Writing	64.8%	66.7%	+1.9%	+17.1%
Math	67.1%	70.8%	+3.7%	+17.1%
African American	45.6	35.7%		+6.3%
Hispanic	55.7%	55.8%	+ .1%	+1.6%
Economically Disadvantaged	51.7%	48.9%		+6.8%

Finally, Higgs, Carter, King compared it's progress for the 2000-2001 school year to that of two local charter schools in the same city. Higgs, Carter, King scores were consistently at or above that of the other two schools for three out of six grade levels in math and reading. Overall for math, Higgs, Carter, King students out-performend the other two schools. Also fifth graders went from zero percent passing reading in 2000 to 40% passing reading in 2001. The two schools are identified as School A and School B below.

TAAS DATA HIGHLIGHTS FOR HIGGS, CARTER, KING

-All Grades Math Tested		Met Minimum (70% or above)		
Higgs, Carter, King		73%		
School A		71%		
School B		40%		
	Higgs, Carter, King	School A	School B	
Math 4 th Grade	80%	59%	43%	
Math 7 th Grade	92%	86%	30%	
Math 8 th Grade	90%	79%	48%	
	Higgs, Carter, King	School A	School B	
Reading 3 rd Grade	80%	65%	*no data	
Reading 4 th Grade	90%	78%	62%	
Reading 8 th Grade	82%	77%	63%	

The information above presents some of Higgs, Carter, King's student performance highlights from TAAS scores over the past years. Higgs, Carter, King has invested in strong teacher professional development trainings to help teachers learn how to consistently improve their teaching of the TEKS so that students' performance can improve each year. Teachers are very enthusiastic about the training sessions and have made commitments to setting achievable goals each year for student performance. All instructional staff including assistants, vice principals and principals along with the teachers participate in instructional professional development trainings each year. Each teacher averages between 60 and 70 hours per year of teacher training. Higgs, Carter, King actively supports each teacher in utilizing the resources of the Educational Service Centers training, the Accelerated Schools Process training and 21st Century Community Education trainings.

B. AEIS Additional Indicators

Describe student performance as it relates to AEIS *additional* indicators (i.e., attendance rates, 4-year completion rates, college admissions testing, and participation in the recommended high school program). Be specific about indicators such as average Texas Learning Index (TLI) growth, year-to-year progress, and accountability ratings.

Note: Campuses rated under the Alternative Education Accountability system may also have campus-selected additional AEIS indicators.

this section should not be crossed out KVL 7/16/04

During the past four years, Higgs, Carter, King has had TAAS ratings of acceptable and AE: acceptable. The 1999-2000 school year was the only year in which Higgs, Carter, King had a low-performing rating. This information is provided below.

1999- Not Rated Charter School's baseline year

2000- Low Performing due to economically disadvantaged math scores

2001- Acceptable (applied for AE accountability rating but rated Acceptable by TEA)

2002- AE: Acceptable

Attendance rates for Higgs, Carter, King have consistently averaged around 93 percent each of the four years. A look at our students' Texas Learning Index (TLI) has shown that between 50-70% of the students improve on the TLI scores in reading and/or math each year. Each year as a part of the Alternative Education systems' additional indicators our students have consistently met the additional requirements to pass their courses and pass to the next grade. Over the course of four (4) years, only one student has been retained and that student was offered summer school as an option to get into the next grade level. Last year 100% of all students passed to the next grade level. We do not have four year completion rates or college scores yet for our students as we have added a grade each year since 1999 and should have graduates in the year 2005.

C. Other Information Relevant to Student Performance

Describe unique accomplishments of the charter school as they relate to student performance. Be specific in describing accomplishments and provide supporting evidence and documentation as **Attachment 4, Documentation for Evaluation of Other Information Relevant to Performance.**

Refer to questions three and four of the charter application on file for any additional accountability provisions, in addition to those required under Texas Education Code, Chapter 39, under which the performance of the open-enrollment charter may be assessed. Refer to question five of the application for any basis, in addition to a basis specified under Texas Education Code, Chapter 12, on which the renewal of the charter may be denied.

Educational Program Progress based upon Charter Application Question Three:

3.1 - All teachers receive Accelerated Schools training which helps us prepare them for treating all students to gifted and talented curriculum and instruction in the classroom.

3.2 - Quantum training helps all teachers create learner-centered classrooms where the needs of the students guides the instructional processes.

3.3 - Each year learning styles introductions and trainings are provided to all staff: new and returning staff. Each year, two (2) teachers are sent to St. John's University to study learning styles under Dr. Dunn so that they can better help new teachers implement learning styles in the classrooms.

3.4 - Each parent is required to attend quarterly parent conferences where the personalized learning plan with current accomplishments and future goals is introduced by the student to the parent with assistance from the teacher. This process has been very powerful for parents and students. Parents have commented about how good they feel seeing their child(ren) performing authentically what they have learned. Students use a variety of technology and tools to present what they have learned and what their goals are for the next quarter.

3.5 - Quantum training has helped all staff connect with the students. The Core Knowledge curriculum has helped all staff connect and integrate learning within and among the core subject areas. We are a 100% Core Knowledge campus and we are in our second year of becoming an Accelerated Schools.

3.6 - 3.14 - Quantum training has helped all staff utilize a variety of approaches and strategies to make learning "come alive" for all students including ESL, LEP and special needs students.

3.15 - We provide instruction in all core subject areas in all grade levels from pre-kinder through 10th grade.

3.16 - The Quantum training all staff and students are receiving is helping us to redefine learning and basic skills. All aspects of the basic skills, thinking skills, personal qualities, resources, interpersonal, information, system and technology skills are integrated within the core subject areas for all grade levels.

3.17 - We maintain a 1:16 teacher to staff ratio when we can. When we cannot we utilize the charter amendment we received and add an assistant to the teacher when the class size goes over 16. Due to student mobility, changes occur in class size throughout the school year.

3.18 - We continue to provide an 8:00am-3:00pm school day for all students.

3.19 - We have been funded for pre-kinder classes and provide instruction the same as for other students. We maintain

This section should not be crossed out 7/16/04

multi-level and multi-age groupings.

3.20 - We have hired a bilingual teacher for our ESL students. We serve a variety of students including at-risk students.

3.21 - We have created our own "school handbook" which address school issues. We still maintain our attendance goal at 98%. We are working on a plan by grade level and six week period to achieve this goal.

3.22 - We utilize authentic assessment tools throughout the learning process. Project based learning, individualized learning opportunities, group and cooperative learning settings helps us to provide authentic assessment opportunities for all students. The Charter School Resource Center has been instrumental in providing training to help us accomplish authentic assessment for our students.

3.23 - 3.25 - We provide an after school program to all students, parents and community members. We have secured funding to support this effort. Last year we served over 900 individuals in our program. We provide services on weekends, after school and during the summer as well as before school begins.

4.1 - We continue to expect all learners to succeed and we continue to provide all learners with accelerated instruction.

4.2 - We are still measuring this goal. Due to high rates of mobility from one year to the next, we have not receive all prior year information for individual students. The goal does not apply to third graders unless they are repeating 3rd grade. Fourth through sixth grade students are being tracked to determine goal accomplishments.

4.3 - Third - Fifth year goals were revised after the first year to account for more knowledge about the test and the instruction needed to fulfill the goals. We now know that we need goals per grade levels as well as overall tests goals. We also need goals per subgroup. Staff selected 70% as a goal for 2001 and we achieved this goal in math. Then we realized that the major goal needed to target the test as a whole including all areas and all students. As a campus planning team we have been looking at data and students and performance to develop more reasonable goals. We are more knowledgeable now about how to plan for our next five years of goal setting. We are in our fifth year and we have a plan in place to try to accomplish this goal for our fifth year. The plan heavily involves teacher preparation and training.

4.4 - All staff is presented with the approaches and pedagogy at the beginning of each year. Staff meetings are held every week to review and train within the approaches and pedagogy.

4.5 - We achieved a 93% attendance rate the first year. Over 95% of the students participated in team and community projects. We achieved a 100% portfolio presentation for at least each student a minimum of at least one nine week period. If a parent did not attend, the student presented to peers and a teacher. The ITBS test was given and scores reviewed by teachers. All students took the ITBS except pre-kindergartners. The scores are reviewed each year by teachers in order to better plan lessons based upon students' needs. Each teacher quickly identifies students who arrive at school below level in order to target additional learning resources to the students to ensure that the student improves in grade level competence.

4.6 - 4.9 This area has been one our most successful. The students love to present their portfolios and the parents love to see their children perform what they have learned. This is a time-intensive activity for teachers and we are working to help teachers make this process less time intensive with training utilizing professionally development materials that help teachers help students manage their portfolios more effectively and efficiently.

4.10 - We constantly collect and review student assessment data throughout the school year.

4.11 - We manage a permanent file on each student.

4.12 - We publish a newsletter with student assessment results when results are ready, we complete required TEA reports for accountability in a timely manner, and we submit all required TEA reports through the internet.

4.13 - We work hard to help each student achieve the goal of passing to the next grade level.

This should not be crossed out. KM 7/14/04

Section VIII. Student Performance Goals

In the spaces provided below, identify the school's academic goals for student learning for the next five years in terms of AEIS *base* and *additional* indicators and *other relevant performance information*.

Some accountability standards and criteria for 2004 and 2005 are available in the 2002 Accountability Manual, which is available at www.tea.state.tx.us/perfreport/account/2002/manual. TAKS passing standards for Exemplary and Recognized are the same as in 2002. Rating criteria and standards have not yet been determined beyond 2002 for completion rate, dropout rate, the State-Developed Alternative Assessment (SDAA), and the Academically Acceptable/Acceptable rating.

A. AEIS Base Indicators

Describe student performance goals in terms of AEIS *base* indicators (i.e., TAAS scores and dropout rates). Be specific about indicators such as percentage of students passing exams and annual dropout rates.

Note: Campuses rated under the Alternative Education Accountability system may also have student attendance and Texas Learning Index (TLI) growth as base indicators.

Due to our success with maintaining a low to zero dropout rate, we plan to set a reasonable goal of not more than two (2) dropouts per year. While we feel that two (2) are two (2) too many, we do know that sometimes despite all of our best efforts, students decide to dropout. Currently, our dropout rate is zero (0) percent. We plan to maintain this rate as long as we can for the next five years but we have allowed for a maximum of two (2) possible dropouts in any given year.

We plan to continue to monitor student performance on the SDAA and work together with our Special Education teachers and programs to make sure students are properly tested and the results are utilized to improve student performance in reading, math and writing utilizing the baseline results to guide instruction and test placement. We expect to be at 85% for all test levels and students over the next five years.

TAKS goals for year six - We plan to make "adequate yearly progress" as defined by Texas Education Agency. We plan for our students to perform better each year they remain at Higgs, Carter, King.

TAKS goals for year seven- We plan to make "adequate yearly progress" as defined by Texas Education Agency. We plan for our students to perform better each year they remain at Higgs, Carter, King.

TAKS goals for year eight- We plan to make "adequate yearly progress" as defined by Texas Education Agency. We plan for our students to perform better each year they remain at Higgs, Carter, King. We also plan to achieve Recognition standards on the test.

TAKS goals for year nine- We plan to make "adequate yearly progress" as defined by Texas Education Agency. We plan for our students to perform better each year they remain at Higgs, Carter, King.

TAKS goals for year ten- We plan to make "adequate yearly progress" as defined by Texas Education Agency. We plan for our students to perform better each year they remain at Higgs, Carter, King. We also plan to achieve Exemplary standards on the test.

B. AEIS Additional Indicators

Describe student performance goals in terms of AEIS *additional* indicators (i.e., attendance rates, 4-year completion rate, college admissions testing, and participation in the recommended high school program). Be specific about indicators such as average Texas Learning Index (TLI) growth, year-to-year progress, and accountability ratings.

Note: Campuses rated under the Alternative Education Accountability system may also have campus-selected additional indicators.

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Within five years, we plan to achieve a 100% graduation rate for 100% of our seniors. We plan that 85% of our seniors will be accepted into the college of their choice. We plan that 85% of the students who take college entrance exams achieve an accepted score that admits them into the college of their choice. At this time, Higgs, Carter, King has only offers one high school program that is the "recommended high school program" requiring 24 high school credits. Students only have the "recommended high school program" as a choice. We plan to continue with the "recommended high school program". As we review information regarding the new accountability ratings, we are planning to continue with alternative accountability as we learn more about the accountability system and "annual yearly progress". We plan to maintain student TLI growth at 60-70% per year. It is sometimes difficult for students who have had TLI's of 90 or better to improve on the TLI that is why we anticipate that 60-70% of them will improve their TLI scores. We will continue to work on increasing the attendance of our students. We will continue to strive for 98% attendance.

C. Other Relevant Performance Goals

Describe other relevant student performance goals that may be unique to your school.

Our goal is to continue to become an Accelerated School providing accelerated instruction to all students who attend so that all students can improve their learning and can perform well on the state mandated tests and national tests. We also plan to increase and improve our level of teacher training and preparation so that teachers can be the best possible learning models for their students and teach them well. The accelerated schools process exists to improve learning for all students including students with special needs and bilingual/ESL students. As we continue the process each year, we are becoming an accelerated school where all students can learn and learn well.

Section IX. Plans and Initiatives to Improve Student Performance

Describe plans and initiatives to improve student performance for the next five years. Explain how the school plans to accomplish its goals.

We will continue to participate in campus planning activities designed to improve student performance in the five areas listed below. Each subject area plan involves constant review of the curriculum, instruction, teacher training and teacher preparation. We will also review and utilize TEA's resources and Region 20's resources to assist us in meeting our needs for improved student performance. We expect to experience increases in all subject area tests scores as we "target teach" to students' unique learning needs. As stated above, we plan to make adequate yearly progress each year over the next five year.

- 1) Math Improvement Plan - Utilize the State's Student Success Initiative in the area of math academy training for teachers, research and purchase the curriculum that is best suited to meeting our students' needs for teaching and learning math. Implement comprehensive math professional development training. Create a Math Department with vertical teams.
- 2) Reading Improvement Plan - Utilize the same strategies mentioned above for Reading.
- 3) Social Studies Improvement Plan - Utilize the same strategies mentioned above for Social Studies.
- 4) Science Improvement Plan - Utilize the same strategies mentioned above for Science.
- 5) Writing Improvement Plan - Utilize the same strategies mentioned above for Writing.

HOW

When we find a gap in curriculum, instruction, teacher training, and/or teacher preparation, we will devise ways to fill the gap(s) through the use of subject area teams based upon the five subject areas listed above. We will identify staff with strengths in each of the five subject areas mentioned above. These staff will be trained and prepared to assist other

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teachers with correctly implementing curriculum and instructional materials, strategies, and approaches. Each teacher will be encouraged to seek teacher certification. Higgs, Carter, King will financially support teachers who apply for certification. We will utilize Title II - Teacher Prep funding to assist us in helping teachers earn their certification. We will recruit teachers who are already certified to help in the critical subject matters listed above. We will utilize our Title I funding to assist in purchasing curriculum and materials based upon the decisions of the subject area teams. This will be a continuous process as we continue to serve students with varying needs and abilities. Currently, staff already work together in vertical alignment teams. Next we will add the subject area teams listed here to focus on improving instruction for all students. We will continue to utilize the funds we receive to enhance instruction for student performance improvement through a concentration in targeted, relevant teacher training, preparation and staff development. As the quality of our instruction improves, so will the performance of our students. We are committed to ensuring that each student is taught by a "highly qualified teacher". We will continue to support staff development and training throughout the school year and during the summer months. We will continue to utilize the TEKS guidelines and timelines to help guide instruction so that students can improve performance.

Section X. Monitoring Follow-Up

Discuss improvements made and other actions taken to address any and all findings, recommendations, or sanctions by the Agency including those resulting from monitoring on-site visits or hearings. Provide specific information about compliance status with all special program indicators, including corrective action plans for bilingual and special education programs, and about PAS/DAS risk levels.

Higgs, Carter, King is currently in compliance with 1) all Bilingual compliance items and 2) all Special Education compliance items. In March 2002, Texas Education Agency representatives termed our Bilingual staff "highly qualified" as they proceeded to perform a corrective action plan review. At the end of their visit, they recommended that we share our bilingual programs with other charter schools struggling with providing bilingual/ESL programs and services. During this same visit in March, the TEA Special Education representatives cleared 100% of the corrective actions for special education. We currently employ both a certified bilingual educator and a certified special education teacher to help us maintain our compliance status. Our PAS/DAS risk levels have always been two (2) or below for the past four (4) years.

Improvement-We improved our Bilingual and special education programs by having "highly qualified staff" spend the requisite time and effort in implementing and maintaining the programs.

On August 27th and 28th of 2002, we received a fiscal corrective action visit from auditors contracted by the Texas Education Agency. Because they have not finished their report, only a draft of the items are listed below as shared with staff during the exit visit. Each item listed below requiring a corrective action is discussed below. The visiting auditors termed items as "issue resolved", "issue partially resolved", "issue unresolved" or "new issue". The visiting auditors also emphasized that their report was in draft form. We did not receive a written draft but we were encouraged to take notes during the brief exit interview. The auditor identified a total of 15 items that were reviewed. Ten items were identified as "issue resolved" and/or "not an issue", two items were identified as "issue partially resolved" with recommendations, and three items were identified as "new issues." The description of

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the items is listed below.

Brief verbal description of issue and resolution.

- #1) Issue resolved - Late audit- The auditors reported that our new accounting system from Region 20, and our reporting and internal systems in place will ensure that the audit is not late again. We shared that our planned date for the audit completion is November 15th which is two (2) months before the audit is due.
- #2) Issue resolved - Dual enrollment of students - The auditors reported that there was no evidence that this has occurred since 1998 the first school year.
- #3) Issue resolved - Legal age for kinder is 5 years old - The auditors reported that Higgs, Carter, King was checking birth certificates to qualify students for kinder.
- #4 and #6) Issue resolved - Bilingual/ LEP qualified students - The auditors reviewed the LEP records and determined that staff was qualifying students correctly for services.
- #5) Issue resolved - Economically disadvantaged pre-kinder - The auditors determined that Higgs, Carter, King was checking income information to qualify pre-kinder as economically disadvantaged.
- #7) Issue resolved - Records Management - The auditors determined that financials were being managed separately and correctly.
- #8) No issue - The auditors determined that TEA reports are submitted timely.
- #9) No issue - The auditors determined that TRS and IRS payments are submitted in a timely manner.
- #10) No issue - The auditors determined that TEA funding is tracked correctly.
- #11) Issue partially resolved - Records Management - missing documents - The auditors determined that records were all present and accounted for but need for purchase order (PO) system is evident. Auditors recommended implementing PO system. This recommendation has been implemented as of September 1, 2002.
- #12) Issue partially resolved - Record keeping - Auditors determined that posting of invoices is delayed too long. Auditors recommend posting within 24-48 hours of receipt of invoice even if invoice needs to be researched before payment. Higgs, Carter, King reported to the auditors that we receive a high number of erroneous billings from vendors that need confirmation that payment is due before payment is made. Auditors recommended posting invoices with notes detailing the billings that need to be researched for accuracy before payment is made. Effective immediately, Higgs, Carter, King began posting invoices upon receipt with notes attached to those requiring follow-ups and research.
- #13) New issue - Attendance auditing - The auditors determined that 100% of the absences reported were not 100% correct for the 1st six week period during the 2001-2002 school year. The auditors recommended a daily absence slip per teacher instead of the currently system. The daily absence slips were ordered immediately and will be replacing the current system.
- #14) New issue - Student records - The auditors recommended that locked cabinets containing former student records be removed from the hallways and into a room. The auditors recommended replacing the lock on the current student records file cabinets which were in a locked office. The locked office was part of a break-in which occurred a year ago. Higgs, Carter, King faxed to the auditors the invoice showing that locks had been purchased and were being installed right-a-way. The files will be moved within the next few weeks as space is secured within another room.
- #15) New issue - Building security - The auditors noted that the hall monitor on the front door was absent when they arrived. They recommended a back-up system of keypads and/or cameras to be used when a door monitor is absent. The door monitor was absent due to an accident and was present on the 28th when the auditors left. Higgs, Carter, King immediately reassigned the second floor monitor to cover the door when the door monitor is not present at 8:00am.

We believe we benefitted from the auditors observations and recommendations and immediately began to implement recommendations to improve our operations.

INFORMATION REQUESTED

§300.125. Child find.

- General requirement.

(a) General requirement.

(1) Higgs, Carter, King (the district) has in effect policies and procedures to ensure that—

- (i) All children with disabilities residing with-in Higgs, Carter, King's geographical boundaries, including children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated; and
- (ii) A practical method is developed and implemented to determine which children are currently receiving needed special education and related services.

Higgs, Carter, King annually places a public notice in the San Antonio Express News notifying the community that Higgs, Carter, King provides special education support, referral and services to students who reside in Higgs, Carter, King's catchment area for students between the ages of 3 and 21. The notice is explicit that students may be attending a private school or not be in school. Higgs, Carter, King reaches out to parents of the schools' students through parent meetings letting the parents know that special assessment and services are available to the school's students siblings or other children parents may be aware of who may have special needs. Also, Higgs, Carter, King posts brochures and posters about child find in areas where parents or guardians have easy access to the information in the school.

(2) The requirements of paragraph (a)(1) of this section apply to—

- (i) Highly mobile children with disabilities (such as migrant and homeless children); and
 - (ii) Children who are suspected of being a child with a disability under §300.7 and in need of special education, even though they are advancing from grade to grade.
- (Child find for children from birth through age 2 when the SEA and lead agency for the Part C program are different.

(c) Child find for children from birth through age 2 when the SEA and lead agency for the Part C program are different.

- (1) In States where the SEA and the State's lead agency for the Part C program are different and the Part C lead agency will be participating in the child find activities described in paragraph (a) of this section, a description of the nature and extent of the Part C lead agency's participation must be included under paragraph (b)(2) of this section.
- (2) With the SEA's agreement, the Part C lead agency's participation may include the actual implementation of child find activities for infants and toddlers with disabilities.
- (3) The use of an interagency agreement or other mechanism for providing for the Part C lead agency's participation does not alter or diminish the responsibility of the SEA to ensure compliance with the requirements of this section.

Note: Child find for children birth through age 2 is the responsibility of private agencies in Higgs, Carter, King's catchment area. When Higgs, Carter, King becomes aware of a child with possible handicaps in this age range, we refer the parents or guardian to the local agency. Higgs, Carter, King is not responsible for services to the age group. When a student enrolls who has participated in an ECI program and Higgs, Carter, King becomes aware of the student's involvement in the ECI, an ARD committee meeting to include representatives from the ECI program is held to obtain information necessary to develop an appropriate IEP for the student.

(e) Confidentiality of child find data. The collection and use of data to meet the requirements of this section are subject to the confidentiality requirements of §§300.560-300.577.

INFORMATION REQUESTED

- §26.004. Access to Student Records

§26.004. Access to Student Records.

A parent is entitled to access to all written records of Higgs, Carter, King, concerning the parent's child, including:

- (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; and
- (10) reports of behavioral patterns.

- 89.1050(f)(3). (*Transfer of Records*)

§89.1050(f)(3) (Transfer of Records)

(f)(3) In accordance with TEC, §25.002, the school district in which the student was previously enrolled shall furnish the new school district with a copy of the student's records, including the child's special education records, not later than the 30th calendar day after the student was enrolled in the new school district. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C., §1232g, does not require the student's current and previous school districts to obtain parental consent before requesting or sending the student's special education records if the disclosure is conducted in accordance with 34 CFR, §99.31(a)(2) and §99.34.

- §300.127. Confidentiality of personally identifiable information.

§300.127. Confidentiality of personally identifiable information.

- (a) The State must have on file in detail the policies and procedures that the State has undertaken to ensure protection of the confidentiality of any personally identifiable information, collected, used, or maintained under Part B of the Act.
- (b) The Secretary uses the criteria in §§300.560-300.576 to evaluate the policies and procedures of the State under paragraph (a) of this section.

Higgs, Carter, King complies with the criteria referenced above. Confidential student information is maintained under lock and key and is assessable only to authorized faculty who have a need for access to the eligibility folders. A contact log is maintained for each student and an access notice is posted on the locked file cabinets identifying those individuals who may access the information.

§300.560. Definitions.

§300.560. Definitions.

As used in §§300.560-300.577—

- (a) Destruction means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.
- (b) Education records means the type of records covered under the definition of "education records" in 34 CFR part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974).
- (c) Participating agency means any agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the Act.
- §300.561. Notice to parents.

§300.561. Notice to parents.

- (a) Higgs, Carter, King gives notice that is adequate to fully inform parents about the requirements of §300.127, including—
 - (1) A description of the extent that the notice is given in the native languages of the various population groups in the catchment area;
 - (2) A description of the children on whom personally identifiable information is maintained, the types of information sought, the methods district intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information;
 - (3) A summary of current policies and procedures that it follows regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information; and
 - (4) A description of all of the rights of parents and children regarding this information, including the rights under the Family Educational Rights and Privacy Act of 1974 and implementing regulations in 34 CFR part 99.

- (b) Before any major identification, location, or evaluation activity, the notice must be published or announced in newspapers or other media, or both, with circulation adequate to notify parents throughout Higgs, Carter, King's catchment area of the activity.

- §300.562. Access rights.

§300.562. Access rights.

- (a) Higgs, Carter, King permits parents to inspect and review any education records relating to their children that are collected, maintained, or used by Higgs, Carter, King under this part. Higgs, Carter, King will comply with a request without unnecessary delay and before any meeting regarding an IEP, or any hearing pursuant to §§300.507 and 300.521-300.528, and in no case more than 45 days after the request has been made.

- (b) The right to inspect and review education records under this section includes—

- (1) The right to a response from Higgs, Carter, King to reasonable requests for explanations and interpretations of the records;
- (2) The right to request that Higgs, Carter, King provides copies of the records containing the information if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and
- (3) The right to have a representative of the parent inspect and review the records.

- (c) Higgs, Carter, King may presume that the parent has authority to inspect and review records relating to his or her child unless Higgs, Carter, King has been advised that the parent does not have the authority under applicable State law governing such matters as guardianship, separation, and divorce.

- §300.563. Record of access.

§300.563. Record of access.

Higgs, Carter, King keeps a record of parties obtaining access to education records collected, maintained, or used under Part B of the Act (except access by parents and authorized employees of Higgs, Carter, King), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

- §300.564. Records on more than one child.

§300.564. Records on more than one child.

If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.

- §300.565. List of types and locations of information.

§300.565. List of types and locations of information.

Higgs, Carter, King shall provide parents on request a list of the types and locations of education records collected, maintained, or used by Higgs, Carter, King.

- §300.566. Fees.

§300.566. Fees.

- (a) Higgs, Carter, King may charge a fee for copies of records that are made for parents under this part if the fee does not effectively prevent the parents from exercising their right to inspect and review those records.

- (b) Higgs, Carter, King may not charge a fee to search for or to retrieve information under this part.

- §300.567. Amendment of records at parent's request.

§300.567. Amendment of records at parent's request.

- (a) A parent who believes that information in the education records collected, maintained, or used under this part is inaccurate or misleading or violates the privacy or other rights of the child may request Higgs, Carter, King to amend the information.

- (b) Higgs, Carter, King decides whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request.

- (c) If Higgs, Carter, King decides to refuse to amend the information in accordance with the request, it shall inform the parent of the refusal and advise the parent of the right to a hearing under Sec. 300.568.

- §300.568. Opportunity for a hearing.

§300.568. Opportunity for a hearing.

Higgs, Carter, King shall, on request, provide an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child.

- §300.569. Result of hearing.

§300.569. Result of hearing.

- (a) If, as a result of the hearing, Higgs, Carter, King decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it shall amend the information accordingly and so inform the parent in writing.
- (b) If, as a result of the hearing, Higgs, Carter, King decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it shall inform the parent of the right to place in the records it maintains on the child a statement commenting on the information or setting forth any reasons for disagreeing with the decision of Higgs, Carter, King.
- (c) Any explanation placed in the records of the child under this section must—
 - (1) Be maintained by Higgs, Carter, King as part of the records of the child as long as the record or contested portion is maintained by Higgs, Carter, King; and
 - (2) If the records of the child or the contested portion is disclosed by Higgs, Carter, King to any party, the explanation must also be disclosed to the party.

- §300.570. Hearing procedures.

§300.570. Hearing procedures.

A hearing held under §300.568 must be conducted according to the procedures under 34 CFR 99.22

- §300.571. Consent.

§300.571. Consent.

- (a) Except as to disclosures addressed in §300.529(b) for which parental consent is not required by Part 99, written parental consent must be obtained before personally identifiable information is—
 - (1) Disclosed to anyone other than officials of Higgs, Carter, King collecting or using the information under this part, subject to paragraph (b) of this section; or
 - (2) Used for any purpose other than meeting a requirement of this part.
- (b) Higgs, Carter, King, subject to 34 CFR Part 99, may not release information from education records to any other district without parental consent unless authorized to do so under part 99.
- (c) Higgs, Carter, King has put policies and procedures in place that are used in the event that a parent refuses to provide consent under this section.

- §300.572. Safeguards.

§300.572. Safeguards.

- (a) Higgs, Carter, King protects the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.
- (b) Higgs, Carter, King's Superintendent shall assume responsibility for ensuring the confidentiality of any personally identifiable information maintained by Higgs, Carter, King.
- (c) All persons collecting or using personally identifiable information receive training or instruction regarding the State's policies and procedures under §300.127 and 34 CFR part 99.
- (d) Higgs, Carter, King maintains, for public inspection, a current listing of the names and positions of those employees within Higgs, Carter, King who may have access to personally identifiable information.

- §300.573. Destruction of information.

§300.573. Destruction of information.

- (a) Higgs, Carter, King informs parents when personally identifiable information collected, maintained, or used under this part is no longer needed to provide educational services to the child.
 - (b) The information must be destroyed at the request of the parents. However, a permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.
- §300.574. Children's rights.

§300.574. Children's rights.

- (a) Higgs, Carter, King has adopted policies and procedures regarding the extent to which children are afforded rights of privacy similar to those afforded to parents, taking into consideration the age of the child and type or severity of disability.
 - (b) Under the regulations for the Family Educational Rights and Privacy Act of 1974 (34 CFR 99.5(a)), the rights of parents regarding education records are transferred to the student at age 18.
 - (c) If the rights accorded to parents under Part B of the Act are transferred to a student who reaches the age of majority, consistent with §300.517, the rights regarding educational records in §§300.562-300.573 must also be transferred to the student. However, Higgs, Carter, King must provide any notice required under section 615 of the Act to the student and the parents.
- Assurance to abide by FERPA 34 CFR Part 99

See Assurances at the end of this document.

34 CFR Part 99 (An assurance to abide by FERPA)

Higgs, Carter, King abides by FERPA, unless confidential student information may specifically be released under FERPA, the parent(s) or legal guardian's written consent is required prior to release of any identifiable information about a student.

INFORMATION REQUESTED:

§300.504. Procedural safeguards notice.

- General.
 - Receipt of a request for due process

§300.504. Procedural safeguards notice.

- (a) General. A copy of the procedural safeguards available to the parents of a child with a disability is given to the parents, at a minimum—
 - (1) Upon initial referral for evaluation;
 - (2) Upon each notification of an IEP meeting;
 - (3) Upon reevaluation of the child; and
 - (4) Upon receipt of a request for due process under §300.507.
- (b) Contents. The procedural safeguards notice includes a full explanation of all of the procedural safeguards available under §§300.403, 300.500-300.529, and 300.560-300.577, and the State complaint procedures available under §§300.660-300.662 relating to—
 - (1) Independent educational evaluation;
 - (2) Prior written notice;
 - (3) Parental consent;
 - (4) Access to educational records;
 - (5) Opportunity to present complaints to initiate due process hearings;
 - (6) The child's placement during pendency of due process proceedings;
 - (7) Procedures for students who are subject to placement in an interim alternative educational setting;
 - (8) Requirements for unilateral placement by parents of children in private schools at public expense;
 - (9) Mediation;
 - (10) Due process hearings, including requirements for disclosure of evaluation results and recommendations;
 - (11) State-level appeals;
 - (12) Civil actions;
 - (13) Attorneys' fees; and

(14) The State complaint procedures under §§300.660-300.662, including a description of how to file a complaint and the timelines under those procedures.

(c) Notice in understandable language. The notice required under paragraph (a) of this section must meet the requirements of §300.503(c).

- Contents.

Effective 10/02 Higgs, Carter, King began distributing the TEA newly published Procedural Safeguards and the Guide to the ARD process to all enrolled special education student's parents, or legal guardians. All student's parents received the new Safeguards and the Guide prior to March 1, 2003. When these documents could not be provided directly to the parents, they were mailed to them. The distribution of both documents is documented on forms provided by Region 20 ESC.

INFORMATION REQUESTED

- §89.1015. Time Line for All Notices.

§89.1015. Time Line for All Notices.

"Reasonable time" required for the written notice to parents under 34 Code of Federal Regulations (CFR), §300.503, is defined as at least five school days, unless the parents agree otherwise.

- §300.503. Prior notice by the district; content of notice.

Copies of all Notices are attached to this submission including Notice of ARD, Notice of FIE and Notice of Individual Transition Plan meeting. The notice of transition meeting is provided 30 days prior to the meeting unless all parties invited to the meeting waive the 30 day notice.

§300.503. Prior notice by the district; content of notice.

(a) Notice.

- (1) Written notice that meets the requirements of paragraph (b) of this section must be given to the parents of a child with a disability a reasonable time before Higgs, Carter, King—
 - (i) Proposes to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child; or
 - (ii) Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child.
- (2) If the notice described under paragraph (a)(1) of this section relates to an action proposed by Higgs, Carter, King that also requires parental consent under §300.505, Higgs, Carter, King may give notice at the same time it requests parent consent.
 - Notice.
 - Content of notice.

(b) Content of notice. The notice required under paragraph (a) of this section must include—

- (1) A description of the action proposed or refused by Higgs, Carter, King;
- (2) An explanation of why Higgs, Carter, King proposes or refuses to take the action;
- (3) A description of any other options that Higgs, Carter, King considered and the reasons why those options were rejected;
- (4) A description of each evaluation procedure, test, record, or report Higgs, Carter, King used as a basis for the proposed or refused action;
- (5) A description of any other factors that are relevant to Higgs, Carter, King's proposal or refusal;
- (6) A statement that the parents of a child with a disability have protection under the procedural safeguards of this part and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained; and
- (7) Sources for parents to contact to obtain assistance in understanding the provisions of this part.

(c) Notice in understandable language.

- (1) The notice required under paragraph (a) of this section must be—
 - (i) Written in language understandable to the general public; and
 - (ii) Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so.

- (2) If the native language or other mode of communication of the parent is not a written language, Higgs, Carter, King takes steps to ensure—
 - (i) That the notice is translated orally or by other means to the parent in his or her native language or other mode of communication;
 - (ii) That the parent understands the content of the notice; and
 - (iii) That there is written evidence that the requirements in paragraphs (c)(2) (i) and (ii) of this section have been met.

- §300.345(b). Parent participation. Information provided to parents. (Additional Notice requirements)

§300.345. Parent participation.

- (b) Information provided to parents.

- (1) The notice required under paragraph (a)(1) of this section must—
 - (i) Indicate the purpose, time, and location of the meeting and who will be in attendance; and
 - (ii) Inform the parents of the provisions in §300.344(a)(6) and (c) (relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the child).
- (2) For a student with a disability beginning at age 14, or younger, if appropriate, the notice must also—
 - (i) Indicate that a purpose of the meeting will be the development of a statement of the transition services needs of the student required in §300.347(b)(1); and
 - (ii) Indicate that Higgs, Carter, King will invite the student.
- (3) For a student with a disability beginning at age 16, or younger, if appropriate, the notice must—
 - (i) Indicate that a purpose of the meeting is the consideration of needed transition services for the student required in §300.347(b)(2);
 - (ii) Indicate that Higgs, Carter, King will invite the student; and
 - (iii) Identify any other agency that will be invited to send a representative.

- §26.0081. Right to Information Concerning Special Education. (*Guide to the ARD Process*)

§26.0081. Right to Information Concerning Special Education.

- (a) Higgs, Carter, King produces and provides to each parent or legal guardian of special education students copies of a comprehensive, easily understood document that explains the process by which an individualized education program is developed for a student in a special education program and the rights and responsibilities of a parent concerning the process. The document includes information a parent needs to effectively participate in an admission, review, and dismissal committee meeting for the parent's child. This document is the "Guide to the ARD Process" published by TEA.
- (b) Higgs, Carter, King will ensure that the document required under this section is provided to the parent as provided by 20 U.S.C. Section 1415(b):
 - (1) as soon as practicable after a child is referred to determine the child's eligibility for admission into Higgs, Carter, King's special education program, but at least five school days before the date of the initial meeting of the admission, review, and dismissal committee; and
 - (2) at any other time on reasonable request of the child's parent.

- §89.1045 (a). Notice to Parents for Admission, Review, and Dismissal (ARD) Committee Meetings.

§89.1045. Notice to Parents for Admission, Review, and Dismissal (ARD) Committee Meetings.

- (a) Higgs, Carter, King invites the parents and adult student to participate as members of the admission, review, and dismissal (ARD) committee by providing written notice in accordance with 34 Code of Federal Regulations (CFR), §§300.345, 300.503, and 300.505, and Part 300, Appendix A.

INFORMATION REQUESTED

- §89.1011. Referral for Full and Individual Initial Evaluation.

§89.1011. Referral for Full and Individual Initial Evaluation.

Referral of students for a full and individual initial evaluation for possible special education services is a part of Higgs, Carter, King's overall, general education referral or screening system. Prior to referral, students experiencing difficulty in the general classroom should be considered for all support services available to all students, such as tutorial, remedial, compensatory, and other services. If the student continues to experience difficulty in the general classroom after the provision of interventions, district personnel must refer the student for a full and individual initial evaluation. This referral

for a full and individual initial evaluation may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. The referral for a full and individual initial evaluation must be completed in accordance with Texas Education Code, §29.004, related to the 60 calendar day time line.

Note: When Higgs, Carter, King becomes aware of a child with possible handicaps in this age range, we refer the parents or guardian to the LEA or ECI program. Higgs, Carter, King is not responsible for services to the age group. When a student enrolls who has participated in an ECI program and Higgs, Carter, King becomes aware of the student's involvement in the ECI, An ARD committee meeting to include representatives from the ECI program is held to obtain information necessary to develop an appropriate IEP for the student.

- §300.532. Evaluation procedures.

§300.532. Evaluation procedures.

Higgs, Carter, King ensures, at a minimum, that the following requirements are met:

- (a) (1) Tests and other evaluation materials used to assess a child under Part B of the Act—
 - (i) Are selected and administered so as not to be discriminatory on a racial or cultural basis; and
 - (ii) Are provided and administered in the child's native language or other mode of communication, unless it is clearly not feasible to do so; and
- (2) Materials and procedures used to assess a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills.
- (b) A variety of assessment tools and strategies are used to gather relevant functional and developmental information about the child, including information provided by the parent, and information related to enabling the child to be involved in and progress in the general curriculum (or for a preschool child, to participate in appropriate activities), that may assist in determining—
 - (1) Whether the child is a child with a disability under §300.7; and
 - (2) The content of the child's IEP.
- (c) (1) Any standardized tests that are given to a child—
 - (i) Have been validated for the specific purpose for which they are used; and
 - (ii) Are administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the tests.
- (2) If an assessment is not conducted under standard conditions, a description of the extent to which it varied from standard conditions (e.g., the qualifications of the person administering the test, or the method of test administration) must be included in the evaluation report.
- (d) Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
- (e) Tests are selected and administered so as best to ensure that if a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).
- (f) No single procedure is used as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child.
- (g) The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.
- (h) In evaluating each child with a disability under §§300.531-300.536, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.
- (i) Higgs, Carter, King uses technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
- (j) Higgs, Carter, King uses assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child.

§300.533. Determination of needed evaluation data.

§300.533. Determination of needed evaluation data.

- (a) Review of existing evaluation data. As part of an initial evaluation (if appropriate) and as part of any reevaluation under Part B of the Act, a group that includes the individuals described in §300.344, and other qualified professionals, as appropriate, shall—
 - (1) Review existing evaluation data on the child, including—
 - (i) Evaluations and information provided by the parents of the child;
 - (ii) Current classroom-based assessments and observations; and
 - Observations by teachers and related services providers; and
 - (2) On the basis of that review, and input from the child's parents, identify what additional data, if any, are needed to determine—
 - (i) Whether the child has a particular category of disability, as described in §300.7, or, in case of a reevaluation of a child, whether the child continues to have such a disability;
 - (ii) The present levels of performance and educational needs of the child;
 - (iii) Whether the child needs special education and related services, or in the case of a reevaluation of a child, whether the child continues to need special education and related services; and
 - (iv) Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general curriculum.
- (b) Conduct of review. The group described in paragraph (a) of this section may conduct its review without a meeting.
- (c) Need for additional data. Higgs, Carter, King administers tests and other evaluation materials as may be needed to produce the data identified under paragraph (a) of this section.
- (d) Requirements if additional data are not needed.
 - (1) If the determination under paragraph (a) of this section is that no additional data are needed to determine whether the child continues to be a child with a disability, Higgs, Carter, King notifies the child's parents—
 - (i) Of that determination and the reasons for it; and
 - (ii) Of the right of the parents to request an assessment to determine whether, for purposes of services under this part, the child continues to be a child with a disability.
 - (2) Higgs, Carter, King is not required to conduct the assessment described in paragraph (d)(1)(ii) of this section unless requested to do so by the child's parents.

• §300.534. Determination of eligibility

§300.534. Determination of eligibility

- (a) Upon completing the administration of tests and other evaluation materials—
 - (1) A group of qualified professionals and the parent of the child must determine whether the child is a child with a disability, as defined in §300.7; and
 - (2) Higgs, Carter, King provides a copy of the evaluation report and the documentation of determination of eligibility to the parent.
 - (b) A child may not be determined to be eligible under this part if—
 - (1) The determinant factor for that eligibility determination is—
 - (i) Lack of instruction in reading or math; or
 - (ii) Limited English proficiency; and
 - (2) The child does not otherwise meet the eligibility criteria under §300.7(a).
 - (c)
 - (1) Higgs, Carter, King evaluates a child with a disability in accordance with §§300.532 and 300.533 before determining that the child is no longer a child with a disability.
 - (2) The evaluation described in paragraph (c)(1) of this section is not required before the termination of a student's eligibility under Part B of the Act due to graduation with a regular high school diploma, or exceeding the age eligibility for FAPE under State law.
- §300.535. Procedures for determining eligibility and placement.

§300.535. Procedures for determining eligibility and placement.

- (a) In interpreting evaluation data for the purpose of determining if a child is a child with a disability under §300.7, and the educational needs of the child, Higgs, Carter, King—
- (1) Draws upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior; and
 - (2) Ensures that information obtained from all of these sources is documented and carefully considered.
- (b) If a determination is made that a child has a disability and needs special education and related services, an IEP must be developed for the child in accordance with §§300.340-300.350.
- §300.536. Reevaluation.

§300.536. Reevaluation.

Higgs, Carter, King ensures—

- (a) That the IEP of each child with a disability is reviewed in accordance with §§300.340-300.350; and
- (b) That a reevaluation of each child, in accordance with §§300.532-300.535, is conducted if conditions warrant a reevaluation, or if the child's parent or teacher requests a reevaluation, but at least once every three years.
- *For Students with Learning Disabilities...*
 - §300.540. Additional team members.

§300.540. Additional team members.

The determination of whether a child suspected of having a specific learning disability is a child with a disability as defined in §300.7, must be made by the child's parents and a team of qualified professionals which must include—

- (a) (1) The child's regular teacher; or
- (2) If the child does not have a regular teacher, a regular classroom teacher qualified to teach a child of his or her age; or
- (3) For a child of less than school age, an individual qualified by the SEA to teach a child of his or her age; and
- (b) At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher.
- §300.541. Criteria for determining the existence of a specific learning disability.

§300.541. Criteria for determining the existence of a specific learning disability.

- (a) A team may determine that a child has a specific learning disability if—
- (1) The child does not achieve commensurate with his or her age and ability levels in one or more of the areas listed in paragraph (a)(2) of this section, if provided with learning experiences appropriate for the child's age and ability levels; and
 - (2) The team finds that a child has a severe discrepancy between achievement and intellectual ability in one or more of the following areas:
 - (i) Oral expression.
 - (ii) Listening comprehension.
 - (iii) Written expression.
 - (iv) Basic reading skill.
 - (v) Reading comprehension.
 - (vi) Mathematics calculation.
 - (vii) Mathematics reasoning.
- (b) The team may not identify a child as having a specific learning disability if the severe discrepancy between ability and achievement is primarily the result of—
- (1) A visual, hearing, or motor impairment;
 - (2) Mental retardation;
 - (3) Emotional disturbance; or
 - (4) Environmental, cultural or economic disadvantage.
- §300.542. Observation.

§300.541. Criteria for determining the existence of a specific learning disability.

- (a) A team may determine that a child has a specific learning disability if—
- (1) The child does not achieve commensurate with his or her age and ability levels in one or more of the areas listed in paragraph (a)(2) of this section, if provided with learning experiences appropriate for the child's age and ability levels; and
 - (2) The team finds that a child has a severe discrepancy between achievement and intellectual ability in one or more of the following areas:
 - (i) Oral expression.
 - (ii) Listening comprehension.
 - (iii) Written expression.
 - (iv) Basic reading skill.
 - (v) Reading comprehension.
 - (vi) Mathematics calculation.
 - (vii) Mathematics reasoning.
- (b) The team may not identify a child as having a specific learning disability if the severe discrepancy between ability and achievement is primarily the result of—
- (1) A visual, hearing, or motor impairment;
 - (2) Mental retardation;
 - (3) Emotional disturbance; or
 - (4) Environmental, cultural or economic disadvantage.

- §300.543. Written report.

§300.543. Written report.

- (a) For a child suspected of having a specific learning disability, the documentation of the team's determination of eligibility, as required by §300.534(a)(2), must include a statement of—
- (1) Whether the child has a specific learning disability;
 - (2) The basis for making the determination;
 - (3) The relevant behavior noted during the observation of the child;
 - (4) The relationship of that behavior to the child's academic functioning;
 - (5) The educationally relevant medical findings, if any;
 - (6) Whether there is a severe discrepancy between achievement and ability that is not correctable without special education and related services; and
 - (7) The determination of the team concerning the effects of environmental, cultural, or economic disadvantage.
- (b) Each team member shall certify in writing whether the report reflects his or her conclusion. If it does not reflect his or her conclusion, the team member must submit a separate statement presenting his or her conclusions.

INFORMATION REQUESTED

- §89.1050(a). (ARD Committee)

§ 89.1050(a) (ARD committee)

- (a) Higgs, Carter, King has established an admission, review, and dismissal (ARD) committee for each eligible student with a disability and for each student for whom a full and individual initial evaluation is conducted pursuant to §89.1011 of this title (relating to Referral for Full and Individual Initial Evaluation). The ARD committee shall be the individualized education program (IEP) team defined in federal law and regulations, including, specifically, 34 Code of Federal Regulations (CFR), §300.344. Higgs, Carter, King be responsible for all of the functions for which the IEP team is responsible under federal law and regulations and for which the ARD committee is responsible under state law, including, specifically, the following:

- §89.1050(d). (30 day timeline)

§ 89.1050(d) (30 day timeline)

- (d) ARD committee shall make its decisions regarding students referred for a full and individual initial evaluation within 30 calendar days from the date of the completion of the written full and individual initial evaluation report. If the 30th day falls during the summer and school is not in session, the ARD committee shall have until the first day of classes in the fall to finalize decisions concerning the initial eligibility determination, the IEP, and placement, unless the full and

individual initial evaluation indicates that the student will need extended school year (ESY) services during that summer.

- §89.1045(b). Notice to Parents for Admission, Review, and Dismissal (ARD) Committee Meetings.
- (b) A parent may request an ARD committee meeting at any mutually agreeable time to address specific concerns about his or her child's special education services. The Higgs, Carter, King must respond to the parent's request either by holding the requested meeting or by requesting assistance through the Texas Education Agency's mediation process. Higgs, Carter King should inform parents of the functions of the ARD committee and the circumstances or types of problems for which requesting an ARD committee meeting would be appropriate.
- §300.342. When IEPs must be in effect.
 - General.

§300.342. When IEPs must be in effect.

- (a) General. At the beginning of each school year, Higgs, Carter, King has an IEP in effect for each child with a disability within its jurisdiction.
 - Implementation of IEPs.
- (b) Implementation of IEPs. Higgs, Carter, King ensures that—
 - (1) An IEP—
 - (i) Is in effect before special education and related services are provided to an eligible child under this part; and
 - (ii) Is implemented as soon as possible following the meetings described under §300.343;
 - (2) The child's IEP is accessible to each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for its implementation; and
 - (3) Each teacher and provider described in paragraph (b)(2) of this section is informed of—
 - (i) His or her specific responsibilities related to implementing the child's IEP; and
 - (ii) The specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.
- IEP or IFSP for children aged 3 through 5.
- §89.1050(b). (IFSP/IEP)

§ 89.1050 (b) (IFSP /IEP)

- (b) For a child from birth through two years of age with visual and/or auditory impairments, an individualized family services plan (IFSP) meeting must be held in place of an ARD committee meeting in accordance with 34 CFR, §§303.340-303.346, and the memorandum of understanding between the Texas Education Agency (TEA) and Texas Interagency Council on Early Childhood Intervention. For students three years of age and older, Higgs, Carter, King must develop an IEP.

Higgs, Carter, King is not responsible for services to the age group of birth through age 2 children.

- §89.1050(f). (Transfer students)

§ 89.1050 (f) For a student who is new to a school district:

- (1) when a student transfers into Higgs, Carter, King from another district within the state, the ARD committee may, but is not required to, meet when the student enrolls and a copy of the student's IEP is available, the parent(s) indicate in writing that they are satisfied with the current IEP, and Higgs, Carter, King determines that the current IEP is appropriate and can be implemented as written; or
- (2) if the conditions of subsection (f)(1) of this section are not met, then the ARD committee must meet when the student enrolls and the parents verify that the student was receiving special education services in the previous school district, or

the previous school district verifies in writing or by telephone that the student was receiving special education services. At this meeting, the ARD committee must do one of the following:

- (A) the ARD committee may determine that it has appropriate evaluation data and other information to develop and begin implementation of a complete IEP for the student; or
 - (B) the ARD committee may determine that valid evaluation data and other information from the previous school district are insufficient or unavailable to develop a complete IEP. In this event, the ARD committee may authorize the provision of temporary special education services pending receipt of valid evaluation data from the previous school district or the collection of new evaluation data by Higgs, Carter, King. In this situation, a second ARD committee meeting must be held within 30 school days from the date of the first ARD committee meeting to finalize or develop an IEP based on current information.
- (3) In accordance with TEC, §25.002, the school district in which the student was previously enrolled shall furnish Higgs, Carter, King with a copy of the student's records, including the child's special education records, not later than the 30th calendar day after the student was enrolled in the Higgs, Carter, King program. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C., §1232g, does not require Higgs, Carter, King or the previous school district(s) to obtain parental consent before requesting or sending the student's special education records if the disclosure is conducted in accordance with 34 CFR, §99.31(a)(2) and §99.34.
- §300.121. Free appropriate public education

§300.300.121 Free appropriate public education (FAPE).

- (a) General. Each State must have on file with the Secretary information that shows that, subject to Sec. 300.122, the State has in effect a policy that ensures that all children with disabilities aged 3 through 21 residing in the State have the right to FAPE, including children with disabilities who have been suspended or expelled from school.
- (b) Required information. The information described in paragraph (a) of this section must--
 - (1) Include a copy of each State statute, court order, State Attorney General opinion, and other State documents that show the source of the State's policy relating to FAPE; and
 - (2) Show that the policy--
 - (i)(A) Applies to all public agencies in the State; and
 - (B) Is consistent with the requirements of Secs. 300.300-300.313; and
 - (ii) Applies to all children with disabilities, including children who have been suspended or expelled from school.
- (c) FAPE for children beginning at age 3. (1) Higgs, Carter, King ensures that--
 - (i) The obligation to make FAPE available to each eligible child residing in Higgs, Carter, King's catchment area begins no later than the child's third birthday; and
 - (ii) An IEP is in effect for the child by that date, if the child has come to Higgs, Carter, King for assessment or enrollment in accordance with Sec. 300.342(c).(2) If a child's third birthday occurs during the summer, the child's IEP team shall determine the date when services under the IEP or IFSP will begin.
- (d) FAPE for children suspended or expelled from school. (1) Higgs, Carter, King need not provide services during periods of removal under Sec. 300.520(a)(1) to a child with a disability who has been removed from his or her current placement for 10 school days or less in that school year, if services are not provided to a child without disabilities who has been similarly removed.
- (2) In the case of a child with a disability who has been removed from his or her current placement for more than 10 school days in that school year, Higgs, Carter, King, for the remainder of the removals, must--
 - (i) Provide services to the extent necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's IEP, if the removal is--
 - (A) Under the school personnel's authority to remove for not more than 10 consecutive school days as long as that removal does not constitute a change of placement under Sec. 300.519(b) (Sec. 300.520((a)(1))); or
 - (B) For behavior that is not a manifestation of the child's disability, consistent with Sec. 300.524; and
 - (ii) Provide services consistent with Sec. 300.522, regarding determination of the appropriate interim alternative educational setting, if the removal is--
 - (A) For drug or weapons offenses under Sec. 300.520(a)(2); or
 - (B) Based on a hearing officer determination that maintaining the current placement of the child is substantially likely to result in injury to the child or to others if he or she remains in the current placement, consistent with Sec. 300.521.

- (3)(i) School personnel, in consultation with the child's special education teacher, determine the extent to which services are necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's IEP if the child is removed under the authority of school personnel to remove for not more than 10 consecutive school days as long as that removal does not constitute a change of placement under Sec. 300.519 (Sec. 300.520(a)(1)).
 - (ii) The child's IEP team determines the extent to which services are necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's IEP if the child is removed because of behavior that has been determined not to be a manifestation of the child's disability, consistent with Sec. 300.524.
- (e) Children advancing from grade to grade. (1) Higgs, Carter, King ensures that FAPE is available to any individual child with a disability who needs special education and related services and resides within Higgs, Carter, King's catchment area, even though the child is advancing from grade to grade.
- (2) The determination that a child described in paragraph (a)(1) of this section is eligible under this part, must be made on an individual basis by the group responsible within the child's LEA for making those determinations.
- §300.343. IEP meetings.
 - General.
 - (a) General. Higgs, Carter, King is responsible for initiating and conducting meetings for the purpose of developing, reviewing, and revising the IEP of a child with a disability (or, if consistent with §300.342(c), an IFSP).
 - Initial IEPs; provision of services.
 - (b) Initial IEPs; provision of services. (1) Higgs, Carter, King ensures that within a reasonable period of time following Higgs, Carter, King's receipt of parent consent to an initial evaluation of a child—
 - (i) The child is evaluated; and
 - (ii) If determined eligible under this part, special education and related services are made available to the child in accordance with an IEP.
 - (2) In meeting the requirement in paragraph (b)(1) of this section, a meeting to develop an IEP for the child must be conducted within 30-days of a determination that the child needs special education and related services.
 - Review and revision of IEPs.
 - (c) Review and revision of IEPs. Higgs, Carter, King ensures that the IEP team—
 - (1) Reviews the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and
 - (2) Revises the IEP as appropriate to address—
 - (i) Any lack of expected progress toward the annual goals described in §300.347(a), and in the general curriculum, if appropriate;
 - (ii) The results of any reevaluation conducted under §300.536;
 - (iii) Information about the child provided to, or by, the parents, as described in §300.533(a)(1);
 - (iv) The child's anticipated needs; or
 - (v) Other matters.
 - §300.344. IEP team.
 - General.

§300.344. IEP team.

- (a) General. Higgs, Carter, King ensures that the IEP team for each child with a disability includes—
- (1) The parents of the child;
 - (2) At least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
 - (3) At least one special education teacher of the child, or if appropriate, at least one special education provider of the child;
 - (4) A representative of Higgs, Carter, King who—
 - (i) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;

- (ii) Is knowledgeable about the general curriculum; and
- (iii) Is knowledgeable about the availability of resources of Higgs, Carter, King;
- (5) An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in paragraphs (a)(2) through (6) of this section;
- (6) At the discretion of the parent or Higgs, Carter, King, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
- (7) If appropriate, the child.

- Transition services participants.

(b) Transition services participants.

- (1) Under paragraph (a)(7) of this section, Higgs, Carter, King invites a student with a disability of any age to attend his or her IEP meeting if a purpose of the meeting will be the consideration of—
 - (i) The student's transition services needs under §300.347(b)(1);
 - (ii) The needed transition services for the student under §300.347(b)(2); or
 - (iii) Both.
- (2) If the student does not attend the IEP meeting, Higgs, Carter, King takes other steps to ensure that the student's preferences and interests are considered.
- (3) (i) In implementing the requirements of §300.347(b)(2), Higgs, Carter, King also shall invite a representative of any other agency that is likely to be responsible for providing or paying for transition services.
- (ii) If the agency invited to send a representative to a meeting does not do so, Higgs, Carter, King takes other steps to obtain participation of the other agency in the planning of any transition services.

- Determination of knowledge and special expertise.

(c) Determination of knowledge and special expertise. The determination of the knowledge or special expertise of any individual described in paragraph (a)(6) of this section shall be made by the party (parents or district) who invited the individual to be a member of the IEP.

- Designating Higgs, Carter, King representative.

(d) Designating Higgs, Carter, King representative. Higgs, Carter, King may designate another district member of the IEP team to also serve as Higgs, Carter, King's representative, if the criteria in paragraph (a)(4) of this section are satisfied.

- §89.1050(c). *(Teacher member requirements)*

§89.1050 (c) (Teacher member requirements)

(c) At least one general education teacher of the student (if the student is, or may be, participating in the general education environment) shall participate as a member of the ARD committee. The special education teacher or special education provider that participates in the ARD committee meeting in accordance with 34 CFR, §300.344(a)(3), must be certified in the child's suspected areas of disability. When a specific certification is not required to serve certain disability categories, then the special education teacher or special education provider must be qualified to provide the educational services that the child may need. Districts should refer to §89.1131 of this title (relating to Qualifications of Special Education, Related Service, and Paraprofessional Personnel) to ensure that appropriate teachers and/or service providers are present and participate at each ARD committee meeting.

- §300.345. Parent participation.

- District responsibility—general.

§300.345. Parent participation.

(a) District responsibility—general. Higgs, Carter, King takes steps to ensure that one or both of the parents of a child with a disability are present at each IEP meeting or are afforded the opportunity to participate, including—

- (1) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
- (2) Scheduling the meeting at a mutually agreed on time and place.

- Information provided to parents.

(1) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend, at least 5 school days prior to the meeting unless the parent waives the requirement.

- Other methods to ensure parent participation.

(c) Other methods to ensure parent participation. If neither parent can attend, Higgs, Carter, King uses other methods to ensure parent participation, including individual or conference telephone calls.

- Conducting an IEP meeting without a parent in attendance.
- (d) Conducting an IEP meeting without a parent in attendance. A meeting may be conducted without a parent in attendance if Higgs, Carter, King is unable to convince the parents that they should attend. In this case Higgs, Carter, King must have a record of its attempts to arrange a mutually agreed on time and place, such as—
 - (1) Detailed records of telephone calls made or attempted and the results of those calls;
 - (2) Copies of correspondence sent to the parents and any responses received; and
 - (3) Detailed records of visits made to the parent's home or place of employment and the results of those visits.
 - Use of interpreters or other action, as appropriate.
- (e) Use of interpreters or other action, as appropriate. Higgs, Carter, King takes whatever action is necessary to ensure that the parent understands the proceedings at the IEP meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.
 - Parent copy of child's IEP.
- (f) Parent copy of child's IEP. Higgs, Carter, King gives the parent a copy of the child's IEP at no cost to the parent.
- 300.346. Development, review, and revision of IEP.
 - Development of IEP.

§300.346. Development, review, and revision of IEP.

- (a) Development of IEP.
 - (1) General. In developing each child's IEP, the IEP team, shall consider—
 - (i) The strengths of the child and the concerns of the parents for enhancing the education of their child;
 - (ii) The results of the initial or most recent evaluation of the child; and
 - (iii) As appropriate, the results of the child's performance on any general State or district-wide assessment programs.
 - (2) Consideration of special factors. The IEP team also shall—
 - (i) In the case of a child whose behavior impedes his or her learning or that of others, consider, if appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior;
 - (ii) In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP;
 - (iii) In the case of a child who is blind or visually impaired, provide for 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 (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child;
 - (iv) 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; and
 - (v) Consider whether the child requires assistive technology devices and services.
 - Review and Revision of IEP
 - (b) Review and Revision of IEP. In conducting a meeting to review, and, if appropriate, revise a child's IEP, the IEP team shall consider the factors described in paragraph (a) of this section.
 - Statement in IEP.
 - (c) Statement in IEP. If, in considering the special factors described in paragraphs (a)(1) and (2) of this section, the IEP team determines that a child needs a particular device or service (including an intervention, accommodation, or other program modification) in order for the child to receive FAPE, the IEP team must include a statement to that effect in the child's IEP.
 - Requirement with respect to regular education teacher.
 - (c) Statement in IEP. If, in considering the special factors described in paragraphs (a)(1) and (2) of this section, the IEP team determines that a child needs a particular device or service (including an intervention, accommodation, or other program modification) in order for the child to receive FAPE, the IEP team must include a statement to that effect in the child's IEP.
- §300.347. Content of IEP.

- General.

§300.347. Content of IEP.

(a) General. The IEP for each child with a disability must include—

- (1) A statement of the child's present levels of educational performance, including—
 - (i) How the child's disability affects the child's involvement and progress in the general curriculum (i.e., the same curriculum as for nondisabled children); or
 - (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
- (2) A statement of measurable annual goals, including benchmarks or short-term objectives, related to—
 - (i) Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum (i.e., the same curriculum as for nondisabled children), or for preschool children, as appropriate, to participate in appropriate activities; and
 - (ii) Meeting each of the child's other educational needs that result from the child's disability;
- (3) A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child—
 - (i) To advance appropriately toward attaining the annual goals;
 - (ii) To be involved and progress in the general curriculum in accordance with paragraph (a)(1) of this section and to participate in extracurricular and other nonacademic activities; and
 - (iii) To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section;
- (4) An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities described in paragraph (a)(3) of this section;
- (5) (i) A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment; and
 - (ii) If the IEP team determines that the child will not participate in a particular State or district-wide assessment of student achievement (or part of an assessment), a statement of—
 - (A) Why that assessment is not appropriate for the child; and
 - (B) How the child will be assessed;
- (6) The projected date for the beginning of the services and modifications described in paragraph (a)(3) of this section, and the anticipated frequency, location, and duration of those services and modifications; and
- (7) A statement of—
 - (i) How the child's progress toward the annual goals described in paragraph (a)(2) of this section will be measured; and
 - (ii) How the child's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their nondisabled children's progress, of—
 - (A) Their child's progress toward the annual goals; and
 - (B) The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.

- Transition services.

(b) Transition services. The IEP must include—

- (1) For each student with a disability beginning at age 14 (or younger, if determined appropriate by the IEP team), and updated annually, a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program); and
- (2) For each student beginning at age 16 (or younger, if determined appropriate by the IEP team), a statement of needed transition services for the student, including, if appropriate, a statement of the interagency responsibilities or any needed linkages.

- Transfer of rights

(c) Transfer of rights. In Texas rights transfers at the age majority, beginning at least one year before a student reaches the age of majority under State law, Higgs, Carter, King's students' IEPs include a statement that the student has been

informed of his or her rights under Part B of the Act, if any, that will transfer to the student on reaching the age of majority, consistent with §300.517.

- §89.1055. Content of the Individualized Education Program (IEP).

§89.1055. Content of the Individualized Education Program (IEP).

- (a) The individualized education program (IEP) developed by the admission, review, and dismissal (ARD) committee for each student with a disability shall comply with the requirements of 34 Code of Federal Regulations (CFR), §300.346 and §300.347, and Part 300, Appendix A.
 - (b) The IEP must include a statement of any individual allowable accommodations in the administration of assessment instruments developed in accordance with Texas Education Code (TEC), §39.023(a)-(c), or district-wide assessments of student achievement that are needed in order for the student to participate in the assessment. If the ARD committee determines that the student will not participate in a particular state- or district-wide assessment of student achievement (or part of an assessment), the IEP must include a statement of:
 - (1) why that assessment is not appropriate for the child; and
 - (2) how the child will be assessed using a locally developed alternate assessment.
 - (c) If the ARD committee determines that the student is in need of extended school year (ESY) services, as described in §89.1065 of this title (relating to Extended School Year Services (ESY Services)), then the IEP must also include goals and objectives for ESY services from the student's current IEP.
 - (d) For students with visual impairments, from birth through 21 years of age, the IEP or individualized family services plan (IFSP) shall also meet the requirements of TEC, §30.002(e).
 - (e) For students with autism/pervasive developmental disorders, information about the following shall be considered and, when needed, addressed in the IEP:
 - (1) extended educational programming;
 - (2) daily schedules reflecting minimal unstructured time;
 - (3) in-home training or viable alternatives;
 - (4) prioritized behavioral objectives;
 - (5) prevocational and vocational needs of students 12 years of age or older;
 - (6) parent training; and
 - (7) suitable staff-to-students ratio.
 - (f) If the ARD committee determines that services are not needed in one or more of the areas specified in subsection (e)(1)-(7) of this section, the IEP must include a statement to that effect and the basis upon which the determination was made.
- §89.1050(e). (*The IEP Report*)

§89.1050(e). (The report)

- (e) The written report of the ARD committee shall document the decisions of the committee with respect to issues discussed at the meeting. The report shall include the date, names, positions, and signatures of the members participating in each meeting in accordance with 34 CFR, §§300.344, 300.345, 300.348, and 300.349. The report shall also indicate each member's agreement or disagreement with the committee's decisions. In the event TEC, §29.005(d)(1), applies, Higgs, Carter, King provides a written or audiotaped copy of the student's IEP, as defined in 34 CFR, §300.346 and §300.347. In the event TEC, §29.005(d)(2), applies, Higgs, Carter, King makes a good faith effort to provide a written or audiotaped copy of the student's IEP, as defined in 34 CFR, §300.346 and §300.347.
- §300.348. Agency responsibilities for transition services.

§300.348. Agency responsibilities for transition services.

- (a) If an agency, other than Higgs, Carter, King, fails to provide the transition services described in the IEP in accordance with §300.347(b)(1), Higgs, Carter, King reconvenes the IEP team to identify alternative strategies to meet the transition objectives for the student set out in the IEP.
- §300.350. IEP accountability.
 - Provision of services.

§300.350. IEP accountability.

- (a) Provision of services. Subject to paragraph (b) of this section, Higgs, Carter, King must—
 - (1) Provide special education and related services to a child with a disability in accordance with the child's IEP; and
 - (2) Make a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP.

- §300.309. Extended school year services.

§300.309. Extended school year services.

(a) General.

- (1) Higgs, Carter, King ensures that extended school year services are available as necessary to provide FAPE, consistent with paragraph (a)(2) of this section.
- (2) Extended school year services must be provided only if a child's IEP team determines, on an individual basis, in accordance with §§300.340-300.350, that the services are necessary for the provision of FAPE to the child.
- (3) In implementing the requirements of this section, Higgs, Carter, King may not—
 - (i) Limit extended school year services to particular categories of disability; or
 - (ii) Unilaterally limit the type, amount, or duration of those services.

(b) Definition. As used in this section, the term extended school year services means special education and related services that—

- (1) Are provided to a child with a disability—
 - (i) Beyond the normal school year of Higgs, Carter, King;
 - (ii) In accordance with the child's IEP; and
 - (iii) At no cost to the parents of the child; and
- (2) Meet the standards of the SEA.

- §89.1065. Extended School Year Services (ESY Services).

§89.1065. Extended School Year Services (ESY Services).

Extended school year (ESY) services are defined as individualized instructional programs beyond the regular school year for eligible students with disabilities.

- (1) The need for ESY services must be determined on an individual student basis by the admission, review, and dismissal (ARD) committee in accordance with 34 Code of Federal Regulations (CFR), §300.309, and the provisions of this section. In determining the need for and in providing ESY services, Higgs, Carter, King may not:
 - (A) limit ESY services to particular categories of disability; or
 - (B) unilaterally limit the type, amount, or duration of ESY services.
- (2) The need for ESY services must be documented from formal and/or informal evaluations provided by Higgs, Carter, King or the parents. The documentation shall demonstrate that in one or more critical areas addressed in the current individualized education program (IEP) objectives, the student has exhibited, or reasonably may be expected to exhibit, severe or substantial regression that cannot be recouped within a reasonable period of time. Severe or substantial regression means that the student has been, or will be, unable to maintain one or more acquired critical skills in the absence of ESY services.
- (3) The reasonable period of time for recoupment of acquired critical skills shall be determined on the basis of needs identified in each student's IEP. If the loss of acquired critical skills would be particularly severe or substantial, or if such loss results, or reasonably may be expected to result, in immediate physical harm to the student or to others, ESY services may be justified without consideration of the period of time for recoupment of such skills. In any case, the period of time for recoupment shall not exceed eight weeks.
- (4) A skill is critical when the loss of that skill results, or is reasonably expected to result, in any of the following occurrences during the first eight weeks of the next regular school year:
 - (A) placement in a more restrictive instructional arrangement;
 - (B) significant loss of acquired skills necessary for the student to appropriately progress in the general curriculum;
 - (C) significant loss of self-sufficiency in self-help skill areas as evidenced by an increase in the number of direct service staff and/or amount of time required to provide special education or related services;
 - (D) loss of access to community-based independent living skills instruction or an independent living environment provided by noneducational sources as a result of regression in skills; or
 - (E) loss of access to on-the-job training or productive employment as a result of regression in skills.
- (5) If Higgs, Carter, King does not propose ESY services for discussion at the annual review of a student's IEP, the parent may request that the ARD committee discuss ESY services pursuant to 34 CFR, §300.344.
- (6) If a student for whom ESY services were considered and rejected loses critical skills because of the decision not to provide ESY services, and if those skills are not regained after the reasonable period of time for recoupment, the

ARD committee shall reconsider the current IEP if the student's loss of critical skills interferes with the implementation of the student's IEP.

- (7) For students enrolling in Higgs, Carter, King during the school year, information obtained from the prior school district as well as information collected during the current year may be used to determine the need for ESY services.
- (8) The provision of ESY services is limited to the educational needs of the student and shall not supplant or limit the responsibility of other public agencies to continue to provide care and treatment services pursuant to policy or practice, even when those services are similar to, or the same as, the services addressed in the student's IEP. No student shall be denied ESY services because the student receives care and treatment services under the auspices of other agencies.
- (9) Higgs, Carter, King is not eligible for reimbursement for ESY services provided to students for reasons other than those set forth in this section.

- §89.1050(g). *(Discipline)*

§89.1050(g) (Discipline)

- (g) All disciplinary actions regarding students with disabilities shall be determined in accordance with 34 CFR, §§300.121 and 300.519-300.529 (relating to disciplinary actions and procedures), the TEC, Chapter 37, Subchapter A (Alternative Settings for Behavior Management), and §89.1053 of this title (relating to Procedures for Use of Restraint and Time-Out).

- §89.1050(h). *(Disagreements)*

§89.1050(h) (Disagreements)

- (h) All members of the ARD committee shall have the opportunity to participate in a collaborative manner in developing the IEP. A decision of the committee concerning required elements of the IEP shall be made by mutual agreement of the required members if possible. The committee may agree to an annual IEP or an IEP of shorter duration.
 - (1) When mutual agreement about all required elements of the IEP is not achieved, the party (the parents or adult student) who disagrees shall be offered a single opportunity to have the committee recess for a period of time not to exceed ten school days. This recess is not required when the student's presence on the campus presents a danger of physical harm to the student or others or when the student has committed an expellable offense or an offense which may lead to a placement in an alternative education program (AEP). The requirements of this subsection (h) do not prohibit the members of the ARD committee from recessing an ARD committee meeting for reasons other than the failure of the parents and Higgs, Carter, King from reaching mutual agreement about all required elements of an IEP.
 - (2) During the recess the committee members shall consider alternatives, gather additional data, prepare further documentation, and/or obtain additional resource persons which may assist in enabling the ARD committee to reach mutual agreement.
 - (3) The date, time, and place for continuing the ARD committee meeting shall be determined by mutual agreement prior to the recess.
 - (4) If a ten-day recess is implemented as provided in paragraph (1) of this subsection and the ARD committee still cannot reach mutual agreement, Higgs, Carter, King implements the IEP which it has determined to be appropriate for the student.
 - (5) When mutual agreement is not reached, a written statement of the basis for the disagreement shall be included in the IEP. The members who disagree shall be offered the opportunity to write their own statements.
 - (6) When Higgs, Carter, King implements an IEP with which the parents disagree or the adult student disagrees, Higgs, Carter, King provides prior written notice to the parents or adult student as required in 34 CFR, §300.503.
 - (7) Parents shall have the right to file a complaint, request mediation, or request a due process hearing at any point when they disagree with decisions of the ARD committee.

- §37.0021. Use of Confinement, Restraint, Seclusion, and Time-Out.

§37.0021. Use of Confinement, Restraint, Seclusion, and Time-Out.

- (a) It is the policy of Higgs, Carter, King to treat all students with dignity and respect. A student with a disability may not be confined in a locked box, locked closet, or other specially designed locked space as either a discipline management practice or a behavior management technique.
- (b) In this section:
 - (1) "Restraint" means the use of physical force or a mechanical device to restrict the free movement of all or a portion of a student's body.

- (2) "Seclusion" means a behavior management technique in which a student is confined in a locked box, locked closet, or locked room that:
 - (A) is designed solely to seclude a person; and
 - (B) contains less than 50 square feet of space.
- (3) "Time-out" means a behavior management technique in which, to provide a student with an opportunity to regain self-control, the student is separated from other students for a limited period in a setting:
 - (A) that is not locked; and
 - (B) from which the student is not physically prevented from leaving.
- (c) A district employee or volunteer or an independent contractor of Higgs, Carter, King may not place a student in seclusion. This subsection does not apply to the use of seclusion in a facility to which the following law, rules, or regulations apply:
 - (1) the Children's Health Act of 2000, Pub. L. No. 106-310, any subsequent amendments to that Act, any regulations adopted under that Act, or any subsequent amendments to those regulations;
 - (2) 40 T.A.C. Sections 720.1001-720.1013; or
 - (3) 25 T.A.C. Section 412.308(e).
- (d) The commissioner by rule has adopted procedures for the use of restraint and time-out by a district employee or volunteer or an independent contractor of Higgs, Carter, King, in the case of a student receiving special education services under Subchapter A, Chapter 29 and Higgs, Carter, King has adopted these procedures. The procedures adopted under this subsection are:
 - (1) consistent with:
 - (A) professionally accepted practices and standards of student discipline and techniques for behavior management; and
 - (B) relevant health and safety standards; and
 - (2) identifies all discipline management practices or behavior management techniques that requires an employee, volunteer or an independent contractor of Higgs, Carter, King to be trained before using that practice or technique.

(e) In the case of a conflict between a rule adopted under Subsection (d) and a rule adopted under Subchapter A, Chapter 29, the rule adopted under Subsection (d) controls.
- (f) For purposes of this subsection, "weapon" includes any weapon described under Section 37.007(a)(1). This section does not prevent a student's locked, unattended confinement in an emergency situation while awaiting the arrival of law enforcement personnel if:
 - (1) the student possesses a weapon; and
 - (2) the confinement is necessary to prevent the student from causing bodily harm to the student or another person.
- §89.1053. Procedures for Use of Restraint and Time-Out.

§89.1053. Procedures for Use of Restraint and Time-Out.

- (a) Requirement to implement. In addition to the requirements of 34 Code of Federal Regulations (CFR), §300.346(a)(2)(i) and (c), Higgs, Carter, King has implement the provisions of this section regarding the use of restraint and time-out. In accordance with the provisions of Texas Education Code (TEC), §37.0021 (Use of Confinement, Restraint, Seclusion, and Time-Out), it is the policy of Higgs, Carter, King to treat all students with dignity and respect.
- (b) Definitions.
 - (1) Emergency means a situation in which a student's behavior poses a threat of:
 - (A) imminent, serious physical harm to the student or others; or
 - (B) imminent, serious property destruction.
 - (2) Restraint means the use of physical force or a mechanical device to restrict the free movement of all or a portion of the student's body.
 - (3) Time-out means a behavior management technique in which, to provide a student with an opportunity to regain self-control, the student is separated from other students for a limited period in a setting:
 - (A) that is not locked; and
 - (B) from which the student is not physically prevented from leaving.
- (c) Use of restraint. A school employee, volunteer, or independent contractor may use restraint only in an emergency as defined in subsection (b) of this section and with the following limitations.

- (1) Restraint shall be limited to the use of such reasonable force as is necessary to address the emergency.
 - (2) Restraint shall be discontinued at the point at which the emergency no longer exists.
 - (3) Restraint shall be implemented in such a way as to protect the health and safety of the student and others.
 - (4) Restraint shall not deprive the student of basic human necessities.
- (d) Training on use of restraint. Training for school employees, volunteers, or independent contractors shall be provided according to the following requirements.
- (1) Not later than April 1, 2003, a core team of personnel on each campus must be trained in the use of restraint, and the team must include a campus administrator or designee and any general or special education personnel likely to use restraint.
 - (2) After April 1, 2003, personnel called upon to use restraint in an emergency and who have not received prior training must receive training within 30 school days following the use of restraint.
 - (3) Training on use of restraint must include prevention and de-escalation techniques and provide alternatives to the use of restraint.
 - (4) All trained personnel shall receive instruction in current professionally accepted practices and standards regarding behavior management and the use of restraint.
- (e) Documentation and notification on use of restraint. In a case in which restraint is used, school employees, volunteers, or independent contractors shall implement the following documentation requirements.
- (1) On the day restraint is utilized, the campus administrator or designee must be notified verbally or in writing regarding the use of restraint.
 - (2) On the day restraint is utilized, a good faith effort shall be made to verbally notify the parent(s) regarding the use of restraint.
 - (3) Written notification of the use of restraint must be placed in the mail or otherwise provided to the parent within one school day of the use of restraint.
 - (4) Written documentation regarding the use of restraint must be placed in the student's special education eligibility folder in a timely manner so the information is available to the ARD committee when it considers the impact of the student's behavior on the student's learning and/or the creation or revision of a behavioral intervention plan (BIP).
 - (5) Written notification to the parent(s) and documentation to the student's special education eligibility folder shall include the following:
 - (A) name of the student;
 - (B) name of the staff member(s) administering the restraint;
 - (C) date of the restraint and the time the restraint began and ended;
 - (D) location of the restraint;
 - (E) nature of the restraint;
 - (F) a description of the activity in which the student was engaged immediately preceding the use of restraint;
 - (G) the behavior that prompted the restraint;
 - (H) the efforts made to de-escalate the situation and alternatives to restraint that were attempted; and
 - (I) information documenting parent contact and notification.
- (f) Clarification regarding restraint. For the purposes of subsections (c)-(e) of this section, restraint does not include the use of:
- (1) physical contact or appropriately prescribed adaptive equipment to promote normative body positioning and/or physical functioning;
 - (2) limited physical contact with a student to promote safety (e.g., holding a student's hand), prevent a potentially harmful action (e.g., running into the street), teach a skill, or provide comfort;
 - (3) limited physical contact or appropriately prescribed adaptive equipment to prevent a student from engaging in ongoing, repetitive self-injurious behaviors; or
 - (4) seat belts and other safety equipment used to secure students during transportation.
- (g) Use of time-out. A school employee, volunteer, or independent contractor may use time-out in accordance with subsection (b)(3) of this section with the following limitations.
- (1) Physical force or threat of physical force shall not be used to place a student in time-out.

- (2) Time-out may only be used in conjunction with an array of positive behavior intervention strategies and techniques and must be included in the student's individualized education program (IEP) and/or BIP if it is utilized on a recurrent basis to increase or decrease a targeted behavior.
 - (3) Use of time-out shall not be implemented in a fashion that precludes the ability of the student to be involved in and progress in the general curriculum and advance appropriately toward attaining the annual goals specified in the student's IEP.
- (h) Training on use of time-out. Training for school employees, volunteers, or independent contractors shall be provided according to the following requirements.
- (1) Not later than April 1, 2003, general or special education personnel who implement time-out based on requirements established in a student's IEP and/or BIP must be trained in the use of time-out.
 - (2) After April 1, 2003, newly-identified personnel called upon to implement time-out based on requirements established in a student's IEP and/or BIP must receive training in the use of time-out within 30 school days of being assigned the responsibility for implementing time-out.
 - (3) Training on the use of time-out must be provided as part of a program which addresses a full continuum of positive behavioral intervention strategies, and must address the impact of time-out on the ability of the student to be involved in and progress in the general curriculum and advance appropriately toward attaining the annual goals specified in the student's IEP.
 - (4) All trained personnel shall receive instruction in current professionally accepted practices and standards regarding behavior management and the use of time-out.

Higgs, Carter, King trained a core group of staff members in TSBI and CPI prior to April 1, 2003. Ongoing training to all faculty is occurring.

- (i) Documentation on use of time-out. Necessary documentation or data collection regarding the use of timeout, if any, must be addressed in the IEP or BIP. The admission, review, and dismissal (ARD) committee must use any collected data to judge the effectiveness of the intervention and provide a basis for making determinations regarding its continued use.
- (j) Student safety. Any behavior management technique and/or discipline management practice must be implemented in such a way as to protect the health and safety of the student and others. No discipline management practice may be calculated to inflict injury, cause harm, demean, or deprive the student of basic human necessities.
- (k) Data collection requirement. Beginning with the 2003-2004 school year, with the exception of actions covered by subsection (f) of this section, cumulative data regarding the use of restraint must be reported through the Public Education Information Management System (PEIMS).

INFORMATION REQUESTED

- §300.550. General LRE requirements.

§300.550. General LRE requirements.

- (a) Except as provided in §300.311(b) and (c), a State shall demonstrate to the satisfaction of the Secretary that the State has in effect policies and procedures to ensure that it meets the requirements of §§300.550-300.556.
- (b) Higgs, Carter, King ensures—
 - (1) That to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and
 - (2) That special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

- §300.551. Continuum of alternative placements.

§300.551. Continuum of alternative placements.

- (a) Higgs, Carter, King ensures that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.
- (b) The continuum required in paragraph (a) of this section must—
 - (1) Include the alternative placements listed in the definition of special education under §300.26 (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions); and
 - (2) Make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.

- §89.63. Instructional Arrangements and Settings.

§89.63. Instructional Arrangements and Settings.

- (a) Higgs, Carter, King is able to provide services with special education personnel to students with disabilities in order to meet the special needs of those students in accordance with 34 Code of Federal Regulations, §§300.550-300.554.
 - (b) Subject to §89.1075(e) of this title (relating to General Program Requirements and Local District Procedures) for the purpose of determining the student's instructional arrangement/setting, the regular school day is defined as the period of time determined appropriate by the admission, review, and dismissal (ARD) committee.
 - (c) Instructional arrangements/settings shall be based on the individual needs and individualized education programs (IEPs) of eligible students receiving special education services and shall include the following.
 - (1) Mainstream. This instructional arrangement/setting is for providing special education and related services to a student in the regular classroom in accordance with the student's IEP. Qualified special education personnel must be involved in the implementation of the student's IEP through the provision of direct, indirect and/or support services to the student, and/or the student's regular classroom teacher(s) necessary to enrich the regular classroom and enable student success. The student's IEP must specify the services that will be provided by qualified special education personnel to enable the student to appropriately progress in the general education curriculum and/or appropriately advance in achieving the goals set out in the student's IEP. Examples of services provided in this instructional arrangement include, but are not limited to, direct instruction, helping teacher, team teaching, co-teaching, interpreter, education aides, curricular or instructional modifications/accommodations, special materials/equipment, consultation with the student and his/her regular classroom teacher(s) regarding the student's progress in regular education classes, staff development, and reduction of ratio of students to instructional staff.
 - (2) Homebound. This instructional arrangement/setting is for providing special education and related services to students who are served at home or hospital bedside.
 - (A) Students served on a homebound or hospital bedside basis are expected to be confined for a minimum of four consecutive weeks as documented by a physician licensed to practice in the United States. Homebound or hospital bedside instruction may, as provided by local district policy, also be provided to chronically ill students who are expected to be confined for any period of time totaling at least four weeks throughout the school year as documented by a physician licensed to practice in the United States. The student's ARD committee shall determine the amount of services to be provided to the student in this instructional arrangement/setting in accordance with federal and state laws, rules, and regulations, including the provisions specified in subsection (b) of this section.
 - (B) Home instruction may also be used for services to infants and toddlers (birth through age 2) and young children (ages 3-5) when determined appropriate by the child's individualized family services plan (IFSP) committee or ARD committee. This arrangement/setting also applies to school districts described in Texas Education Code, §29.014.
- Higgs, Carter, King is not responsible for services to children from birth through 2 years of age.
- (3) Hospital class. This instructional arrangement/setting is for providing special education instruction in a classroom, in a hospital facility, or a residential care and treatment facility not operated by Higgs, Carter, King. If the students residing in the facility are provided special education services outside the facility, they are considered to be served in the instructional arrangement in which they are placed and are not to be considered as in a hospital class.
 - (4) Speech therapy. This instructional arrangement/setting is for providing speech therapy services whether in a regular education classroom or in a setting other than a regular education classroom. When the only special education or related service provided to a student is speech therapy, then this instructional arrangement may not be combined with any other instructional arrangement.
 - (5) Resource room/services. This instructional arrangement/setting is for providing special education and related services to a student in a setting other than regular education for less than 50% of the regular school day.
 - (6) Self-contained (mild, moderate, or severe) regular campus. This instructional arrangement/setting is for providing special education and related services to a student who is in a self-contained program for 50% or more of the regular school day on a regular school campus.
 - (7) Off home campus. This instructional arrangement/setting is for providing special education and related services to the following, including students at South Texas Independent School District and Windham Independent School District:
 - (8) Nonpublic day school. This instructional arrangement/setting is for providing special education and related services to students through a contractual agreement with a nonpublic school for special education.
 - (9) Vocational adjustment class/program. This instructional arrangement/setting is for providing special education and related services to a student who is placed on a job with regularly scheduled direct involvement by special

education personnel in the implementation of the student's IEP. This instructional arrangement/setting is used in conjunction with the student's individual transition plan and only after Higgs, Carter, King's technology classes have been considered and determined inappropriate for the student.

- (10) Residential care and treatment facility (not district resident). This instructional arrangement/setting is for special education instruction and related services to students who reside in care and treatment facilities where parents do not reside within the boundaries of Higgs, Carter, King providing educational services to them. In order to be considered in this arrangement, the services must be provided on a school district campus. If instruction is provided at the facility, rather than on a school district campus, the instructional arrangement is considered to be the hospital class arrangement/setting rather than this instructional arrangement. Students with disabilities who reside in these facilities may be included in the average daily attendance of Higgs, Carter, King the same way as all other students receiving special education.
- (11) State school for persons with mental retardation. This instructional arrangement/setting is for providing education and related services to a student who resides at a state school when the services are provided at a school location. If services are provided on a local district campus, the student is considered to be in a residential care and treatment facility arrangement/setting.

INFORMATION REQUESTED

- §300.29. Transition services.

§300.29. Transition services.

- (a) As used in this part, transition services means a coordinated set of activities for a student with a disability that—
- (1) Is designed within an outcome-oriented process, that promotes movement from school to post-school living, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
 - (2) Is based on the individual student's needs, taking into account the student's preferences and interests; and
 - (3) Includes—
 - (i) Instruction;
 - (ii) Related services;
 - (iii) Community experiences;
 - (iv) The development of employment and other post-school adult living objectives; and
 - (v) If appropriate, acquisition of daily living skills and functional vocational evaluation.
- (b) Transition services for students with disabilities may be special education, if provided as specially designed instruction, or related services, if required to assist a student with a disability to benefit from special education.

- §29.011. Transition Planning.

§29.011. Transition Planning.

- (a) The Texas Education Agency, the Texas Department of Mental Health and Mental Retardation, and the Rehabilitation Commission shall develop, agree to, and by rule adopt a memorandum of understanding that sets forth the respective responsibilities of each agency for the provision of services necessary to prepare students for successful transition to life outside of the public school system.
- (b) The Texas Education Agency, the Texas Department of Mental Health and Mental Retardation, and the Rehabilitation Commission may request other appropriate agencies to participate in the development of a memorandum of understanding, and each agency requested shall participate and adopt the memorandum of understanding. The memorandum must be agreed to by all agencies.
- (c) The memorandum may require Higgs, Carter, King to provide a service only if Higgs, Carter, King is providing the service at the time the memorandum is adopted. The memorandum requires Higgs, Carter, King to participate in the development of a transition plan required by Subsection (e) on the request of an agency or Higgs, Carter, King.
- (d) The Texas Education Agency shall coordinate the development of the memorandum of understanding.
- (e) Higgs, Carter, King develops and annually reviews individual transition plans (ITP) for each student enrolled in a special education program who is at least 16 years of age. The ITP is developed in a separate document from the individualized education program (IEP) and is not considered a part of the IEP. Higgs, Carter, King coordinates the development of the ITP with any participating agency as provided in the memorandum of understanding. Higgs, Carter, King provides continuity and coordination of services among the various agencies and between the ITP and IEP. Higgs, Carter, King requests the participation in the development of the ITP of any participating agency recommended by the school personnel or requested by the student or the student's parent. Higgs, Carter, King invites the student

student's parents or guardians to participate in the development of the ITP. Only those components of the ITP that are the responsibility of Higgs, Carter, King may be incorporated into the student's IEP. Only the failure to implement those components of a student's ITP that are included in the IEP are subject to the due process procedures of the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.) or to Texas Education Agency complaint procedures. The failure of Higgs, Carter, King to develop and annually review an ITP for a student is subject only to the Texas Education Agency complaint procedures and not to the due process procedures of the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.). A monitoring visit under Section 29.010 shall include a review of the transition planning requirements under this section. Higgs, Carter, King is not liable for the failure of another agency to implement those components of the ITP that are designated as the responsibility of that agency under the memorandum of understanding.

- §89.1110. Memorandum of Understanding on Transition Planning for Students Receiving Special Education Services. (by assurance and reference)

§89.1110. Memorandum of Understanding on Transition Planning for Students Receiving Special Education Services.

Higgs, Carter, King follows the procedures delineated in the MOU on Transition Planning effective January 1, 2003. See Assurances at the end of this document.

INFORMATION REQUESTED

- §300.121(d). FAPE for children suspended or expelled from school.

§300.121(d). Free appropriate public education (FAPE).

(d) FAPE for children suspended or expelled from school.

- (1) Higgs, Carter, King need not provide services during periods of removal under §300.520(a)(1) to a child with a disability who has been removed from his or her current placement for 10 school days or less in that school year, if services are not provided to a child without disabilities who has been similarly removed.
- (2) In the case of a child with a disability who has been removed from his or her current placement for more than 10 school days in that school year, Higgs, Carter, King, for the remainder of the removals, must—
 - (i) Provide services to the extent necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's IEP, if the removal is—
 - (A) Under the school personnel's authority to remove for not more than 10 consecutive school days as long as that removal does not constitute a change of placement under §300.519(b) (§300.520(a)(1)); or
 - (B) For behavior that is not a manifestation of the child's disability, consistent with §300.524; and
 - (ii) Provide services consistent with §300.522, regarding determination of the appropriate interim alternative educational setting, if the removal is—
 - (A) For drug or weapons offenses under §300.520(a)(2); or
 - (B) Based on a hearing officer determination that maintaining the current placement of the child is substantially likely to result in injury to the child or to others if he or she remains in the current placement, consistent with §300.521.
- (3)
 - (i) School personnel, in consultation with the child's special education teacher, determine the extent to which services are necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's IEP if the child is removed under the authority of school personnel to remove for not more than 10 consecutive school days as long as that removal does not constitute a change of placement under §300.519 (§300.520(a)(1)).
 - (ii) The child's IEP team determines the extent to which services are necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's IEP if the child is removed because of behavior that has been determined not to be a manifestation of the child's disability, consistent with §300.524.

- §300.522. Determination of setting.

§300.522. Determination of setting.

- (a) General. The interim alternative educational setting referred to in §300.520(a)(2) must be determined by the IEP team.
- (b) Additional requirements. Any interim alternative educational setting in which a child is placed under §§300.520(a)(2) or 300.521 must—
 - (1) Be selected so as to enable the child to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the child's current IEP, that will enable the child to meet the goals set out in that IEP; and

- (2) Include services and modifications to address the behavior described in §§300.520(a)(2) or 300.521, that are designed to prevent the behavior from recurring.

• §37.004. Placement of Students with Disabilities

§ 37.004. Placement of Students With Disabilities

- (a) The placement of a student with a disability who receives special education services may be made only by a duly constituted admission, review, and dismissal committee. Any disciplinary action regarding a student with disabilities that would constitute a change in placement under federal law may only occur after a manifestation determination review has been conducted by the student's admission, review, and dismissal committee.
- (b) All disciplinary actions regarding a student with a disability who receives special education services shall be determined in accordance with federal law and regulations, including the provision of functional behavioral assessments; positive behavioral interventions, strategies, and supports; behavioral intervention plans; and the manifestation determination review.
- (c) A teacher in a disciplinary alternative education program who has a special education assignment must hold an appropriate certificate or permit for that assignment. A student with a disability who receives special education services may not be placed in alternative education programs solely for educational purposes.

General Application Information

Section III, page 9 does not clarify that special education services are provided by personnel appropriately certified or licensed in the area of assignment, or that the charter is aware that there are no certification waivers for these staff. However, this is addressed in detail in Part 3, Section H.

Higgs, Carter, King is aware that there are no waivers available for staff who are not appropriately certified or licensed to provide special education services. All special education personnel are either certified or licensed in the specific capacities.

Section IV and The Student Code of Conduct, submitted as an attachment; imply that the code applies to all students. It does not reflect exceptions for a student whose behavior is a manifestation of a disability. It does address the provision of FAPE even if the student is expelled, but erroneously refers to a "16-day rule". Federal and state laws require FAPE to be provided beginning on the 11th day of removal from the students placement.

- Provide documentation to indicate that the code of conduct is not unilaterally applied to all students, and that the ARD committee will address the behavioral needs for students with disabilities for whom the Code is inappropriate or for whom the behaviors are a manifestation of the student's disability.

The Student Code of Conduct has been updated to reflect that special education students, ^{what} whose behavior is determined to be a manifestation of the student's disability must be decided by the ARD committee.

The "16 day rule" referred to in the Concerns under Code of Conduct must have been a typing error. The district operates on the 10 day rule meaning that the ARD committee must meet and address behavioral issues prior to the 11th day of suspension for any special education student.

See attached Code of Conduct.

Higgs, Carter, King makes the following assurances

- Provide an assurance that discipline for students eligible for special education services is consistent with §300.121(d); §300.522; and §37.004.

Higgs, Carter, King assures that discipline for eligible special education students is consistent with the above referenced cites.

Provide an assurance that the school implements a non-discrimination policy that includes students with disabilities.

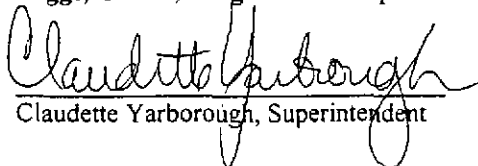
Higgs, Carter, King implements a non-discrimination policy that includes students with disabilities.

- Provide assurances that the ARD committee determines the individualized education program for students with disabilities including the appropriate graduation plan, consistent with TAC §89.1070.

Higgs, Carter, King assures that the Individual Education Program for each special education eligible student is followed including graduation plans.

Higgs, Carter, King abides by FERPA, unless confidential student information may specifically be released under FERPA, the parent(s) or legal guardian's written consent is required prior to release of any identifiable information about a student.

Higgs, Carter, King follows the procedures delineated in the MOU on Transition Planning effective January 1, 2003.


 Claudette Yarborough, Superintendent

April 28, 2003

Attachment 1, Organizational Chart

Youth Empowerment Services, Inc.
BOARD OF DIRECTORS

Superintendent / Principal
 Claudette Yarbrough

COMPTROLLER
 LaRonda Wilson

STAFF

Cafeteria Manager

Staff

**School Office Manager /
 PEMIS Coordinator**
 Bertha Gallegos

STAFF

Vice Principal
 TBA

3rd-6th Grade Level
 Chairperson

3rd - 6th Grade Teachers

Middle / High School
 Coordinator

7th -10th
 Grade Teachers

Vice Principal
 Dianne Navarro

Pre-kinder and
 Kinder Teachers

1st-2nd Grade Level
 Chairperson

1st-2nd Grade Teachers

Second Floor 25-unit
 Computer Lab

Vice Principal
 Connie Perez

Transportation

Bilingual / ESL

Custodian / Building
 Maintenance

TAKS Coordinator

Counselor

Special Education Teacher

Music Teacher

Athletics Coach

Technology Coordinator

CCLC Program
 Coordinator

Hall/Door
 Monitor Supervisor

Four (4) Hall/Door
 Monitors

Grant Writer

CCLC Program Director /
 Grant Coordinator

Attachment 2,

Criminal History
Records for Board
Members and Officers

Checklist for Background Check

BOARD MEMBERS

- 1) John Wood, Chairperson ☐
- 2) Tabitha Tate, Secretary ☐
- 3) Rickey Williamson, Board Member ☐

SCHOOL OFFICERS

- 4) Claudette Yarbrough, Supt./Principal ☐
- 5) LaRonda Wilson, Comptroller ☐
- 6) Connie Perez, Vice Principal ☐
- 7) Dianne Navarro, Vice Principal ☐

Criminal History Records/Background

PAGES 51 - 57 = 7 PAGES

7 PAGES HAVE BEEN WITHHELD UNDER SECTIONS 411.0845 AND
411.0901 OF THE GOVERNMENT CODE

Attachment 3,

Board Member
Biographical
Affidavits
And
Officers

Checklist for Biographical Affidavits

BOARD MEMBERS

- 1) John Wood, Chairperson ☐
- 2) Tabitha Tate, Secretary ☐
- 3) Rickey Williamson, Board Member ☐

SCHOOL OFFICERS

- 4) Claudette Yarbrough, Supt./Principal ☐
- 5) LaRonda Wilson, Comptroller ☐
- 6) Connie Perez, Vice Principal ☐
- 7) Dianne Navarro, Vice Principal ☐

TEXAS EDUCATION AGENCY
OPEN-ENROLLMENT CHARTER SCHOOL APPLICANT
BIOGRAPHICAL AFFIDAVIT (Attachment 3)
(MUST BE TYPED and NOTARIZED)

Check all that apply:

- ☒ Member of the governing board of the charter holder
☐ Member of the governing board for the charter school

It should be understood that a board member's resignation may not be effective until a replacement is duly appointed by the board, and a board member may be personally liable for any actions taken by the board.

☐ School officer _____

State Position as defined in TEC 12.1012

Full Name of Charter Holder (i.e., nonprofit corporation, institution of higher education, or governmental entity)

Youth Empowerment Services, Inc

Full Name of Charter School

Higgs, Carter, King Gifted and ^{and} Talented Charter Academy

In connection with the above-named organization and charter school renewal application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable) John Wood

2. Have you ever had your name changed or used another name? No

If yes, give reason for the change: _____

b. Maiden Name (if female) _____

c. Other names used at any time _____

3. Social Security Number: [REDACTED]

4. Explain any compensation that you expect to receive from your association with the charter holder, the charter school, or a management company of the school:

POSITION

COMPENSATION

Board Chair person

Ø

5. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters: Yes, operated a campus charter from HESD 1998-2000

DATES

EMPLOYER

ADDRESS

TITLE

N/A

List all previous experience with any charter school management company:

DATES	EMPLOYER	ADDRESS	TITLE
N/A			

6. Will you or any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the charter holder or the charter school? NO If yes, give details: _____

7. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the charter holder or the charter school? NO If yes, give details: _____

8. Have you ever been convicted or had a sentence imposed or suspended or had pronouncement of a sentence suspended or been pardoned for conviction of or pleaded guilty or nolo contendere to any information or indictment charging a misdemeanor involving moral turpitude or any felony or have you been the subject of any disciplinary proceedings of any federal or state regulatory agency? NO

If yes, give details: _____

Dated and signed this 22 day of August, 2002, at 6:00 pm
I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

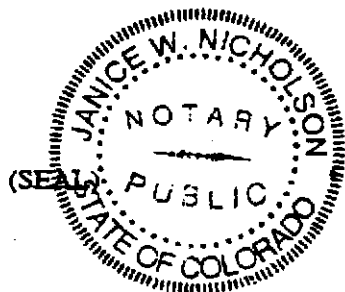
[Signature]
(Signature of Affiant)

State of Colorado

County of Boulder

Personally appeared before me the above named John Wood
personally known to me, who, being duly sworn, deposes and says that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 24th day of August, 2002.



[Signature]
(Notary Public)

My commission expires 8/31/2006

List all previous experience with any charter school management company:

DATES EMPLOYER ADDRESS TITLE

N/A

6. Will you or any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the charter holder or the charter school? NO If yes, give details: _____
7. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the charter holder or the charter school? NO If yes, give details: _____
8. Have you ever been convicted or had a sentence imposed or suspended or had pronouncement of a sentence suspended or been pardoned for conviction of or pleaded guilty or nolo contendere to any information or indictment charging a misdemeanor involving moral turpitude or any felony or have you been the subject of any disciplinary proceedings of any federal or state regulatory agency? NO

If yes, give details: _____

Dated and signed this 29th day of August, 2002, at San Antonio, TX.
I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

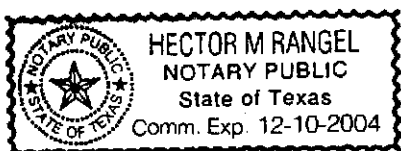
Tabitha Tate
(Signature of Affiant)

State of TEXAS

County of Bexar

Personally appeared before me the above named Tabitha Tate
personally known to me, who, being duly sworn, deposes and says that ~~he~~/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of ~~his~~/her knowledge and belief.

Subscribed and sworn to before me this 29th day of August, 2002



(SEAL)

Hector M. Rangel
(Notary Public)

My commission expires 12-10-2004

062

TEXAS EDUCATION AGENCY
OPEN-ENROLLMENT CHARTER SCHOOL APPLICANT
BIOGRAPHICAL AFFIDAVIT (Attachment 3)
(MUST BE TYPED and NOTARIZED)

Check all that apply:

- ☒ Member of the governing board of the charter holder
☐ Member of the governing board for the charter school

It should be understood that a board member's resignation may not be effective until a replacement is duly appointed by the board, and a board member may be personally liable for any actions taken by the board.

☐ School officer _____
State Position as defined in TEC 12.1012

Full Name of Charter Holder (i.e., nonprofit corporation, institution of higher education, or governmental entity)

Higgs, Carter, King Gifted and Talented Charter Academy

Full Name of Charter School

Higgs, Carter, King Gifted and Talented Charter Academy

In connection with the above-named organization and charter school renewal application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable) RICKEY LAVELL WILLIAMSON

2. Have you ever had your name changed or used another name? _____

If yes, give reason for the change: _____

b. Maiden Name (if female) _____

c. Other names used at any time _____

3. Social Security Number: [REDACTED]

4. Explain any compensation that you expect to receive from your association with the charter holder, the charter school, or a management company of the school:

POSITION

COMPENSATION

Board Member

0

5. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters: Our Board managed a campus charter from 98-00.

DATES

EMPLOYER

ADDRESS

TITLE

N/A

063

List all previous experience with any charter school management company:

DATES	EMPLOYER	ADDRESS	TITLE
N/A			

6. Will you or any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the charter holder or the charter school? NO If yes, give details: _____
7. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the charter holder or the charter school? NO If yes, give details: _____
8. Have you ever been convicted or had a sentence imposed or suspended or had pronouncement of a sentence suspended or been pardoned for conviction of or pleaded guilty or nolo contendere to any information or indictment charging a misdemeanor involving moral turpitude or any felony or have you been the subject of any disciplinary proceedings of any federal or state regulatory agency? NO

If yes, give details: _____

Dated and signed this 9th day of September, 2002, at 9:05 AM
I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

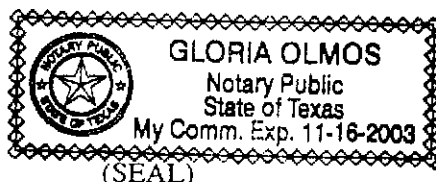
[Signature]
(Signature of Affiant)

State of Texas

County of Bexar

Personally appeared before me the above named Rickey Lavelle Williamson Sr
personally known to me, who, being duly sworn, deposes and says that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 9 day of September, 2002.



[Signature]
(Notary Public)

My commission expires 11-16-03

064

TEXAS EDUCATION AGENCY
OPEN-ENROLLMENT CHARTER SCHOOL APPLICANT
BIOGRAPHICAL AFFIDAVIT (Attachment 3)
(MUST BE TYPED and NOTARIZED)

Check all that apply:

- ☒ Member of the governing board of the charter holder
☐ Member of the governing board for the charter school

It should be understood that a board member's resignation may not be effective until a replacement is duly appointed by the board, and a board member may be personally liable for any actions taken by the board.

☐ School officer _____
State Position as defined in TEC 12.1012

Full Name of Charter Holder (i.e., nonprofit corporation, institution of higher education, or governmental entity)
Higgs, Carter, King Gifted and Talented Charter Academy

Full Name of Charter School
Higgs, Carter, King Gifted and Talented Charter Academy

In connection with the above-named organization and charter school renewal application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable) Rickey Laveil Williamson

2. Have you ever had your name changed or used another name? _____

If yes, give reason for the change: _____

b. Maiden Name (if female) _____

c. Other names used at any time _____

3. Social Security Number: [REDACTED]

4. Explain any compensation that you expect to receive from your association with the charter holder, the charter school, or a management company of the school:

POSITION	COMPENSATION
<u>Board Member</u>	<u>Ø</u>
_____	_____
_____	_____

5. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters: Our Board managed a campus charter from 98-00.

DATES	EMPLOYER	ADDRESS	TITLE
<u>N/A</u>	_____	_____	_____
_____	_____	_____	_____

List all previous experience with any charter school management company:

DATES	EMPLOYER	ADDRESS	TITLE
N/A			

6. Will you or any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the charter holder or the charter school? NO If yes, give details: _____
7. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the charter holder or the charter school? NO If yes, give details: _____
8. Have you ever been convicted or had a sentence imposed or suspended or had pronouncement of a sentence suspended or been pardoned for conviction of or pleaded guilty or nolo contendere to any information or indictment charging a misdemeanor involving moral turpitude or any felony or have you been the subject of any disciplinary proceedings of any federal or state regulatory agency? NO

If yes, give details: _____

Dated and signed this 9th day of September, 2002, at 9:05 AM
I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

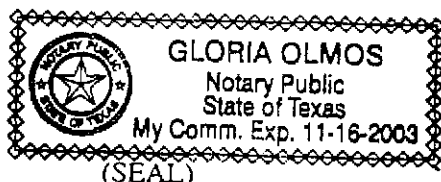
[Signature]
(Signature of Affiant)

State of Texas

County of Bexar

Personally appeared before me the above named Rickey Lavelle Williamson Sr
personally known to me, who, being duly sworn, deposes and says that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 9 day of September, 2002.



[Signature]
(Notary Public)

My commission expires 11-16-03

066

TEXAS EDUCATION AGENCY
OPEN-ENROLLMENT CHARTER SCHOOL APPLICANT
BIOGRAPHICAL AFFIDAVIT (Attachment 3)
(MUST BE TYPED and NOTARIZED)

Check all that apply:

- ☒ Member of the governing board of the charter holder
☐ Member of the governing board for the charter school

It should be understood that a board member's resignation may not be effective until a replacement is duly appointed by the board, and a board member may be personally liable for any actions taken by the board.

☐ School officer _____
State Position as defined in TEC 12.1012

Full Name of Charter Holder (i.e., nonprofit corporation, institution of higher education, or governmental entity)
Higgs, Carter, King Gifted and Talented Charter Academy

Full Name of Charter School
Higgs, Carter, King Gifted and Talented Charter Academy

In connection with the above-named organization and charter school renewal application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable) Rickey Williamson
2. Have you ever had your name changed or used another name? None

If yes, give reason for the change: _____

b. Maiden Name (if female) _____

c. Other names used at any time _____

3. Social Security Number: [REDACTED] _____

4. Explain any compensation that you expect to receive from your association with the charter holder, the charter school, or a management company of the school:

POSITION

COMPENSATION

N/A

5. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters: YES operated a campus charter through HISD 98-2000

DATES	EMPLOYER	ADDRESS	TITLE
-------	----------	---------	-------

N/A

List all previous experience with any charter school management company:

DATES	EMPLOYER	ADDRESS	TITLE
N/A			

6. Will you or any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the charter holder or the charter school? NO If yes, give details: _____

7. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the charter holder or the charter school? NO If yes, give details: _____

8. Have you ever been convicted or had a sentence imposed or suspended or had pronouncement of a sentence suspended or been pardoned for conviction of or pleaded guilty or nolo contendere to any information or indictment charging a misdemeanor involving moral turpitude or any felony or have you been the subject of any disciplinary proceedings of any federal or state regulatory agency? NO

If yes, give details: _____

Dated and signed this _____ day of _____, 20_____, at _____.

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

(Signature of Affiant)

State of _____

County of _____

Personally appeared before me the above named _____ personally known to me, who, being duly sworn, deposes and says that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this _____ day of _____, 20_____.

(Notary Public)

(SEAL)

My commission expires _____

TEXAS EDUCATION AGENCY
OPEN-ENROLLMENT CHARTER SCHOOL APPLICANT
BIOGRAPHICAL AFFIDAVIT (Attachment 3)
(MUST BE TYPED and NOTARIZED)

Check all that apply:

- ☐ Member of the governing board of the charter holder
☐ Member of the governing board for the charter school

It should be understood that a board member's resignation may not be effective until a replacement is duly appointed by the board, and a board member may be personally liable for any actions taken by the board.

☒ School officer Superintendent/Principal

State Position as defined in TEC 12.1012

Full Name of Charter Holder (i.e., nonprofit corporation, institution of higher education, or governmental entity)

Higgs, Carter, King Gifted and Talented Charter Academy

Full Name of Charter School

Higgs, Carter, King Gifted and Talented Charter Academy

In connection with the above-named organization and charter school renewal application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable) Claudette Yvonne Yarbrough

2. Have you ever had your name changed or used another name? Higgs

If yes, give reason for the change: Married

b. Maiden Name (if female) (maiden name = Higgs)

c. Other names used at any time _____

3. Social Security Number: [REDACTED]

4. Explain any compensation that you expect to receive from your association with the charter holder, the charter school, or a management company of the school:

POSITION

Supt. / Principal

COMPENSATION

\$58,000⁰⁰

5. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters: YES operated a campus charter from HESD 98-00.

DATES

EMPLOYER

ADDRESS

TITLE

List all previous experience with any charter school management company:

DATES	EMPLOYER	ADDRESS	TITLE
N/A			

6. Will you or any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the charter holder or the charter school? NO If yes, give details: the Supt / principal

7. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the charter holder or the charter school? NO If yes, give details: _____

8. Have you ever been convicted or had a sentence imposed or suspended or had pronouncement of a sentence suspended or been pardoned for conviction of or pleaded guilty or nolo contendere to any information or indictment charging a misdemeanor involving moral turpitude or any felony or have you been the subject of any disciplinary proceedings of any federal or state regulatory agency? NO

If yes, give details: _____

Dated and signed this _____ day of _____, 20____, at _____.

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

Claudette Yarbrough
(Signature of Affiant)

State of Texas

County of Bexar

Personally appeared before me the above named Claudette Yvonne Yarbrough personally known to me, who, being duly sworn, deposes and says that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 29 day of August, 2002.



(SEAL)

Cliff Perez
(Notary Public)

My commission expires 10/9/2004

TEXAS EDUCATION AGENCY
OPEN-ENROLLMENT CHARTER SCHOOL APPLICANT
BIOGRAPHICAL AFFIDAVIT (Attachment 3)
(MUST BE TYPED and NOTARIZED)

Check all that apply:

- ☐ Member of the governing board of the charter holder
☐ Member of the governing board for the charter school

It should be understood that a board member's resignation may not be effective until a replacement is duly appointed by the board, and a board member may be personally liable for any actions taken by the board.

☒ School officer COMPTROLLER
State Position as defined in TEC 12.1012

Full Name of Charter Holder (i.e., nonprofit corporation, institution of higher education, or governmental entity)

Higgs, Carter, King Gifted and Talented Charter Academy

Full Name of Charter School

Higgs, Carter, King Gifted and Talented Charter Academy

In connection with the above-named organization and charter school renewal application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable) LA RONDA TRESHEA WILSON

2. Have you ever had your name changed or used another name? YES

If yes, give reason for the change: MARRIED

b. Maiden Name (if female) WOODS

c. Other names used at any time N/A

3. Social Security Number: [REDACTED]

4. Explain any compensation that you expect to receive from your association with the charter holder, the charter school, or a management company of the school:

POSITION	\$ COMPENSATION
<u>COMPTROLLER</u>	<u>\$ 30,600</u>

5. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters:

DATES	EMPLOYER	ADDRESS	TITLE
<u>N/A</u>			

List all previous experience with any charter school management company:

DATES	EMPLOYER	ADDRESS	TITLE
<u>N/A</u>			

6. Will you or any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the charter holder or the charter school? No If yes, give details: Yes.

I am the controller

7. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the charter holder or the charter school? No If yes, give details: Yes, my spouse is the supervisor of the hall monitors

8. Have you ever been convicted or had a sentence imposed or suspended or had pronouncement of a sentence suspended or been pardoned for conviction of or pleaded guilty or nolo contendere to any information or indictment charging a misdemeanor involving moral turpitude or any felony or have you been the subject of any disciplinary proceedings of any federal or state regulatory agency? NO

If yes, give details: _____

Dated and signed this 30th day of August, 20 02, at 5:00pm.

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

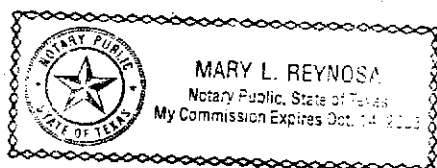
Londa Wilson
(Signature of Affiant)

State of TX

County of Brewer

Personally appeared before me the above named LARONDA TRESHEA WILSON personally known to me, who, being duly sworn, deposes and says that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 30 day of Aug, 20 02.



(SEAL)

Mary Reynosa
(Notary Public)

My commission expires 10-14-03

TEXAS EDUCATION AGENCY
OPEN-ENROLLMENT CHARTER SCHOOL APPLICANT
BIOGRAPHICAL AFFIDAVIT (Attachment 3)
(MUST BE TYPED and NOTARIZED)

Check all that apply:

- ☒ Member of the governing board of the charter holder
☐ Member of the governing board for the charter school

It should be understood that a board member's resignation may not be effective until a replacement is duly appointed by the board, and a board member may be personally liable for any actions taken by the board.

- ☐ School officer _____
State Position as defined in TEC 12.1012

Full Name of Charter Holder (i.e., nonprofit corporation, institution of higher education, or governmental entity)

Higgs Carter King Gifted and Talented Charter Academy

Full Name of Charter School

Higgs Carter King Gifted and Talented Charter Academy

In connection with the above-named organization and charter school renewal application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable) Tabitha Marie Tate

2. Have you ever had your name changed or used another name? NO

If yes, give reason for the change: _____

b. Maiden Name (if female) Tate

c. Other names used at any time NONE

3. Social Security Number: [REDACTED]

4. Explain any compensation that you expect to receive from your association with the charter holder, the charter school, or a management company of the school:

POSITION

COMPENSATION

BOARD SECRETARY X

5. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters: YES operated a campus charter from HSD 1998-2000.

DATES EMPLOYER ADDRESS TITLE

N/A

TEXAS EDUCATION AGENCY
OPEN-ENROLLMENT CHARTER SCHOOL APPLICANT
BIOGRAPHICAL AFFIDAVIT (Attachment 3)
(MUST BE TYPED and NOTARIZED)

Check all that apply:

- ☐ Member of the governing board of the charter holder
☐ Member of the governing board for the charter school

It should be understood that a board member's resignation may not be effective until a replacement is duly appointed by the board, and a board member may be personally liable for any actions taken by the board.

☒ School officer Vice Principal

State Position as defined in TEC 12.1012

Full Name of Charter Holder (i.e., nonprofit corporation, institution of higher education, or governmental entity)

Higgs, Carter, King Gifted and Talented Charter Academy

Full Name of Charter School

Higgs, Carter, King Gifted and Talented Charter Academy

In connection with the above-named organization and charter school renewal application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable) Connie L. Perez

2. Have you ever had your name changed or used another name? Lizcano

If yes, give reason for the change: married

b. Maiden Name (if female) Perez

c. Other names used at any time _____

3. Social Security Number: [REDACTED]

4. Explain any compensation that you expect to receive from your association with the charter holder, the charter school, or a management company of the school:

POSITION

COMPENSATION

Vice Principal

\$38,000

5. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters:

DATES

EMPLOYER

ADDRESS

TITLE

N/A

List all previous experience with any charter school management company:

DATES	EMPLOYER	ADDRESS	TITLE
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N/A

6. Will you or any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the charter holder or the charter school? NO If yes, give details: yes

I am a vice-principal.

7. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the charter holder or the charter school? NO If yes, give details: _____

8. Have you ever been convicted or had a sentence imposed or suspended or had pronouncement of a sentence suspended or been pardoned for conviction of or pleaded guilty or nolo contendere to any information or indictment charging a misdemeanor involving moral turpitude or any felony or have you been the subject of any disciplinary proceedings of any federal or state regulatory agency? NO

If yes, give details: _____

Dated and signed this 29 day of August, 20 02, at _____.

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

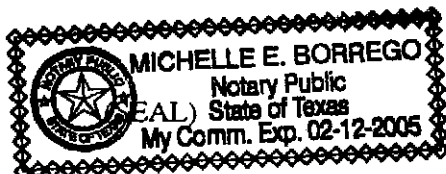
Connie L. Perez
(Signature of Affiant)

State of Texas

County of Bexar

Personally appeared before me the above named Connie L Perez personally known to me, who, being duly sworn, deposes and says that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 29 day of August, 20 02.



Michelle E. Borrego
(Notary Public)

My commission expires 02-12-05

TEXAS EDUCATION AGENCY
OPEN-ENROLLMENT CHARTER SCHOOL APPLICANT
BIOGRAPHICAL AFFIDAVIT (Attachment 3)
(MUST BE TYPED and NOTARIZED)

Check all that apply:

- ☐ Member of the governing board of the charter holder
☐ Member of the governing board for the charter school

It should be understood that a board member's resignation may not be effective until a replacement is duly appointed by the board, and a board member may be personally liable for any actions taken by the board.

☒ School officer Vice Principal

State Position as defined in TEC 12.1012

Full Name of Charter Holder (i.e., nonprofit corporation, institution of higher education, or governmental entity)
Higgs, Carter, King Gifted and Talented Charter Academy

Full Name of Charter School
Higgs, Carter, King Gifted and Talented charter Academy

In connection with the above-named organization and charter school renewal application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable) Diane Eileen Navarro

2. Have you ever had your name changed or used another name? Rodarte

If yes, give reason for the change: Married

b. Maiden Name (if female) Rodarte = maiden name

c. Other names used at any time _____

3. Social Security Number: [REDACTED]

4. Explain any compensation that you expect to receive from your association with the charter holder, the charter school, or a management company of the school:

POSITION

COMPENSATION

Vice Principal

33,000

5. List all previous experience with charter schools. Include open-enrollment schools and/or campus or program charters:

DATES

EMPLOYER

ADDRESS

TITLE

NA

076

List all previous experience with any charter school management company:

DATES	EMPLOYER	ADDRESS	TITLE
-------	----------	---------	-------

NA

6. Will you or any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the charter holder or the charter school? NO If yes, give details: YES

I am a vice principal

7. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the charter holder or the charter school? NO If yes, give details: _____

8. Have you ever been convicted or had a sentence imposed or suspended or had pronouncement of a sentence suspended or been pardoned for conviction of or pleaded guilty or nolo contendere to any information or indictment charging a misdemeanor involving moral turpitude or any felony or have you been the subject of any disciplinary proceedings of any federal or state regulatory agency? NO

If yes, give details: _____

Dated and signed this 29th day of August, 2002, at 10:30AM

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

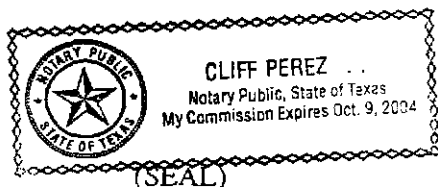
Diane E. Navarro
(Signature of Affiant)

State of Texas

County of Bexar

Personally appeared before me the above named Diane Eileen Navarro personally known to me, who, being duly sworn, deposes and says that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 29 day of August, 2002.



Cliff Perez
(Notary Public)

My commission expires 10/9/04

077

Attachment 4,

Documentation for Evaluation of Other Information Relevant to Performance

TAAS - Texas Assessment of Academic Skills

09/02/2002

Page 1 of 1

63
15
3

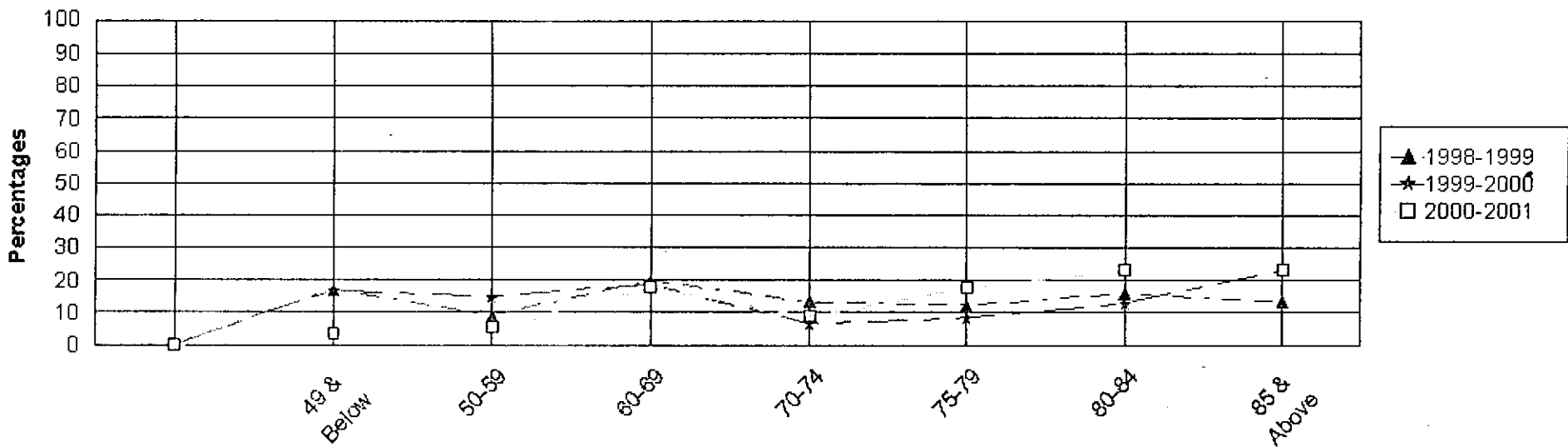
Longitudinal Distribution of MATH TAAS Scores - English Version

015803 - HIGGS, CARTER, KING GIFTED & TALEN - SAN ANTONIO, TX

All Students

<u>School Year</u>	<u>Test Date</u>	<u>Total Number</u>	<u>Percentage</u>	<u>Students</u>	<u>Met Minimum</u>	<u>TAAS Score Distribution - English</u>							
	<u>Enrollment</u>	<u>of Students</u>	<u>of Students</u>	<u>Not</u>	<u>Expectations</u>	(Based on Texas Learning Index)							
	<u>for Grades</u>	<u>Taking Exam</u>	<u>Taking Exam</u>	<u>Tested</u>	<u>(70 & Above)</u>	<u>49 & Below</u>	<u>50-59</u>	<u>60-69</u>	<u>70-74</u>	<u>75-79</u>	<u>80-84</u>	<u>85 & Above</u>	
	<u>Tested**</u>	<u>English</u>	<u>English</u>	<u>English</u>	<u>English</u>								
1998-1999	89	82	92 %	7	55 %	17 %	9 %	20 %	13 %	12 %	16 %	13 %	54
1999-2000	67	48	72 %	19	50 %	17 %	15 %	19 %	6 %	8 %	13 %	23 %	50
2000-2001	67	56	84 %	11	73 %	4 %	5 %	18 %	9 %	18 %	23 %	23 %	73

Longitudinal Distribution of TAAS MATH Scores



*Some percentages may be masked in order to comply with FERPA (Family Educational Rights and Privacy Act) regulations to protect the privacy of students.

**Test Date Enrollment for Grades Tested - Total student enrollment on date the TAAS test was administered, including students taking either the English or Spanish version of the test and students not testing.

TAAS - Texas Assessment of Academic Skills

09/01/2002

Page 1 of 1

300

Longitudinal Distribution of READING TAAS Scores - English Version

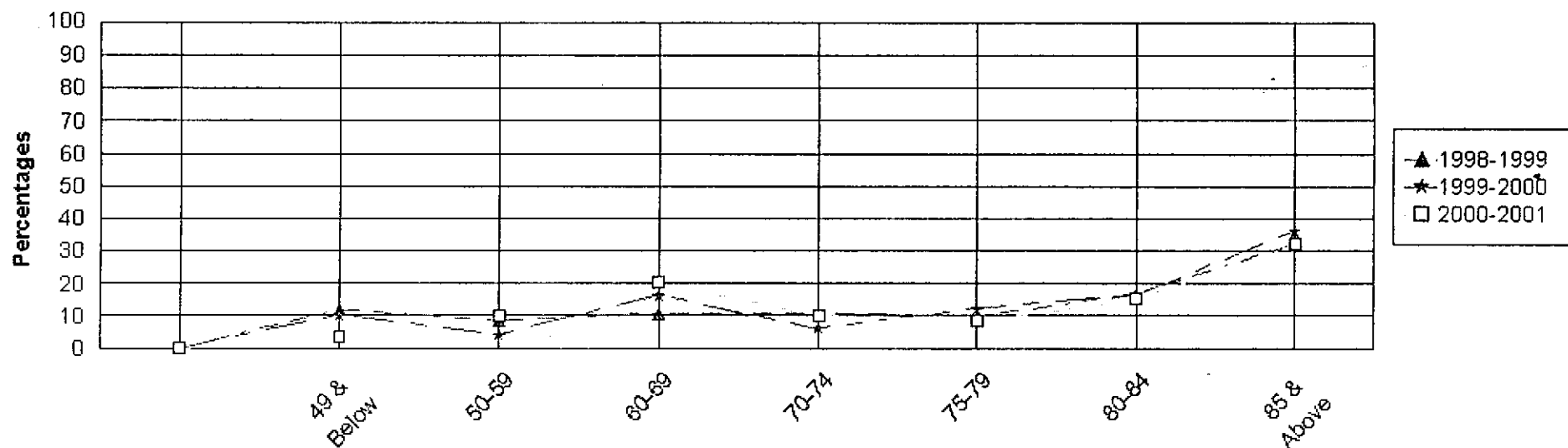
015803 - HIGGS, CARTER, KING GIFTED & TALEN - SAN ANTONIO, TX

All Students

School Year	Test Date Enrollment for Grades Tested**	Total Number of Students Taking Exam English	Percentage of Students Taking Exam English	Students Not Tested English	Met Minimum Expectations (70 & Above) English	TAAS Score Distribution - English (Based on Texas Learning Index)						
						49 & Below	50-59	60-69	70-74	75-79	80-84	85 & Above
1998-1999	89	84	94 %	5	69 %	12 %	8 %	11 %	11 %	10 %	17 %	32 %
1999-2000	67	50	75 %	17	70 %	10 %	4 %	16 %	6 %	12 %	16 %	36 %
2000-2001	67	59	88 %	8	66 %	3 %	10 %	20 %	10 %	8 %	15 %	32 %

70
70
65

Longitudinal Distribution of TAAS READING Scores



*Some percentages may be masked in order to comply with FERPA (Family Educational Rights and Privacy Act) regulations to protect the privacy of students.

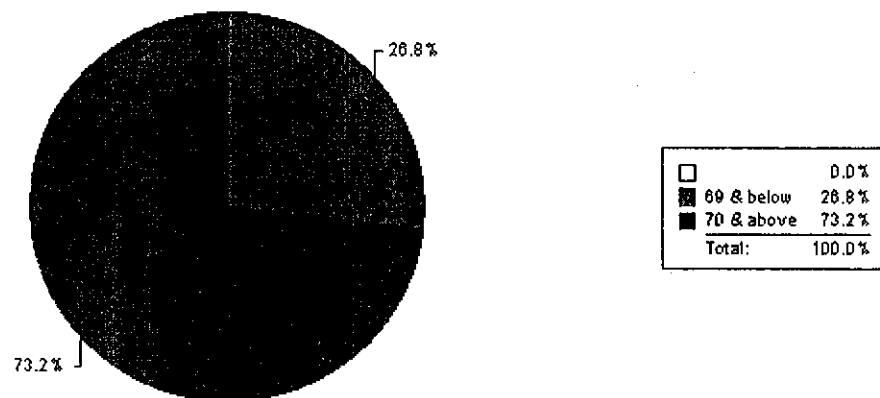
**Test Date Enrollment for Grades Tested - Total student enrollment on date the TAAS test was administered, including students taking either the English or Spanish version of the test and students not testing.

Distribution of MATH TAAS Scores - English Version

015803 - HIGGS, CARTER, KING GIFTED & TALEN - SAN ANTONIO , TX

All Students

2000-2001

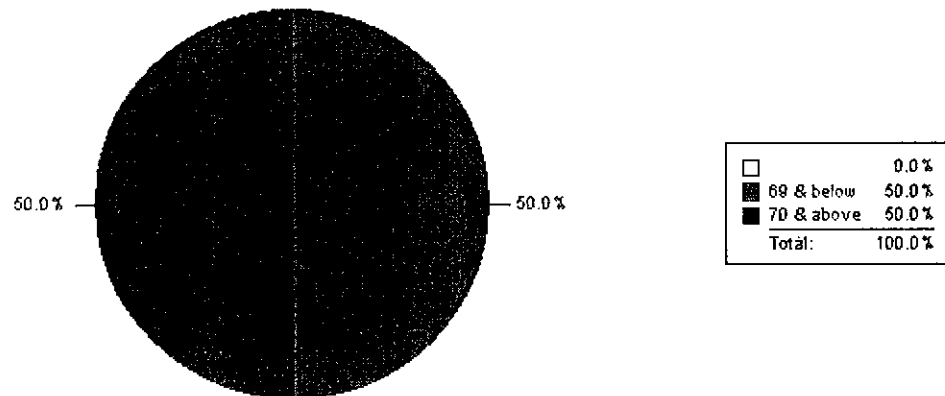


Some percentages may be masked in order to comply with Family Educational Rights and Privacy Act (FERPA) regulations to protect the privacy of students.

"All Students" include all students tested the day the TAAS test was administered. Other areas within TEA may use subsets of TAAS results.

**Test Date Enrollment for Grades Tested - Total student enrollment on date the TAAS test was administered, including students taking either the English or Spanish version of the test and students not testing.

Distribution of MATH TAAS Scores - English Version
015803 - HIGGS, CARTER, KING GIFTED & TALEN - SAN ANTONIO , TX
All Students
1999-2000



Some percentages may be masked in order to comply with Family Educational Rights and Privacy Act (FERPA) regulations to protect the privacy of students.

"All Students" include all students tested the day the TAAS test was administered. Other areas within TEA may use subsets of TAAS results.

**Test Date Enrollment for Grades Tested - Total student enrollment on date the TAAS test was administered, including students taking either the English or Spanish version of the test and students not testing.

COLLEGE OF EDUCATION
THE UNIVERSITY OF TEXAS AT AUSTIN

*Southwest Center for Accelerated Schools • 4030 W. Braker Lane Ste. 254, Austin, Texas 78759
(512) 232-0700 • FAX (512) 232-0707*

June 19, 2002

Claudette Yarbrough, Principal
Higgs. Carter. King Academy
210 St. Ann St.
San Antonio, TX 78201

Dear Ms. Yarbrough:

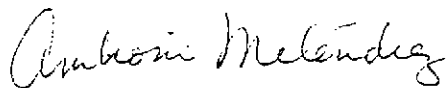
Enclosed you will find a copy of the Accelerated Schools Consensus Summary Document that we completed during the spring site visit.

A copy of this report will be sent to the National Accelerated Schools office for their records and we will keep a copy in our office.

It was a pleasure to visit your campus and meet all of the wonderful people in your school community that are working together to accelerate the learning of all students.

The Southwest Center looks forward to seeing you in the fall.

Sincerely,



Ambrosio Melendrez
Program Coordinator

Enclosure

TOOL FOR ASSESSMENT OF SCHOOL PROGRESS
EVALUATOR SUMMARY SHEET
For Year One Schools

School: Higgs, Carter, King Academy School Year 2001-02 Launch Yr: 2001

District: (Charter School) Satellite Center: Southwest Center

Evaluator: Ambrosio Melendrez Date: May 28, 2002

The first part of the Evaluator's summary is written from information gathered from each evaluator assessment activity. This summary is discussed at the Joint Steering Committee/Coach and Evaluator meeting.

The last sheet is not completed until after the Joint Steering Committee/Coach and Evaluator meeting when the evaluation conclusions of both groups are discussed. Areas of agreement and discrepancy are noted, and joint agreement reached. A rubric level for overall implementation is indicated.

POWERFUL LEARNING

STRENGTHS:

- Campus leadership team attended and completed the Powerful Learning training and provided training to the teachers and staff.
- Powerful learning is developing and several teachers in the primary grades are planning and implementing powerful learning lessons and activities.

CHALLENGES:

- Teachers mentioned that finding time to plan powerful learning lessons is a challenge.
- School needs additional resources for training and for materials
- Leadership team will need to train new teachers and staff coming in for next year.

- ☐ Demonstrated
- ☒ Developing
- ☐ Incomplete
- ☐ Insufficient Evidence

EVIDENCE OF PROCESS: TAKING STOCK AND FORGING A VISION

STRENGTHS:

- Campus Leadership Team completed a training for the Taking Stock team leaders and team leaders took on the responsibility of Taking Stock and reporting out.
- Staff relied on each other's strengths to work on the Taking Stock process.
- Team Leaders feel that they have been empowered to lead their committees and complete the task of completing the report.

CHALLENGES:

- Analyze the data and information collected as part of the Taking Stock-report.
- Forge a Vision that captures what you want your "dream school" to be like.
- Set priorities based on the data and information collected for Taking Stock.

- ☐ Demonstrated
- ☒ Developing
- ☐ Incomplete
- ☐ Insufficient Evidence

EVIDENCE OF THE THREE PRINCIPLES

STRENGTHS:

- Staff and students completed an activity called the "wall of strengths" to identify their strengths.
- Team leaders were identified, completed training on Taking Stock, and were empowered to lead the Taking Stock process.
- Teachers, staff and parents started to work together and rely on each other with a Unity of Purpose as they continue to build on each other strengths.
- Several parents volunteer their time to help teachers at the school and are building a sense of family unity in their work with the staff.

CHALLENGES:

- Continue to develop and practice the three principles and the values of an Accelerated School.
- Conduct a mini-launch or initial training for new staff members before the beginning of next school year.
- Begin the process of teaching the students the concepts of building on strengths, and empowerment with responsibility.
- Taking on new students from other schools and being able to teach them to live by the three principles of Accelerated Schools.

- ☐ Demonstrated
- ☒ Developing
- ☐ Incomplete
- ☐ Insufficient Evidence

CONSENSUS SUMMARY DOCUMENT

For Year One Schools

Accelerated Schools Process Evaluation Rubric

School: Higgs, Carter, King Academy Date: May 28, 2002

		Demonstrated	Developing	Incomplete	Not Present	See Comments
1.	Unity of Purpose	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Empowerment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Building on Strengths	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Taking Stock	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Forging Vision N/A year two	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Setting Priorities N/A year two	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Establishing Governance N/A year two	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Embedding Inquiry N/A year two	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Powerful Learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS:

Higgs, Carter, King Gifted and Talented Academy is completing the first year of an Accelerated Schools Project. The teachers and staff completed the initial training on the philosophy and principles of an accelerated school and powerful learning training. There are are developing and teacher and staff interviews reveal that progress is being made. The process of Taking Stock was stalled for a while but progress was made during the spring and committees are nearing completion of their reports. 87

CONSENSUS SUMMARY DOCUMENT - continued
Accelerated Schools Process Evaluation Rubric

OVERALL IMPLEMENTATION LEVEL

- ☐ Demonstrated
☒ Developing
☐ Incomplete
☐ Insufficient Evidence

Signatures:

Claudio Gutierrez LEO
Debra M. Velasco DEUSCOO
Janet L. Reichel, EXT. COACH
Yelda Reyes 3rd/4th Grd Teacher
Sarah E. Childs, Pre-K Teacher
Loribana J. Long K-Teacher

Roy Lee - Int. Fac.
Diane E. Navarro Int Fac.

Evaluator(s)

Emilio Rodriguez

May 25, 2002

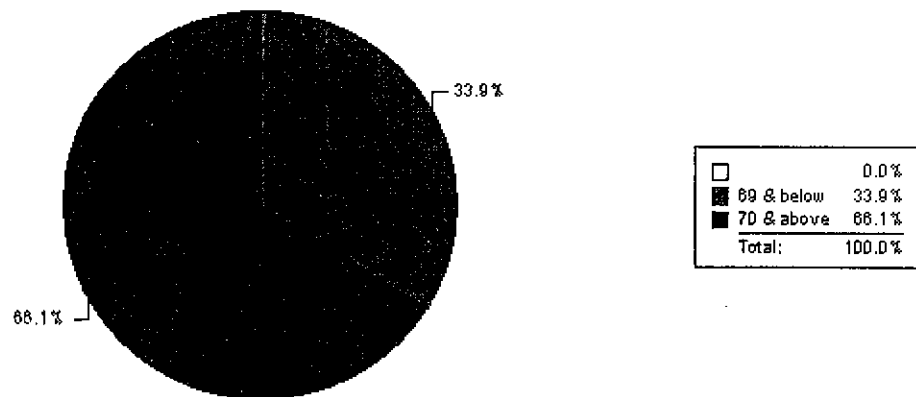
Attachment 5,
Special
Needs/Programs
Information Request

Distribution of READING TAAS Scores - English Version

015803 - HIGGS, CARTER, KING GIFTED & TALEN - SAN ANTONIO, TX

All Students

2000-2001



Some percentages may be masked in order to comply with Family Educational Rights and Privacy Act (FERPA) regulations to protect the privacy of students.

"All Students" include all students tested the day the TAAS test was administered. Other areas within TEA may use subsets of TAAS results.

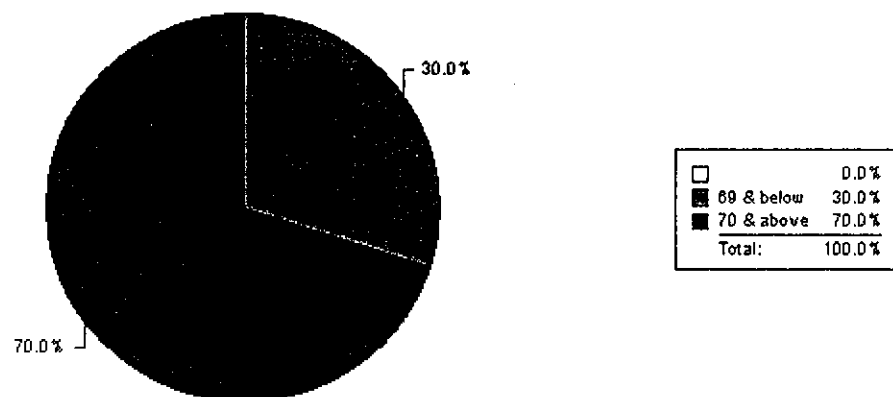
**Test Date Enrollment for Grades Tested - Total student enrollment on date the TAAS test was administered, including students taking either the English or Spanish version of the test and students not testing.

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**Test Date Enrollment for Grades Tested - Total student enrollment on date the TAAS test was administered, including students taking either the English or Spanish version of the test and students not testing.

Higgs, Carter, King Gifted and Talented Charter Academy

Student Code of Conduct Discipline Plan 2002-2003

Student, Parent, Teacher Acknowledgement

This discipline plan has been developed to help your child gain the greatest possible benefit from their school experience.

The Higgs, Carter, King Gifted and Talented Charter Academy is in need of your help and cooperation. It is important that every student understands the discipline plan and is encouraged by their parents to follow the rules and regulations set forth in the plan. Please read and discuss this plan with your child. When you have done so, sign this form and return it to school. Please return it as quickly as possible. This form will be kept in your child's file.

FERPA: Higgs, Carter, King Gifted and Talented Charter Academy will not release personally identifiable information about any student without the prior, written permission of the student's parent or legal guardian (or in the case of an adult student, without the student's prior, written permission) unless required to release such information by State or Federal statutes or rules or by a court of law.

Parent Signature(s)

Date

Student Signature

Date

Teacher Signature

Date

**PARENTS: This is the Original Signature Page,
please sign it and have your child sign as well.**

Return it to your child's teacher immediately.

Thank you.

STUDENT CODE OF CONDUCT

STUDENTS RIGHTS AND RESPONSIBILITIES

Higgs, Carter, King Gifted and Talented Charter Academy shall foster a climate of mutual respect for the rights of all students. Each student is expected to respect the rights and privileges of other students, teachers and staff. All students shall exercise their rights responsibly by following and complying with the Student Handbook and the Student Code of Conduct rules and regulations. These rules and regulations apply to both on and off campus activities. Students who violate the rights of others or who violate the school rules shall be subject to disciplinary measures.

Student's Responsibilities for ensuring a quality education include:

1. Attending all classes assigned
2. Being punctual and ready to work
3. Being prepared daily with a positive attitude
4. Being prepared for the day with the necessary school supplies/materials
5. Dressing and grooming appropriately
6. Behaving responsibly and accepting accountability for behaviors
7. Refraining from a Public Display of Affection (hugging/kissing etc.)
8. Cooperating with teachers and staff at all times
9. Refraining from violations that will hinder/hurt others, school property, or facilities
10. Obeying all school/classroom rules for safety and security for all
11. Respecting the privileges, rights and property of others at all times
12. Paying any and all required fees or fines necessary for the school year.

MANNERS AND CIVILITY

Students are expected to exhibit good manners and civility at all times. Students represent H.C.K. School from the time they register until the last day of school. Students conduct and behaviors reflect the school's atmosphere and climate to parents and the community.

TRANSPORTATION POLICY

In order to ensure the safety and security of all students on our school busses, assurances from the students and their parents for displaying positive behaviors are necessary. Rules and regulations are to be followed at all times. There are no excuses for a student not following **The Bus Rules of Conduct**. These are as follows:

- 2) Follow all directions given by the driver
- 3) Board and leave the bus in an orderly manner
- 4) Refrain from horseplay, chewing gum, eating food or drink, spitting, littering or trashing the bus, teasing or taunting others, using vulgar language, threatening others, physical or verbal fights, standing and jumping on the bus or bouncing from seat to seat, vandalizing or defacing the bus and equipment, throwing items to others, taking other people's personal things, disruptive or abusive behavior, and being disrespectful to adults in charge
- 5) All students must remain in their assigned seats at all times
- 6) Incidents will be documented and reported to the Chief Operations Officer
- 7) Keep feet, books and other objects out of the bus aisles
- 8) Keep hands, heads, arms, legs or objects away from the windows
- 9) Do not throw things out of the opened windows
- 10) Use caution before crossing the streets when entering or exiting the bus
- 11) Infraction Procedures:

FIRST – verbal warning

SECOND – parent written or phone notification

THIRD - Conference (could result in withdrawal, suspension, permanent termination of bus privilege)

The severity and degree of the offense or a pattern several infractions in the bus can also determine consequences



Students who are eligible special education students: All discipline actions for special education students must conform to the student's IEP and may be modified by the student's ARD committee.

A. INAPPROPRIATE CONDUCT

Level One Minor Infractions

Assemblies

All students must attend assemblies conducted during school hours. Misconduct at an assembly will not be tolerated.

Cafeteria Behavior

The cafeteria is maintained at the school for the student's convenience. Standards of conduct and dress will be enforced at the cafeteria. Students are expected to dispose of their trays return utensils when they are finished eating. Students are not allowed to cut in front of others in the serving line.

Public Display of Affection

Affection (hugging, kissing, holding hands, etc.) demonstrated among students has no place on a public school campus. Personal relationships should be practiced at the proper place and time; the public school is not the setting.

Dress Code

Students are encouraged to present a neat appearance. Any clothing item, hairstyle, or adornment that draws attention, create disruption, or present safety hazards, will not be allowed. Please refer to section on Dress Code in the Student – Parent Handbook for further information regarding dress code.

Hall Pass

Students must obtain a hall pass from their teacher to leave class. The student is not to go to any area other than the one designated on the pass.

Late Note for Absence

An excuse note must be presented to the office on the first day back at school from an absence. If a note is not presented, the student will be given an additional day to bring a note to school or the absence will be considered a truancy. The lack of a note on the second day after a student returns from an absence could constitute a Level One violation.

Borrowing

Failure to return books and materials will result in a Level One violation for each weekly reporting period the book or fine remains overdue.

Loitering

Students are not to loiter in the halls before school, during lunch or between classes. Students are not allowed to sit in cars parked on school property.

Pass Time

During pass time between classes, students should be headed toward their next class, not standing or visiting in the halls. When the tardy bell has rung, Any student not in their classroom will be considered tardy.

Preparation for Class

Students are expected to be prepared for class with all the necessary materials (pens, pencils, paper, books, etc.) and assignments completed.

Radios, Cassette Players, CD Players, Pagers and Phones

All of the above items are not allowed at school. Students are not allowed to sit in cars and listen to radios and tapes.

*** Violations of the above listed campus guidelines, or any other violations**

not listed later in this handbook will result in a Level One discipline response for the first-time offender with no prior discipline record. The intensity or the frequency of the infraction could result in modification of the administrative action taken.

Level Two – Serious Infractions

Class Disruption

Students are expected to follow guidelines for behavior specified by teachers in their classrooms. An orderly class environment is essential to the learning process. The teacher is given full authority to promote such an environment. No student will be allowed to interfere with the other student's right to learn or the teacher's ability to conduct class. The teacher will determine if the offense of class disruption is a Level 1 or Level 2 offense.

Cheating or Copying

Cheating or copying another's work is an unsound practice and will result in disciplinary action.

Contraband Items

School officials will remove items that threaten the safety of students or staff members, or may be distracting or interfere with classes in any way from the student's possession. Examples of these items include knives, lighters, pagers, matches, fireworks, etc. No student will be permitted to carry a knife or other sharp object on school property. If an object is classified as an illegal weapon, the issue will be treated as a Level 5 offense.

Failure to Check Out

Students, who must leave campus during the school day, must sign out through the office.

Gambling

Any game of chance where anything of value may be exchanged among participants is not permitted on campus. Gambling items (cards, dice, etc.) are not permitted on Campus.

Hazing

Any willful act done by a student, either individually or with others, to another student for the purpose of subjecting to indignity, humiliation, intimidation, physical abuse, social or other ostracism, shame, or disgrace is hazing and will be punished appropriately.

Students shall not engage in any form of hazing, nor shall any student encourage or assist any other person in hazing. Students who encourage hazing either individually or in concert with other students shall be subject to disciplinary action, including suspension if the circumstances warrant.

Language

A student's language should be appropriate at all times. The use of profanity,

vulgar language, or obscene gestures is prohibited. Engaging in verbal abuse, such as name-calling, racial slurs, or derogatory statements toward others will not be allowed. Profanity leveled at school personnel is a Level Three offense.

Sexual Harassment

Sexual harassment by students toward other students or teachers is discrimination in the basis of sex and is not allowed. Sexual harassment is defined as unwelcome advances, requests for sexual favors, and other sexual conduct, either verbal or physical, or may conduct or unequal treatment of another student or teacher that would not occur but for the sex of the student(s), when the advances, requests, or conduct have the effect of interfering with the performance of duties or creating an intimidating hostile, or otherwise offensive school environment.

Short Truancy

Students who are absent more than fifteen (15) minutes late for a class or miss up to three (3) periods without permission will be considered truant.

***Violations for the guidelines listed in this section will result in a Level Two disciplinary response for the first time offender with no prior disciplinary record. The intensity or frequency of the infraction may result in a modification of the disciplinary response.**

Level Three – Major Infractions

Fighting

Fighting at school, on school property, at school activities, or on the way to or from school is considered serious misbehavior. Students who interfere with School personnel while they are breaking up fights or detaining students who have fought, will receive a Level Three or Level Four response. Students who fight at school events or activities may face criminal charges.

Insubordination

Students are expected to treat all school personnel respectfully and follow their directions. Language or actions that expresses willful disobedience is considered a major infraction. Examples of insubordination include: running from or refusing to provide identification, refusing to follow instructions, refusing to sign discipline slips, or failing to report to the office when sent by a teacher.

Long Truancy

A long truancy is any absence without permission of more than 3 periods. Long truancy is a violation of state law. Students who are habitually truant may face criminal charges.

Theft

Any act of stealing is considered a serious offense. In addition to school disciplinary action, students who commit theft may face criminal charges.

Tobacco Possession and/or Use

Possession or use of tobacco products of any kind on campus, at school functions, or in view of the campus is not permitted at any time and is a violation of state law.

Trespassing

All visitors must report to the office when they first arrive on campus. Anyone on campus who is not a student or an employee of the school will be considered trespassing unless he/she has been cleared through the office. Students who are on the Higgs, Carter, King, Charter school campus during a suspension, expulsion, or Alternative Campus assignment will be considered trespassing. Trespassers may be subject to criminal charges.

.Violations of the guidelines in this section will result in a Level Three disciplinary response for the first time offender. The intensity or the frequency of the infraction may result in a modification of the administrative response.

Level Four - Extreme Infractions

Fire or Bomb Threat

Phone calls, threats, pranks, etc. of this type constitute a felony offense and/or Subject to criminal prosecution as well as school disciplinary action.

Vandalism or Criminal Misconduct

In addition to facing disciplinary action and possible criminal prosecution, Vandals will be expected to make restitution for damage to property.

Retaliation against a School Employee (Penal Code 36.06)

Students who engage in behavior that constitutes retaliation against a school employee, regardless of where or when the behavior occurs will be subject to school disciplinary action and criminal prosecution.

Gangs

Membership in a school fraternity, sorority, secret society, or gang will result in a Level Four disciplinary response (TEC 37.12)

Teacher Initiated Discretionary Removal (TEC 37.002)

In addition to the above offenses, students who commit any of the following offenses on school property or while attending a school sponsored or school related activity on or off school property will be subject to school disciplinary action and criminal prosecution.

- 1 1. Assault (Penal Code 22.01)(a)(1)
- 2 2. Terroristic Threat (Penal Code 22.07)

3. Sells, gives, delivers, possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug (Health and Safety Code, Ch. 481 483, or 21 U.S.C. 801)
4. Engages in conduct punishable as felony.
- 3 5. Sells, possesses, gives or delivers to another person an alcoholic beverage, as defined by the Alcoholic Beverage Code, or commits a serious act or Offense while under the influence of alcohol, or uses or is under the influence of alcohol.
- 4 6. Engages in conduct that contains the elements of an offense relating to abusable glue or aerosol paints under the Texas Controlled Substances Act or relating to volatile chemicals under Chapter 484 of the Health and Safety Code.
7. Public Lewdness (Penal Code 21.07)
8. Indecent exposure (Penal Code 21.08)

***Students who engage in behavior listed in this section will result in a Level Four disciplinary response. If a student commits any of these offenses, they will be removed from class and placed into an Alternative Education Placement.**

Level Five Expellable Offenses

Students who commit any of the following offenses on or off school property will be subject to school disciplinary action and criminal prosecution.

- 5) Uses, posses, or exhibits, a firearm, club, illegal knife (Penal Code 46.01) or a prohibited weapon (Penal Code 46.05)
- 6) Aggravated assault (Penal Code 22.02)
- 7) Sexual Assault (Penal Code 22.0111)
- 8) Aggravated sexual assault (Penal Code 22.021)
- 9) Arson (Penal Code 28.02)
- 10) Murder (Penal Code 19.02), Capital Murder (Penal Code 19.03), criminal Attempt to commit murder or capital murder (Penal Code 15.01)
- 11) Indecency with a child (Penal Code 21.11)
- 12) Aggravated kidnapping (Penal Code 20.04)
- 13) Drug and alcohol offenses punishable as felonies (TEX 37.006 (a) (2) and (3))
- 14) Retaliation against a school employee when in combination with any of the above offenses
- 15) Persistent misconduct while in the Alternative School.

***Students who engage in behavior listed in this section will result in a Level Five disciplinary response. If a student commits any of these offenses, they will be recommended for immediate expulsion.**

Disciplinary Responses and Consequences

Level One Responses, Minor Infractions

Students who violate Level One rules will be written up and processed by the teacher. —
The following list contains brief descriptions of possible Level One responses.

Conference, Cleared

The student was charged with some offense; but after investigation, the charge was determined to be an error and the student cleared. The record will show conference cleared to maintain documentation the student was cleared of the charge.

After School Duty

Students assigned to afterschool duty are required to attend on the assigned date from 3:00 PM until 4:00 PM in the assigned classroom. Teachers must notify parents when student must participate in after school duty. Students must sign-in to verify attendance with their teacher. Students selected for after school duty are the responsibility of the teacher. Failure of students to attend will result in a Level Two disciplinary response. Only the teacher, prior to the afterschool duty assignment, can change the date. If the teacher does not change the date, and the student misses, regardless of the reason, a Level Two disciplinary response will occur.

Consequences of Level One offenses

Students who have committed three (3) Level One offenses, will have a mandatory parent conference to discuss appropriate consequences. Appropriate consequences can include suspension from school, from class, from field trips, etc. In addition, other more harsh consequences can be assigned on the 4th offense. Misbehavior before satisfactory completion of appropriate consequences can result in additional consequences.

***The above responses are to be used as a general guideline. They may be modified, at the administrator's discretion, due to the incident's circumstances, the student's prior record, and the behavior of the student when sent to the office.**

Level Two Responses – Serious Infractions

Those students who violate Level Two rules or who are repeat offenders regarding Level One infractions will be written up and processed according to the offense.

Appropriate Consequences

Students will be allowed three (3) Level Two offenses, and all succeeding violations will be counted under Level Three.

*** The above response is designed as an administrative guide. It may be modified at the administrator's discretion, due to the circumstances, the student's prior records, and the behavior of the student when sent to the office.**

Level Three Responses, Major Infractions

Those students who violate Level Three rules or who are repeating offenders of Level One or Level Two rules will be written up and processed according to the paperwork maintained by the teacher and submitted to the administration. The following list contains a brief description of Level Three responses.

Home Suspension

A student may be removed from the school for one to three days. Home suspension is a serious situation as it indicates the student is not responding to the school's citizenship expectations. Parents should view a suspension from the school as a warning to possible expulsion.

Expulsion

After four (3) Level Three offenses, a student may be expelled from school (See Expulsion note for Level Five offenses).

*** The above responses are to be used as a general guideline in the administrative decisions regarding student discipline. The outcome may be modified, at the administrator's discretion, due to the incident's circumstances, the student's prior discipline record, and the behavior of the student when sent to the office.**

Level Four Responses, Extreme Infractions

Home Suspension

A student may be suspended for the same conduct that supports removal to an Alternative Center. (TED 37.019) See definition of home suspension above.

Level Five Responses – Expellable Offenses

Expulsion is the total denial of educational services to a student by the school district. Students who have been expelled and enroll in another district can expect a copy of their expulsion order to be sent to the receiving district. Occasionally a student will commit an expellable offense and must be expelled by state law. (TEC 37.007, 37.015, and 19 TAC 133.23) These students will be afforded the due process required by law.

Teacher Removal from Class

A teacher may only send a student to the Principal's office to maintain effective discipline in the classroom when all efforts by the teacher have failed to assist the student in achieving the level of discipline necessary for the learning environment. The Principal shall first meet with the teacher to determine what teacher-assisted professional development is necessary to assist the teacher in better managing the classroom. The Principal can also respond by employing the appropriate discipline management techniques consistent with the student code of conduct.

A teacher may remove a student from class and not allow them to return after the teacher has used all of the training mechanisms for managing the classroom have been exhausted if:

- 1) the student has been documented by the teacher to repeatedly interfere with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn.
- 2) whose behavior is so unruly, disruptive, or abusive it seriously interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn.
- 3) Leaving the school without following proper procedures or permission from parents and administration.
- 4) Throwing objects that can cause bodily harm or damage to property.
- 5) Leaving classrooms without permission or not using the proper PASS needed to be outside of the classroom.
- 6) Participate in inappropriate verbal conduct that is disruptive to other students or academic learning.
- 7) Engage in minor intimate acts (such as kissing, necking, etc.)
- 8) Possessing or using pagers, cell phones, matches, lighters, tobacco products, mace, pepper spray, or using instruments that can be perceived as a firearm by a third party.
- 9) Using school supplies or items in a manner that threatens to inflict bodily harm to another person.
- 10) Engaging in conduct and behaviors that disrupt classes, assemblies, activities, or transportation.
- 11) Violating dress and good grooming code standards.
- 12) Loitering or trespassing on school grounds.

Home suspension is the punishment for students removed from the class by the teacher.

*** The above responses are to be used as general guidelines in the administrative decisions regarding student discipline. The outcome may be modified, at the administrator's discretion, due to the incident's circumstances, the student's prior discipline records, and the behavior of the student when sent to the office.**

SERIOUS OFFENSES AND SUSPENSIONS

The following offenses constitute "serious misbehaviors" that are prohibited and will not be tolerated at school or school activities and functions. These offenses are considered very serious and will merit greater consequences than the minor offenses. Some of these offenses depending

on the nature and severity of the incident, might be considered severe enough to substantially interfere with the orderly operation of the school environment. These situations could merit extreme severe consequences and suspensions...

- 1 -Physical fighting, threatening physical harm and abuse of another person or persons.
- 2 -Insubordination with a teacher or adult staff.
- 3 -Engaging in verbal abuse, name calling, racial or ethnic slurs, or derogatory remarks.
- 4 -Stealing from peers, teachers, staff or the school's property.
- 5 -Being disrespectful towards teachers and staff by using profanity, vulgar language, or obscene gestures.
- 6 -Displaying offensive conduct that constitutes sexual harassment or sexual abuse.
- 7 -Refusal to follow discipline management techniques proposed by the teacher or administrator.
- 8 -Selling or trading any items not authorized by an administrative staff.
- 9 -Participating in gang related activities.
- 10 -A third party may perceive exhibiting or using an instrument such as a firearm.
- 11 -Possession or use of fireworks, combustibles or other incendiary devices of any kind.
- 12 -Repeatedly violating classroom standards of behavior.
- 13 -Students who commit serious offenses will be assessed discipline penalties according to the degree of seriousness of the offense.

OFFENSES FOR EXPULSION

Students may be expelled from school for the following if committed on school property, during school functions or activities, or when a student is coming or going to an from school.

- a. Engages in conduct that can be considered assault or terrorist threats.
- b. Engages in conduct that contains elements of possession or use of drugs, alcohol, abusable glue, aerosol paint, and volatile chemicals.
- c. Engages in conduct that is punishable as a felony.
- d. Retaliates against a school employee on or off campus.
- e. Is in possession of a weapon or knife with a blade length up to and including 5 1/2".
- f. Has been documented by the teacher to repeatedly interfere with classroom instruction and student's academic learning.
- g. Possession or use of a firearm
- h. Arson
- i. Indecency with a child
- j. Behavior related to an alcohol or drug offense punishable as a felony
- k. Engages in repeated behaviors that seriously interfere with the teacher's ability to communicate with the students and the student's ability to learn
- l. Engages in conduct and behavior that can be perceived as criminal mischief.
- m. Engages in persistent offenses that can be deemed as an impairment of the ability of the school to provide an education to other students.
- n. Engages in Graffiti, destroying, defacing school materials or property.

PERSISTENT OFFENSES

- b. Student engages in two or more documented serious offenses.
- c. Student engages in four or more documented minor offenses.
- d. Student engages in any combination of five or more documented minor and serious offenses.
- e. Student engages in two or more parent, teacher, administration documented conferences for disruptive classroom or school behaviors.

B. CONSEQUENCES FOR INAPPROPRIATE BEHAVIORS

DISCIPLINE MANAGEMENT TECHNIQUES

The following techniques can be used when assessing the penalties for violating the Student Code of Conduct. In addition, all professional development targeted managing the classroom including Quantum training and "Taming Your Universe training" should be utilized by the teacher first and foremost in helping "unrelenting" learning to occur in the classroom everyday.

- c. Redirecting the student's behaviors
- d. Verbal correction
- e. Withdrawal of privileges
- f. Time Out or Cooling off time
- g. Reassignment of seating area
- h. Counseling by teacher, counselor, principal, administrator, etc.
- i. Behavioral contract
- j. Parent, student, teacher conference
- k. Rewards and Incentives
- l. Assign school duties other than class task
- m. Demerits
- n. Confiscation of objects that disrupt the educational process
- o. Withdrawal or restricting bus privileges
- p. Referral to outside agency or authorities
- q. Parental phone conference
- r. Parental phone conference
- s. Reassignment to another classroom
- t. Suspension
- u. Expulsion
- v. Any teacher, staff, or administrator may, within the scope of the employee's duties, use and apply appropriate physical restraint to a student that the employee reasonably believes is necessary in order to protect person or persons from physical injury or to obtain the possession of a weapon or other dangerous object.

GENERAL GUIDELINES FOR ASSESSING DISCIPLINE PENALTIES

Administrators, teachers and staff. A student can appeal through Due Process the final decision by the committee in regards to suspensions or expulsions. Students will be treated in a fair and

equitable manner. Discipline will be based on careful assessments of the circumstances of each case. The following shall be taken into consideration.

1. Student's age
2. Grade level
3. Student's disabilities, if any
4. Seriousness and severity of the offense
5. Frequency of misconduct
6. Potential effects of the misconduct on others and the school environment
7. Statutory requirements
8. Requirements otherwise specified by law

TEACHER REMOVAL

A teacher may remove a student from the class with appropriate documentation in order to maintain effective discipline in the classroom for the following:

- The student has been documented, conferences by parent, teacher, student conferences and continues to repeatedly interfere with the teacher's ability to instruct and communicate effectively with the students in the class or with the student's classmates to learn.
- The student's behavior is determined to be so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to instruct and to communicate effectively with the students in the class.

CONFERENCE / REVIEW FOR STUDENTS REMOVED FROM THE CLASS.

A student that is removed from the classroom environment by the teacher or Administrator shall not return to the school until a conference has been conducted involving the student's teacher, an administrator, parent or guardian, and any other person or persons concerned.

The student shall have written or oral notice of the reasons for the removal, an Explanation for the removal, and an opportunity to respond to the reasons for the removal. Following the conference, whether or not all requested parties are in attendance after valid attempts to require their attendance, the Principal shall order the placement of the student.

Students with disabilities may not be removed in violation of the specific IEP Provisions for more than ten days without the ARD/504-committee approval.

An administrator may not return the student to the classroom teacher who removed the student without the teacher's consent unless the Placement Review Committee determines that such placement is the best or only alternative available.

SUSPENSION CONSEQUENCES

A student may not be suspended for a period of more than three days for engaging in Minor or serious offenses.

Before suspending a student, the administrator shall consider reasonable alternatives, including appropriate discipline management techniques and documentation must be in writing.

Conference or conferences must be documented in which the student and parents are advised of his/her conduct and the charges. The student is given the opportunity to explain his or her version of the incident.

Parents may be notified and required to pick up student before or after a conference has been scheduled.

EXPULSION CONSEQUENCES

STUDENTS UNDER TEN (10) YEARS OF AGE

Students under the age of ten years of age may not be expelled from school except in the case where a student brings a firearm to school pursuant to 37.007 (e) of the Texas Education Code.

Expelled students shall be provided educational services in an Alternative Education Program.

FIREARMS AND WEAPONS VIOLATIONS

Students may not be expelled from the regular public school classroom for a period of at least one calendar year for bringing a firearm as defined by Federal Law in to an Educational Institution.

EMERGENCY EXPULSIONS

An administrator may order the immediate expulsion of a student if he/she believes that the action is deemed necessary in order to protect persons or property from imminent danger or harm.

The student and parents will be given oral or written notice for the action.

Within a reasonable time after the emergency expulsion, the student shall be accorded his due process.

SUSPENSION OR EXPULSION OF SPECIAL EDUCATION STUDENTS

1. A student with a disability being served in Special Education may be suspended or Expelled for engaging in conduct that would warrant such action for a student without such disabilities.
2. If the ARD Committee determines if the misconduct or behavior is not related to the Student's disabling condition or inappropriate placement then the student may be suspended or expelled.
3. The ARD Committee must determine whether the student's behavior indicates the

Need for new assessment or evaluation data.

4. If the ARD Committee determines that the student's disruptive behavior is related to The disabling condition or inappropriate placement the student shall not be expelled.
5. If the ARD Committee determines that the behavior was related to the disabling Condition, then the IEP shall be rewritten to address the student's behavioral and educational needs or may consider and emergency removal if there is danger of harm.
6. The ARD Committee shall determine the instructional and related services to be Provided during the time of expulsion.

*Note: A student with disabilities requires a school to count these days toward application of what is known as the ten-day rule. State Board of Education (SBOD) rules require an ARD meeting whenever the days of emergency removal, alternative education program (AEP) placement, or suspension add up to ten days in a single school year.

EXPULSION OF 504 STUDENTS

A student who is disabled according to the 540 may not be expelled unless there is a determination that the misbehavior is not a manifestation of the student's disabling condition. The same group of people that determined the initial placement decision for the student may determine this. Persons involved must be knowledgeable about the student and the evaluation data.

DUE PROCESS FOR ALL STUDENTS

All students shall be provided an opportunity for a hearing and due process before any Suspensions or Expulsions can be implemented. The following process shall apply:

- 1) A student shall have prior notification of the allegations and the proposed sanctions.
- 2) The student shall have the right to a fair hearing.
- 3) The student shall have the right to have adult representation or legal counsel.
- 4) The student shall have the right to present evidence and witnesses in his defense.
- 5) The student shall have the right to examine the evidence presented by the school administration and question the issues.
- 6) The student shall have the right to be notified in writing of the nature of the evidence to be used against him.
- 7) The decision shall be based on the evidence presented at the hearing.

C. SEARCHES, QUESTIONING OF STUDENTS, INTERVENTIONS

SEARCHES

Administrators, Teachers, or School Officials may search a student's outer clothing, pockets, or property by establishing reasonable suspicion or securing the student's voluntary consent.

Lockers may be searched if there is reasonable cause to suspect forbidden items have been placed inside them.

- a) Students are responsible for any prohibited items found in their possession, lockers, or assigned areas.

QUESTIONING

1. Students are expected to cooperate in case of an investigation for disciplinary cases.
2. Students are expected to volunteer information within the student's knowledge relating to violations of the Student Code of Conduct.

POLICE – LAW ENFORCEMENT INVOLVEMENT

1. Law enforcement officers or other lawful authorities have the right and authority to interview and question students at school or on school property.
2. Certain actions will merit the school calling the police to make a report of alleged incident or violation.

HIGGS, CARTER, KING GENERAL POLICIES AND PROCEDURES

A. ATTENDANCE

A student upon enrollment in Pre Kinder or Kindergarten is subject to the compulsory attendance law. School employees must investigate and report violations of the state compulsory attendance law.

To receive credit in a class, a student must attend at least 90% of the days the classes are offered. A student who attends classes fewer than 90% of the days cannot receive credit for the class unless the Attendance Review Committee of the school finds that the absences are the result of extenuating circumstances.

Attendance Procedures to follow:

1. A student will be tardy if he/she arrives 15 minutes after school starts.
2. The 1st bell rings at 7:55am. The pledge and morning announcements occur at 8:00am. The tardy bell rings at 8:15 a.m. in the mornings.
3. Tardy students must report to the office for a permission to enter class with a pass. No tardy student should be admitted to class without a pass.
4. All students must be in school for the attendance-taking hour (9:30 a.m.). This is the hour required for taking our student's count of attendance for the day. Music will play at this time to remind all teachers to take and turn in their attendance. This information is given to the State for Accountability and payment to the school.

5. Three tardies will require a student, teacher, parent conference. **Teachers are responsible for initiating this conference.**
6. If a student has an appointment with a health care provider and brings a note to school anytime within the school day, the student will not be counted absent and will be allowed to make-up all work missed due to doctors' appointments.
7. Absences require a written medical or hospital excuse in order for the school to keep its funding for the student for the day.
8. Three unexcused absences will require a parent, student, and teacher conference at the initiation of the teacher.
9. Absent students are responsible for making up all their required academic assignments and making arrangements with their teachers. No teacher will penalized a student for being absent.
10. All parents should contact the school when absences will occur so that teachers can be informed of the student's absence. Parents and students should be aware of the specific school procedures for contacting the school's Attendance Office and reporting tardiness or absences.

B. ASSESSMENTS

1. Student's grades 3rd to 11th will participate in the State required TAKS Testing Program.
Students will participate in the ITBS assessment Kinder thru 8th grades
2. Students will be assessed in the Individual Learning Styles Program with an appropriate instrument.
3. Students will participate in the nine weeks Evaluations of Student Educational Profiles and Project based presentations, and
4. Other assessments as deemed necessary by the classroom teachers.

B. REGISTRATION REQUIREMENTS

1. Three and four year olds must be of age before or no later than September 1st of the new school year in order to be eligible for registration in their age and grade level.
 - a) Pre Kindergarten ages 3 & 4 years of age must qualify as low income or unable to Speak or comprehend the English language.

Kindergarten ages 5 years old must be five on or before September 1st of the new school year in order to be eligible for kindergarten.

First graders must be 6 years of age on or before September 1st of the new school year in order to be eligible for first grade.

In order to register a student, the parent or guardian will need to present the following documents or information.

- PROOF OF CHILD'S IDENTITY – birth certificate, legal documents, baptismal papers, documents that include but not limited to complete name, sex, ethnicity, date of birth, home language information, proof of residency, etc.
- UP TO DATE IMMUNIZATION RECORDS – Parents must ensure that their children have been immunized in order to be in compliance with State Law. Parent or guardians have 30 calendar days to submit written proof of the Immunization which the child has been given prior to enrollment.
- ORIGINAL SOCIAL SECURITY CARD – this is required to show proof of Eligibility into a public school system.
- ACADEMIC INFORMATION - A copy of the student's records from the most recent school attended
- If the student is transferring from another school, a copy of the Withdrawal Form from the prior school.
- INFORMATION REGARDING DISCIPLINARY PLACEMENT – disciplinary transfers or alternative settings
- HOME LANGUAGE SURVEY

B. COMPLAINTS, CONCERNS OF STUDENTS AND PARENTS

Parents and student's complaints and concerns are usually handled at the school/ classroom/ Teacher Level first. (Beginning of documentation process.)

If the issue is not resolved at the classroom level, then the concern or complaint moves to the Vice Principal's Office.

If the concern is not resolved at the Vice Principal's level then it moves to the Superintendent / Principal Level accompanied with all the proper documentation necessary.

If the concern is not resolved at the Superintendent's Level, then it moves to the Complaint Department with Youth Empowerment Services, Inc. Board Members (accompanied with the necessary documentation required)

All decisions of the Board of Directors of Youth Empowerment Services, Inc are final unless reviewed and amended by the Board of Directors of Youth Empowerment Services, Inc.

- Written documentation should accompany the concerns or complaints at all levels.

- Each level of concern needs a time line of Ten Calendar Days from the last conference for investigations and further documentation by the next higher level of personnel.

B. TEACHER AND ADMINISTRATOR CONFERENCE

Parents may request conferences with teachers, school staff, and administrators in writing or by contacting the school's office to make a request. Teachers have a conference period during the day but if the parent or guardian cannot come at that time, an appointment can be arranged before or after school. Phone conferences are also available during the teacher's conference periods or before or after school.

C. EMERGENCY MEDICAL TREATMENT

If a student should have a medical emergency at school or a school related activity and the parent cannot be reached, an emergency procedure must be established to where the parent gives the school the consent to seek and obtain medical treatment for the student. It is very important that our medical care information, names, phone numbers, medication information, or actual student medication be up to date at all times.

D. COMMUNICABLE DISEASES

Students suffering from a communicable disease (a disease that may be passed directly or indirectly from one person to another) shall be excluded from attendance and may not return until the school receives written medical clearance from a physician or the local health authorities.

Conditions for which students may be excluded, but not limited to, are as follows:

- | | |
|----------------|--|
| a. Hepatitis A | e. Impetigo |
| b. Chicken Pox | f. ringworm.(scalp) |
| c. Pediculosis | g. Infectious forms of conjunctivitis (pink key) |
| d. Scabies | |

G. FIRE AND DISASTER DRILLS

Students will participate in monthly scheduled Fire and Disaster Drills throughout the school year. These drills will ensure student's knowledge of safety procedures in case of emergencies.

B. EMERGENCY SCHOOL CLOSING

If weather conditions or other major emergencies make it necessary to close schools, the information on school closings will be broadcast on the late night or early morning television Channel 4 or Channel 12 station. Please stay tuned to this station to get the latest news concerning our school. It is the policy of Higgs, Carter, King never to close due to weather conditions unless absolutely necessary.

C. FOOD SERVICES

H.C.K. provides meals to all students. Those who qualify for the free or reduced meals Programs based on income are part of the Federal Nutrition Program. Each parent or Guardian must provide some income information in order to comply with the Requirements of the Federal Nutrition Program regarding the food program.

J. FUND RAISING.

From time to time during the school year, different fundraising activities can and will be organized by teachers for help in implementing the educational program, for special events and for student trips. All parents are asked to participate to the best of their abilities.

K. GRADE REPORTING PERIODS AND STUDENT EVALUATIONS

Grade reporting evaluations are scheduled per nine weeks periods. Teachers, students, and parents are required to conference every nine weeks for the student's academic achievement. These reporting periods are the Student's Academic Evaluations called Individual Education Profiles" or IEPs and are very critical and important. Conferences must be done before students can be promoted at the end of the year. A schedule for the year is provided to parents prior to registration. We ask parents to please keep their scheduled appointments due to the need for us to adhere to the yearly timeliness for all evaluations.

M. PROMOTION AND RETENTION POLICY

The new law requires that students in third grade be retained at the end of the school year if they have not been successful in taking the TAKS 3rd grade reading assessment test. Higgs, Carter, King has expanded this policy to include students in grades 4th, 5th and sixth grade. All students who do not successfully complete the reading sections of the TAKS will be retained in the same grade for the next year unless the following occurs.

- a. The student successfully attends, participates and completes a summer school program approved by the school, and
- b. The school's appropriate committee recommends that the student be promoted to the next grade, and
- c. The student participates in required tutoring sessions.

N. HOMEWORK POLICY

Homework is now mandatory every Monday-Thursday. Students who do not successfully complete their homework, can, at the teacher's discretion receive homework on a Friday. All

Special ed?

HCK homework is designed to enhance the learning of the student, review previously learned material and re-enforce the learning that has already occurred. Learning at Higgs, Carter, King has been developed to be relentless.

O. MEDICINE AT SCHOOL

When a student takes medicine at school, the parents or guardians of the student must submit a written request. The medicine must be in its original container and properly labeled with the student's name.

This is required for prescription and non-prescription medications. Medication that is taken for more than ten days must have a doctor's signature on the forms. Students are not permitted to carry any type of medications at school or at school related activities.

P. PUBLICATIONS AND VIDEOS

1. School sponsored publications will be monitored by the teachers and administration in which editorial control will be exercised over the content of the student's publications so as to ensure quality of content and value
2. Non-school materials shall be submitted to the administration for approval or Disapproval prior to using in the classrooms.
3. All videos must be approved prior to showing and must be requested in writing with a short explanation as to the relationship to the lesson being taught and the student's academic achievement.
4. Videos that are PG rated must have the student's parent-written permission prior to the day of showing.

Q. FIELD TRIPS

1. All field trips scheduled by the teacher will be scheduled in advance and proper Notice will be given to all parents. Field trips are extensions and connections to the learning and must be integrated into the curriculum.
2. Field trips on school days that do not have an educational focus will not be permitted.
3. Parents volunteering on field trips must receive proper safety, security and supervision training for the protection of all students.
4. Parents needing assistance with fees associated with field trips must notify the Teacher. If assistance is available, assistance will be provided. If assistance is not available and the student is unable to participate in the field trip, the student is required to attend school and will be placed with another teacher for the period of the field trip.

R. VOLUNTEERS

1. Any parent wanting to visit the school for the purpose of observing his/her child's education program, is required to seek permission in advance from the teacher. All reasonable requests will be honored.
2. Any parent wanting to volunteer on a continuous basis, must participate in H.C.K.'s parent volunteer training program and must complete a Volunteer Criminal History Form. Only parents with no criminal history can volunteer at a Texas approved Charter School. Dates and times for training will be scheduled and posted throughout the year. All parents participating in the training will receive a certificate of completion.

Any questions about any aspect of the second draft of our handbook should be addressed to:

Claudette Yarbrough, Superintendent and Principal
Higgs, Carter, King Gifted and Talented Charter Academy
P. O. Box 18854
San Antonio, Texas 78218
210-735-2341

Thank you!

revised Admission form

TOTAL P. 04

STUDENT PRE-ADMISSION FORM

"We believe all children have gifts and talents and all children can learn."

Today's Date: _____

Grade for 2002-2003 _____

PLEASE PRINT

Student's Full Name: _____ Prefers to go by: _____

Mailing Address: _____ City/State/Zip _____

Social Security # _____ Home Number: () _____ Other Number: () _____
(Or State Assigned Number)

Date of Birth: _____ Age: _____ (on Sept 1) Birth City & State _____

*****NOTE: If your child is not 3 years old by 9/1/of the current school year, he/she is not eligible.*****

School Attending OR Last Attended: _____ School District: _____

Father's Name: _____ Address: _____ Phone No: _____

Employment of Father: _____ Phone No: _____ Other Phone: _____

Mother's Name: _____ Address: _____ Phone No: _____

Employment of Mother: _____ Phone No: _____ Other Phone: _____

Guardian's Name: _____ Address: _____ Phone No: _____

Employment of Guardian: _____ Phone No: _____ Other Phone: _____

Emergency Contact Person (Adult):

Name of Adult _____ Address City /State Zip _____ Phone No. _____

Do you live in SAISD? _____ Yes _____ No If not, what school district do you live in? _____

By reading the information in your enrollment packet and by completing this enrollment form, you are in agreement with our:

*Philosophy: that "All children can learn"

*Curriculum: that all children receive accelerated instruction based on their learning style designed to meet their needs

Attach the following copies: Birth Certificate, Social Security Card, Current Immunization Record

Parent or Guardian's Signature _____

Date _____

DO NOT WRITE BELOW THIS LINE. FOR OFFICE USE ONLY.

Date of Enrollment: _____

Admission is not based upon religion, ethnicity, race, color, national origin, sexual orientation, gender, disability, athletic, academic, or artistic ability, or the district the child would otherwise be attending.

Youth Empowerment Services, Inc. is an EOE Organization
P.O. Box 18854, San Antonio, TX 78218, Phone: (210) 735-2341, Fax: (210) 733-6434
youempser@aol.com



"We believe

children have gifts and talents and all children can learn."

replaced by revised version

Today's Date: _____

Grade for 2002-2003 _____

PLEASE PRINT

Student's Full Name: _____ Prefers to go by: _____

Mailing Address: _____ City/State/Zip _____

Social Security # _____ Home Number: () _____ Other Number: () _____
(Or State Assigned Number)

Date of Birth: _____ Age: _____ (on Sept 1) Birth City/State _____ Sex: ☐ M ☐ F

Ethnicity: _____

*****NOTE: If your child is not 3 years old by 9/1/of the current school year, he/she is not eligible.*****

School Attending OR Last Attended: _____ School District: _____

Father's Name: _____ Address: _____ Phone No: _____

Employment of Father: _____ Phone No: _____ Other Phone: _____

Mother's Name: _____ Address: _____ Phone No: _____

Employment of Mother: _____ Phone No: _____ Other Phone: _____

Guardian's Name: _____ Address: _____ Phone No: _____

Employment of Guardian: _____ Phone No: _____ Other Phone: _____

Please inform us the status of your family: (married, divorced, etc.): _____

Please list other children living in your household under 18 years of age and their ages: _____

Emergency Contact Person (Adult): _____

Name of Adult _____ Address City /State Zip _____ Phone No. _____

Do you live in SAISD? ☐ Yes ☐ No If not, what school district do you live in? _____

By reading the information in your enrollment packet and by completing this enrollment form, you are in agreement with our:

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sexual orientation, gender, disability, athletic, academic, or artistic ability.

Youth Empowerment Services, Inc. is an EOE Organization
P.O. Box 18854, San Antonio, TX 78218, Phone: (210) 735-2341, Fax: (210) 733-5982
yempser@aol.com

2002 2003

SCHOOL YEAR CALENDAR

Higgs Carter King Charter Academy

All Students Can Learn Well!

Please call 735-2341 if your

child will be absent from school

Uniforms Everyday! Homework Everyday!

August							February						
						3							1
4	W	W	W	W	W	10	2	3	4	5	6	7	8
11	W	W	W	W	W	17	9	10	11	12	13	14	15
18	F	20	21	22	23	24	16	W	18	19	20	21	22
25	26	27	28	29	E	31	23	24	T	T	T	28	
September							March						
1	H	3	4	5	6	7							1
8	9	10	11	12	13	14	2	3	T	5	6	7	8
15	T	T	T	T	T	21	9	10	11	12	13	E	15
22	23	24	25	26	E	28	16	H	H	H	H	H	22
29	30						23 ₃₀	24 ₃₁	25	26	G	W	29
October							April						
		1	2	3	4	5			1	2	3	4	5
6	7	8	9	10	11	12	6	7	8	9	10	11	12
13	14	15	16	17	18	19	13	14	15	16	17	H	19
20	21	22	23	E	W	26	20	H	22	23	24	H	26
27	28	29	30	31			27	28	T	T			
November							May						
					1	2				T	T	3	
3	4	5	6	7	8	9	4	5	6	7	8	9	10
10	11	12	13	14	W	16	11	T	T	T	T	T	17
17	18	19	20	21	E	23	18	19	20	21	22	23	24
24	H	H	H	H	H	30	25	26	27	28	29	30	31
December							June						
1	2	3	4	5	6	7	1	2	3	4	5	E	G
8	9	10	11	12	13	14	8	W	W	W	12	13	14
15	16	17	18	19	E	21	15	16	17	18	19	20	21
22	H	H	H	H	H	28	22	23	24	25	26	27	28
29	H	H					29	30					
January							July						
				H	H	4			1	2	3	4	5
5	6	7	8	9	10	11	6	7	8	9	10	11	12
12	13	14	15	G	W	18	13	14	15	16	17	18	19
19	H	T	T	T	T	25	20	21	22	23	24	25	26
26	T	T	T	T	T		27	28	29	30	31		

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C - Commencement Day - 06/06
E - Early Dismissal
F - First Day of School - 08/19
G - Graduating Period Ends

H - Holiday
L - Last Day of School - 06/06
T - Testing Days
W - Teacher Work Day

*CS-807

Remove strip on back to expose adhesive.

IMPORTANT INFORMATION TO READ

2002 – 2003 SCHOOL CALENDAR (please post on your refrigerator)

BREAKFAST / LUNCH MENU (please review each month when it is sent home)

SCHOOL SUPPLY LIST (please check with your child's teacher if you have questions about items on the list)

UNIFORM POLICY (Mandatory: Please make sure your child is in uniform everyday.)

AFTER SCHOOL ACTIVITY LIST (Please confirm which activities you want your child to experience. Please make sure you help your child choose activities to coincide with your pick-up times. Please do not pick up your child before the activity is finished for the day. Thank you.)

SCHOOL NEWSLETTER (Please read!)

HOME & SCHOOL CONNECTION NEWSLETTER (Please read)

MIDDLE SCHOOL NEWSLETTER (6th-8th graders only!)

STUDENT CODE OF CONDUCT (Mandatory reading!)

SCHOOL ACTIVITY CALENDAR (Please review newsletter!)

LIST OF STAFF (Instructional staff credentials)

ORGANIZATIONAL CHART (Please review!)

MUSIC / PE / LUNCH SCHEDULE (Please review!)

2002 –2003 SCHOOL WIDE CHANGES (Please review newsletter!)

BACK TO SCHOOL

The first day of school is Monday, August 19, 2002!!!

**"Please READ this newsletter for important news
about the 2002-2003 School Year at HCK"**

Welcome, it is my
pleasure to welcome each parent and student to the 2002-2003 school year at Higgs, Carter, King. School begins at 8am and ends at 3pm each day. Staff has been preparing a long time to get ready for our 5th year as a charter school in San Antonio, Texas. We are excited about this being our best year ever. Each teacher will be striving to make learning a relentless experience. We look forward to involving each parent so that all of the learning can be enhanced.

We have added 10th grade and look forward towards helping them prepare for their more immediate future, college. We have added new teachers at every level. We have added one more vice principal and hall monitors to help with security and safety issues. We are poised for a wonderful, awesome learning year. Your first task as parents is to read all of the information in this folder. Then we ask that you complete and return all forms that require your signature. Next we ask that you check your child's homework everyday and make sure your child is at school no later than 8:00am everyday.

Finally, we ask that when the teacher calls to ask for your assistance, you be ready and willing to lend a hand.

Again, welcome and let's begin the school year off right! Sincerely, Claudette Yarbrough, Superintendent/Principal.



Communicating Changes: 2002-2003 School Year!

Reading the following information should help facilitate the successful beginning of our 2002-2003 school year! If you have any questions, you may direct them to Mrs. Yarbrough at 735-2341 or any of our vice-principals.

Parking - Parking is in the back of the school building near the gym. There is no longer parking in the front of the school due to the need to hold P.E. classes in the front of the school. Please park in the back of the school. Children being dropped off can also be dropped off on the side of the school building on St. Ann Street.

Physical Education - Due to the recent rains in the San Antonio area and other factors concerning the gym (it needs a new roof), we will be holding Physical Education classes in the front of the school building at a minimum for the first semester. Parking is now in the rear of the school.

Lunch - Pre-kinder and kinder classes now eat in their classrooms "family style" at 11:00am Monday through Friday. As always you are always welcome to visit during lunch. Please review the lunch schedule for other classes in this folder.

Morning Routine - All students are to be and remain in the cafeteria at 8:00am. We will hold our Pledge assembly each morning at 8:00am and at 8:15am classes are dismissed with their teachers to go to their classrooms.

Attendance and Absences - We want each student to have perfect attendance this year. If students go to the doctor on a school day, they can be counted present if they bring their doctor's note to school on the same day as they go to the doctor. Please help us have perfect attendance.

Hall Monitors and security - Please follow the directions of the hall monitors when entering the school. Their presence will help us provide security to the school students and staff. Thank you!!!

After school Program - If you do not pick up your child(ren) at 3:00pm, they must be registered in the after school program. Complete the application today!



2002-2003 School Year!

Dear Parents, Grandparents, and Caring Adults,

When parents are involved, children do better in school and they go to better schools. Higgs, Carter, King Gifted and Talented Charter Academy and Project Appleseed, the National Campaign for Public School Improvement, have joined together to invite you to take the Parent Involvement Pledge. We believe that parents, grandparents and caring adults are the most vital partners in the success of every student.

U.S. Department of Education research demonstrates that parental involvement is more important to student success than family income or education. This is true whether the family is rich or poor, whether the parents finished high school or not, or whether the child is in preschool or in the upper grades.

Our school is working hard to create a culture of achievement that engages every person, from teachers and support staff, to parents, grandparents, and caring adults.

Higgs, Carter, King is working with our community to help students meet their potential. By volunteering any amount of time for our school, you are showing your child that school is important. By giving 15 minutes of your time each evening to your child, you will see progressive improvement. Even if you already do these wonderful things—take the Pledge anyway so that we can put together a school-wide data base of all volunteers.

Attached is a copy of the Higgs, Carter, King Parental Involvement Pledge. Please read it, sign it and indicate your volunteer preferences on the back page. Then tear off the bottom portion and return it to your child's teacher. The top portion is your copy and we suggest that you place it on the refrigerator door where you and your family can be reminded of your commitment. You can also take the Parental Involvement Pledge on the Internet at www.projectappleseed.org. Volunteers from Higgs, Carter, King will be in contact with you soon.

Thank you for your time and we hope that you will participate with us in improving our school.

Sincerely,

Supt./Principal

Vice-Principal

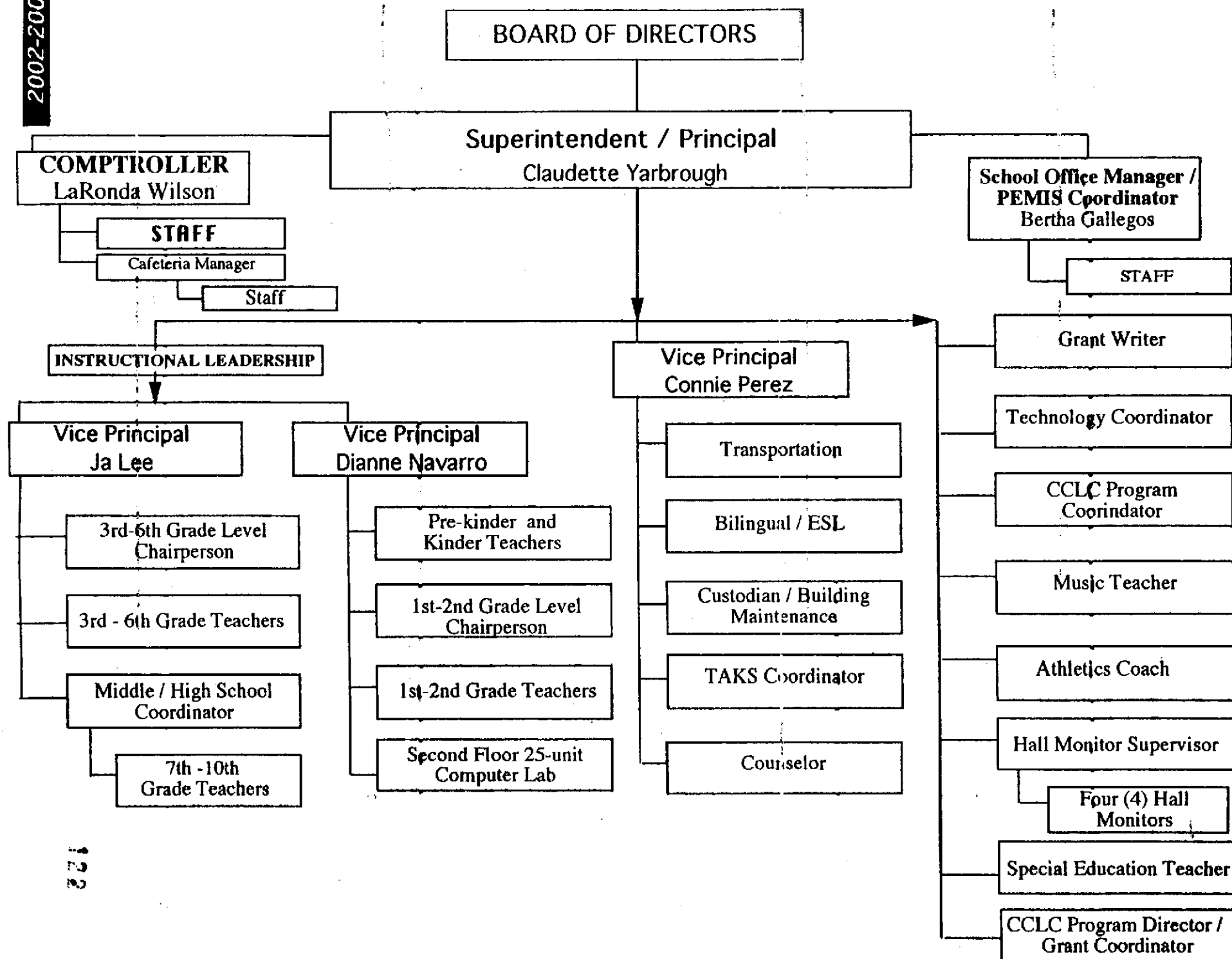
Vice-Principal

Higgs, Carter, King Gifted and Talented Charter Academy
List of Instructional Staff / Credentials

The Texas Education Agency requires schools to notify parents of the degree and certification status of instructional staff at local schools. At Higgs, Carter, King Gifted and Talented Charter Academy, all instructional staff are required to have at a minimum a four year degree. Some staff listed below may also have an advanced degree. Please contact the Superintendent if you have questions about the listed information.

	Degree	Certification	Process
Roni Black	X	X	
J. Anthony Brown	X		
Roberta Castro	X		
Sarah Childs	X		
Dora Flores	X	X	
Claudio Garza	X		
Jacqueline Hardee	X		
Melissa Hayden	X		
Ja Lee	X		
Barbara Long	X		
Dianne Navarro	X		
Linda Philips	X		
Parnell Porter	X		
Anthony Ray	X	X	
Nelda Reyna	X		Certification in Process
Virgen Rivera-Ortiz	X		Certification in Process
Adorne Ruffin	X		
Raquel Sanchez	X	X	
Claudette Yarbrough	X	X	

Wiggins Warren King Gifted and Talented Magnet Academy



2002-2003 Lunch, Music and PE Schedules 1st Semester

Please note that "A" classes start at the first 25 minutes of the class period while "B" classes start at the last 25 minutes of the period. Lunch start and stop times are listed inside the period in which lunch occurs. Pre-kinder and kinder lunches are served in their classroom. Pre-kinder have P.E. with their teacher.

CLASS	TEACHER	1st Period 8:15-9:05	2nd Period 9:10-10:00	3rd Period 10:05-10:55	4th Period 11:00-11:50	5th Period 11:55-12:45	6th Period 12:50-1:40	7th Period 1:45-2:35
1 Pre-kinder	Childs	Music A						
2 Pre-kinder	Flores		Music A					
3 Pre-kinder	Philips	Music B						
4 Kinder	Long	P. E.	Music B					
5 1st Grade	Castro Castro Castro		P. E.	Music A B Lunch - <u>10:25-10:55</u>				
6 2nd Grade	Hardee Hardee Hardee	P. E.		A Lunch - <u>10:05-10:35</u> Music B				
7 3rd Grade	Rivera Rivera Rivera		P. E.		Science A B Lunch - <u>11:25-11:55</u>			
8 4th Grade	Reyna Reyna Reyna				Science B A Lunch - <u>11-11:30</u>	P. E.		
9 5th Grade	Black Black				B Lunch - <u>11:25-11:55</u>	P. E.	Science B	
10 6th Grade	Ruffin			P. E.	B Lunch - <u>11:25-11:55</u>		Science A	
11 7th Grade	TBA			B Lunch - <u>10:25-10:55</u>				P. E.
12 8th Grade	TBA			P. E.	A Lunch - <u>11-11:30</u>			
13 9th Grade	Hayden				P. E.	A Lunch - 11:55-12:25	P. E.	
14 10th Grade	Hayden							

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**IMPORTANT FORMS TO BE
COMPLETED AND RETURNED
TO SCHOOL**

TOMORROW!

1. *Higgs, Carter, King* **PARENT INVOLVEMENT PLEDGE – Project Appleseed** – (Please read the Parent Involvement Pledge Cover Letter (on the left hand of this folder), read and complete the pledge and turn the bottom portion of the pledge in tomorrow. We expect 100% completion from HCK parents!)
2. **LUNCH APPLICATION-** (Lunch will be free to all students the first week only. If the Lunch Application is not turned in by Friday, students will begin to incur lunch fees on Monday.)
3. **STUDENT CODE OF CONDUCT SIGNATURE SHEET** (Make sure you and your child(ren) read the Code of Conduct tonight before signing!)
4. **COMMITMENT TO EXCELLENCE CONTRACT**
5. **NOTICE OF RIGHTS AND INFORMATION** (back and front)
6. **AFTER SCHOOL ACTIVITY APPLICATION** (Must be completed for all students who will remain at school after 3:00pm.)
7. **SCHOOL SHIRT ORDER FORM (Optional)**

Please keep the folder and send the forms back to school with the student.
Make sure the student returns completed forms to his/her teacher
tomorrow. Thank you!!!

Special Events at Higgs, Carter, King Gifted and Talented Charter Academy
2002-2003 school year

Please note the following: The dates and activities listed below are a sample of some of the types of activities we present at Higgs, Carter, King. Before every event, parents receive newsletters with details regarding specific times and places; dates are subject to change. Please read each newsletter carefully. Parents are always invited to all activities! Thank you!!!

October 10 th	Lights On After School
October 28 th -31 st	HCK Book Fair
October 30 th	Open House
November 1 st	Perfect Attendance Activity
November 11 th	Veterans Day Ceremony
November 21 st	Thanksgiving Family Math Night
December 18 th	Winter Program
February 20 th	TAKS Family Reading Night
February 27 th	Black History Program
April 28 th	TAKS Rally



Higgs, Carter, King Gifted and Talented Charter Academy 2002-2003 MANDATORY UNIFORM POLICY

DRESS FOR SUCCESS

Research shows that school performance and communication between adults and young people are enhanced by appropriate dress and grooming. Parents are strongly urged to enforce moderate hairstyles and high standards of dress for their students. Parents will be serving the welfare of our students and helping us as educators by emphasizing standards of neatness, cleanliness, safety and decency in dress and grooming.

ENFORCEMENT OF POLICY

Uniforms are required for all students enrolled at Higgs, Carter, King Charter Academy. The student's uniform must fit properly, not to exceed one size beyond the correct size and may not be modified in any way, this includes bagging or sagging. Visible logos should be removed or they will be considered out of compliance. A student will not be permitted to attend class if their uniform is out of compliance with the uniform policy until their parents have been notified and suitable replacement shirts or pants have been provided for the day from the school or the parent. The Student Code of Conduct guidelines will be following for all student violators of the uniform policy.

UNIFORM COLORS

Navy Blue, Khaki, Red, & White

UNIFORM POLICY

1. Navy or Khaki trousers/slacks, walking shorts Skorts/shirts or jumpers/dresses
2. Navy, Red, or White shirt/blouse in either collared, oxford, polo style. May be short or long sleeves, button type.
3. Belts are required if the slacks/trousers, shorts, skorts/skirts, jumpers have belt loops.
4. Female students are encouraged to wear shorts under their skirts and or dresses in order to participate comfortably in Physical Education classes.

Belt length must be appropriate size, no more than 3" over-lap

The following is not acceptable:

- _ Denim, corduroy, athletic sweats, or wind suits
- _ Torn or frayed seams
- _ Hip Huggers
- _ Shorts, skorts / skirts, jumpers should measure no more than 3 inches above the knee
- _ Suspenders

SPECIAL NOTES

- Pants should fit at the waist, no sagging or baggy.
- Appropriate footwear is required - No house shoes, shower shoes, flip-flops, or steel-toed shoes/boots, or shoes designed as skates.
- Caps, hats, or any distracting headwear may not be worn on campus unless for special school events.
- Bandanas of any color are not allowed to be worn or carried in any way, shape or form on campus.
- Visible body piercing and ornaments are not allowed other than on the earlobes.
- Wallet chains are not allowed on campus.
- Thick "pet-type" chains/bands are not allowed to be worn on campus.
- Any item of dress found by the administration to be against proper dress decorum.

While it is inevitable there will be differences of opinion as to the appropriateness of dress, the final determination will be the judgment of the principal. The student who does not comply with this code will be removed from the regular school setting until appropriate clothing is acquired. Students will be allowed to call home for parents to bring appropriate clothing.

COLD WEATHER ATTIRE

The student may wear something over their uniform shirt/blouse to keep warm (shirt collar must show). The only apparel permitted on campus will be: sweater vest or pull-over, cardigan, nylon wind-breaker jacket, or sweat shirt and only in the uniform colors of navy, red, white, or khaki.

MANDATORY DRESS

Shirts/blouses must be completely and properly tucked in at ALL times when students are on the school campus or at any school-sponsored event held off-campus. Students will be expected to have their shirts/blouses tucked in from the moment they arrive on campus, until they are completely off campus. This includes the afterschool program, field trips, and all other off-campus events sponsored by Higgs, Carter, King Charter Academy. Parents will be expected to provide proper attire.

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Higgs, Carter, King Gifted and Talented Charter Academy

Student Code of Conduct Discipline Plan 2002-2003

Student, Parent, Teacher Acknowledgement

This discipline plan has been developed to help your child gain the greatest possible benefit from their school experience.

The Higgs, Carter, King Gifted and Talented Charter Academy is in need of your help and cooperation. It is important that every student understands the discipline plan and is encouraged by their parents to follow the rules and regulations set forth in the plan. Please read and discuss this plan with your child. When you have done so, sign this form and return it to school. Please return it as quickly as possible. This form will be kept in your child's file.

Higgs, Carter, King Gifted and Talented Charter Academy will not release personally identifiable information about any student without the prior, written permission of the student's parent or legal guardian (or in the case of an adult student, without the student's prior, written permission) unless required to release such information by a court of law.

Parent Signature(s)

Date

Student Signature

Date

Teacher Signature

Date

PARENTS: This is your copy!. Please keep this copy for your records.

Thank you.

STUDENT CODE OF CONDUCT

STUDENTS RIGHTS AND RESPONSIBILITIES

Higgs, Carter, King Gifted and Talented Charter Academy shall foster a climate of mutual respect for the rights of all students. Each student is expected to respect the rights and privileges of other students, teachers and staff. All students shall exercise their rights responsibly by following and complying with the Student Handbook and the Student Code of Conduct rules and regulations. These rules and regulations apply to both on and off campus activities. Students who violate the rights of others or who violate the school rules shall be subject to disciplinary measures.

Student's Responsibilities for ensuring a quality education include:

1. Attending all classes assigned
2. Being punctual and ready to work
3. Being prepared daily with a positive attitude
4. Being prepared for the day with the necessary school supplies materials
5. Dressing and grooming appropriately
6. Behaving responsibly and accepting accountability for behaviors
7. Refraining from a Public Display of Affection (hugging kissing etc.)
8. Cooperating with teachers and staff at all times
9. Refraining from violations that will hinder hurt others, school property, or facilities
10. Obeying all school classroom rules for safety and security for all
11. Respecting the privileges, rights and property of others at all times
12. Paying any and all required fees or fines necessary for the school year.

MANNERS AND CIVILITY

Students are expected to exhibit good manners and civility at all times. Students represent H.C.K. School from the time they register until the last day of school. Students conduct and behaviors reflect the school's atmosphere and climate to parents and the community.

TRANSPORTATION POLICY

In order to ensure the safety and security of all students on our school busses, assurances from the students and their parents for displaying positive behaviors are necessary. Rules and regulations are to be followed at all times. There are no excuses for a student not following **The Bus Rules of Conduct**. These are as follows:

- 2) Follow all directions given by the driver
- 3) Board and leave the bus in an orderly manner
- 4) Refrain from horseplay, chewing gum, eating food or drink, spitting, littering or trashing the bus, teasing or taunting others, using vulgar language, threatening others, physical or verbal fights, standing and jumping on the bus

or bouncing from seat to seat, vandalizing or defacing the bus and equipment, throwing items to others, taking other people's personal things, disruptive or abusive behavior, and being disrespectful to adults in charge

- 5) All students must remain in their assigned seats at all times
- 6) Incidents will be documented and reported to the Chief Operations Officer
- 7) Keep feet, books and other objects out of the bus aisles
- 8) Keep hands, heads, arms, legs or objects away from the windows
- 9) Do not throw things out of the opened windows
- 10) Use caution before crossing the streets when entering or exiting the bus
- 11) Infraction Procedures:

FIRST – verbal warning

SECOND – parent written or phone notification

THIRD - Conference (could result in withdrawal, suspension, permanent termination of bus privilege)

The severity and degree of the offense or a pattern several infractions in the bus can also determine consequences

A. INAPPROPRIATE CONDUCT

Level One Minor Infractions

Assemblies

All students must attend assemblies conducted during school hours. Misconduct at an assembly will not be tolerated.

Cafeteria Behavior

The cafeteria is maintained at the school for the student's convenience. Standards of conduct and dress will be enforced at the cafeteria. Students are expected to dispose of their trays return utensils when they are finished eating. Students are not allowed to cut in front of others in the serving line.

Public Display of Affection

Affection (hugging, kissing, holding hands, etc.) demonstrated among students has no place on a public school campus. Personal relationships should be practiced at the proper place and time; the public school is not the setting.

Dress Code

Students are encouraged to present a neat appearance. Any clothing item, hairstyle, or adornment that draws attention, create disruption, or present safety hazards, will not be allowed. Please refer to section on Dress Code in the Student – Parent Handbook for further information regarding dress code.

Hall Pass

Students must obtain a hall pass from their teacher to leave class. The student is not to go to any area other than the one designated on the pass.

Late Note for Absence

An excuse note must be presented to the office on the first day back at school from an absence. If a note is not presented, the student will be given an additional day to bring a note to school or the absence will be considered a truancy. The lack of a note on the second day after a student returns from an absence could constitute a Level One violation.

Borrowing

Failure to return books and materials will result in a Level One violation for each weekly reporting period the book or fine remains overdue.

Loitering

Students are not to loiter in the halls before school, during lunch or between classes. Students are not allowed to sit in cars parked on school property.

Pass Time

During pass time between classes, students should be headed toward their next class, not standing or visiting in the halls. When the tardy bell has rung, Any student not in their classroom will be considered tardy.

Preparation for Class

Students are expected to be prepared for class with all the necessary materials (pens, pencils, paper, books, etc.) and assignments completed.

Radios, Cassette Players, CD Players, Pagers and Phones

All of the above items are not allowed at school. Students are not allowed to sit in cars and listen to radios and tapes.

*** Violations of the above listed campus guidelines, or any other violations not listed later in this handbook will result in a Level One discipline response for the first time offender with no prior discipline record. The intensity or the frequency of the infraction could result in modification of the administrative action taken.**

Level Two – Serious Infractions**Class Disruption**

Students are expected to follow guidelines for behavior specified by teachers in their classrooms. An orderly class environment is essential to the learning process. The teacher is given full authority to promote such an environment. No student will be allowed to interfere with the other student's right to learn or the teacher's ability to conduct class. The teacher will determine if the offense of class disruption is a Level 1 or Level 2 offense.

Cheating or Copying

Cheating or copying another's work is an unsound practice and will result in disciplinary action.

Contraband Items

School officials will remove items that threaten the safety of students or staff members, or may be distracting or interfere with classes in any way from the student's possession. Examples of these items include knives, lighters, pagers, matches, fireworks, etc. No student will be permitted to carry a knife or other sharp object on school property. If an object is classified as an illegal weapon, the issue will be treated as a Level 5 offense.

Failure to Check Out

Students, who must leave campus during the school day, must sign out through the office.

Gambling

Any game of chance where anything of value may be exchanged among participants is not permitted on campus. Gambling items (cards, dice, etc.) are not permitted on Campus.

Hazing

Any willful act done by a student, either individually or with others, to another student for the purpose of subjecting to indignity, humiliation, intimidation, physical abuse, social or other ostracism, shame, or disgrace is hazing and will be punished appropriately.

Students shall not engage in any form of hazing, nor shall any student encourage or assist any other person in hazing. Students who encourage hazing either individually or in concert with other students shall be subject to disciplinary action, including suspension if the circumstances warrant.

Language

A student's language should be appropriate at all times. The use of profanity, vulgar language, or obscene gestures is prohibited. Engaging in verbal abuse, such as name-calling, racial slurs, or derogatory statements toward others will not be allowed. Profanity leveled at school personnel is a Level Three offense.

Sexual Harassment

Sexual harassment by students toward other students or teachers is discrimination in the basis of sex and is not allowed. Sexual harassment is defined as unwelcome advances, requests for sexual favors, and other sexual conduct, either verbal or physical, or any conduct or unequal treatment of another student or teacher that would not occur but for the sex of the student(s), when the advances, requests, or conduct have the effect of interfering with the performance of duties or creating an intimidating hostile, or otherwise offensive school environment.

Short Truancy

Students who are absent more than fifteen (15) minutes late for a class or miss up to three (3) periods without permission will be considered truant.

*Violations for the guidelines listed in this section will result in a Level Two disciplinary response for the first time offender with no prior disciplinary record. The intensity or frequency of the infraction may result in a modification of the disciplinary response.

Level Three – Major Infractions

Fighting

Fighting at school, on school property, at school activities, or on the way to or from school is considered serious misbehavior. Students who interfere with School personnel while they are breaking up fights or detaining students who have fought, will receive a Level Three or Level Four response. Students who fight at school events or activities may face criminal charges.

Insubordination

Students are expected to treat all school personnel respectfully and follow their directions. Language or actions that expresses willful disobedience is considered a major infraction. Examples of insubordination include: running from or refusing to provide identification, refusing to follow instructions, refusing to sign discipline slips, or failing to report to the office when sent by a teacher.

Long Truancy

A long truancy is any absence without permission of more than 3 periods. Long truancy is a violation of state law. Students who are habitually truant may face criminal charges.

Theft

Any act of stealing is considered a serious offense. In addition to school disciplinary action, students who commit theft may face criminal charges.

Tobacco Possession and/or Use

Possession or use of tobacco products of any kind on campus, at school functions, or in view of the campus is not permitted at any time and is a violation of state law.

Trespassing

All visitors must report to the office when they first arrive on campus. Anyone on campus who is not a student or an employee of the school will be considered trespassing unless he she has been cleared through the office. Students who are on the Higgs, Carter, King, Charter school campus during a suspension, expulsion, or Alternative Campus assignment will be considered trespassing. Trespassers may be subject to criminal charges.

.Violations of the guidelines in this section will result in a Level Three disciplinary response for the first time offender. The intensity or the frequency of the infraction may result in a modification of the administrative response.

Level Four - Extreme Infractions

Fire or Bomb Threat

Phone calls, threats, pranks, etc. of this type constitute a felony offense and/or Subject to criminal prosecution as well as school disciplinary action.

Vandalism or Criminal Misconduct

In addition to facing disciplinary action and possible criminal prosecution, Vandals will be expected to make restitution for damage to property.

Retaliation against a School Employee (Penal Code 36.06)

Students who engage in behavior that constitutes retaliation against a school employee, regardless of where or when the behavior occurs will be subject to school disciplinary action and criminal prosecution.

Gangs

Membership in a school fraternity, sorority, secret society, or gang will result in a Level Four disciplinary response (TEC 37.12)

Teacher Initiated Discretionary Removal (TEC 37.002)

In addition to the above offenses, students who commit any of the following offenses on school property or while attending a school sponsored or school related activity on or off school property will be subject to school disciplinary action and criminal prosecution.

1. Assault (Penal Code 22.01)(a)(1)
2. Terroristic Threat (Penal Code 22.07)
3. Sells, gives, delivers, possesses, uses, or is under the influence of marijuana, a controlled substance, or a dangerous drug (Health and Safety Code, Ch. 481-483, or 21 U.S.C. 801)
4. Engages in conduct punishable as felony.
5. Sells, possesses, gives or delivers to another person an alcoholic beverage, as defined by the Alcoholic Beverage Code, or commits a serious act or Offense while under the influence of alcohol, or uses or is under the influence of alcohol.
6. Engages in conduct that contains the elements of an offense relating to abusable glue or aerosol paints under the Texas Controlled Substances Act or relating to volatile chemicals under Chapter 484 of the Health and Safety Code.
7. Public Lewdness (Penal Code 21.07)
8. Indecent exposure (Penal Code 21.08)

***Students who engage in behavior listed in this section will result in a Level Four disciplinary response. If a student commits any of these offenses, they will be removed from class and placed into an Alternative Education Placement.**

Level Five Expellable Offenses

Students who commit any of the following offenses on or off school property will be subject to school disciplinary action and criminal prosecution.

- 5) Uses, posses, or exhibits, a firearm, club, illegal knife (Penal Code 46.01) or a prohibited weapon (Penal Code 46.05)
- 6) Aggravated assault (Penal Code 22.02)
- 7) Sexual Assault (Penal Code 22.0111)
- 8) Aggravated sexual assault (Penal Code 22.021)
- 9) Arson (Penal Code 28.02)
- 10) Murder (Penal Code 19.02), Capital Murder (Penal Code 19.03), criminal Attempt to commit murder or capital murder (Penal Code 15.01)
- 11) Indecency with a child (Penal Code 21.11)
- 12) Aggravated kidnapping (Penal Code 20.04)
- 13) Drug and alcohol offenses punishable as felonies (TEX 37.006 (a) (2) and (3))
- 14) Retaliation against a school employee when in combination with any of the above offenses
- 15) Persistent misconduct while in the Alternative School.

***Students who engage in behavior listed in this section will result in a Level Five disciplinary response. If a student commits any of these offenses, they will be recommended for immediate expulsion.**

Disciplinary Responses and Consequences

Level One Responses, Minor Infractions

Students who violate Level One rules will be written up and processed by the teacher. The following list contains brief descriptions of possible Level One responses.

Conference, Cleared

The student was charged with some offense; but after investigation, the charge was determined to be an error and the student cleared. The record will show conference cleared to maintain documentation the student was cleared of the charge.

After School Duty

Students assigned to afterschool duty are required to attend on the assigned date from 3:00 PM until 4:00 PM in the assigned classroom. Teachers must notify parents when student must participate in after school duty. Students must sign-in to verify attendance with their teacher. Students selected for after school duty are the responsibility of the teacher. Failure of students to attend will result in a Level Two disciplinary response.

Only the teacher, prior to the afterschool duty assignment, can change the date. If the teacher does not change the date, and the student misses, regardless of the reason, a Level Two disciplinary response will occur.

Consequences of Level One offenses

Students who have committed three (3) Level One offenses, will have a mandatory parent conference to discuss appropriate consequences. Appropriate consequences can include suspension from school, from class, from field trips, etc. In addition, other more harsh consequences can be assigned on the 4th offense. Misbehavior before satisfactory completion of appropriate consequences can result in additional consequences.

*The above responses are to be used as a general guideline. They may be modified, at the administrator's discretion, due to the incident's circumstances, the student's prior record, and the behavior of the student when sent to the office.

Level Two Responses – Serious Infractions

Those students who violate Level Two rules or who are repeat offenders regarding Level One infractions will be written up and processed according to the offense.

Appropriate Consequences

Students will be allowed three (3) Level Two offenses, and all succeeding violations will be counted under Level Three.

* The above response is designed as an administrative guide. It may be modified at the administrator's discretion, due to the circumstances, the student's prior records, and the behavior of the student when sent to the office.

Level Three Responses, Major Infractions

Those students who violate Level Three rules or who are repeating offenders of Level One or Level Two rules will be written up and processed according to the paperwork maintained by the teacher and submitted to the administration. The following list contains a brief description of Level Three responses.

Home Suspension

A student may be removed from the school for one to three days. Home suspension is a serious situation as it indicates the student is not responding to the school's citizenship expectations. Parents should view a suspension from the school as a warning to possible expulsion.

Expulsion

After four (3) Level Three offenses, a student may be expelled from school (See Expulsion note for Level Five offenses).

* The above responses are to be used as a general guideline in the administrative decisions regarding student discipline. The outcome may be modified, at the administrator's discretion, due to the incident's circumstances, the student's prior discipline record, and the behavior of the student when sent to the office.

Level Four Responses, Extreme Infractions

Home Suspension

A student may be suspended for the same conduct that supports removal to an Alternative Center. (TED 37.019) See definition of home suspension above.

Level Five Responses – Expellable Offenses

Expulsion is the total denial of educational services to a student by the school district. Students who have been expelled and enroll in another district can expect a copy of their expulsion order to be sent to the receiving district. Occasionally a student will commit an expellable offense and must be expelled by state law. (TEC 37.007, 37.015, and 19 TAC 133.23) These students will be afforded the due process required by law.

Teacher Removal from Class

A teacher may only send a student to the Principal's office to maintain effective discipline in the classroom when all efforts by the teacher have failed to assist the student in achieving the level of discipline necessary for the learning environment. The Principal shall first meet with the teacher to determine what teacher-assisted professional development is necessary to assist the teacher in better managing the classroom. The Principal can also respond by employing the appropriate discipline management techniques consistent with the student code of conduct.

A teacher may remove a student from class and not allow them to return after the teacher has used all of the training mechanisms for managing the classroom have been exhausted if:

- 1) the student has been documented by the teacher to repeatedly interfere with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn.
- 2) whose behavior is so unruly, disruptive, or abusive it seriously interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn.
- 3) Leaving the school without following proper procedures or permission from parents and administration.
- 4) Throwing objects that can cause bodily harm or damage to property.
- 5) Leaving classrooms without permission or not using the proper PASS needed to be outside of the classroom.
- 6) Participate in inappropriate verbal conduct that is disruptive to other students or academic learning.
- 7) Engage in minor intimate acts (such as kissing, necking, etc.)

- 8) Possessing or using pagers, cell phones, matches, lighters, tobacco products, mace, pepper spray, or using instruments that can be perceived as a firearm by a third party.
- 9) Using school supplies or items in a manner that threatens to inflict bodily harm to another person.
- 10) Engaging in conduct and behaviors that disrupt classes, assemblies, activities, or transportation.
- 11) Violating dress and good grooming code standards.
- 12) Loitering or trespassing on school grounds.

Home suspension is the punishment for students removed from the class by the teacher.

*** The above responses are to be used as general guidelines in the administrative decisions regarding student discipline. The outcome may be modified, at the administrator's discretion, due to the incident's circumstances, the student's prior discipline records, and the behavior of the student when sent to the office.**

SERIOUS OFFENSES AND SUSPENSIONS

The following offenses constitute "serious misbehaviors" that are prohibited and will not be tolerated at school or school activities and functions. These offenses are considered very serious and will merit greater consequences than the minor offenses. Some of these offenses depending on the nature and severity of the incident, might be considered severe enough to substantially interfere with the orderly operation of the school environment. These situations could merit extreme severe consequences and suspensions...

- Physical fighting, threatening physical harm and abuse of another person or persons.
- Insubordination with a teacher or adult staff.
- Engaging in verbal abuse, name calling, racial or ethnic slurs, or derogatory remarks.
- Stealing from peers, teachers, staff or the school's property.
- Being disrespectful towards teachers and staff by using profanity, vulgar language, or obscene gestures.
- Displaying offensive conduct that constitutes sexual harassment or sexual abuse.
- Refusal to follow discipline management techniques proposed by the teacher or administrator.
- Selling or trading any items not authorized by an administrative staff.
- Participating in gang related activities.
- A third party may perceive exhibiting or using an instrument such as a firearm.
- Possession or use of fireworks, combustibles or other incendiary devices of any kind.
- Repeatedly violating classroom standards of behavior.
- Students who commit serious offenses will be assessed discipline penalties according to the degree of seriousness of the offense.

OFFENSES FOR EXPULSION

Students may be expelled from school for the following if committed on school property, during school functions or activities, or when a student is coming or going to an from school.

- a. Engages in conduct that can be considered assault or terrorist threats.
- b. Engages in conduct that contains elements of possession or use of drugs, alcohol, abusable glue, aerosol paint, and volatile chemicals.
- c. Engages in conduct that is punishable as a felony.
- d. Retaliates against a school employee on or off campus.
- e. Is in possession of a weapon or knife with a blade length up to and including 5 1/2".
- f. Has been documented by the teacher to repeatedly interfere with classroom instruction and student's academic learning.
- g. Possession or use of a firearm
- h. Arson
- i. Indecency with a child
- j. Behavior related to an alcohol or drug offense punishable as a felony
- k. Engages in repeated behaviors that seriously interfere with the teacher's ability to communicate with the students and the student's ability to learn
- l. Engages in conduct and behavior that can be perceived as criminal mischief.
- m. Engages in persistent offenses that can be deemed as an impairment of the ability of the school to provide an education to other students.
- n. Engages in Graffiti, destroying, defacing school materials or property.

PERSISTENT OFFENSES

- b. Student engages in two or more documented serious offenses.
- c. Student engages in four or more documented minor offenses.
- d. Student engages in any combination of five or more documented minor and serious offenses.
- e. Student engages in two or more parent, teacher, administration documented conferences for disruptive classroom or school behaviors.

B. CONSEQUENCES FOR INAPPROPRIATE BEHAVIORS

DISCIPLINE MANAGEMENT TECHNIQUES

The following techniques can be used when assessing the penalties for violating the Student Code of Conduct. In addition, all professional development targeted managing the classroom including Quantum training and "Taming Your Universe training" should be utilized by the teacher first and foremost in helping "unrelenting" learning to occur in the classroom everyday.

- c. Redirecting the student's behaviors
- d. Verbal correction
- e. Withdrawal of privileges
- f. Time Out or Cooling off time

- g. Reassignment of seating area
- h. Counseling by teacher, counselor, principal, administrator, etc.
- i. Behavioral contract
- j. Parent, student, teacher conference
- k. Rewards and Incentives
- l. Assign school duties other than class task
- m. Demerits
- n. Confiscation of objects that disrupt the educational process
- o. Withdrawal or restricting bus privileges
- p. Referral to outside agency or authorities
- q. Parental phone conference
- r. Parental phone conference
- s. Reassignment to another classroom
- t. Suspension
- u. Expulsion
- v. Any teacher, staff, or administrator may, within the scope of the employee's duties, use and apply appropriate physical restraint to a student that the employee reasonably believes is necessary in order to protect person or persons from physical injury or to obtain the possession of a weapon or other dangerous object.

GENERAL GUIDELINES FOR ASSESSING DISCIPLINE PENALTIES

Administrators, teachers and staff. A student can appeal through Due Process the final decision by the committee in regards to suspensions or expulsions. Students will be treated in a fair and equitable manner. Discipline will be based on careful assessments of the circumstances of each case. The following shall be taken into consideration.

1. Student's age
2. Grade level
3. Student's disabilities, if any
4. Seriousness and severity of the offense
5. Frequency of misconduct
6. Potential effects of the misconduct on others and the school environment
7. Statutory requirements
8. Requirements otherwise specified by law

TEACHER REMOVAL

A teacher may remove a student from the class with appropriate documentation in order to maintain effective discipline in the classroom for the following:

- The student has been documented, conferences by parent, teacher, student conferences and continues to repeatedly interfere with the teacher's ability to instruct and communicate effectively with the students in the class or with the student's classmates to learn.
- The student's behavior is determined to be so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to instruct and to communicate effectively with the students in the class.

CONFERENCE / REVIEW FOR STUDENTS REMOVED FROM THE CLASS.

A student that is removed from the classroom environment by the teacher or Administrator shall not return to the school until a conference has been conducted involving the student's teacher, an administrator, parent or guardian, and any other person or persons concerned.

The student shall have written or oral notice of the reasons for the removal, an Explanation for the removal, and an opportunity to respond to the reasons for the removal. Following the conference, whether or not all requested parties are in attendance after valid attempts to require their attendance, the Principal shall order the placement of the student.

Students with disabilities may not be removed in violation of the specific IEP Provisions for more than ten days without the ARD 504-committee approval.

An administrator may not return the student to the classroom teacher who removed the student without the teacher's consent unless the Placement Review Committee determines that such placement is the best or only alternative available.

SUSPENSION CONSEQUENCES

A student may not be suspended for a period of more than three days for engaging in Minor or serious offenses.

Before suspending a student, the administrator shall consider reasonable alternatives, including appropriate discipline management techniques and documentation must be in writing.

Conference or conferences must be documented in which the student and parents are advised of his/her conduct and the charges. The student is given the opportunity to explain his or her version of the incident.

Parents may be notified and required to pick up student before or after a conference has been scheduled.

EXPULSION CONSEQUENCES

STUDENTS UNDER TEN (10) YEARS OF AGE

Students under the age of ten years of age may not be expelled from school except in the case where a student brings a firearm to school pursuant to 37.007 (e) of the Texas Education Code.

Expelled students shall be provided educational services in an Alternative Education Program.

FIREARMS AND WEAPONS VIOLATIONS

Students may not be expelled from the regular public school classroom for a period of at least one calendar year for bringing a firearm as defined by Federal Law in to an Educational Institution.

EMERGENCY EXPULSIONS

An administrator may order the immediate expulsion of a student if he/she believes that the action is deemed necessary in order to protect persons or property from imminent danger or harm.

The student and parents will be given oral or written notice for the action.

Within a reasonable time after the emergency expulsion, the student shall be accorded his due process.

SUSPENSION OR EXPULSION OF SPECIAL EDUCATION STUDENTS

1. A student with a disability being served in Special Education may be suspended or Expelled for engaging in conduct that would warrant such action for a student without such disabilities.
2. If the ARD Committee determines if the misconduct or behavior is not related to the Student's disabling condition or inappropriate placement then the student may be suspended or expelled.
3. The ARD Committee must determine whether the student's behavior indicates the Need for new assessment or evaluation data.
4. If the ARD Committee determines that the student's disruptive behavior is related to The disabling condition or inappropriate placement the student shall not be expelled.
5. If the ARD Committee determines that the behavior was related to the disabling Condition, then the IEP shall be rewritten to address the student's behavioral and educational needs or may consider and emergency removal if there is danger of harm.
6. The ARD Committee shall determine the instructional and related services to be Provided during the time of expulsion.

*Note: A student with disabilities requires a school to count these days toward application of what is known as the sixteen-day rule. State Board of Education (SBOD) rules require an ARD meeting whenever the days of emergency removal, alternative education program (AEP) placement, or suspension add up to sixteen in a single school year.

EXPULSION OF 504 STUDENTS

A student who is disabled according to the 540 may not be expelled unless there is a determination that the misbehavior is not a manifestation of the student's disabling condition. The same group of people that determined the initial placement decision for the student may determine this. Persons involved must be knowledgeable about the student and the evaluation data.

DUE PROCESS FOR ALL STUDENTS

All students shall be provided an opportunity for a hearing and due process before any Suspensions or Expulsions can be implemented. The following process shall apply:

- 1) A student shall have prior notification of the allegations and the proposed sanctions.
- 2) The student shall have the right to a fair hearing.
- 3) The student shall have the right to have adult representation or legal counsel.
- 4) The student shall have the right to present evidence and witnesses in his defense.
- 5) The student shall have the right to examine the evidence presented by the school administration and question the issues.
- 6) The student shall have the right to be notified in writing of the nature of the evidence to be used against him.
- 7) The decision shall be based on the evidence presented at the hearing.

C. SEARCHES, QUESTIONING OF STUDENTS, INTERVENTIONS

SEARCHES

Administrators, Teachers, or School Officials may search a student's outer clothing, pockets, or property by establishing reasonable suspicion or securing the student's voluntary consent. Lockers may be searched if there is reasonable cause to suspect forbidden items have been placed inside them.

- a) Students are responsible for any prohibited items found in their possession, lockers, or assigned areas.

QUESTIONING

1. Students are expected to cooperate in case of an investigation for disciplinary cases.
2. Students are expected to volunteer information within the student's knowledge relating to violations of the Student Code of Conduct.

POLICE – LAW ENFORCEMENT INVOLVEMENT

1. Law enforcement officers or other lawful authorities have the right and authority to interview and question students at school or on school property.
2. Certain actions will merit the school calling the police to make a report of alleged incident or violation.

HIGGS, CARTER, KING GENERAL POLICIES AND PROCEDURES

A. ATTENDANCE

A student upon enrollment in Pre Kinder or Kindergarten is subject to the compulsory attendance law. School employees must investigate and report violations of the state compulsory attendance law.

To receive credit in a class, a student must attend at least 90% of the days the classes are offered. A student who attends classes fewer than 90% of the days cannot receive credit for the class unless the Attendance Review Committee of the school finds that the absences are the result of extenuating circumstances.

Attendance Procedures to follow:

1. A student will be tardy if he/she arrives 15 minutes after school starts.
2. The 1st bell rings at 7:55am. The pledge and morning announcements occur at 8:00am. The tardy bell rings at 8:15 a.m. in the mornings.
3. Tardy students must report to the office for a permission to enter class with a pass. No tardy student should be admitted to class without a pass.
4. All students must be in school for the attendance-taking hour (9:30 a.m.). This is the hour required for taking our student's count of attendance for the day. Music will play at this time to remind all teachers to take and turn in their attendance. This information is given to the State for Accountability and payment to the school.
5. Three tardies will require a student, teacher, parent conference. **Teachers are responsible for initiating this conference.**
6. If a student has an appointment with a health care provider and brings a note to school anytime within the school day, the student will not be counted absent and will be allowed to make-up all work missed due to doctors' appointments.
7. Absences require a written medical or hospital excuse in order for the school to keep its funding for the student for the day.
8. Three unexcused absences will require a parent, student, and teacher conference at the initiation of the teacher.
9. Absent students are responsible for making up all their required academic assignments and making arrangements with their teachers. No teacher will penalized a student for being absent.
10. All parents should contact the school when absences will occur so that teachers can be informed of the student's absence. Parents and students should be aware of the specific school procedures for contacting the school's Attendance Office and reporting tardiness or absences.

B. ASSESSMENTS

1. Student's grades 3rd to 11th will participate in the State required TAKS Testing Program.

Students will participate in the ITBS assessment Kinder thru 8th grades

2. Students will be assessed in the Individual Learning Styles Program with an appropriate instrument.
3. Students will participate in the nine weeks Evaluations of Student Educational Profiles and Project based presentations, and
4. Other assessments as deemed necessary by the classroom teachers.

C. REGISTRATION REQUIREMENTS

1. Three and four year olds must be of age before or no later than September 1st of the new school year in order to be eligible for registration in their age and grade level.
- b) Pre Kindergarten ages 3 & 4 years of age must qualify as low income or unable to Speak or comprehend the English language.

Kindergarten ages 5 years old must be five on or before September 1st of the new school year in order to be eligible for kindergarten.

First graders must be 6 years of age on or before September 1st of the new school year in order to be eligible for first grade.

In order to register a student, the parent or guardian will need to present the following documents or information.

-PROOF OF CHILD'S IDENTITY – birth certificate, legal documents, baptismal papers, documents that include but not limited to complete name, sex, ethnicity, date of birth, home language information, proof of residency, etc.

-UP TO DATE IMMUNIZATION RECORDS – Parents must ensure that their child/ren have been immunized in order to be in compliance with State Law. Parent or guardians have 30 calendar days to submit written proof of the Immunization which the child has been given prior to enrollment.

-ORIGINAL SOCIAL SECURITY CARD – this is required to show proof of Eligibility into a public school system.

ACADEMIC INFORMATION - A copy of the student's records from the most recent school attended

-INFORMATION REGARDING SPECIAL EDUCATION/504 – disabling conditions and services provided for the student.

-INFORMATION REGARDING DISCIPLINARY PLACEMENT – disciplinary transfers or alternative settings

-HOME LANGUAGE SURVEY

D. COMPLAINTS, CONCERNS OF STUDENTS AND PARENTS

Parents and student's complaints and concerns are usually handled at the school/ classroom Teacher Level first. (Beginning of documentation process.)

If the issue is not resolved at the classroom level, then the concern or complaint moves to the Vice Principal's Office.

If the concern is not resolved at the Vice Principal's level then it moves to the Superintendent / Principal Level accompanied with all the proper documentation necessary.

If the concern is not resolved at the Superintendent's Level, then it moves to the Complaint Department with Youth Empowerment Services, Inc. Board Members (accompanied with the necessary documentation required)

All decisions of the Board of Directors of Youth Empowerment Services, Inc are final unless reviewed and amended by the Board of Directors of Youth Empowerment Services, Inc.

- Written documentation should accompany the concerns or complaints at all levels.
- Each level of concern needs a time line of Ten Calendar Days from the last conference for investigations and further documentation by the next higher level of personnel.

E. TEACHER AND ADMINISTRATOR CONFERENCE

Parents may request conferences with teachers, school staff, and administrators in writing or by contacting the school's office to make a request. Teachers have a conference period during the day but if the parent or guardian cannot come at that time, an appointment can be arranged before or after school. Phone conferences are also available during the teacher's conference periods or before or after school.

F. EMERGENCY MEDICAL TREATMENT

If a student should have a medical emergency at school or a school related activity and the parent cannot be reached, an emergency procedure must be established to where the parent gives the school the consent to seek and obtain medical treatment for the student. It is very important that our medical care information, names, phone numbers, medication information, or actual student medication be up to date at all times.

G. COMMUNICABLE DISEASES

Students suffering from a communicable disease (a disease that may be passed directly or indirectly from one person to another) shall be excluded from attendance and may not return until the school receives written medical clearance from a physician or the local health authorities.

Conditions for which students may be excluded, but not limited to, are as follows:

- | | |
|----------------|--|
| a. Hepatitis A | e. Impetigo |
| b. Chicken Pox | f. ringworm.(scalp) |
| c. Pediculosis | g. Infectious forms of conjunctivitis (pink eye) |
| d. Scabies | |

G. FIRE AND DISASTER DRILLS

Students will participate in monthly scheduled Fire and Disaster Drills throughout the school year. These drills will ensure student's knowledge of safety procedures in case of emergencies.

H. EMERGENCY SCHOOL CLOSING

If weather conditions or other major emergencies make it necessary to close schools, the information on school closings will be broadcast on the late night or early morning television Channel 4 or Channel 12 station. Please stay tuned to this station to get the latest news concerning our school. It is the policy of Higgs, Carter, King never to close due to weather conditions unless absolutely necessary.

I. FOOD SERVICES

H.C.K. provides meals to all students. Those who qualify for the free or reduced meals Programs based on income are part of the Federal Nutrition Program. Each parent or Guardian must provide some income information in order to comply with the Requirements of the Federal Nutrition Program regarding the food program.

J. FUND RAISING.

From time to time during the school year, different fundraising activities can and will be organized by teachers for help in implementing the educational program, for special events and for student trips. All parents are asked to participate to the best of their abilities.

K. GRADE REPORTING PERIODS AND STUDENT EVALUATIONS

Grade reporting evaluations are scheduled per nine weeks periods. Teachers, students, and parents are required to conference every nine weeks for the student's academic achievement. These reporting periods are the Student's Academic Evaluations called Individual Education Profiles" or IEPs and are very critical and important. Conferences must be done before students can be promoted at the end of the year. A schedule for the year is provided to parents prior to registration. We ask parents to please keep their scheduled appointments due to the need for us to adhere to the yearly timeliness for all evaluations.

M. PROMOTION AND RETENTION POLICY

The new law requires that students in third grade be retained at the end of the school year if they have not been successful in taking the TAKS 3rd grade reading assessment test. Higgs, Carter, King has expanded this policy to include students in grades 4th, 5th and sixth grade. All students who do not successfully complete the reading sections of the TAKS will be retained in the same grade for the next year unless the following occurs.

- a. The student successfully attends, participates and completes a summer school program approved by the school, and
- b. The school's appropriate committee recommends that the student be promoted to the next grade, and
- c. The student participates in required tutoring sessions.

N. HOMEWORK POLICY

Homework is now mandatory every Monday-Thursday. Students who do not successfully complete their homework, can, at the teacher's discretion receive homework on a Friday. All HCK homework is designed to enhance the learning of the student, review previously learned material and re-enforce the learning that has already occurred. Learning at Higgs, Carter, King has been developed to be relentless.

O. MEDICINE AT SCHOOL

When a student takes medicine at school, the parents or guardians of the student must submit a written request. The medicine must be in its original container and properly labeled with the student's name.

This is required for prescription and non-prescription medications. Medication that is taken for more than ten days must have a doctor's signature on the forms. Students are not permitted to carry any type of medications at school or at school related activities.

P. PUBLICATIONS AND VIDEOS

1. School sponsored publications will be monitored by the teachers and administration in which editorial control will be exercised over the content of the student's publications so as to ensure quality of content and value
2. Non-school materials shall be submitted to the administration for approval or Disapproval prior to using in the classrooms.
3. All videos must be approved prior to showing and must be requested in writing with a short explanation as to the relationship to the lesson being taught and the student's academic achievement.
4. Videos that are PG rated must have the student's parent-written permission prior to the day of showing.

Q. FIELD TRIPS

1. All field trips scheduled by the teacher will be scheduled in advance and proper Notice will be given to all parents. Field trips are extensions and connections to the learning and must be integrated into the curriculum.
2. Field trips on school days that do not have an educational focus will not be permitted.
3. Parents volunteering on field trips must receive proper safety, security and supervision training for the protection of all students.
4. Parents needing assistance with fees associated with field trips must notify the Teacher. If assistance is available, assistance will be provided. If assistance is not available and the student is unable to participate in the field trip, the student is required to attend school and will be placed with another teacher for the period of the field trip.

R. VOLUNTEERS

1. Any parent wanting to visit the school for the purpose of observing his/her child's education program, is required to seek permission in advance from the teacher. All reasonable requests will be honored.
2. Any parent wanting to volunteer on a continuous basis, must participate in H.C.K.'s parent volunteer training program and must complete a Volunteer Criminal History Form. Only parents with no criminal history can volunteer at a Texas approved Charter School. Dates and times for training will be scheduled and posted throughout the year. All parents participating in the training will receive a certificate of completion.

Any questions about any aspect of the second draft of our handbook should be addressed to:

Claudette Yarbrough, Superintendent and Principal
 Higgs, Carter, King Gifted and Talented Charter Academy
 P. O. Box 18854
 San Antonio, Texas 78218
 210-735-2341

Thank you!

HIGGS, CARTER, KING GIFTED AND TALENTED CHARTER ACADEMY RETURNING STUDENTS FOR SCHOOL YEAR 2002 - 2003

PEIMS Demographics Update

1. First Name	
2. Middle Name	
3. Last Name	
4. Gen. Code (Jr., Sr., II, III, etc)	
5. Sex	
6. Social Security Number	
7. Date of Birth	
8. Ethnicity (circle ONLY one)	<input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> Asian <input type="checkbox"/> Am. Indian
9. Grade Level for 02-03	
10. Name of Teacher (for office use only)	
11. What is the actual public school your child would be attending if not with us?	
12. Campus ID of Residence (for office use only)	
13. Student lives with: Name(s) Relationship	
Address	
Phone Number(s)	
14. Current Family Status (married, divorced, separated, etc.)	
15. List other children and their grade level that are current students at HCK for 2002-2003	1. _____ 2. _____ 3. _____ 4. _____
16. Father's Name	
Father's Address & Phone Number (only if different from student)	
Father's Employer	
Employer's Address and Phone Number	
17. Mother's Name	
Mother's Address & Phone Number (only if different from student)	
Mother's Employer	
Employer's Address and Phone Number	
18. List 2 adults, relationship to student, and their phone numbers, that we may contact in case of emergency	

*****It is the responsibility of the Parent/Guardian to notify the school office of any*****
changes that affect this form, such as emergency contacts, family status, etc.
AN EMERGENCY CONTACT FORM MUST ALSO BE COMPLETED IN ADDITION TO THIS FORM

EMERGENCY CONTACT FORM IS ATTACHED

STUDENT EMERGENCY CARE AUTHORIZATION
An Emergency Form Is Required To Be On File For Each Student*****It is the parent's responsibility to notify HCK of any changes that affect this form*****

Student's Legal Name _____		Date of Birth _____		Grade _____		Teacher _____	
Last _____		First _____		Middle _____			
Student's Home Phone _____				Student's Social Security Number _____		Medicaid Number _____	
Student's Home Address _____							
Street _____				Zip _____		Apartment #/ Complex (Name) _____	
=====							
Father/Stepfather _____				Mother / Stepmother _____			
(Or Legal Guardian) Name (rank, if military) _____				(or Legal Guardian) Name (rank, if military) _____			
Place of Business _____				Place of Business _____			
Work # _____ Home # _____				Work _____ Home # _____			
(If different from student's)				(If different from student's)			
Wireless Phone # _____ Pager # _____				Wireless Phone # _____ Pager # _____			

Please list the name of other adults who are authorized to pick up your student, either in the case of an emergency, or if you are unable to pick up the student. Students will not be released to persons not listed below. This adult should have transportation to pick up the student. If you wish to add more persons to the list below, attach a separate sheet.

Name of Alternate Adult _____	Home Address _____	Home Phone _____	Work Phone _____	Relationship _____
Name of Alternate Adult _____	Home Address _____	Home Phone _____	Work Phone _____	Relationship _____
Name of Alternate Adult _____	Home Address _____	Home Phone _____	Work Phone _____	Relationship _____
Name of Alternate Adult _____	Home Address _____	Home Phone _____	Work Phone _____	Relationship _____
Name of Alternate Adult _____	Home Address _____	Home Phone _____	Work Phone _____	Relationship _____
Name of Alternate Adult _____	Home Address _____	Home Phone _____	Work Phone _____	Relationship _____

Higgs, Carter King does not assume any financial responsibility but will provide or arrange emergency care. By signing this card you are giving the appropriate school personnel authority to call EMS, to transport, or to obtain medical care if you or the alternate adults cannot be reached.

I hereby grant permission for emergency medical care to be given to my child by the attending physician and/ or school personnel. I also give permission for EMS to be called or for my child to be transported as necessary by school personnel. I will not hold the school district financially responsible for the emergency care and/or transportation of my child.

Signature of Parent/ Guardian _____ Date _____

Higgs, Carter King does not provide any medications. Medications that are to be administered to the student by school personnel must be in the original prescription bottle with a current date *along with the attached form completed and signed by the student's physician AND parent.* COMPLETE AND SIGN OTHER SIDE →

SCHOOL HEALTH RECORD

Student Name: _____ Grade: _____ Date of Birth: _____

Please check ALL that apply to your child and explain any signs, symptoms and/or special instructions.

ALLERGIES

- ☐ Bee Sting / Insect Bite
- ☐ Medicine
- ☐ Environmental
- ☐ Food
- ☐ Hayfever
- ☐ Other - Explain: _____

CARDIOVASCULAR

- ☐ Congenital Heart Disease
- ☐ Heart Murmur
- ☐ Hemophiliac
- ☐ High Blood Pressure
- ☐ Von Willebrand's Disease
- ☐ Rheumatic Heart Fever
- ☐ Other - Explain: _____

DERMATOLOGY

- ☐ Acne
- ☐ Dermatitis
- ☐ Eczema
- ☐ Psoriasis
- ☐ Other - Explain: _____

ENDOCRINE

- ☐ Diabetes
- ☐ Growth Disorders
- ☐ Thyroid Problems
- ☐ Hepatitis
- ☐ Hypoglycemia
- ☐ Liver Problems
- ☐ Other - Explain: _____

INTESTINAL / URINARY

- ☐ Frequent Stomach Aches
- ☐ Bedwetting
- ☐ Hernia
- ☐ Use of urinary Catheter
- ☐ Gastrointestinal Tube
- ☐ Colostomy
- ☐ Bad Menstrual Cramps
- ☐ Kidney Problems
- ☐ Ulcers
- ☐ Frequent Urinary Tract Infections
- ☐ Bowel Movement Problems
- ☐ Other - Explain: _____

EAR, EYES, NOSE AND THROAT

- ☐ Cleft Lip or Palate
- ☐ Frequent Throat Infections
- ☐ Frequent Nose Bleeds
- ☐ Frequent Sinus Infections
- ☐ Hearing Loss / Hearing Aids
- ☐ Glasses / Contacts
- ☐ Color Blind
- ☐ Vision Loss
- ☐ Other - Explain: _____

MUSCLES / BONES

- ☐ Arthritis
- ☐ Loss of Limbs
- ☐ Scoliosis / Kyphosis
- ☐ Muscular Dystrophy
- ☐ Osgood-Schlatter
- ☐ Fractures
- ☐ Muscular Weakness / Paralysis
- ☐ Other - Explain: _____

NEUROLOGICAL

- ☐ Meningitis / Encephalitis
- ☐ Down's Syndrome
- ☐ Autism
- ☐ Mental Retardation
- ☐ Hydrocephalic / Shunt
- ☐ Attention Deficit / Hyperactivity (ADD/ADHD)
- ☐ Anorexia / Bulimia
- ☐ Depression
- ☐ Emotionally Disturbed
- ☐ Bipolar Disorder
- ☐ Headaches / Migraines
- ☐ Seizure Disorders
- ☐ Tourette's Syndrome / Tics
- ☐ Cerebral Palsy
- ☐ Other - Explain: _____

RESPIRATORY

- ☐ Asthma
- ☐ Frequent Colds
- ☐ Cystic Fibrosis
- ☐ Tuberculosis / Positive Tb Skin Test
- ☐ Other - Explain: _____

OTHER

- ☐ Nutritional Problems
- ☐ Dental Problems
- ☐ Cancer
- ☐ Operations / Surgeries
- ☐ Serious Accidents
- ☐ Chicken Pox If so, what year: _____
- ☐ Measles
- ☐ Physical Education Limitations
- ☐ Other - Explain: _____

MEDICATIONS GIVEN AT HOME:

Primary users of this form are the professional and trained school personnel. Unless otherwise indicated by law, some or all health information on this form will be disclosed to other school personnel, protective or health agencies. It is the parent's responsibility to inform the school of the child's health information so that appropriate education and health services can be provided

Parent or Guardian's Signature

Date

HIGGS, CARTER, KING GIFTED & TALENTED CHARTER ACADEMY

STUDENT REGISTRATION INFORMATION CHECK LIST FORM

Today's Date: _____

Student's Name: _____ Grade: _____

Items listed below are to be completed on site: (check if completed)

- Application for Enrollment _____
- Add New Student (or Transfer) Form _____
- Authorization for release of confidential information _____
- Student Emergency Care Form & Health Record _____
- Home Language Survey (in English and Spanish) _____
- Migrant Form (in English and Spanish) _____
- Student Data Form (PEIMS Demographics) _____
- Mandatory Uniform List _____
- Student Permission for Participation (School Field Trips/Events) _____
- Internet/E-Mail/Voice Mail Policies and Permission Form _____
- School Supply List _____
- School calendar _____
- 21st Century Accelerated After School Application (Mandatory) _____
- **Medication Request Form** **NEED TO SEE SCHOOL OFFICE**
- **Lunch Application** **NEED TO SEE CAFETERIA MGR.**
- **Student Code of Conduct** **NEED TO SEE TEACHER**
- **Commitment to Excellence Form** **NEED TO SEE TEACHER**
- **Transportation Application and Rules** **NEED TO SEE SCHOOL OFFICE**

ITEMS LISTED BELOW NEED TO BE INCLUDED TO

COMPLETE STUDENT'S REGISTRATION PROCESS

- Student's Birth Certificate _____
- Student's *Up To Date* Immunization Records _____
- Student's Original Social Security Card _____
- Student's Previous School Records _____
- Other items needed: _____

HIGGS, CARTER, KING GIFTED & TALENTED CHARTER ACADEMY
STUDENT ENROLLMENT FORM

"We believe all children have gifts and talents and all children can learn."

Today's Date: _____

Grade for 2002-2003 _____

PLEASE PRINT

Student's Full Name: _____ Prefers to go by: _____

Mailing Address: _____ City/State/Zip _____

Social Security # _____ - _____ - _____ Home Number: () _____ Other Number: () _____
(Or State Assigned Number)

Date of Birth: _____ Age: _____ (on Sept 1) Birth City/State _____ Sex: ☐ M ☐ F

Ethnicity: _____

NOTE: If your child is not 3 years old by 9/1/02, he/she is not eligible.

School Attending OR Last Attended: _____ School District: _____

Father's Name: _____ Address: _____ Phone No: _____

Employment of Father: _____ Phone No: _____ Other Phone: _____

Mother's Name: _____ Address: _____ Phone No: _____

Employment of Mother: _____ Phone No: _____ Other Phone: _____

Guardian's Name: _____ Address: _____ Phone No: _____

Employment of Guardian: _____ Phone No: _____ Other Phone: _____

Please inform us the status of your family: (married, divorced, etc.): _____

Please list other children living in your household under 18 years of age and their ages: _____

Emergency Contact Person (Adult): _____

Name of Adult	Address City /State Zip	Phone No.
---------------	-------------------------	-----------

Please check all that you feel apply to the student enrolling:

<input type="checkbox"/> Bilingual	<input type="checkbox"/> ESL	<input type="checkbox"/> Special Education	<input type="checkbox"/> Homeless(must complete form)	<input type="checkbox"/> Economically Disadvantaged
<input type="checkbox"/> Not Yet Skilled in English	<input type="checkbox"/> Needs transportation (must complete Transportation Form)		<input type="checkbox"/> Needs breakfast/lunch assistance (must complete lunch form)	
<input type="checkbox"/> Needs before after-school care (must complete forms)		<input type="checkbox"/> Below Grade Level	<input type="checkbox"/> Above Grade Level	

List any learning difficulties/disadvantages you want us to be aware of: _____

Do you live in SAISD? ☐ Yes ☐ No If not, what school district do you live in? _____

By reading the information in your enrollment packet and by completing this enrollment form, you are in agreement with our:

*Philosophy: that "All children can learn"

*Curriculum: that all children receive accelerated instruction based on their learning style designed to meet their needs

Attach the following copies: Birth Certificate, Social Security Card, Current Immunization Record

Parent or Guardian's Signature

Date

DO NOT WRITE BELOW THIS LINE. FOR OFFICE USE ONLY.

Date of Enrollment: _____

Higgs, Carter, King Gifted and Talented Accelerated School



*Sponsored By Youth Empowerment Services, Incorporated
Empowering Youth Today and Tomorrow*

STUDENT ADD / TRANSFER REQUEST

Today's Date: _____

Student Name: _____

Grade: _____

Add new student to: _____

Teacher's Name

Effective: _____

=====

Transfer from: _____

Teacher's Name

Effective: _____

Transfer to: _____

Teacher's Name

Effective: _____

Explain below the reason or reasons for requesting this student **Transfer**: _____

Person Making **Transfer** request: _____

Signature

Date

Authorized By: _____

Vice-Principal

Date

Approved By: _____

Principal

Date

FOR SCHOOL OFFICE USE

Do not write below this area

Date Entered & Processed: _____

Staff Initials: _____

Higgs, Carter, King Gifted and Talented Charter Academy

P.O. Box 18854
San Antonio, Texas 78218
Phone: (210) 735-2341
Fax: (210) 735-8453

STUDENT INFORMATION RELEASE FORM

Date: _____

Name of Previous School

Address

City State Zip

Phone Number Fax Number

Student: _____ Date Of Birth: _____ Grade: _____

The above named student has enrolled at Higgs, Carter, King GT Charter Academy. In accordance with the Family Education Rights and Privacy Act (Buckley Amendment - 1976), written parental consent is no longer required to release records for student enrollment.

Please forward records to:

Bertha Gallegos, Registrar/Office Manager
C/O HCK
P.O. Box 18854
San Antonio, Texas 78218

Please release the following records/information:

- ☐ Social Security Number or State Assigned Number
- ☐ Permanent School Records, INCLUDING MOST RECENT ACADEMIC REPORT
- ☐ Attendance Records
- ☐ Updated Immunization Records; Health/Medical Records
- ☐ Special Programs: (circle those that apply) **Special Education** **G/T** **ESL**

Other (please specify): _____

STUDENT EMERGENCY CARE AUTHORIZATION

An Emergency Form Is Required To Be On File For Each Student

*****It is the parent's responsibility to notify HCK of any changes that affect this form*****

Student's Legal Name _____
 Last First Middle Date of Birth Grade Teacher

Student's Home Phone _____
 Student's Social Security Number Medicaid Number

Student's Home Address _____
 Street Zip Apartment #/ Complex (Name)

=====

Father/Stepfather _____ Mother / Stepmother _____
 (Or Legal Guardian) Name (rank, if military) (or Legal Guardian) Name (rank, if military)

Place of Business _____ Place of Business _____

Work # _____ Home # _____ Work _____ Home # _____
 (If different from student's) (If different from student's)

Wireless Phone # _____ Pager # _____ Wireless Phone # _____ Pager # _____

Please list the name of other adults who are authorized to pick up your student, either in the case of an emergency, or if you are unable to pick up the student. Students will not be released to persons not listed below. This adult should have transportation to pick up the student. If you wish to add more persons to the list below, attach a separate sheet.

Name of Alternate Adult	Home Address	Home Phone	Work Phone	Relationship
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Higgs, Carter King does not assume any financial responsibility but will provide or arrange emergency care. By signing this card you are giving the appropriate school personnel authority to call EMS, to transport, or to obtain medical care if you or the alternate adults cannot be reached.

I hereby grant permission for emergency medical care to be given to my child by the attending physician and/ or school personnel. I also give permission for EMS to be called or for my child to be transported as necessary by school personnel. I will not hold the school district financially responsible for the emergency care and/or transportation of my child.

Signature of Parent/ Guardian _____ Date _____

Higgs, Carter King does not provide any medications. Medications that are to be administered to the student by school personnel must be in the original prescription bottle with a current date *along with the attached form completed and signed by the student's physician AND parent.*

COMPLETE AND SIGN OTHER SIDE →

SCHOOL HEALTH RECORD

Student Name: _____ Grade: _____ Date of Birth: _____

Please check ALL that apply to your child and explain any signs, symptoms and/or special instructions.

ALLERGIES

- ☐ Bee Sting / Insect Bite
☐ Medicine
☐ Environmental
☐ Food
☐ Hayfever
☐ Other - Explain: _____

CARDIOVASCULAR

- ☐ Congenital Heart Disease
☐ Heart Murmur
☐ Hemophilia
☐ High Blood Pressure
☐ Von Willebrand's Disease
☐ Rheumatic Heart Fever
☐ Other - Explain: _____

DERMATOLOGY

- ☐ Acne
☐ Dermatitis
☐ Eczema
☐ Psoriasis
☐ Other - Explain: _____

ENDOCRINE

- ☐ Diabetes
☐ Growth Disorders
☐ Thyroid Problems
☐ Hepatitis
☐ Hypoglycemia
☐ Liver Problems
☐ Other - Explain: _____

INTESTINAL / URINARY

- ☐ Frequent Stomach Aches
☐ Bedwetting
☐ Hernia
☐ Use of urinary Catheter
☐ Gastrointestinal Tube
☐ Colostomy
☐ Bad Menstrual Cramps
☐ Kidney Problems
☐ Ulcers
☐ Frequent Urinary Tract Infections
☐ Bowel Movement Problems
☐ Other - Explain: _____

EAR, EYES, NOSE AND THROAT

- ☐ Cleft Lip or Palate
☐ Frequent Throat Infections
☐ Frequent Nose Bleeds
☐ Frequent Sinus Infections
☐ Hearing Loss / Hearing Aids
☐ Glasses / Contacts
☐ Color Blind
☐ Vision Loss
☐ Other - Explain: _____

MUSCLES / BONES

- ☐ Arthritis
☐ Loss of Limbs
☐ Scoliosis / Kyphosis
☐ Muscular Dystrophy
☐ Osgood-Schlatter
☐ Fractures
☐ Muscular Weakness / Paralysis
☐ Other - Explain: _____

NEUROLOGICAL

- ☐ Meningitis / Encephalitis
☐ Down's Syndrome
☐ Autism
☐ Mental Retardation
☐ Hydrocephalic / Shunt
☐ Attention Deficit / Hyperactivity (ADD/ADHD)
☐ Anorexia / Bulimia
☐ Depression
☐ Emotionally Disturbed
☐ Bipolar Disorder
☐ Headaches / Migraines
☐ Seizure Disorders
☐ Tourette's Syndrome / Tics
☐ Cerebral Palsy
☐ Other - Explain: _____

RESPIRATORY

- ☐ Asthma
☐ Frequent Colds
☐ Cystic Fibrosis
☐ Tuberculosis / Positive Tb Skin Test
☐ Other - Explain: _____

OTHER

- ☐ Nutritional Problems
☐ Dental Problems
☐ Cancer
☐ Operations / Surgeries
☐ Serious Accidents
☐ Chicken Pox If so, what year: _____
☐ Measles
☐ Physical Education Limitations
☐ Other - Explain: _____

MEDICATIONS GIVEN AT HOME:

Primary users of this form are the professional and trained school personnel. Unless otherwise indicated by law, some or all health information on this form will be disclosed to other school personnel, protective or health agencies. It is the parent's responsibility to inform the school of the child's health information so that appropriate education and health services can be provided

Parent or Guardian's Signature _____

161 Date _____

HIGGS, CARTER, KING GIFTED & TALENTED CHARTER ACADEMY

**P.O. Box 18854
San Antonio, Texas 78218**

**HOME LANGUAGE SURVEY
GRADES PRE-K- 9TH**

Dear Parent or Guardian:

We are surveying home language to help determine the best instructional program for your child. With this and other school information, our teachers can do their best to meet the needs of each student and provide the quality education we all want for our students.

Please take time to answer this brief survey for each child you have enrolled in our school. Mark only one language for each question.

Thank you for your cooperation.

Student's Name _____ Grade: _____
Last First Middle

MARK ONLY ONE LANGUAGE FOR EACH QUESTION

1. What language is spoken in your home most of the time?
English () Spanish () Other () → (Which one) _____
2. What language does your son or daughter speak most of the time?
English () Spanish () Other () → (Which one) _____
3. What was the first language your child spoke?
English () Spanish () Other () → (Which one) _____

Signature of Parent/Guardian

Date

**Do Not Write Below This Line
For Office Use Only**

STUDENT'S DATE OF ENROLLMENT: _____

STAFF: _____

HIGGS, CARTER, KING GIFTED & TALENTED CHARTER ACADEMY

P.O. Box 18854

San Antonio, Texas 78218

Cuestionario De Idioma Hogareno

GRADO Pre-K - 9TH

Estimado Padre o Guardián:

Nosotros estamos inspeccionando idiomas de la casa para ayudar determinar el programa instruccional mejor para su niño/a. Con esto y otra información escolar, nuestros maestros pueden hacer su mejor satisfacer las necesidades de cada estudiante y proporcionar la educación de calidad todos nosotros queremos para nuestros estudiantes.

Por favor tome tiempo para responder este estudio del informe por cada niño que usted se ha enrollado en nuestra escuela. Marque sólo una idioma para cada pregunta.

Gracias por su cooperación.

El Nombre del Estudiante _____ Grado: _____

MARQUE SÓLO UNA IDIOMA PARA CADA PREGUNTA

3. ¿Qué idioma se habla en su casa la mayoría del tiempo?
Inglés () Español () Otra () → (Qué idioma) _____

4. ¿Qué idioma habla su hijo o hija la mayoría del tiempo?
Inglés () Español () Otra () → (Qué idioma) _____

4. ¿Cuál fue el primer idioma su rayo del niño?
Inglés () Español () Otra () → (Qué idioma) _____

Firma de P(M)adre / Guardián

Fecha

No Escriba Debajo de Esta Línea
Sóamente Para el Uso de la Oficina

La FECHA de ESTUDIANTE DE MATRICULACIÓN: _____

163

ABREVIATURA DEL EMPLEADO: _____

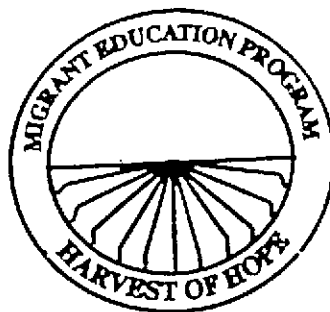
Higgs, Carter, King Gifted and Talented Charter Academy

P.O. Box 18854

San Antonio, Texas 78218

Phone: (210) 735-2341

Fax: (210) 735-8453



ARE YOU (OR ANYONE IN YOUR FAMILY) A MIGRANT AGRICULTURAL WORKER?

Within the last three years has your child traveled or moved (alone or with a parent, relative, guardian, or a spouse) so that a family member could look for or do temporary or seasonal agricultural work?

YES _____ NO _____

If YES, please place a check by the line that best describes the work that was done (or sought) and fill in the blanks below:

- _____ 1. agricultural farms, ranches, fields
- _____ 2. food warehouses, processing plants, or canneries
- _____ 3. dairies
- _____ 4. poultry farms
- _____ 5. fisheries
- _____ 6. slaughter houses
- _____ 7. the forestry industry, plant nurseries, landscaping
- _____ 8. the transportation of any agricultural products
- _____ 9. other: _____

(specify)

Higgs, Carter, King GT Charter Academy

SCHOOL

GRADE

DATE

PARENT / GUARDIAN

STUDENT NAME

ADDRESS

TELEPHONE

SCHOOL PERSONNEL, PLEASE FAX THIS FORM TO:

Ms. Carolyn Castillo
FAX: (210) 370-5754

Education Service Center, Region 20
1314 Hines Avenue
San Antonio, Texas 78208
(210) 370-5200

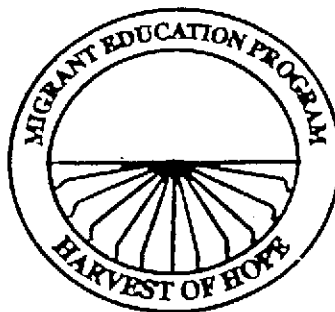
Higgs, Carter, King Gifted and Talented Charter Academy

P.O. Box 18854

San Antonio, Texas 78218

Phone: (210) 735-2341

Fax: (210) 735-8453



¿ES USTED O ALGUIEN DE SU FAMILIA UN TRABAJADOR MIGRANTE EN LA AGRICULTURA?

¿Durante los últimos tres años viajó o se fue su hijo/a a vivir solo, con un padre, pariente, guardián, o un esposo/a para que alguien de la familia buscara o encontrara trabajo temporario en agricultura?

SÍ _____ NO _____

Si su repuesta es SÍ, por favor de indicar abajo marcando la línea que mejor describe el trabajo que usted a hecho o buscado. Por favor termine de llenar el cuestionario

- _____ 1. en granjas, ranchos, o campos de agricultura
- _____ 2. bodegas de comida o en enlatadoras
- _____ 3. lecherías
- _____ 4. pollerías
- _____ 5. pescaderas o en el recojo de camarones
- _____ 6. matanzas de animales
- _____ 7. la industria de la forestal, envernaderos de plantas o árboles
- _____ 8. la transportación de los productos de estos trabajos de agricultura
- _____ 9. otro: _____

(indique)

Higgs, Carter, King GT Charter Academy

ESCUELA

GRADO

FECHA

PADRE / GUARDIAN

ESTUDIANTE

DOMICILIO

TELÉFONO

PERSONAL DE ESCUELA: POR FAVOR DE MANDAR ESTA
FORMA POR VIA DE FAX A:

Sra. Carolyn Castillo
FAX: (210) 370-5754

Education Service Center, Region 20
1314 Hines Avenue
San Antonio, Texas 78208
(210) 370-5200

HIGGS, CARTER, KING GIFTED AND TALENTED CHARTER ACADEMY

PEIMS Demographics
District/ County # **015803**

1 – 13 To Be Completed By Parent/Guardian

EXTENDED DEMOGRAPHICS--STUDENT	
1. First Name	
2. Middle Name	
3. Last Name	
4. Generation Code(Jr, Sr, II, III, etc.)	
5. Sex	
6. Social Security Number	
7. Date of Birth	
8. Home Phone	
9. Grade Level	
10. Ethnicity (circle one)	Black Hispanic White Asian Am. Indian
11. Campus ID of Residence (for office use only)	
12. Attended Public School Last Year?	(circle one) YES NO
13. What is the actual school your child would be attending if not with us? (public school only)	

DO NOT WRITE BELOW THIS LINE - FOR OFFICE USE ONLY SPECIAL POPULATION IDENTIFICATION

STUDENT'S DATE OF ENROLLMENT	
MIGRANT	YES NO
ADA ELIGIBILITY	1 – Eligible for Full Day
LEP	0 – Not LEP 1 – Identified as LEP
HOME LANGUAGE	
PARENTAL PERMISSION	(default)
ECONOMIC DISADVANTAGE (see lunch codes)	
AT RISK	(default)
IMMIGRATION	YES NO
TITLE 1	7
BILINGUAL	
SPECIAL EDUCATION	
CAREER & TECHNOLOGY	
READING - PART A	



Higgs, Carter, King Gifted and Talented Charter Academy
Sponsored By Youth Empowerment Services, Inc.

MANDATORY UNIFORM POLICY

DRESS FOR SUCCESS

It is our professional belief that school performance and communication between adults and young people are enhanced by appropriate dress and grooming. Parents are strongly urged to enforce moderate hairstyles and high standards of dress for their students. Parents will be serving the welfare of our students and helping us as educators by emphasizing standards of neatness, cleanliness, safety and decency in dress and grooming. Uniforms are required for all students enrolled at Higgs, Carter, King Charter Academy. The student's uniform must fit properly, not to exceed one size beyond the correct size and may not be modified in any way, this includes bagging or sagging. Parents should remove visible logos or they will be considered out of compliance. A student will not be permitted to attend class if their uniform is out of compliance with uniform policy.

UNIFORM COLORS

Navy Blue, Khaki, Red, & White

UNIFORM POLICY

1. Navy or Khaki trousers/slacks, walking shorts, skorts/skirt, or jumpers
2. Navy, Red, or White shirt/blouse in either collared, oxford, polo style. May be short or long sleeves, button type.
3. Belts are required *if* the slacks/trousers, shorts, skorts/skirts, jumpers have belt loops.
 - Belt length must be appropriate size, no more than 3" over-lap

The following is not acceptable:

- Denim, corduroy, athletic sweats, or wind suits
- Torn or frayed seams
- Hip Huggers
- Shorts, skorts/skirts, jumpers should measure no more than 3 inches above the knee
- Suspenders

SPECIAL NOTES

- Pants should fit at the waist, no sagging or baggy fit.
- Appropriate footwear is required -
No house shoes, shower shoes, flip-flops, or steel-toed shoes/boots.
- Caps, hats, or any distracting headwear may not be worn on campus.
- Bandanas of any color are not allowed to be worn or carried in any way, shape or form on campus.
- Visible body piercing and ornaments are not allowed other than on the earlobes.

-Wallet chains are not allowed on campus.

-Thick "pet-type" chains/bands are not allowed to be worn on campus.

-Any item of dress found by the administration to be against proper dress decorum.

While it is inevitable there will be differences of opinion as to the appropriateness of dress, the final determination will be the judgment of the principal. The student who does not comply with this code will be removed from the regular school setting until appropriate clothing is acquired. Students will not be allowed to call home for parents to bring appropriate clothing.

COLD WEATHER ATTIRE

The student may wear something over their uniform shirt/blouse to keep warm (shirt collar must show). The only apparel permitted on campus will be: sweater vest or pull-over, cardigan, nylon wind-breaker jacket, or sweat shirt and only in the uniform colors of navy, red, white, or khaki.

MANDATORY DRESS

Shirts/blouses must be completely and properly tucked in at ALL times when students are on the school campus or at any school sponsored event held off-campus. Students will be expected to have their shirts/blouses tucked in from the moment they arrive on campus, until they are completely off campus. This includes the afterschool program, field trips, and all other off-campus events sponsored by Higgs, Carter, King Charter Academy.

Parents will be expected to provide proper attire. Should their child arrive at school and not be in compliance with the school's uniform policy, they will be provided with a uniform for the day. Persistent non-compliance with the uniform policy will be considered insubordination, and all other school policies will be enforced.

SPIRIT DAY UNIFORM

Each Friday is Spirit Day. The attire for Spirit Day is dark blue or black jeans, **and** either the school uniform shirt, Spurs shirt, or San Antonio shirt. Various styles and colors of the HCK School Uniform Shirt can be purchased by completing an order form. Please see the school office for the order form.

HIGGS, CARTER, KING GIFTED & TALENTED CHARTER ACADEMY

P.O. BOX 18854
SAN ANTONIO, TEXAS 78218
PHONE: (210) 735-2341
FAX: (210) 733-5982

PERMISSION FOR PARTICIPATION

I give permission for _____ to participate in the following
Student's Name
activities under the direct supervision of the Higgs, Carter, King Gifted and Talented Charter Academy Staff.

- > Local Field Trips
- > Transportation in School Bus
- > Health Screenings / Referrals
- > Permission to give medication(s) (must be in original bottle/container with child's name)
- > Photographs during school functions (individual and group activities)

Your child may be taking various field trips throughout the school year. Part of their powerful learning experiences are that they become involved with problem solving activities. The mode of transportation for the local field trips may be either by walking or by bus and we will need parent volunteers to assist us with these projects. Parent Notices will be sent out prior to any activities planned, whether the activity is held on campus or away from the campus.

I, the undersigned parent or guardian do hereby release and agree not to hold Y.E. S, Higgs, Carter, King Gifted and Talented Charter Academy, its officers, agents, and employees liable for any and all actions, claims, costs, or damages or personal injury or death sustained by my child(ren) during school functions. I understand that this wavier/release shall extend to and all parties involved directly with the school.

(Signature of Parent or guardian)

Date: _____

Community Learning Center (CLC)
Participant Registration Form -- 2001-2002
Student (18 and younger)

**** PLEASE PRINT ****

CLC OFFICE USE ONLY

CLC Site # _____
CLC Bus # _____
Date Entered in Computer ____/____/____
Data Staff Initials _____

I attended this CLC last year ☐

Participant Last Name _____ Participant First Name _____ Middle Initial _____ Participant Home Phone No. _____

Home Street Address _____ City _____ State _____ Zip _____

Age _____ Birth Date ____/____/____ Gender (M or F) _____

Ethnicity: (check one)

- ☐ Native American (1) ☐ African American (2)
☐ Asian American (3) ☐ Hispanic American (4)
☐ Caucasian American (5) ☐ Other _____

Student ID # _____

Day School Attending in September 2001 _____ Grade in Sept. 2001 _____

Student receives: (check one)

- ☐ Free Lunch
☐ Reduced Price Lunch

Elementary School Homeroom Teacher's Name _____
Middle or High School Math Teacher's Name _____
Middle or High School English Teacher's Name _____

Student Primary Language _____

Student/participant lives with: (check one)

- ☐ Both parents ☐ Single parent mother ☐ Single parent father
☐ Foster care ☐ Guardian ☐ Other _____

This student will: ☐ walk home ☐ be picked up ☐ take city bus ☐ take CLC transportation (not available at all sites).

If transportation is provided by CLC, list closest corner stop to home: _____

Is there any medical reason why my child shall not participate in certain physical activities? ☐ No ☐ Yes If yes, explain below:

List below anything else (allergies, medications or special needs) that the CLC staff should know about your child.

****Parent or Guardian is responsible for notifying CLC staff of any medical changes****

Community Learning Center (CLC) Registration Form -- 2001-2002

HOUSEHOLD INFORMATION PAGE --- Fill out only ONE per family ---

CLC OFFICE USE ONLY

CLC Site # _____
Copy attached to each student page? _____
Student ID#s added at bottom? _____
Date Entered / / Staff Initials _____

Check boxes ☒ if authorized
to pick-up student

Parent/Guardian 1 Last Name	First Name	Home Phone	Work Phone	Relationship	
					<input type="checkbox"/>
Parent/Guardian 2 Last Name	First Name	Home Phone	Work Phone	Relationship	
					<input type="checkbox"/>

In the event of an emergency, parent/guardians will be contacted first. List 2 other adults to be contacted if parents can not be reached.

1 st Emergency Contact (Last, First)	Phone/Pager	2nd Emergency Contact (Last, First)	Phone/Pager	1.
1.		2.		<input type="checkbox"/>
				2. <input type="checkbox"/>

ADULTS AUTHORIZED TO PICK-UP STUDENTS: Use the check box ☒ to indicate which adults listed above are authorized to pick up the student(s) listed on the reverse side and/or below. To list additional adults authorized to pick up these students, use the boxes below. *If no adults are listed below, and no boxes checked, ONLY THE PARENT WILL be able to pick up the student(s).*

Last Name	First Name	Address	Home Phone	Work Phone	Relationship

Parent / Guardian Permission For CLC Activities

PLEASE READ CAREFULLY

Must be signed by Parent/Guardian for student participants 18 and under

I hereby give permission for the participant(s) listed below and on the reverse side to take part in the school district's Community Learning Centers (CLC) activities, which may include off-site events, academic assistance, continuing education, and recreational programs. If a medical emergency arises, program staff will take all steps necessary to ensure the safety of the participant and will call, if necessary, a public emergency vehicle for transport to an emergency facility. I understand that I will be responsible for any transportation charges and medical expenses incurred.

I give my consent the school district's Community Learning Centers (CLC) programs to take the participant's photograph during program activities, to be used for education and public relations purposes. I further give my consent to the school district and the Community Learning Centers (CLC) to share the participant's student records with each other for purposes of providing educational support and assistance. In addition, I understand that the school district will use participant records to evaluate individual progress and improvement, as well as to evaluate the impact of the program on student achievement and to obtain continued funding for the program.

I hereby certify that I have read and do understand the above information:

Print Name _____

Signed _____ Date _____

List ALL children from your household attending this Community Learning Center Program:

Student Last Name	Student First Name	Age	Grade	ID #
				170

INTERNET / E-MAIL / VOICE MAIL POLICIES
FOR
HIGGS, CARTER, KING GIFTED & TALENTED CHARTER ACADEMY
AND
YOUTH EMPOWERMENT SERVICES, INC.

Higgs, Carter, King Gifted & Talented Charter Academy respects the privacy of its employees and students. However, employees and students may not expect such privacy rights to extend to the use of School-owned computer systems, property, equipment or supplies, or to work-related conduct or products produced with school-owned computer property.

This policy is intended to notify all of The School's employees that **no reasonable expectation of privacy exists in connection with the use of The School's systems, property, equipment or supplies.** The School's employees and students are **prohibited** from withholding information maintained within company-supplied containers, including but not limited to, computer files, computer databases, desks, lockers and/or cabinets. The following rules also apply to the use of The School's property:

1. **The School's Right to Access information.** While The School's employees and students have individual passwords to e-mail, voice mail and computer network systems, these systems are and will be **at all times** accessible to and by The School Administrator, CEO and other executives. Said systems may be subject to unannounced, periodic inspections by administrators/executives for business purposes. This policy applies to all telephone, electronic and computer network systems which are accessed on or from The School's premises, used in a manner which identifies the employee or student with The School, accessed using The School's computer equipment and/or via The School's paid access methods.

The School's employees and students may not use secret passwords, and all system passwords must be available to The School at all times. The School will maintain back-up copies of e-mails and voice mails either sent or received, and these records, as well as the usage records of The School's computer network systems may be reviewed by The School for legal, business or other reasons deemed necessary by school officials.

2. **Usage is Restricted to The School's Business ONLY.** The School employees and students are expected to use The School's e-mail, voice mail and computer network systems for School business ONLY, during working hours ONLY, **NEVER** for personal use.

Personal Reasons include, but are not limited to, non-job or School related communications (received or sent), research or solicitation(s), or soliciting for political or religious causes, outside organizations or other commercial ventures.

3. **Strictly Prohibited Content.** The School's employees and students are prohibited from using The School's telephones, electronic or computer network systems in ANY manner that may be offensive, unprofessional or disruptive to others.

This includes, but is not limited to, the transmission or reception of racial or ethnic slurs, gender-specific comments, sexually explicit images or messages, any remarks that would offend others on the basis of their age, political or religious beliefs, disability, national origin or sexual orientation, or any messages that may be interpreted to , defame, discredit, abuse, belittle or harass others. NO telephone, electronic or computer network communications may be sent or received which represent the sender as from another company, or as someone else, or which tries to hide the sender's identity. Inappropriate or excessive PERSONAL use of The School's property or telephone, electronic or computer network systems will **result in disciplinary action, up to and including termination.**

Because it is SO IMPORTANT to reduce or negate an employee/student's expectation of privacy, we wish to receive the express written consent of each employee/student, allowing The School's administrators/executives to review and monitor all messages, files and the usage of these systems by employees/students.

THEREFORE, we ask that you read the above statements and acknowledge the following:

1. That ALL telephone and electronic communications systems and all information received from, transmitted by or stored in these systems are and will remain The School's property,
2. That these systems are and will be used ONLY for job-related or school-related purposes (during business hours), NOT for personal purposes,
3. That I understand that I have NO personal privacy right(s) or any expectation(s) of privacy in connection with my use of this equipment or with the receipt, transmission or storage of information in The School's equipment,
4. That I agree NOT to access a file or website, use a code, or retrieve any stored communication, unless I am authorized to do so,
5. That I agree to disclose messages or information from telephone or electronic communications systems only to authorized individuals,
6. That I acknowledge and consent to The School's monitoring my use of this equipment and communications at The School's discretion, at any time whatsoever, with or without my knowledge, and that such monitoring may include printing out and reading of all telephone and e-mail entering, leaving or stored in these systems.

7. That I further agree to abide by The School's policy prohibiting the use of telephone and electronic communication systems to transmit offensive, degrading, political, lewd, racist or sexist messages,
8. That I further understand that violation of this policy can lead to disciplinary action, up to and including immediate expulsion.

I FULLY UNDERSTAND AND AGREE WITH ALL THE ABOVE POLICIES AND PROCEDURES, AND I WILL ABIDE BY THESE POLICIES AND PROCEDURES.

Printed Name of Student

Printed Name of Parent/Guardian

Student's Signature

Parent/Guardian Signature

Date Signed

Date Signed

Witness

Date Signed

7. That I further agree to abide by The School's policy prohibiting the use of telephone and electronic communication systems to transmit offensive, degrading, political, lewd, racist or sexist messages,
8. That I further understand that violation of this policy can lead to disciplinary action, up to and including immediate expulsion.

I FULLY UNDERSTAND AND AGREE WITH ALL THE ABOVE POLICIES AND PROCEDURES. AND I WILL ABIDE BY THESE POLICIES AND PROCEDURES.

Printed Name of Student

Printed Name of Parent/Guardian

Student's Signature

Parent/Guardian Signature

Date Signed

Date Signed

Witness

Date Signed

*Please sign and return this form to the school office.
This original signed form will be kept in the student's
file.*

Higgs, Carter, King Gifted and Talented Charter Academy
LETTER TO HOUSEHOLDS (Multi-Child)
NATIONAL SCHOOL LUNCH/BREAKFAST PROGRAM
SCHOOL YEAR 2001-2002

Dear Parent/Guardian:

The Higgs, Carter, King School offers a choice of healthy meals each school day. Children may buy lunch for \$2.00, breakfast for \$1.10, and after school snacks for . Children who qualify under U.S. Dept. of Agriculture guidelines may get meals free or at a reduced-price of 40 cents for lunch, 30 cents for breakfast and for after school snacks. All meals served must meet nutrition standards established by the U.S. Department of Agriculture. If a child has a disability, as determined by a doctor, and the disability prevents the child from eating the regular school meal, the school will make substitutions prescribed by the doctor. If a substitution is needed, there will be no extra charge for the meal. Please note, however, that the school is not required to make a substitution for a food allergy, unless it meets the definition of disability. Please call the school for further information, telephone number (210) 735-2341 extension 13.

Your children can get free school meals if you get food stamps or Temporary Assistance for Needy Families (TANF). Depending on your income, your children may be eligible for either free or reduced-price meals.

How do I get free or reduced-price school meals for my children? You must complete the Application for Free and Reduced-Price Meals Form and return it to the school.

- ♦ **Households getting food stamps or TANF.** You only have to include your children's names and case numbers, and an adult household member must sign the form.
- ♦ **Households that do not get food stamps or TANF.** If you do not have a case number, you must include the names of all household members, the amount of income each person received last month and where the income came from. An adult household member must sign the form and include his or her social security number, or indicate that he or she has no social security number.
- ♦ **Households with a foster children.** You must include the children's names and the amount of "personal use" income the children received last month, and an adult must sign the form.

Will the form be verified? Your eligibility may be checked at any time during the school year. School officials may ask you to send written evidence that shows that your children should get free or reduced-price school meals.

Can I appeal the school's decision? You can talk to school officials if you do not agree with the school's decision on your form. You also may ask for a fair hearing by calling or writing to:

Claudette Yarbrough Phone: (210) 735-2341

Mailing Address: P.O. Box 18854 S.A. TX 78218

Must I report changes? If your children get free or reduced-price meals because of your income, you must tell us if your household size decreases, or if your income increases by more than \$50 per month or \$600 per year. If your children get free meals because your household gets food stamps or TANF, you must tell us when you no longer get these benefits.

Will information on my form be kept confidential? We will use the information on your form to decide if your children should get free or reduced-price meals. We may inform officials with other child nutrition, health and education programs of the information on your form to determine benefits for those programs or for funding and/or evaluation purposes.

Can I apply for free and reduced-price meals later? You may apply for free and reduced-price meals at any time during the school year. If you are not eligible now but have a change, like a decrease in household income, an increase in household size, become unemployed or get food stamps or TANF, complete another form then.

We will let you know if you are approved or denied.

Sincerely,

Mrs. Melinda Rodriguez

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call (202) 720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

APPLICATION INSTRUCTIONS (Multi-Child)

Please complete the Application for Free and Reduced-Price Meals Form using the instructions below. Sign the form and return it to **Mrs. Melinda Rodriguez, Cafeteria Manager**. If you need help, call: Tel. No. **210-735-2341 ext. 13**.

1 (a-e) CHILD INFORMATION: Print the names of your children. If you are applying for school meals, include the children's grades and name of school.

2 FOSTER CHILD: Complete this part and sign the form in # 5.

- (a) Write the foster child's monthly "personal use" income. Write "O" if the foster child does not get "personal use" income.
- (b) A foster parent or other official representing the child must sign the form in #5. You do not have to list a social security number.
- (c) Complete a separate form for each foster child.

3 OTHER BENEFITS: Complete this Part and sign the form in # 5.

- (a) If you are applying for school meals, list your current food stamp or TANF case number for your child.
- (b) Sign the form in # 5. An adult household member must sign. You do not have to list a social security number.

4 ALL OTHER HOUSEHOLDS: Complete this Part and sign the form in #5.

- (a) Write the names of everyone in your household even if they do not have an income. Include yourself, your spouse, the child you are applying for and all other household members.
- (b) Write the amount of income each person received last month before taxes or anything else was taken out and where it came from, such as earnings, welfare, pensions, and other income (see example below for types of income to report). Each income amount should be entered in the appropriate column on the form. If any amount last month was more or less than usual, write that person's usual monthly income.
- (c) If anyone is self-employed, write the amount of income the person earns from self-employment; for example, income from operating a farm. Please call the number at the top of the form if you need help.
- (d) Sign the form and indicate your social security number in #5. *If you do not have a social security number, write "none".*

5 SIGNATURE AND SOCIAL SECURITY NUMBER:

- (a) The form must have the **signature** of an adult household member.
- (b) The adult household member who signs the statement must include his/her **social security number**. *If he/she does not have a social security number, write "none".* A social security number is not needed if you listed a food stamp or TANF case number or if you are applying for a foster child.

INCOME TO REPORT

Earnings from Work

Wages/salaries/tips
Strike benefits
Unemployment compensation
Worker's compensation
Net income from self-owned business, day care business or farm

Pensions/Retirement/Social Security

Pensions
Supplemental Security Income
Retirement income
Veteran's payments
Social security

Other Monthly Income/Self-employment

Disability benefits
Cash withdrawn from savings
Interest/dividends
Income from estates/trusts/investments
Regular contributions from persons not living in the household
Net royalties/annuities/net rental income
Military allowance for off-base housing
Any other income

Welfare/Child Support/Alimony

Public assistance payments
Welfare payments
Alimony/child support payments

Privacy Act Statement: Unless you list the child's food stamp or TANF case number or are applying for a foster child, Section 9 of the National School Lunch Act requires that you include the social security number of the household member signing the form or indicate that the household member signing the form does not have a social security number. You do not have to list a social security number, but if a social security number is not listed or an indication is not made that the adult household member signing the form does not have a social security number, we cannot approve the form. The social security number may be used to identify the household member in verifying the correctness of the information stated on the form. This may include program reviews, audits, and investigations and may include contacting employers to determine income, contacting a food stamp or TANF office to determine current certification for food stamps or TANF benefits, contacting the State employment security office to determine the amount of benefits received and checking the documentation produced by the household member 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. The social security number may also be disclosed to programs as authorized under the National School Lunch Act and the Child Nutrition Act, the Comptroller General of the United States, and law enforcement officials for the purpose of investigating violations of certain Federal, State and local education, health and nutrition programs.

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call (202) 720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

Higgs, Carter, King Gifted and Talented Charter Academy
APPLICATION FOR FREE AND REDUCED-PRICE MEALS (Multi-Child)
SCHOOL YEAR 2001-2002

Complete, sign and return the form to **Mrs. Melinda Rodriguez, Cafeteria Manager**. Please read the instructions. If you need help completing this form, call: **Melinda Rodriguez, Cafeteria Manager 210-735-2341 ext 13**.

- 1 (a) CHILD'S NAME: _____
 Child's Grade: _____ Name of School: _____ Last _____ First _____ M.I. _____
 SS#/Student ID _____ Or Site Number _____ (Optional)
- (b) CHILD'S NAME: _____
 Child's Grade: _____ Name of School: _____ Last _____ First _____ M.I. _____
 SS#/Student ID _____ Or Site Number _____ (Optional)
- (c) CHILD'S NAME: _____
 Child's Grade: _____ Name of School: _____ Last _____ First _____ M.I. _____
 SS#/Student ID _____ Or Site Number _____ (Optional)
- (d) CHILD'S NAME: _____
 Child's Grade: _____ Name of School: _____ Last _____ First _____ M.I. _____
 SS#/Student ID _____ Or Site Number _____ (Optional)
- (e) CHILD'S NAME: _____
 Child's Grade: _____ Name of School: _____ Last _____ First _____ M.I. _____
 SS#/Student ID _____ Or Site Number _____ (Optional)

2 Is this a FOSTER CHILD? (See the instructions). If this is a foster child, check here ☐ and write the child's monthly personal use income here: \$ _____. Go to section # 5.

3 Are you getting FOOD STAMPS or TANF benefits for your child? List the CASE number. DO NOT complete section #4. Go to section # 5. Food stamp case number: _____ TANF case number: _____

4 ALL OTHER HOUSEHOLDS: (Complete this part only if you did not complete sections #2 or #3). List all household members, including the children listed above. List all income. Go to section #5.

Names Names of Household Members (include the children listed above) If you need more spaces, attach a separate sheet	Current Monthly Income			
	Monthly Earnings from Work (Before Deductions) Job 1	Monthly Welfare, Child Support, Alimony	Monthly Payments from Pensions, Retirement, Social Security	Monthly Earnings from Job 2 or Any Other Monthly Income
1.	\$	\$	\$	\$
2.	\$	\$	\$	\$
3.	\$	\$	\$	\$
4.	\$	\$	\$	\$
5.	\$	\$	\$	\$
6.	\$	\$	\$	\$
7.	\$	\$	\$	\$
8.	\$	\$	\$	\$
9.	\$	\$	\$	\$
10.	\$	\$	\$	\$

5 SIGNATURE AND SOCIAL SECURITY NUMBER: **PENALTIES FOR MISREPRESENTATION:** I certify that all of the above information is true and correct and that the food stamp or TANF case number is current, correct or that all income is reported. I understand that this information is being given for the receipt of Federal funds; that institution officials may verify the information on the Application for Free and Reduced-Price Meals and that the deliberate misrepresentation of the information may subject me to prosecution under applicable State and Federal laws.

Signature of Adult: _____ Social Security Number: _____

Printed Name: _____ Home Phone: _____ Work Phone: _____

Mailing Address: _____ City: _____ State: _____ Zip Code: _____ Date: _____

For Official Use Only: MONTHLY INCOME CONVERSION: WEEKLY X 4.33, EVERY 2 WEEKS X 2.15, TWICE A MONTH X 2

Food Stamp/TANF household categorically eligible free: ☐ Yes ☐ No

Total monthly income: _____ Household Size: _____ Eligible: _____ NOT Eligible: _____ Date Withdrawn: _____

Eligibility Classification: Free _____ Reduced-Price _____ Paid _____ Temporary: Free _____ Time Period: _____

Determining Official: _____ Signature: _____ Date: _____

Notice of Right to Restrict Access to Student Directory Information Form

Notice of Right to Restrict Access to Student Directory Information

Pursuant to guidelines of the federal Family Educational Rights and Privacy Act (FERPA), the Texas Open Records Act and HCK Board Policies, certain information about HCK students is considered directory information. Both HCK Policy and FERPA require annual notification to Parents/guardians of the right to restrict access to that directory information. Unless prior notification restricting release is submitted in writing on an annual basis, the HCK shall release directory information, as required by the Texas Open Records Act, to any individual or organization that files a written request with the Superintendent or designee. Parent/guardian objection to the release of directory information must be made in writing to the Principal/Director of the school where the student is presently enrolled no later than 10 days after the opening of the current school year or, for students new to HCK, no more than 10 days following registration. Directory information as defined under the above laws and policies includes a student's name, address, telephone number, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received in school, and most recent previous school attended.

Please complete this form and return to school immediately. Thank you!

Please list all students attending Higgs, Carter, King below.

Student Name _____

Student Name _____

Student Name _____

Student Name _____

Student Name _____

Information to be restricted is checked accordingly.	YES	NO
1) Student's Name	_____	_____
2) Student's Address	_____	_____
3) Telephone Number	_____	_____
4) Date and Place of Birth	_____	_____
5) Participation in Activities and Sports	_____	_____
6) Weight and Height of athletes	_____	_____
7) Dates of Attendance	_____	_____
8) Awards received at school	_____	_____
9) Most recent previous school attended	_____	_____

"I confirm that the information checked "YES" above is to be restricted and not to be released without my prior consent."

Parent Printed Name: _____ Date: _____

Parent Signature: _____

Please return this form to the school immediately! Thank you.

NOTICE OF RIGHTS & INFORMATION
PLEASE READ CAREFULLY

Student Records

A student's school records are private and are protected from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters HCK until the student withdraws or graduate. 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 a minor or a dependent for tax purposes (unless otherwise restricted by court order), as do students who are 18 years of age or older. 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 Principal is the custodian of all records for currently enrolled students at the school. The Superintendent is the custodian of all records for students who have withdrawn or graduated. Records may be reviewed during regular school hours. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records. The confidential nature of student records shall be maintained at all times, and the records shall be restricted to use only in the Superintendent's, Principal's, or Counselor's office, or other restricted area designated by the record custodian. The original copy of the record or any document contained in the cumulative record shall not be removed from the school. The phone numbers and addresses of the Superintendent / principal are listed. Parents/guardians of a minor of a student who is a dependent for tax purposes, the student (if 18 or older), and school officials with legitimate educational interests are the only persons who have general access to a student's records. Certain other officials from various governmental agencies may have limited access to the records. The HCK forwards record on request to a school in which a student seeks or intends to enroll. Parental/guardian consent is required to release the records to anyone else. Student records may be inspected free of charge. Copies of records are available at a per copy cost, payable in advance. According to state guidelines, fees for copies are 10 cents per page for the first 50 pages; for more than 50 pages, the fees are 85 cents for the first page and 15 cents for each page thereafter.

Photo Release

During the year opportunities arise to provide information and publicity for HCK programs and students to the general public or to specific audiences such as educational groups or business organizations. In some cases we receive requests to interview, photograph or film students for news publication, TV/Radio broadcast, or for educational information and training. We need your permission to allow your child to be the subject of any news media publicity.

PLEASE CHECK ONE ONLY

☐ My child has my permission to be interviewed, photographed, or filmed for public information use in the news media for professional educational information.

☐ My child **does not have permission** to be interviewed, photographed, or filmed for public information use in the news media for professional educational information.

Parent/Guardian Signature

Date

NOTE: ALL SIGNATURES ARE REQUIRED

Notice of Right to Restrict Access to Student Directory Information
Pursuant to guidelines of the federal Family Educational Rights and Privacy Act (FERPA), the Texas Open Records Act and HCK Board Policies, certain information about HCK students is considered directory information. Both HCK Policy and FERPA require annual notification to Parents/guardians of the right to restrict access to that directory information. Unless prior notification restricting release is submitted in writing on an annual basis, the HCK shall release directory information, as required by the Texas Open Records Act, to any individual or organization that files a written request with the Superintendent or designee. Parent/guardian objection to the release of directory information must be made in writing to the Principal/Director of the school where the student is presently enrolled no later than 10 days after the opening of the current school year or, for students new to HCK, no more than 10 days following registration. Directory information as defined under the above laws and policies includes a student's name, address, telephone number, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, awards received in school, and most recent previous school attended.

INDICATE RESTRICTION ON FRONT OF THE FORM

Pesticide Notice

The Texas Pest Control Act, passed by the 72nd Legislature, requires that public school communicate the following information to all students and parents: This school periodically applies pesticides, information concerning these applications may be obtained from the Superintendent's Office, 210 St. Ann Street, San Antonio, Texas 78201, Telephone: (210) 735-2341.

Asbestos Management Plan

According to federal law, each local education agency shall maintain and update its Asbestos Management Plan to keep it current with ongoing operations and maintenance, periodic surveillance, inspection, reinspection, and response action activities. The Asbestos Management Plans are available for inspection, without cost or restriction, in the administrative office of HCK. Persons with questions or concerns about the campus Asbestos Management Plan should contact the Superintendent's Office, 210 St. Ann Street, San Antonio, Texas 78201, Telephone: (210) 735-2341.

Emergency Dismissal

On rare occasions we have unscheduled, early, or delayed dismissal, due to hazardous weather conditions. HCK school buses will run, even though they may run early or late. Parents are asked to indicate below which course of action is preferred.

PLEASE CHECK ONE ONLY

☐ My child is to go home in the way (s) he usually does.

☐ My child is to remain at school until I personally pick him/her up.

☐ My child is to go home with the stated authorized person.

Parent/Guardian Signature

Date

Higgs, Carter, King Gifted & Talented Gifted Charter Academy

2002-2003

HCK COMMITMENT TO EXCELLENCE CONTRACT

TEACHER'S COMMITMENT

We fully commit to HCK the following ways:

- We will arrive at HCK everyday by 7:30A.M (Mon.-Fri.).
- We will remain at HCK until 4:00 P.M (Mon.-Fri.).
- We will come to HCK on appropriate Saturdays for Staff Development.
- We will always teach in the best way we know how and will do whatever it takes for our students to learn.
- We will always make ourselves available to students, parents and any concerns they might have.
- We will protect the safety, interests, and rights of all individuals in the classroom.

Teacher Signature _____

Date _____

PARENT/GUARDIAN COMMITMENT:

We fully commit to HCK in the following ways:

- We will make sure our child arrives at HCK everyday by 8:00(Mon.-Fri.).
- We will make arrangements so our child can remain at HCK until 3:00P.M. (Mon.-Fri.).
- We will make arrangements for our child to come to HCK on appropriate Saturdays and/or after school when needed.
- We will ensure that our child attends HCK Saturday School and/or Summer School, if provided.
- We will always help our child in the best way we know how and will do whatever it takes for him/her to learn. This also means that we will check our child's homework every night, and allow him /her to call the teacher if there is problem
- We will always make ourselves available to our children and the school.
- We will read carefully all the papers that the school sends home to us.
- We will allow our child to go on HCK field trips.
- We will make sure our child(ren) follow all HCK rules so as to protect the safety, interests, and rights of individuals in the classroom.
- We, not the school, are responsible for the behavior and actions of our child.

Failure to adhere to these commitments may cause my child to lose HCK privileges and to lose valuable learning opportunities presented at school and at home.

Parent/ Guardian Signature _____

Date _____

STUDENTS COMMITMENT

I fully commit to HCK in the following ways:

- I will arrive at HCK everyday by 8AM. (Mon.-Fri.)
- I will remain at HCK until 3 PM everyday (Mon.-Fri.)
- I will come to HCK on appropriate Saturdays as requested.
- I will attend HCK during summer school if provided.
- I will always work, think, and behave in the best way I know how and will do whatever it takes for me and my fellow students to learn. This also means that I will do my homework every night, I will call my teacher if I have a problem with my homework or a problem with coming to school.
- I will raise my hand and ask questions in class if I do not understand something.
- I will make myself available to parents, teachers and any concerns they might have. If I make a mistake I will tell the truth to my teachers and accept responsibility for my actions.
- I will also behave as to protect the safety, rights, and all the individuals in the classroom. This also means that I will listen to all my HCK teammates and give everyone my respect.
- I will follow the HCK dress code at all times.
- I am responsible for my own behavior.

Failure to adhere to these commitments may cause my child to lose HCK privileges and to lose valuable learning opportunities presented at school and at home.

Student Signature _____

Date _____

Parent may sign child's name if child is unable to do so, BUT only after parent and child have reviewed this form.

Community Learning Center (CLC)
Participant Registration Form - 2001-2002
Student (18 and younger)

***** PLEASE PRINT *****

CLC OFFICE USE ONLY

CLC Site #

CLC Bus #

Date Entered in Computer

Date Staff Initials

Attended this CLC last year ☐

Participant Last Name

Participant First Name

Middle Initial

Participant Home Phone No.

Home Street Address

City

State

Zip

Age

Birth Date

Gender: M or F

Ethnicity: (check one)

☐ Native American (1)

☐ African American (2)

☐ Asian American (3)

☐ Hispanic American (4)

☐ Caucasian American (5)

☐ Other

Student ID #

Day School Attending in September 2001

Grade in Sept. 2001

Student receives: (check one)

☐ Free Lunch

☐ Reduced Price Lunch

Elementary School Homeroom Teacher's Name

Middle or High School Math Teacher's Name

Middle or High School English Teacher's Name

Student Primary Language

Student participant lives with: (check one)

☐ Both parents

☐ Single parent mother

☐ Single parent father

☐ Foster care

☐ Guardian

☐ Other

This student will: ☐ walk home ☐ be picked up ☐ take city bus ☐ take CLC transportation (not available at all sites).

If transportation is provided by CLC, list closest corner stop to home:

Is there any medical reason why my child shall not participate in certain physical activities? ☐ No ☐ Yes If yes, explain below:

List below anything else (allergies, medications or special needs) that the CLC staff should know about your child.

****Parent or Guardian is responsible for notifying CLC staff of any medical changes****

Community Learning Center (CLC) Registration Form -- 2001-2002

HOUSEHOLD INFORMATION PAGE — Fill out only ONE per family —

CLC OFFICE USE ONLY

CLC Site # _____
Copy attached to each student page? _____
Student ID#s added at entrance? _____
Date Entered _____ Staff Initials _____

Check boxes ☒ if authorized to pick-up student

Parent/Guardian 1 Last Name	First Name	Home Phone	Work Phone	Relationship
Parent/Guardian 2 Last Name	First Name	Home Phone	Work Phone	Relationship

In the event of an emergency, parent/guardians will be contacted first. List 2 other adults to be contacted if parents can not be reached.

1 st Emergency Contact (Last, First)	Phone/Pager	2 nd Emergency Contact (Last, First)	Phone/Pager
1.		2.	

ADULTS AUTHORIZED TO PICK-UP STUDENTS: Use the check box ☒ to indicate which adults listed above are authorized to pick up the student(s) listed on the reverse side and/or below. To list additional adults authorized to pick up these students, use the boxes below. *If no adults are listed below, and no boxes checked, ONLY THE PARENT WILL be able to pick up the student(s).*

Last Name	First Name	Address	Home Phone	Work Phone	Relationship

Parent / Guardian Permission For CLC Activities

PLEASE READ CAREFULLY

Must be signed by Parent/Guardian for student participants 18 and under

I hereby give permission for the participant(s) listed below and on the reverse side to take part in the school district's Community Learning Centers (CLC) activities, which may include off-site events, academic assistance, continuing education, and recreational programs. If a medical emergency arises, program staff will take all steps necessary to ensure the safety of the participant and will call, if necessary, a public emergency vehicle for transport to an emergency facility. I understand that I will be responsible for any transportation charges and medical expenses incurred.

I give my consent the school district's Community Learning Centers (CLC) programs to take the participant's photograph during program activities to be used for education and public relations purposes. I further give my consent to the school district and the Community Learning Centers (CLC) to share the participant's student records with other staff for purposes of providing educational support and assistance. I understand that the school district will use participant records to evaluate individual progress and improvement, as well as to evaluate the impact of the program on student achievement and to obtain continued funding for the program.

I hereby certify that I have read and do understand the above information.

Print Name _____

Signed _____ Date _____

List ALL children from your household attending this Community Learning Center Program:

Student Last Name	Student First Name	Age	Grade	ID #

COPYRIGHT MATERIAL

3 pages have been withheld

PLEASE NOTE: The responsive information contains copyrighted information that can only be made available to you for viewing in person. Because the information indicates that it is protected by copyright, you may review this information in person during normal business hours at TEA. If you are interested in reviewing the copyrighted information, please send an email to accred@tea.state.tx.us to schedule an appointment.

PLEASE PRINT

Child's Name: _____

Parent/Guardian Name: _____

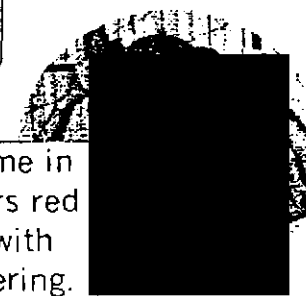
Mailing Address: _____ Phone: _____

HCK
T-Shirts



T-Shirts are in
SCHOOL colors royal
blue and gold with
school mascot, the
Mighty Tiger!

Polo
Shirts



Polo Shirts come in
UNIFORM colors red
or navy blue with
white embroidering.

	T-Shirt	Price Ea.	Sub-total	Red Polo	Blue Polo	Price Ea.	Sub-total
Youth XSmall (2-4)		\$ 6.00				\$ 12.00	
Youth Small (5-6)		\$ 6.00				\$ 12.00	
Youth Medium (7-8)		\$ 6.00				\$ 12.00	
Youth Large (10-12)		\$ 6.00				\$ 12.00	
XLarge (14-15)		\$ 6.00				\$ 12.00	
Adult Small		\$ 7.00				\$ 15.00	
Adult Medium		\$ 7.00				\$ 15.00	
Adult Large		\$ 7.00				\$ 15.00	
Adult X-Large		\$ 8.50				\$ 16.00	
Adult XX-Large		\$ 9.00				\$ 18.00	
Adult XXX-Large		\$ 10.00				\$ 19.00	
Total T-Shirts			\$	Total Polo Shirts			\$

Total Amount Due: \$ _____

(make check or money order payable to HCK or Higgs, Carter, King Gifted and Talented Charter Academy)

NO CASH ACCEPTED

The Six Types of Parental Involvement

Adapted From the Center on Families, Communities, Schools, and Children's Learning

TYPE 1 - PARENTING

Goal

- Help all families establish home environments to support learning.

Effective Practices

- School provides suggestions for home conditions that support learning at each grade level.
- School provides workshops, videotapes, and/or computerized phone messages on parenting and child-rearing at each grade level.

TYPE 2 - COMMUNICATING

Goal

- Design more effective forms of communication to reach parents.

Effective Practices

- Teachers conduct conferences with every parent at least once a year, with follow-ups as needed.
- Parent pick-up of report cards.
- Folders of student work are sent home and reviewed, parental comments returned to teacher.

TYPE 3 VOLUNTEERING

Goal

- Recruit and organize parent help and support

Effective Practices

- Distribute the Parental Involvement Pledge to recruit, increase and organize parent volunteers.
- Use the Parental Involvement Pledge to inventory parent volunteer needs.
- Set up parent center where volunteers can meet and where resources for parents are located.
- Send out annual postcard survey to identify all available talents.

TYPE 4 - LEARNING AT HOME

Goal

- Provide Ideas to parents on how to help child at home.

Effective Practices

- Information for families on skills required for students in all subjects at each grade.
- Information on homework policies and how to monitor, and discuss schoolwork at home.
- Distribute calendar listing possible topics for discussion in the home.

TYPE 5 - DECISION MAKING

Goal

- Include parents in school decisions, developing parent leaders and representatives.

Effective Practices

- Active PTA/PTO or other parent organizations, school advisory councils, or committees for parent leadership and participation.
- Independent advocacy groups to lobby and work for school reform.
- District level councils and committees for community involvement.

TYPE 6 - COMMUNITY INVOLVEMENT

Goal

- Identify and integrate resources and services from the community to strengthen school, programs, family practices, and student learning and development.

Effective Practices

- Information for students and families on community health, cultural, recreational, social support, and other programs or services.

Celebrate National Parental Involvement Day and Pledge School Volunteer Week

Cut and post the TOP portion on your refrigerator door as a daily reminder for you and your family

Higgs. Carter, King Gifted and Talented Charter Academy

Student Code of Conduct Discipline Plan 2002-2003

Student, Parent, Teacher Acknowledgement

This discipline plan has been developed to help your child gain the greatest possible benefit from their school experience.

The Higgs. Carter, King Gifted and Talented Charter Academy is in need of your help and cooperation. It is important that every student understands the discipline plan and is encouraged by their parents to follow the rules and regulations set forth in the plan. Please read and discuss this plan with your child. When you have done so, sign this form and return it to school. Please return it as quickly as possible. This form will be kept in your child's file.

Higgs. Carter, King Gifted and Talented Charter Academy will not release personally identifiable information about any student without the prior, written permission of the student's parent or legal guardian (or in the case of an adult student, without the student's prior, written permission) unless required to release such information by a court of law.

Parent Signature(s)

Date

Student Signature

Date

Teacher Signature

Date

**PARENTS: This is the Original Signature Page,
please sign it and have your child sign as well.**

Return it to your child's teacher immediately.

Thank you.



REMEMBER:

Send **ALL** completed forms back to
school with your child
TOMORROW, or no later than Friday!
Thank you for your cooperation!

TWIN POCKET
PORTFOLIO



Oxford.

ESSELTE

: 11

Attachment 5D, Special Needs Students/Program Information Request

Higgs, Carter, King Academy contracts with a private company, Solutions for Texas Charter Schools for management of the special education program and to provide all of the special education staff to operate Higgs special education program. Solutions provides certified special education teachers, certified educational diagnosticians, LSSPs, related services personnel, speech and language therapists and other specialists in special education when needed for assessments, IEP or ITP plan input as well as supervisory special education personnel. Solutions is an assumed name operating under RSH & Associates, Inc., a Texas corporation.

Solutions is responsible to Higgs, Carter, King to provide all special education services and activities for students enrolled in the Academy. Ms. Ruby Wilkins, certified special education teacher, is full time at the Higgs campus and acts as the special education director with supervision and support from Linnie Bunten, certified special education teacher and Administrator.

Higgs, Carter, King Academy utilizes an "inclusion" philosophy in all grades as a basic approach to education. Special education services are determined by ARD committees according to the assessed needs of each individual student. IEPs may require mainstream, resource room, self-contained classroom, student resource lab support and a variety of pull-out services such as speech therapy, counseling, OT, PT and other health related services.

Most special education services are provided in the general classrooms in a mainstream setting according to ARD committee determination of frequency and duration. Services requiring pull-out from the general classroom are performed on the campus in space made available by Higgs. Some assessments and services (such as medical services) will be provided in medical practitioners' offices. A certified special education teacher collaborates with general education teachers to provide support necessary for implementation of IEP and required accommodations for materials, assignments, and instructional delivery. Special education students' progress is monitored through co-teaching, small group and/or direct instruction, and observation. A licensed speech language pathologist provides speech services on a pullout or consultative basis.

In addition to Child Find activities, Higgs has a standing committee of general education teachers and administrators who consider referrals to special education and when appropriate, refer potential special education students for FIEs and consideration for eligibility for special education. Higgs and the special education professionals work together to review the special education status of students transferring in from other schools as soon as information becomes available that a student may have been in special education in the prior school.

Attachment 5E, Placement Decisions

Higgs, Carter, King Academy does not have a set system for placement decisions for continuing special education students or transfer students. Each student is considered individually for an appropriate placement.

Transfer students that previously received special education services in a setting other than mainstream are temporarily placed based upon the information available at the time of transfer or when information becomes available that a student has previously received special education services. The initial placement will be made by the ARD committee after considering the individual educational needs of each student. Because Higgs, Carter, King utilizes an "inclusion" education model, most transfer students are placed in mainstream in order to allow for the student's successful transition to the inclusive setting. The individual needs of each student may require a more restrictive instructional setting and if so, Higgs provides the needed setting. Special education and general education teachers are provided an opportunity to observe the transfer student and evaluate adjustment prior to the 30-day transfer ARD committee meeting where recommendations for appropriate placement will again be considered.

The majority of special education transfer students do well in the mainstream setting, adjusting socially and educationally to the benefits of being with regular education peers during the school day.

Attachment 6,

Electronic
Application
Certification

Part 4. Electronic Copy Certification and Written Resolution (Attachment 6)

Section XIII. Electronic Copy of Application

Please submit an electronic copy of the renewal application in addition to the five hard copies requested. The electronic copy should be on a 3.5 inch diskette and should be mailed along with the hard copies. The electronic copy must be identical to the hard copies. The signatures below are required to certify that the electronic and hard copies are identical.

By signing below, I hereby certify that the enclosed electronic and hard copies are identical.

John C. Wood



August 25, 2002

Printed Name of Chairperson of Charter Holder Board

Signature

Date

Claudette Yarbrough

08/25/02

Printed Name of Chief Executive Officer of the Charter School

Signature

Date

Section XIV. Written Resolution

Applications must be accompanied by a written resolution adopted by the governing body of the charter holder and signed by the members voting in favor. The resolution must authorize the commissioner to renew the open-enrollment charter as set forth in the renewal application, as finally negotiated between the charter holder and the commissioner, including any conditions. (Attachment 7, Written Resolution)

192

29

TOTAL P.02

Attachment 7,

Written Resolution
Adopted by
Governing Body of
Charter Holder

AUG-23-2002 18:53

Higgs, Carter, King Gifted and Talented Charter Academy

Charter Renewal Resolution

The Board of Directors of Youth Empowerment Services, Inc. duly authorizes the Commissioner of Education to renew the open-enrollment charter for Higgs, Carter, King Gifted and Talented Charter Academy as set forth in the renewal application, as finally negotiated between the charter holder and the commissioner, including any conditions.

This resolution was adopted by the Board of Directors on Aug 29, 2002

Board Members Signatures:

Printed Name:

Signature:


John C. Wood



Tabitha Tate

Tabitha Tate

Rick Williamson





TEXAS EDUCATION AGENCY

1701 North Congress Ave. ★ Austin, Texas 78701-1494 ★ 512/463-9734 ★ FAX: 512/463-9838 ★ <http://www.tea.state.tx.us>

Felipe T. Alanis
Commissioner of Education

July 15, 2003

To: The Charter Holder of Higgs, Carter, King Gifted & Talented Charter Academy

Subject: Charter Renewal

I am pleased to inform you that the charter renewal is approved for Higgs, Carter, King Gifted & Talented Charter Academy for a term of ten years with a contract ending date of July 31, 2013. After renewal, the contract for the charter shall consist of the following:

- all statements, assurances, commitments and representations made by Charter Holder in its application for charter, attachments or related documents, to the extent consistent with the aforementioned;
- the representations and assurances made by the charter holder in the original request for application under the standard application system;
- the original contract for charter, as signed by the charter holder and the State Board of Education;
- any condition, amendment, modification, revision or other change to the charter adopted or ratified by the State Board of Education or the commissioner; and
- the final and complete renewal application, on file with the Division of Charter Schools, including any revisions required by the agency in such areas as Legal, Special Education, Financial Audits and the Division of Charter Schools, and including any amendments to the charter made via the renewal application.

Note that a contract term that conflicts with any state or federal law or rule is superseded by the law or rule to the extent that the law or rule conflicts with the contract term. By continuing to operate past the ending date of the original charter, the charter holder indicates its agreement to the contract for the charter as described above.

Please know that the efforts of those who have contributed to the school's successes are appreciated. I look forward to hearing of the school's accomplishments in its new term.

Sincerely,

Robert Scott
Chief Deputy Commissioner