

Texas Education Agency

Open-Enrollment Charter School Renewal Application

Coversheet

Name of School: University of Houston Charter School

Current Grade Levels Served: Kindergarten through 5<sup>th</sup> grade

Additional Grade Levels Requested: N/A

Maximum Grade Levels to be served: Six grades: Kindergarten through 5<sup>th</sup> grade

Current Enrollment: 133 Maximum Authorized Enrollment 138

Name of Sponsoring Entity: University of Houston

Check one:  501 c (3) Nonprofit Organization

Governmental Entity

College or University

SBOE District: Region IV

Chairperson of Board of Sponsoring Entity: Gary L. Rosenthal

Applicant Mailing Address: 3100 Cullen Blvd, Suite 205, Houston, Texas 77204-6732

Contact Phone #: 713-743-3446 Fax #: 713-743-3495

Chief Executive Officer of Sponsoring Entity: Dr. Arthur K. Smith

Chief Executive Officer of School: Dr. Carolyn Black

CEO/School Contact Phone #: 713-743-9107 Fax #: 713-743-9121

CEO/School Contact E-mail Address: cfblack@uh.edu

CEO/School Mailing Address: 4800 Calhoun, Houston, Texas 77204-6861

School Site Address: Same as above

BOE... 10/31/00 11:24

I certify that I have the authority as the Chief Executive Officer of the sponsoring entity designated above to make application for renewal of an open-enrollment charter school. I further certify all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the charter application process or revocation after award. I authorize the agency to investigate the references included in this application.

Arthur K. Smith 10-31-00  
Signature of Chief Executive Officer of Sponsoring Entity/ Date

Paul M... 10/31/00  
Signature of Chairperson of the Governing Board of the Sponsoring Entity/ Date

## **University Of Houston Charter School Renewal Application**

### **Children Challenged to Construct Knowledge and Community**

Based on the developmental theory of Jean Piaget and the educational approach of John Dewey, a constructivist program recognizes the development of thinking in all areas of human growth. Subsequently, a real and meaningful curriculum enhances learning.

Constructivist teachers need to understand development to provide a curriculum in which children develop cognitively, socially, morally, and physically. A constructivist curriculum elicits sustained mental action to support children constructing knowledge and building community. The integrated, relevant, purposeful curriculum promotes deep understandings, investment in learning, and successful relationships.

#### **1) Charter School Performance Review**

In 1996, the State Board of Education awarded the University of Houston (UH) the first Texas university charter to establish a public school. Building on the constructivist approach established in the nationally recognized UH Human Development Laboratory (HDL) for young children, the charter school was designed to be a model constructivist elementary school. To develop a quality innovative school, UH administration, in consult with TEA personnel, decided to grow the school slowly and to serve children from kindergarten through grade five. On January 27, 1997, the inaugural kindergarten/first grade (K-1) class of 20 students represented three constituencies: 55% came from the surrounding community; 35% were children of UH staff; and 10% were children of UH students.

Each year one or two classes were added until currently 133 children are enrolled in six classes. The diverse enrollment is 31% African American, 23% Hispanic, 34% White, and 12% Asian. The average reenrollment rate is 91.4%. Table 1 chronicles the growth of the School's student population.

Each class is taught by a lead teacher and an assistant teacher. Teacher student ratios range from 1:10 to 1:12. Classroom staff and administration are selected for their experience and education in implementing an innovative constructivist curriculum. Table 2 displays the personnel data over the life of the School.

**The original charter's purpose and approach have guided the school's development. Accomplishments in each area will be provided. (In this Charter School Performance Review section, the school's current name, University of Houston Charter School of Technology (UHCST) will be used. In following sections, the school's requested name University of Houston Charter School (UHCS) will be used).**

**Table 1**  
**University of Houston Charter School of Technology**

**Data Analysis - Students**

	<b>Year 1 (1997)</b>	<b>Year 2 (1997-1998)</b>	<b>Year 3 (1998-1999)</b>	<b>Year 4 (1999-2000)</b>	<b>Year 5 (2000-2001)</b>
<b>Grade Levels</b>	K,1	K,1,2	K,1,2,3	K,1,2,3,4	K,1,2,3,4,5
<b># Enrolled</b>	20	40	83	101	133
<b>% Re-enrolled</b>	N/A	90%	93%	93%	90%
<b>African American</b>	30%	30%	35%	31%	31%
<b>Hispanic</b>	█	20%	25%	28%	23%
<b>White</b>	40%	43%	33%	35%	34%
<b>Other</b>	█	█	7%	6%	12%
<b>Male</b>	55%	58%	55%	58%	58%
<b>Female</b>	45%	43%	45%	42%	42%
<b>Meets Free/Red Lunch Guidelines</b>		█	14%	19%	16%
<b>Special Education</b>			█	7%	5%
<b>Limited English Proficiency</b>				█	█
<b>ATTENDANCE</b>	94.60%	96.20%	95.80%	97.10%	97.7%(1st 6 wks)

**Table 2**  
**University of Houston Charter School of Technology**

**Data Analysis - Personnel**

	<b>Year 1 (1997)</b>	<b>Year 2 (1997-1998)</b>	<b>Year 3 (1998-1999)</b>	<b>Year 4 (1999-2000)</b>	<b>Year 5 (2000-2001)</b>
<b>Teachers</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>5</b>	<b>7</b>
African American	0%	50%	25%	20%	29%
Hispanic	100%		25%	20%	14%
White		50%	50%	60%	57%
BA only	100%	100%	75%	80%	86%
Masters	0%	0%	25%	20%	14%
Average Salary	35000	36000	35500	36120	37389
Retained	N/A	100%	100%	87.50%	100%
<b>Assistant Teachers</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>5</b>	<b>5</b>
African American	100%	50%	50%	40%	40%
Hispanic			25%	20%	20%
White		50%	25%	40%	40%
<b>All Teaching Staff</b>					
Total Number	2	4	8	10	12
Male				10%	8%
Female	100%	100%	100%	90%	92%
<b>Administration</b>					
African American			50%	33%	
Hispanic					
White	100%	100%	50%	66%	66%
Asian					33%
Male					
Female	100%	100%	100%	100%	100%
CEO Salary					
Average Administration Salary	50000	51000	52000	56000	56000
% Retained	100%	50%	100%	100%	66%

## **purpose**

### **A demonstration school was established.**

The University of Houston Charter School of Technology (UHCST) is a University sponsored demonstration school overseen by the UH Provost's Office. Graduate and undergraduate students from the College of Education (KIN 1104) and the College of Technology, Human Development program (HDCS 4317 and 4319) observe and lead activities. Student teachers and interns are assigned to School classrooms. UHCST teachers and administration serve as guest speakers for college classes.

UHCST has also developed ties with other UH components.

- ❖ The HDL and the University Child Care Center (UCCC) have both provided classroom space for the charter school. Administrators from all three units have collaborated on projects and issues sharing the constructivist educational approach. Thirty percent of charter school children come from these two schools.
- ❖ The Moores School of Music has provided music classes since year two.
- ❖ The Blaffer Gallery personnel serve as exhibit guides for students, and Art Department staff serve as inservice presenters for UHCST staff.
- ❖ The Gerald D. Hines College of Architecture Graduate Design Build class of 1998 built the Outdoor Science Classroom. A partnership was formed with the 16 graduate students and UHCST staff and parents.
- ❖ The UH Athletic Office provided baseball tickets for the first Annual Fund Drive sponsored by the parent/staff organization, the Alliance for Constructivist Education (ACE). Football tickets were provided for students.
- ❖ The fourth and fifth grade (4-5) students presented their class projects in which they constructed cranes to problem solve a reenactment of "The Cow in the Well," at KUHT/PBS Build-a-Thon.

### **Dissemination activities have been implemented by UHCST staff.**

- ❖ The Constructivist Network of Houston has the following committees: Educational Workshops, Middle School Connections, and Membership/Networking.
- ❖ KUHT/PBS featured the UHCST on "Week Night Edition". Channel 11 spotlighted the school twice on "Cool Schools" segments. Channel 19 aired a 30 minute discussion with the principal on charter schools and the constructivist approach.
- ❖ Videotapes have been developed for conference presentations and for sharing with other educators: "Physical Knowledge in the Upper Grades" highlights an integrated classroom project using a ramp and a bowling ball. Two tapes, "Children's Reasoning in Math Games" and "Tailoring Math Games to Students," focus on the constructivist math curriculum use of games, "University of Houston Charter School of Technology, An Introduction" presents the education approach. "Constructivist Guided Reading" demonstrates the constructivist approach to daily classroom reading instruction.
- ❖ The first annual Constructivist Teaching Workshop was presented by five staff members in 2000. Teachers from other charter and private schools, students

from UH Education and Human Development programs, parents from UHCST, and parents and staff from HDL attended the event. Workshop presentations developed by staff members included: "Guided Reading in a Constructivist Curriculum," "The Place of Structure in the Constructivist Classroom," "Promoting Mathematical Reasoning Through the Use of Games," and "Promoting Reasoning Through Physical Knowledge Activities."

- ❖ Professional presentations from data collected at the School include:
  - \* Presentation to the UH Educational Leadership and Cultural Studies Residency Seminar Summer, Phil Carspecken and Barbara Korth, 1998.
  - \* "University of Houston Charter School of Technology: The Development of New School," a paper delivered at Oxford Ethnography Conference, September 2000. Korth, B. (2000).
  - \* "Reforming Educational Practice Against the Boundaries of (Re)iteration: A Critical Ethnography of the Hidden Curriculum of a Constructivist Charter School," which is also in review for a book of papers to be published with Geoff Walford and Phil Carspecken as editors), April 2001. Korth, B.
  - \* "What Makes a Charter School Successful? A Critical Case Study of the University of Houston Charter School of Technology," presentation proposed for American Educational Research Association National Conference.
- ❖ Articles on staff workshop presentations are currently being written for publication in educational magazines and journals.
- ❖ A chapter in a book was written about the UHCST.

Korth, B. (in press). "Understanding the Complexities of Success in the Making of a New Setting: Case Study of the University of Houston Charter School of Technology" in Liane Brouillette, Charter and Magnet Schools: Developmental Guidelines for School Leaders. New Jersey: Lawrence Erlbaum, Associates, Inc., Publishers.

### **Approach**

#### **A constructivist approach was implemented in the elementary grades.**

Each year the Houston Institute for Cultural Studies (HICS) has completed an evaluation study of the School. The study focuses on the School's success in implementing a constructivist curriculum. Data are gathered through staff and parent interviews and extensive videotaping in the classrooms.

In the first year of the evaluation study (1997), the HICS primarily determined whether children at UHCST were experiencing stable and effective schooling and whether the school was succeeding specifically as a constructivist educational model. In the first year, the evaluators reconstructed the culture of the initial UHCST classroom and evaluated it against the published internal goals of the School and against external criteria for developmental and constructivist programs. In the second annual report (1998), emphases shifted to: (1) comparing the cultures of the two classrooms of 1997-98 as alternative versions of the constructivist model and (2) extending the analysis of participants to emphasize perspectives of parents and students as well as teachers. The evaluation of the third year emphasized institutional relations within the school and between the school and other units.

In the first year, the institute commended the school for its success in meeting constructivist criteria (at the school and national levels) and for the strong observational report that the children were happy and successful with their school experience. The report offered suggestions for future improvement, such as keeping more written records of the School curriculum. Subsequently, UHCST now uses Project Achieve for lesson planning, attendance tracking, and academic progress in accordance with Texas Essential Knowledge and Skills (TEKS).

In the second year, the report commended the success of the school in doubling its size without weakening its model and by emphasizing perspectives of parents and students. They reported the observational data had indicated: students wanted to go to school and felt successful there. In the third year, the institute's commendations extended to broader levels. The model was not only being replicated but documented and systematically improved. The major recommendation, originating in parent requests, was for in-depth interviews of teachers about the complex structuring of constructivist classrooms.

Beyond the five-years, longitudinal analysis of the data can bring into view a better understanding of how knowledge grows in individual students, in teachers, and in schools as developing institutions. The outcome should be increasing opportunities for dissemination. The self knowledge from five years of evaluation will allow the school to provide research-based information and practical how-to for improved elementary practice.

#### **Teachers were trained and encouraged to create a learning environment.**

**Project Exitos** –The TEA Grant of four charter schools with UH Chemistry Department and Dr. Mamie Moy helped teachers develop their science concepts, teaching strategies, and classroom resources. Five UHCST staff participated in a three week summer training with monthly Saturday sessions throughout the academic years (1998-1999 and 1999-2000).

**Literacy Collaborative** –The Academics 2000 Reading Grants, Cycle 6 with Ed White Charter School and Cycle 7 with Ser Ninos Charter School helped teachers develop literacy strategies. Six staff received Literacy Collaborative training and materials in 1999-2000. Currently, UHCST's Literacy Coordinator is receiving training to be the School's teacher trainer.

**Project Construct** – For three summers, staff members have been sent to Columbia, Missouri for a week of training in constructivist teaching strategies. Seven staff members have received the training: 1 administrator, 3 lead teachers, 2 assistant teachers, and 1 secretary.

**Annual Conference of Association for Constructivist Teaching** – This conference presents the work of leading researchers and practitioners in constructivism. UHCST will host the 2002 conference. Each year representatives attend the conference to develop the UHCST curriculum and network with other constructivists. A variety of staff members have participated in this cutting edge conference: New York (1997) 1 lead teacher, 1 administrator. Berkeley, California (1998) 2 lead teachers, 2 assistant teachers. St. Louis, Missouri (1999) 2 lead teachers, 1 assistant teacher, 1 administrator. Atlanta, Georgia (2000) 3 assistant teachers, 1 administrator.

**Parent programs provide information on constructivist instructional strategies and how to strengthen and support these at home.**

Each year the following events are held.

- ❖ Intake Conferences
- ❖ Curriculum Night
- ❖ Family Math Night
- ❖ Authors' Night

Parent participation in these events ranges between 45% and 85%.

**Student levels and needs were assessed to provide a base for instruction.**

After enrollment, a battery of tests was individually administered by a diagnostician. Kindergarten and first grade students were given the Test of Early Reading Ability (TERA-2), the Test of Early Math Ability (TEMA-2), and the Brigance Diagnostic Inventory of Early Development. Second and third grade students were given the Woodcock-Johnson Achievement Battery-Revised and the Diagnostic Achievement Test (DAB-2). This information was used to determine students' levels and needs.

**Performance standards were used to develop curriculum.**

The following were used for goal setting and measurement of achievement:

- Texas Essential Knowledge and Skills (TEKS)
- National Council of Teachers of Mathematics Standards
- National Teachers of English Standards

Teacher inservices provided studies of these materials.

**Additional original charter provisions are addressed in the following sections.**  
**Student Attendance Rate**

The average student attendance rate for UHCST is 96%. Refer to Tables One and Two.

**Student Performance: TAAS**

The TAAS test has been administered at UHCST twice, beginning in 1999. A total of 38 students have taken the test over this two year period.

Eleven students took the TAAS test in 1999, all at the third grade level. Of these, 100% passed the reading portion of the test and 82% passed the math portion. Three students received academic recognition from TAAS for their high scores in reading. Two students received academic recognition from TAAS for their high scores in math.

Twenty-seven students took the TAAS test in 2000, eighteen at the third grade level and nine at the fourth grade level. At the third grade level, 78% passed the reading portion and 61% passed the math portion. The average UHCST score for reading was 83.3 for third-graders. Seven of the eighteen third grade students received academic recognition for their high scores in reading. With the maximum possible 2000 third grade TLI score for math of 93, the average UHCST score for math was 71.1.

At the fourth grade level in 2000, 100% of the UHCST students passed the reading portion of the TAAS test, with an average increase of 5.4 TLI points. The average UHCST score for reading was 91.3 for fourth graders. Four of the eleven students who took the test at the fourth grade level received academic recognition for their high scores in reading. In math, with the maximum possible TLI score for fourth grade of 91, the average UHCST score for math was 73.8.

Overall, for both the 1999 and 2000 years, 89% of the UHCST students passed the reading portion of the TAAS test and 66% passed the math portion. Fourteen of the 38 students taking the test received academic recognition in reading.

Table 3 displays a summary of these data.

**Table 3  
TAAS Results**

		1999 3 <sup>rd</sup> Grade	2000 3 <sup>rd</sup> Grade	2000 4 <sup>th</sup> Grade	Overall
	Number Tested	11	18	9	38
Reading	Maximum Possible TLI	94	94	98	-
	Average UHCST TLI	85.6	83.3	91.3	85.9
	% UHCST Passing	100	78	100	89
	Academic Recog.	█	7	█	14
Math	Maximum Possible TLI	93	93	91	-
	Avg. UHCST TLI	75.3	71.1	73.8	73.0
	% UHCST Passing	82	61	56	66
	Academic Recog.	█	█	█	█

**Promotion Rate**

The promotion rate for UHCST is 99.2%.

**Faculty Attendance Rate**

The current faculty attendance rate is 95%.

### **Additional Accountability Provisions**

The UHCST staff has selected the Stanford 9 Achievement Test to be administered to fifth graders. No data has been obtained since this is the first year to enroll fifth graders. This year is also the first year for the School to administer the DRA and Flynt-Cooter to assess third through fifth graders.

All parent responses to the spring "Charter School Satisfaction Survey" have ranked their experience as Good to Excellent. (See Attachment One).

Informal and ongoing reports to parents are provided at least monthly from the principal and weekly from teachers.

### **Governing Structure**

The University of Houston Board of Regents and President delegated supervision of the UHCS to the Office of the Provost. The Associate Vice President for Academic and Faculty Affairs directly supervises the UHCS principal. The daily operation of the school is carried out by the principal. The Advisory Board appointed by the Associate Vice President meets to assist the principal in implementing a constructivist program. (See Attachment Two).

### **Professional Employee Qualification**

All professional employees of UHCST have a minimum of a bachelor's degree. In addition, all lead teachers have extensive experience as model constructivist educators and/or strong educational backgrounds in constructivism. Five of the twelve teachers are Texas State Certified teachers. Prior to employment at UHCST, lead teacher experience ranged from 15 years to 2 years. As shown in the Criminal History Check completed through the UH Police Department, no employee has a criminal record.

### **Annual Budget**

UHCST revised and administered "The Charter School Satisfaction Survey" to determine the needs of the school according to UHCST parents and staff. The results of the survey were analyzed by the Budget Committee which includes the Principal, Program Manager, and Provost Business Office Representative. The committee prepared and submitted the budget to the Provost's Office and Provost's Central Business Office. The budget was then processed in university budget hearings and sent to the Board of Regents for final approval. The five year budget was developed to guide the school. (See Attachment Three).

### **Annual Audit and Public Education Information Management System (PEIMS)**

The UHCST audit is included in the university audit. Budget item purchasing and payments are initiated in the UHCST office. All financial paperwork is processed through the UH Provost Central Business Office, where all documentation is maintained. All university procedures are followed regarding finances. UH Purchasing, Accounts Payable, Budgets and Contracts offices are also involved. (See Financial Report in Attachment Thirteen).

UHCS has completed all PEIMS submissions on time. The first two years, the administrative assistant entered PEIMS data manually using Access. The third year, the program manager prepared and submitted PEIMS data using Portal, the Texas

Charter School Resource Center funded software. In the current year. The administrative assistant and program manager are preparing PEIMS submissions using SASI xp software, by NCS.

**Facilities**

Located on the main campus of the University of Houston Central Campus, the UHCS utilizes temporary facilities within and adjacent to the Cameron Building, Entrance Ten off of Cullen and Wheeler streets. Placed inside a gated area are two modular units housing three classes, offices and special programs. Each modular unit is equipped with one bathroom. Each are wired for telecommunications. Within the Cameron Building, three other classes are housed. Each classroom has two internet wired data ports.

Year One, a space was renovated at HDL. Year Two, the second classroom space was a renovated Consumer Science classroom. Year Three, the UH Child Care Center loaned one classroom space to UHCST. Year Four, a trailer with two modular classrooms was placed in the UHCST playground. Year Five, a second trailer was leased and placed in the UHCST playground.

**Geographic Area**

The original charter set the enrollment boundary at a 60 mile radius. This allows anyone within driving distance the opportunity to participate in registration. Students have enrolled from as far as a 40 mile radius. The furthest outlying independent school districts from which UHCST students have enrolled are Clear Creek, Crosby, Dickinson, Humble, Alief, Spring, Deer Park, and Fort Bend.

**Impact**

In 1997, the UHCST enrollment began at 20, grew to 40 in 1997-98, 80 in 1998-1999, 100 in 1999-2000, and to the current enrollment of 132. The school district most impacted by UHCST's enrollment is Houston Independent School District. Currently, the following districts have students enrolled in the UHCST.

* Houston ISD	86	* Alief ISD	
* Ft. Bend ISD	10	* Goose Creek ISD	
* Pearland ISD	8	* Sheldon ISD	
* Pasadena ISD		* Cypress Fairbanks ISD	
* Clear Creek ISD		* Galena Park ISD	
* Aldine ISD		* Klein ISD	
* Spring Branch ISD		* North Forrest ISD	
* Dickinson ISD			

**2) Statement of Need**

One to four parents tour the school weekly. People continue to sign up for the waiting list throughout the year. At present, 36 people are on the waiting list.

Some parents want an option to traditional "paper pencil" curriculum. Parents also express interest in these charter school characteristics: the small school size, two teachers in a classroom, the enthusiasm of students, the affiliation with the university, the diverse staff and student population, and the caring atmosphere.

The charter school model allows the needed autonomy to provide a comprehensive implementation of constructivism. It is possible to employ degreed teachers with model constructivist program experience. With the charter focusing on the constructivist approach, implementation was immediate.

The University of Houston provides a rich setting for a charter school. The UH Human Development program and the HDL focus on constructivism. The Educational Leadership and Cultural Studies Department promote qualitative research and support the research interests of the charter school. The University of Houston administration has strongly supported the charter school. Curriculum efforts are mutually beneficial between the School and Moores School of Music, Health and Human Performance Department, Gerald D. Hines College of Architecture, the Communications Disorders Clinic, the College of Optometry, and the Instructional Technology program.

### **3) Vision of the School**

The mission of UHCS is to provide a constructivist learning community for the 21<sup>st</sup> century that enhances the intellectual developmental, technological fluency and leadership ability of students. The UHCS aims to be a nationally recognized innovative elementary school. The UHCS will more clearly articulate collaboration with university programs. A Constructivist Resource Center that serves public and private school teachers who want to develop a high level of teacher expertise will be explored. Ongoing educational events and internships will continue to be available for pre- and in-service teachers. Support for innovative school principals will be developed.

To attain a high level of credibility, the UHCS Five Year Plan was developed by the Campus Improvement Committee with advisory board endorsement. Implementing the Five Year Plan, UHCS will focus on (1) Curriculum – innovative, effective strategies, (2) Intervention – ongoing, quality programs, (3) Assessment – a strong plan with benchmarks, and (4) Home/Community Outreach – strong alliances in the Houston area and with the constructivist profession. (See Five-Year Plan Attachment Four).

### **4) Goals for the School:**

Progress measurements follow each set of objectives and are set in brackets [ ].

Annual progress follows items A., B., and C.

#### **A. Student Goals and Objectives– Academic:**

- 1) Establish commitment to learning on the part of the students through constructivist educational practice so that students will:
  - a) be successful students who enjoy school;
  - b) be actively, willingly literate in reading, writing, quantifying and community building;
  - c) be confident problem-solvers who are willing to “figure it out.”  
[as measured by student interest and attendance, student and parent interviews, attitude surveys (e.g. Garfield), teacher checklists (e.g. Work Sampling System), and analysis of classroom videotapes].

- 2) Develop the problem-solving and knowledge-building abilities of the students in dealing with their environments so that students will:
  - a) be readers and writers;
  - b) be mathematicians;
  - c) be scientists;
  - d) be community builders;
  - e) be technologically competent in academic and varied practical areas.  
[as measured by at least a 75% pass rate on the TAAS test, analysis of portfolio entries, on-level performance on OSII, DRA, Flynt-Cooter Individual Reading Inventory, the Qualitative Spelling Checklist and standardized achievement test (e.g. Stanford 9), teacher checklist (e.g. Work Sampling System), rubric assessment of projects and analysis of classroom videotapes].

**B. Student Goals and Objectives – Other:**

- 1) Help each student become fully developed physically, socially, and emotionally:
  - a) to make progress in physical skill;
  - b) to make progress in social skill;
  - c) to make progress in emotional regulation and response  
[as measured by teacher checklist (e.g. Work Sampling System), and analysis of classroom videotapes].
- 2) Help each student become responsibly autonomous in cooperative effort and communication:
  - a) to participate competently in class meetings;
  - b) to negotiate academic and social strategies;
  - c) to resolve conflict;
  - d) to develop perspective taking and reciprocity;
  - e) to contribute to school safety and community;  
[as measured by analysis of classroom videotapes, especially class meetings].
- 3) Help each student develop toward mature rationality:
  - a) to develop the beginning stage of hypothetical logic;
  - b) to develop long-practiced respect for the exchange of reasons;
  - c) to use decentered perspective in discussion and compromise;  
[as measured by Work Sampling System's checklist, "Personal and Social Development," and "Scientific Thinking;" school-developed sequence/typology/hierarchy of developmental reason-giving].

A progress report will be developed annually by the evaluation team, HICS, and mailed each summer to the State Board of Education, Texas Education Agency - Charter Division, with an executive summary mailed to UHCS parents and made available to the public in the UHCS office.

C. Other School Goals and Objectives:

- 1) House the School in a new facility on campus:
  - a) all classes and offices will be in the same physical location;
  - b) physical environment will reflect the school mission;
  - c) the space will serve as a model educational setting;  
[as measured by annual qualitative evaluation and number of visitors].
- 2) Develop and systematically implement a strong student assessment plan:
  - a) to develop student benchmarks for science, literacy, math, social studies and technology;
  - b) to analyze data from the TAAS test and other student measures;
  - c) to utilize authentic assessment and developmental checklists—e.g. Work Sampling System;
  - d) to select and use technology software to store and analyze student data  
[as measured by progress on timeline of Five-year Plan in Attachment Four].
- 3) Systematically revise the strong school evaluation plan:
  - a) to develop identified teacher priorities into a scaled evaluation instrument;
  - b) to use the continual revision of the instrument as a means of shared decision-making;  
[as measured by the evaluation team and observed changes in the instrument].
- 4) Serve our population and the community as one of the Houston schools exemplifying a clearly defined model of constructivist practice.
  - a) to offer research opportunities that UH faculty and graduate students can use for testing and analyzing pedagogical theory and practice;
  - b) to disseminate the knowledge gained through the UH charter experience;
  - c) to expand UH alliances;
  - d) to develop a school website  
[as measured by quantity of research projects, publications, presentations, videos, UH interactions and website hits].
- 5) Partner with parents and community members to identify and support common interests:
  - a) continuing education through school-level parent luncheons and after-school discussions of designated constructivist articles;
  - b) project evaluation and planning sessions of teacher and parents for increasing interest and success of classroom-level curriculum;
  - c) conferring among school and family members on individual progress or issues;
  - d) family events for building community bonds;  
[as measured by participation rates, evaluative responses].
- 6) Provide quality intervention programs that meet the needs of children:
  - a) to sustain a Reading Recovery program;
  - b) to develop a math intervention program;
  - c) to meet or exceed federal and state guidelines for intervention programs;  
[as measured by progress on timeline of Five-year plan, Reading Recovery certification, TAAS scores, and annual qualitative evaluation].

- 7) Enrich curriculum by uniquely integrating sound developmental theory with identified current needs of the school, especially needs and interests of students:
  - a) to assess and restructure mathematics curriculum incorporating new resources;
  - b) to institute years 3 – 5 of the Literacy Collaborative program;
  - c) to develop and distribute position statements for literacy, math, science, social studies, physical education, and fine arts;
  - d) develop guidelines to ensure that constructivist principles for relevant and integrated curriculum are embedded in all grade levels;
  - e) to develop an integrated fine arts curriculum that is comprehensive, including history, technique, aesthetics and critique.  
[as measured by progress on the Five-year Plan].

A progress report will be developed annually by the evaluation team of the Houston Institute of Cultural Studies and mailed each summer to the State Board of Education, Texas Education Agency - Charter Division, with an executive summary mailed to UHCS parents and available to the public in the UHCS office.

## 5) Educational Plan

### A. Educational Program

#### 1) Required curriculum:

UHCS will continue following the theory and research based constructivist elementary curriculum. Multi-age classes will be organized into time blocks for an integrated curriculum. Multi-age classes of two grades offer options for the teachers to best place a child, reduce start up time at the beginning of the school year for children, families, and teachers, and allow in depth and comprehensive child growth. Classroom time blocks include a literacy block, a math block, and learning centers or projects. Classrooms are flexible and activity based.

From his study of children, Jean Piaget developed a theory identifying stages of cognitive development. Children have reasoning abilities and “ways of knowing” dependent on their developmental stage. Children are active learners, physically and mentally, not passive recipients. Interest is paramount. Peers are significant to construction of knowledge.

Experimentation and self correction are necessary. Constructivist education is based on the research of Jean Piaget, Rheta DeVries, and Connie Kamii and the approaches developed by John Dewey. Children construct knowledge as they investigate topics and solve problems that are relevant and meaningful. Learning occurs in a social context. Teachers provide opportunities for exploration, constructive error, and reflection. Over the next five years, the UHCS will more clearly articulate the constructivist elementary implementation while refining and coordinating constructivist practices.

#### 2) Unique curricular experiences:

Beyond the minimum curriculum, UHCS provides related arts classes. Each class participates weekly in Music Education at the Moores School of

Music. In May, students give a musical presentation at Family Music Night. The 4-5 class is writing an opera to be presented in January.

Physical Education teachers from UH College of Health and Human Performance contract with the school to provide each class with two 30-minute classes weekly. This year, the Second Annual Field Day is scheduled for May. A planning committee is comprised of teachers and parents.

The UH Blaffer Art Gallery provides guided tours of exhibits. The UH Art Department sending Art Education students to the School to lead art lessons.

The Alliance for Constructivist Education (ACE), parent staff organization, funds and organizes several arts presentations annually.

Field trips are budgeted for each class. Classes are encouraged to plan monthly field trips coordinated with units of study.

Related Arts will be evaluated and improved over the next five years. An articulated art program will be instituted.

3) Incorporation of TEKS:

The TEKS are the base of curriculum planning for each grade level. Each teacher has a personal copy and classroom copy of the TEKS for parents, interns, or classroom referral. Teachers, as a group, reviewed the TEKS. Weekly lesson plans are developed using the software from Project Achieve. Project Achieve lesson plans begin with a list of TEKS and are checked and printed in the plan. Lesson plans are submitted electronically to administration and posted for parents. The Project Achieve software tracks the TEKS addressed throughout the year. Teachers will also present a checklist of TEKS (Killen System) to parents at reporting period conferences.

Classroom activities have identified objectives that correspond with TEKS as well as constructivist goals of problem solving, cooperation, communication and respect. Classroom projects, experiments, activities and presentations are based on topics of interest to children. These activities are then structured to facilitate development of TEKS items. Electronic lesson planning and tracking will be institutionalized. The Killen System will be introduced.

4) TEKS connection to instruction and assessment:

TEKS define classroom teaching objectives for each content area. Classroom teachers incorporate these objectives into classroom instruction. Instructional activities include assessment systems such as score sheets for math games, rubrics for writing and project presentations and checklists of strengths and target growth areas for reading activities. This built-in assessment identifies students in need of more individualized help. The Work Sampling System is being adopted. The Work Sampling System Individual Checklist will be aligned with TEKS. The Work Sampling System checklist and portfolio presentations evidence student progress in TEKS.

5) Preparation to meet middle school needs:

UHCS student preparation for middle school will be developed in several ways: Strong TEKS implementation will prepare students in general. A staff/parent team began visits to charter, private, and magnet school programs.

The team is developing a list of requirements for a variety of schools. UHCS staff will become familiar with middle school curriculum. Fifth grade student requirements that can be provided by UHCS will be explored. This year students will have Stanford 9 scores which are needed for entrance to many programs. UHCS graduates will be followed. Their experiences will be used to refine UHCS curriculum. Plans are to develop benchmark expectations for students entering middle school.

6) Teaching methods:

The teacher's role is one of a "companion/guide." Teachers provide activities based on interest and developmental abilities. This promotes student investment and learning. "Interest fuels construction," Piaget said.

Teachers facilitate learning by providing games, projects, and activities that are meaningful. Children are motivated to participate and succeed. Subject areas are scheduled in time blocks and are integrated and connected to children's "real world" experiences. This connection helps children realize that school learning is important to their daily lives. Students work together to investigate topics, solve problems and present information to peers, teachers, and community members. Over the next five years, teachers will work as a team to coordinate constructivist approaches and document student learning experiences.

Math includes mental math, games, investigations, and real world problem solving such as celebration planning. The math program is based on the work of Constance Kamii, in which children reinvent arithmetic. Over the next five years, UHCS will incorporate Kamii's work with older children, Catherine Fosnot's work on math investigation exploration and presentation, and both National Science Foundation funded Everyday Mathematics and Investigations, and continued exploration of the TAAS test. Teachers will receive training and implementation assistance to incorporate these innovative approaches to mathematics.

Children learn to read and write through purposeful reading and writing activities. Literacy is approached in all classes through the Literacy Collaborative, Balanced Approach: including guided reading, independent reading, independent writing and interactive writing activities such as creating reports, making books, writing newspaper articles and writing scripts for class productions. Children further develop literacy through shared reading and daily read aloud activities. This literacy approach, based on the research of Marie Clay, is congruent with the constructivist approach and the intervention program of Reading Recovery, which UHCS follows. Spelling assessment and instruction is approached using Donald Bear's strategies of Words Their Way. Over the next five years, UHCS will continue in years three to five of the Literacy Collaborative, sustain Reading Recovery and Literacy Groups, and institute Words Their Way spelling assessment and instruction.

Science investigations include projects, experiments, and research. Children investigate topics of interest, create presentations and share information related to classroom learning. These activities incorporate literacy, math and art as children figure things out like how many gallons of

water their class aquarium will hold or how much money they need to purchase a class pet. Literacy and art are integrated as children create stories, illustrations and models related to these projects. The constructivist approach to science is based on the work of Eleanor Duckworth, Constance Kamii, and Rheta DeVries, incorporating the constructivist strategies of physical knowledge activity leadership and reflection. Over the next five years, science will be better articulated and coordinated between grade levels.

- 7) Assessment of student academic performance, instruments, and K-2 reading instructional planning, baseline of achievement levels, and measurement methods:

All students entering the UHCS are given initial assessments to determine baseline educational strengths and target areas for growth as well as identifying necessity for referral for special education services. Certified special education consultants administer the Test of Early Reading Ability (TERA-2), the Test of Early Math Ability (TEMA-2), and the Brigance Diagnostic Inventory of Early Development for all entering kindergarten and first grade students. Second through fifth grade students are given the Woodcock-Johnson Achievement Battery-Revised and the Diagnostic Achievement Test (DAB-2). A report is prepared for teachers and parents on each child using the applicable percentiles, equivalent ages, or standard score.

The instruments used to assess literacy development in reading are the Observation Survey II (OSII), DRA (Developmental Reading Assessment), Literacy Collaborative Assessment, Flynt-Cooter Individual Reading Inventory and the Qualitative Spelling Checklist. The OSII consists of five components including letter identification, word test, Concepts About Print, writing vocabulary, and writing dictation tasks. The OSII is both a diagnostic and screening instrument that identifies student strengths and target areas for growth in reading and writing. This instrument identifies specific strengths for teachers to use to scaffold support to meet individual instructional needs in reading and writing. This instrument identifies students that are below, at, or above grade level in literacy development. The OSII, used in conjunction with the Qualitative Spelling Analysis, identifies specific learning needs for individual students.

Math assessment instruments include teacher developed assessments, observation checklists published by Connie Kamii, Work Sampling System Checklists, and Everyday Mathematics Assessments. Measurements will be qualitative as well as quantitative.

Over the next five years, electronic records of assessments will be utilized and reevaluated. UHCS faculty will determine benchmarks for achievement as a committee. Beginning performance will be charted and compared to mid-year and year-end performance.

- 8) Identification of educational strengths and needs of individual students:

UHCS teachers use classroom observation, Work Sampling System Checklist, OSII, Literacy Collaborative Assessment, Flynt-Cooter Individual

Reading Inventory and the Qualitative Spelling Checklist, the TAAS test, as well as math measures to identify educational strengths and needs for individual students. Teachers review the student entry screening results with the special education consultants. Teachers and the principal make careful observations of the child's classroom performance. Teachers report classroom assessments at the first nine week reporting conference. Teachers provide a written checklist of strengths and needs on the second, third, and fourth reporting periods. Teachers contact parents at the family school events, have a minimum of two conferences with parents per year, and communicate in writing. Should consultants, staff, or parents have concerns, conferences are held to problem solve, introduce interventions, and monitor progress. Any party may request assessment and the referral process is initiated. Over the next five years, electronic record keeping will aid the monitoring of individual student progress over the years.

9) Program goals and performance standard implementation:

Eighty-one percent of all goals identified in the Five Year Plan were met for the 1999-2000 school year. Nineteen percent of these goals are still in progress. Currently, thirty-seven percent of goals identified for the 2000-2001 school year have already been met this year.

(See Five Year Plan in Attachment Four).

10) Use of evaluation results to improve instructional programs:

Initial student entry assessments are used to determine individual student strengths and needs. These assessments also indicate the necessity for student referral for special education services. In addition to student entry assessments, teachers administer assessment at the beginning of each school year, throughout the school year and at year end to identify individual and curricular needs as well as to monitor student progress. The information gained in these assessments identifies student academic needs and drives classroom instruction for individual students as well as identifying curricular needs for each classroom and the school.

Reading: OSII, DRA, Literacy Collaborative Assessment, Flynt-Cooter Individual Reading Inventory, Qualitative Spelling Checklist, and reports to parents with portfolio conferences are used to identify childrens' specific target areas in classroom instruction. UHCS uses TAAS results in reading, writing and math to identify program goals for the School.

11) Professional development opportunities:

UHCS staff have had many professional development opportunities that support the mission of the school. Staff members have the opportunity to tour other innovative schools. UHCS representatives visit the ACT conference annually. Representatives will attend a series of TEXTeams math workshops and Strategies for Struggling Readers. All staff members participate on Task Force teams to address school goals on the five year plan, including the Professional Development Task Force. All teaching team members participate in TAAS group study to increase student performance on the state wide standardized test.

B. Special Needs Students/Programs:

1) Accommodations for students with SPECIAL EDUCATION needs:

a) Child Find:

UHCS is an open enrollment school. Registration is a first come, first served basis. During the first semester of enrollment, all incoming students are screened by certified special education consultants. Students' ages and abilities determine the screening instruments administered. Kindergarten and first grade students are given the Test of Early Reading Ability (TERA-2), the Test of Early Math Ability (TEMA-2), and the Brigance Diagnostic Inventory of Early Development. Second and third grade students are given the Woodcock-Johnson Achievement Battery-Revised and the Diagnostic Achievement Test (DAB-2). The UHCS information sheet includes the statement "provides special education services to qualifying students."

Teachers review the screening results with the consultants. Teachers and the principal observe students' classroom performance. Teachers contact parents at the family school events and have a minimum of two conferences with parents per year. Should consultants, staff, or parents have concerns and request assessment, the referral process begins.

b) Confidentiality:

The special education designee is responsible for maintaining confidentiality of all student records pertaining to special education. In addition, the principal is designated as custodian of all student records which are maintained in the UHCS office. The UHCS has available for public inspection a list of the names and positions of those employees within the school who may have access to student educational records. Parents are advised of their rights pertaining to student records at least once annually. Staff are trained on confidentiality procedures.

c) Procedural Safeguards:

The copy of the procedural safeguards is given to the parent(s) of a child with a disability.

- Upon initial referral for evaluation
- Upon each notification of an ARD committee meeting
- Upon reevaluation of the child
- Upon a manifestation determination review, or if a removal is contemplated that constitutes a change of placement.

The Procedural Safeguards notice is provided in the native language of the parent or other mode of communication used by the parent.

d) Notice of Admission, Review and Dismissal (ARD) Committee Meetings

The notice of the Admission, Review and Dismissal (ARD) Committee meetings includes:

- Date, time and location of the meeting
- Meeting participants
- Meeting purpose
- ARD notice in the native language or other mode of communication of the parent.

A meeting may be conducted without a parent in attendance if the parents decline to attend. In such a case, the school will make a record of its attempts to arrange a mutually agreed upon time and place. The record may contain such information as:

- Telephone calls made or attempted and the results of those calls
  - Copies of correspondence sent to the parents and any responses received
  - Records of visits made to the parent's home or place of employment and the results of those visits.
- e) **Assessment of children to determine eligibility:**  
Depending upon a child's identifying issues, Comprehensive, Individual Assessments administered by the UHCS contracted diagnostician may include the following:
- **Language** - Woodcock - Johnson Language/R
  - **Physical** - Bender, doctor's reports
  - **Emotional/Behavioral** - information from teachers and parents
  - **Intellectual/Adaptive Behavior** - The WISC-III - ABC, informal observation
  - **Educational Learning Competencies** - Woodcock-Johnson/R, DAB

Eligibility is determined by the certified diagnostician, the certified Language Speech Pathologist or applicable professional. The evaluation report is presented to the ARD Committee. Eligibility is specific to the impairment as consistent with Special Education Compliance Indicators.

- f) **Development and Implementation of the Individual Education Plan:**  
When a child is found to qualify for special education services, the diagnostician or evaluator, with the ARD Committee, develops an IEP in the ARD meeting. The IEP includes measurable annual goals and objectives, the amount of time in special services, and how parents will be regularly informed of the child's progress.
- g) **Least Restrictive Environment (LRE) Placement**  
Each student with disabilities shall be placed in a general educational environment with students without disabilities to the maximum extent appropriate to the student's needs. Presently, UHCS students qualifying for Speech/Language Services receive Speech/Language Therapy at the UH Communication Disorders Clinic. Presently, UHCS students receiving other Special Education Services are mainstreamed and receive one-one-one tutoring.
- h) **Transition Planning:**  
UHCS has no children over the age of eleven years or beyond fifth grade.
- i) **Certified Personnel for the provision of services to children with special needs:**

The credentials of the personnel serving UHCS is on file in the School's office. All are certified or licensed appropriately for their actual

assignment. Currently contracted by the UHCS are Speech Pathologists, diagnosticians, and tutors.

j) Services to Expelled Students:

Students in Special Education are not to be improperly expelled from school for disciplinary reasons. If a child is expelled for more than ten days, the school will document the decision and provide requested hearings. The UHCS will provide a Special Education Program for the student during the expulsion.

2) Federal programs such as: Title I Part A; Title II Part B, Title IV; Title VI Innovative Strategies; Title VI Class-size Reduction Program; and Section 504.

Lead teachers develop a list of goals and objectives for each student who qualifies for Title I. Lead teachers meet with assistant teachers and explain the goals and objectives for each student. Together, the teachers plan weekly activities that will address each student's needs. Each student's needs are addressed daily with one-on-one tutoring by assistant teachers. Assistant teachers record daily student progress. Teachers will also meet monthly to review goals and objectives and document each student's progress.

Students are identified as eligible under Section 504 who have a physical or mental impairment that substantially limits a major life activity (learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks.) Parents are informed of rights under Section 504. The student's education is designed to meet individual needs as adequately as nondisabled students. Students are provided free educational services except for fees imposed on nondisabled students. Students have a right to placement in the least restrictive environment. Students are provided facilities, services, and activities that are comparable to those provided for nondisabled students. When necessary, placement decisions will be made by a committee including teacher, parent, administration, and diagnostician (when relevant). Students will be reevaluated at least every 3 years.

3) Describe how your school meets the needs of children who qualify for other state programs.

UHCS has four teachers trained in English as a Second Language (ESL) and two teachers who are certified through the state EXCET exam. The two trained teachers will become certified in the 2000-2001 school year. When a Home Language Survey is returned indicating any language other than English as the predominate home language, the child is assessed with the IDEA Oral Language Proficiency Test. Any student who does not pass the assessment is recommended to the Language Proficiency Assessment Committee (LPAC) for individualized pull-out instruction with an ESL teacher. The teacher assesses the specific needs of each student through activities, interview, written work, and recommendations from the classroom teacher. The ESL teacher addresses all areas of the curriculum and works to bring the student up to grade level through concrete, globally based activities. Plans of each pull-out session as well as assessments are recorded. This

data is used to report, recommend placement of the student. A student in third grade or above is given the Texas Reading Proficiency Test in English (RTPE) in the spring. The RTPE data is added to information when considering placement for the next year. A child recommended to exit the ESL program is monitored for a period of two years. When ESL instruction is determined to be necessary for success, the student is placed in the program again. If after Year Two, no further support is determined necessary, the child graduates the ESL program.

UHCS has a teacher identified as the Dyslexia Coordinator. This coordinator attends Region IV Education Service Center training and information sessions and provides information to the teaching staff. Based on observation, collected work, progress reports, record of failed classroom accommodations, parent teacher problem solving sessions, a student is referred for dyslexia screening, and upon parental consent, screening is administered by the Dyslexia Coordinator. If the student demonstrates characteristics consistent with dyslexia, the student will be referred to a diagnostician for further testing. UHCS accommodations for dyslexic students include an individualized intensive, multisensory program containing writing and spelling. Program components include graphophonemic knowledge activities, linguistic activities, meaning based multisensory activities, phonemic instruction, process oriented experiences addressing language structure, and explicit direct instruction. The use of physical aids (infrared Alpha Smart –mini word processors, colored transparencies) is explored. Student progress is reviewed annually by a committee of teachers and consultants.

4) At-Risk Students:

Students are identified as being educationally at risk according to TAAS scores for fourth and fifth graders, or by a matrix score (literacy and math assessments and teacher observations) of two or more for younger grades.

At risk students are served through Title I tutoring. A summer school program begins June 2001.

Kindergarten students identified with literacy needs received an extensive summer balanced reading program that included assessment, in home tutoring, parent sessions, and take home materials (backpacks, writing supplies, and books). The Accelerated Reading funds supported this effort.

Students with specialized emotional or behavioral needs participate in counseling sessions with a professional counselor contracted by UHCS.

Classroom accommodations are made for children (e.g. recording writing assignments, redesigning workspaces).

Home school connections are built in conferences, family events, and problem solving sessions.

Reading Recovery is a powerful intervention strategy of individual sessions for struggling first grade readers. The half day UHCS Reading Recovery Position is provided by the Academics 2000 Grant, Cycle 7.

Literacy Groups address the needs of below grade level readers for grades two through five.

The half day UHCS Reading Specialist positions is provided by the Academics 2000 Grant, Cycle 7. Classroom teachers will be mentored in Literacy Groups and intervention strategies.

- 5) HDL provides extended day services. Children participate in an enrichment program of cooking, creative art, outdoor games, fund raisers, and campus excursions: bowling and swimming. In their weekly music class, the 4-5 class is preparing in opera. The Cougar Club Opera Company is now formed and listed on the Moores School of Music Spring Performance Schedule.

A group of students facilitated by two teachers will form a Cougar Football Booster Club. They will meet football players, visit practices, and attend at least one football game each season.

#### C. Admissions Policy

- 1) Weekly tours, beginning in October and continuing through May, provide prospective parents with a realistic view of a typical school day. An April or May registration date is determined. A registration packet is developed in March and mailed to all families requesting information. The registration date is posted at the UHCCC, the UH HDL, and UHCS. The Thursday before the Saturday registration, families are advised of the final number of registration slots available as well as additional information about the school in a public evening meeting. The criteria for eligibility and registration procedures are:
  - Children must be five years of age on or before September 1 of the enrollment year.
  - Younger siblings of currently enrolled students are automatically enrolled.
  - Children of UHCS staff members are automatically enrolled.
  - Once a child is enrolled, his or her continued enrollment is automatic.
  - Prospective parents line up in the University Center outside a designated room. Parents are responsible for monitoring the line and sign up if they choose.
  - At the posted time of registration, applications are taken on a first-come first-served basis. The order of applications per class and time is recorded.
  - When the available slots are filled, additional applications are placed on a waiting list. The waiting list is ordered by lottery. Throughout the year people may add names to the waiting list. Siblings of enrolled students will be registered before other waiting list applicants.
- 2) This unbiased admissions procedure builds a school community comprised of students from many demographic, socio-economic, race, and ethnic backgrounds. The process allows parents to learn about the school and determine their enrollment in the school.

#### 6) School Demographics

- A. The school's current enrollment of 120 – 138 will be maintained for the next five years. The school's maximum enrollment of 138 is requested. The school will serve grades kindergarten through fifth with 20-23 students per class. Students will be placed in one of six multi-age classes.
- B. The school is located on the main campus of UH Central Campus. UH is located

three miles from downtown Houston on a wooded campus.

**7) Geographic Boundaries and Statements of Impact**

A. The geographic area served by the school continues to be a sixty mile radius.  
(See Attachment Five for map.)

B. Districts affected by the charter school:

Aldine ISD	Alief ISD	Alvin ISD
Anahuac ISD	Angleton ISD	Barbers Hill ISD
Channelview ISD	Clear Creek ISD	Cleveland ISD
Columbia-Brazoria ISD	Conroe ISD	Crosby ISD
Cypress-Fairbanks ISD	Damon ISD	Danbury ISD
Dayton ISD	Deer Park ISD	Dickinson ISD
Fort Bend ISD	Friendswood ISD	Galena Park ISD
Goose Creek ISD	Hitchcock, ISD	Houston ISD
Huffman ISD	Humble ISD	Katy ISD
Klein ISD	La Marque ISD	La Porte ISD
Lamar CISD	Liberty ISD	Needville ISD
North Forrest ISD	Pasadena ISD	Pearland ISD
Royal ISD	Santa Fe ISD	Sheldon ISD
Spring ISD	Spring Branch ISD	Stafford ISD
Tarkington ISD	Texas City ISD	Tomball ISD
Waller ISD		

Academy of Accelerated Learning, Inc.  
 Alief Montessori Community School  
 American Academy of Excellence Charter-Houston  
 Alphonso Crutch's Life Support Center  
 Benji's Special Education Academy  
 Calvin Nelms Charter School  
 Children First Academy of Houston  
 Crossroads Education Learning Center  
 George I Sanchez  
 Girl's and Boy's Prep Academy  
 Gulf Shores Academy  
 Harris County Juvenile Justice  
 Heights Charter School  
 Houston Advantage  
 Houston Can! Academy  
 Houston Heights Learning Academy  
 Impact Charter  
 Jamie's House  
 Jesse Jackson Academy  
 KIPP Academy Charter  
 La Amistad Love and Learning Academy  
 Medical Center Charter School  
 North Houston High School for Business  
 Northwest Mathematics, Science & Language Academy of Houston  
 Prepared Table, Inc  
 Project YES  
 Raul Yzaguirre School for Success  
 SER-Ninos  
 Southwest High School  
 Two Dimensions Preparatory Academy  
 Varnett Charter School  
 Wa-Set Preparatory Academy  
 West Houston Charter School

**C. Statements of Impact**

- 1) Statement of Impact forms were sent to all school districts and charter schools likely to be affected by the UHCS renewal. A copy of the charter renewal application and letter from UH were included with the Statement of Impact form.
- 2) The Statement of Impact form was sent October 31, 2000.
- 3) A list of districts and charter schools to which a Statement of Impact form was sent is provided in 7B. Copies of return receipts are filed in the UHCS office and will be submitted to the Division of Charter Schools prior to the date of consideration by the SBOE.

## 8) Community Support

### A. Community involvement in renewal process & future plans

The Houston Institute for Cultural Studies (HICS) used parent interview input and prior school evaluation reports to assist the renewal team in determining renewal goals and objectives. Parents and staff were invited to a meeting to give feedback on the renewal application in process.

UHCS enjoys many university connections and will expand connections in the future. Connections with businesses will also be expanded.

### B. Business arrangements or partnerships

The following collaborations have benefited UHCS.

- EXXON generously contributed classroom science and math resources.
- Ed White Charter School partnered with UHCS on the Academics 2000: Reading Grant Cycle 6.
- Ser Ninos Charter School currently partners with UHCS on the Academics 2000: Reading Grant Cycle 7.
- Harris County Department of Education provides Literacy Collaborative training and mentoring.  
Region IV Education Service Center coordinated Shared Services on Titles II and IV.
- Pearland ISD supports the Reading Recovery training hours.

### C. Notice of Intent

The Notice of Intent statement appeared in the Houston Chronicle, Saturday, October 28, 2000. The statement was also mailed to the Houston City Council and Commissioner's Courts (See Attachment Nine).

### D. A public hearing to review the renewal application was held October 30, 2000, 4:00pm.

The meeting notice was included with the Notice of Intent (See Attachment Ten for meeting minutes).

## 9) Human Resource Information

### A. Policies

It is the policy of the University of Houston to compensate employees fairly without regard to age, gender, race, color, religion, national origin, disability, military status, or sexual orientation and to comply with all applicable federal, state, and local laws and regulations affecting employee compensation. To ensure internal consistency and external competitiveness in pay and enhance the university's ability to attract, retain, and motivate qualified employees, the university shall be responsible for the following:

- Maintaining an equitable internal classification of jobs by pay grade and competitive pay ranges for these grades
- Ensuring that employees are compensated commensurate with their career progression, based on individual performance, contribution to the University, and availability of funds
- Maintaining personnel costs within budget's pay rates for prospective or current employees must comply with this policy and procedure. Offers may

not be made or pay rates established without approval of the Human Resources Department, except as provided herein.

In general, to be eligible for independent contractor status, most of the following factors must apply:

- The individual controls the method by which the work results are accomplished, as well as the details of the results themselves, without direct supervision by the University
- The individual is financially independent and headquartered in a location physically separate from the university
- The individual offers similar or related services or products to multiple clients
- The relationship with the university is temporary or occasional in nature
- The individual supplies the tools or equipment necessary to perform the job
- The individual sets the hours of work (this factor does not apply in teaching relationships).

As a general rule, when the individual performing the services is not a current or recent past employee of the University, the individual may be treated as an independent contractor when either of the following conditions exist:

- The individual is a full-time student or is employed full-time by a separate, non-State of Texas organization and the service performed is occasional
- The work being done for UH is of short duration and/or occasional.

The university has designated as "security sensitive" certain positions of special trust. Generally, these are positions in which employees have access to or control of activities, systems, and/or resources that are subject to misappropriation, malicious mischief, damage, and/or loss or impairment of communications or control. As provided by this policy and procedure, the university shall obtain criminal history record information related to applicants for positions designated "security sensitive."

Positions that may be designated as security sensitive shall be restricted to and identified from positions that:

- Handle currency;
- Have access to confidential information and/or have the capability to create, delete, or alter records in any of the University students, financial, personnel, payroll, or related computer databases or in research databases that may contain trade secrets;
- Have routine access to building master control and key systems;
- Are responsible for the care of instruction of children; or
- Work in an area designated as a security-sensitive area

The University is committed to fair, efficient, and equitable solutions to problems arising out of the employment relationship and to adherence to the requirements of state and federal laws. Clear guidelines providing for both informal and formal disciplinary measures have been developed and are provided to ensure that fair and equitable treatment is provided; that

requirements of the laws are met; and that the rights of both management and the employee are honored during the discipline and dismissal process;

Under no circumstances may an employee be subjected to formal disciplinary action or dismissed without:

- Showing adequate cause for the necessity of the discipline or dismissal;
- Providing the employee due process to respond and appeal;
- Adhering to the other provisions outlined in this document; and
- In the cases of suspension and dismissal, obtaining full prior review by the appropriate representative of the Human Resources Department

The steps of progressive discipline will be followed when dealing with employment problems, when possible and practical. Exceptions may be appropriate, subject to full prior review by the Human Resources Department.

All regular staff employees of the University who have completed their probationary period shall receive a formal performance appraisal at least once a year. Performance appraisals shall include (1) a written appraisal of the employee's performance by the immediate supervisor and (2) a personal meeting between the employee and the supervisor to discuss the appraisal.

Performance appraisals shall be scheduled, conducted, and documented. Performance appraisals shall be confidential.

The University provides holidays, vacation, sick leave, and other leave benefits granted by the State of Texas to regular university employees. Leave benefits may be with or without pay, based on certain qualifying conditions. Eligible employees are entitled to request and be considered for leaves described in this policy and the companion procedure. Eligibility for certain leave benefits may differ under law.

The University offers a variety of fringe benefits programs to its employees as part of their employment and compensation package. Employees may select benefits that may be individualized to meet their needs and those of their dependents. State automatic benefits include vacation, sick leave, paid holidays as approved by the President, leave with or without pay, a retirement program, and longevity pay. Optional benefits may include health and dental insurance, life insurance, disability insurance, a cafeteria plan and a supplemental retirement program.

#### B. Administrators

- 1) Notarized biographical affidavit  
(See Attachment Nine).
- 2) Powers and duties
  - a) Dr. Carolyn Black is the school's Chief Executive Officer. (See Attachment Two for the organizational chart).
  - b) Job descriptions
    - 1) The school's Chief Executive Officer is Carolyn Black, PhD. (See Attachment Two for organizational chart). The CEO oversees the daily operation of the Charter School, develops and conducts educational programs, works with parent organization and coordinates development efforts as appropriate, oversees all aspects of operations

of the Charter School, takes responsibility for all financial aspects of the operation of the School, recruits and supervises teaching and clerical staff, evaluates program, and writes proposals for external funding.

### C. Faculty and Staff

- 1) Description of qualifications for teachers, assistant teachers and program manager
  - a) The lead teacher position requires a thorough understanding of both the theoretical and practical aspects of constructivist teaching. Knowledge of the discipline is normally obtained through a formal, directly job-related 4 year degree from a college or university and in-depth specialized training or experience in constructivism.
  - b) The assistant teacher position requires basic understanding of both theoretical and practical aspects of constructivist teaching. Knowledge is usually obtained through experience in a constructivist classroom or through formal education.
  - c) The program manager position requires a thorough understanding of both theoretical and practical aspects of an analytical, technical or professional discipline; or the basic knowledge of more than one professional discipline. Knowledge of the discipline is normally obtained through a formal, directly job-related 4 year degree from a college or university or an equivalent in-depth specialized training program that is directly related to the type of work being performed.
  - d) The secretary position requires a basic knowledge of grammar, spelling, punctuation and simple mathematical functions like percentages, ratios, etc. as might normally be acquired through attainment of a high school diploma or GED.
- 2) Staff size and teacher to student ratio

The 13 teaching staff include, 6 lead teachers, 6 assistant teachers, and 1 lead teacher serving as the Reading Specialist, ½ day Reading Recovery teacher and ½ day Literacy Groups.
- 3) Job descriptions
  - a) Lead Teacher: Plans and carries out an educational program for elementary children that is informed by constructivism research and theory; develops and implements a constructivist elementary curriculum; prepares and implements lesson plans for children and communicates these to co-workers; develops goals for individual children, and keeps records of developmental progress; informs parents and co-workers in classroom of established goals, and communicates same to principal; provides ongoing supervision, training and feedback to teaching assistants and interns; reports problems with children to principal and counsels parents concerning problems; develops an action plan and discusses it with parents, the principal and other teachers to mutually work toward a resolution; maintains records of childrens' developmental progress and problems, if any; tests children at designated times with standardized and alternative tests; communicates results to parents;

serves as model for constructivist education; performs other job-related duties as assigned.

- b) Assistant Teacher: Assists the teacher in the planning, implementation and supervision of the child development program; develops activities and materials for use in the classroom; assumes responsibility of the class in the Lead Teacher's absence; assists the Lead Teacher in addressing concerns or solving problems with children and/or parents; participates in the proper arrangement, appearance, decor and learning environment of the classroom; administers medicine to children when needed and authorized by parents; performs other job-related duties as assigned.
- c) Program Manager: Manages the day-to-day operations of a university program, which may include the supervision of staff employees and/or student workers; plans and develops methods and procedures for implementing and administering the program; manages program-specific budgetary and fiscal activities, including budget planning and analysis; provides guidance to subordinate professionals in carrying out program objectives; may prepare or participate in the preparation of abstracts, research reports, funding proposals, operations and procedure manuals, and other written material and documentation as required; reviews reports and records of activities to ensure progress is being made toward specified program objectives; manages and administers grants for program, including the coordination of meetings, communications, scholarships and other operations; develops, implements and maintains appropriate policies and procedures concerning program administration; may supervise statistical analyses of data using PC-based statistical programs; establishes and maintains database on research studies, policy issues, etc.
- d) Administrative Assistant: Provides general secretarial support to staff; types documents, correspondence and other materials using word processor, personal computer and/or typewriter; composes and prepares correspondence for supervisory signature; organizes and maintains manual and/or computerized files; types and distributes agendas, reports and other documents; updates and maintains desk and computer calendars, rolodex address/telephone number system; schedules and arranges meetings; makes necessary arrangements for luncheons, meetings, seminars, conferences, travel, airline and hotel reservations; screens and directs callers and visitors; takes and forwards telephone messages; orders supplies and maintains inventory; may prepare monthly usage reports for xerox copies, postage and long distance calls; performs other job-related duties as assigned.

D. Code of conduct

1) School behavior guidelines

Children at the University of Houston Charter School of Technology are expected to develop appropriate, cooperative behaviors and effective communication as they are enrolled at the school.

For less serious or chronic acts which threaten safety or a sense of community:

1. A child may conference with the teacher, communicate with involved children while the teacher acts as a mediator, and/or develop and sign a written plan.
2. If the above steps are not successful, for children in the third grade and above, a child may come before a student panel made up of class representatives to share the problem and get possible solutions generated.
3. If the problem is not resolved and learning and community are disrupted chronically, the steps for serious actions may be followed.

For serious acts:

The aim of school actions is to provide a physically and emotionally safe educational experience. When serious events occur, steps will be taken to help children improve their behaviors and relationships so that a sense of safety is reestablished.

If a child intentionally carries out an act that results in injury to oneself or others, damage to the environment, or is potentially physically or emotionally dangerous, the UHCS will take the following steps:

1. The injured person will receive sustained attention of one staff member if needed, and first aid will be administered.
2. Emergency medical personnel and/or parents will be called if necessary.
3. One staff member will remove or redirect the uninvolved students.
4. The child who carries out a serious act will be isolated from the group and supervised. Parents of this child will be notified, and possibly called to school immediately.
  - a) The principal may have the parents take the child out of school for the remainder of the day.
  - b) If the event occurs near the end of the day, the parents may be asked to take the child home and keep the child out of school the following day.
  - c) For the child carrying out the serious act: The morning of the next school day, a meeting will be held with parents, principal, involved adults, the child's teacher, and the child for at least part of the meeting. The group will discuss the event and the results, problem solve more appropriate behaviors, develop a written plan to help the child develop cooperative behaviors and effective communications. The child will meet with the teacher to develop a written plan to improve behavior and communication, before the child reenters the classroom. A copy of this plan will be given to the child's parents and the principal. If the environment is damaged, the child and parents may need to repair the damage.
  - d) If the action is determined by the principal to be dangerous or if the parents and principal have had other meetings to solve this same issue or closely related issue, parents may be required to provide

written proof of steps implemented in the plan. Also in such a case, the principal may require a meeting with an approved psychologist as a condition for returning to school. A follow-up meeting with the psychologist will be held to communicate a plan to the principal and teachers.

2. Expulsion and suspension

If parents or children do not comply with written plans, implementation plan, and group meeting decisions, after three reminders the child may be expelled. A student may also be expelled or suspended for serious and intentional harm to another person. The student and parents will be invited to school to discuss the cause of school actions.

3. Attendance Plan and Code of Conduct:

Students are required by the State to be in attendance a minimum of 90% full days per year in order to receive credit for the enrolled class. Even though kindergarten is not required, once students are enrolled in school, the compulsory attendance laws apply.

If a student accumulates sufficient excused absences (full or partial day) to be unable to meet the attendance requirement, a recommendation may be made by the principal to the school attendance committee to grant the student credit.

If a student accumulates three unexcused absences, a recommendation may be made by the principal to the school attendance committee to deny the student credit for that class that year or to withdraw the student from UHCS.

Absences documented and verified for the following reasons will be classified as excused:

- ❖ Personal illness
- ❖ Illness or death in the family
- ❖ Medical or dental appointments
- ❖ Weather or road conditions making travel dangerous
- ❖ Religious holy day observance
- ❖ Court ordered or legally related absence
- ❖ Any other unusual causes acceptable to the principal prior to the absence

Absences for reasons other than those listed will be considered unexcused and may result in disciplinary consequences.

A student will not be counted absent for a documented appointment with a doctor, dentist or other health care professional if the student attends school at any time on the day of the appointment, and if the student satisfactorily completes the missed school work in a reasonable amount of time. Parents are asked to schedule appointments for after school whenever possible.

When a student is absent or tardy, parents should call the office 713-743-9111 as soon as possible on the day of the absence to report

the reason for the absence. Following an absence or tardy, a note is also, required from the parent. The note should contain:

- ◆ Full name of the student
- ◆ Dates of absence or tardy
- ◆ Specific reason for absence each day
- ◆ Parent's signature and telephone number

Students must be present in school at 10 AM in order to be counted present for the purposes of reporting attendance to the State.

## 10. BUSINESS PLAN

### A. Financial Management Plan

#### 1. Current Budget - Table Three

#### REVENUE

State (\$4000 per child x 120)	\$ 480,000.00
Grant - Title I	\$ 16,000.00
Local	\$ 146,714.00
Fund Balance	\$ 100,339.00
<b>TOTAL REVENUE</b>	<b>\$ 743,053.00</b>

#### EXPENDITURES

##### 1. Salaries:

###### a. Administration

Principal	\$ 55,544.00
Program Manager	\$ 38,000.00
Secretary	\$ 21,298.00
Lump-Sum Position	\$ 2,500.00

###### b. Teaching Staff

Master Teachers	\$ 219,016.00
Assistant Teachers	\$ 127,508.00
Fringe Benefits	\$ 114,882.00

###### c. Fringe Benefits

##### 2. Contract Personnel

a. Program Assessment	\$ 20,000.00
b. Child Assessment	\$ 6,000.00
c. Technology Development	\$ 1,000.00
d. Teacher In-Service/ Curriculum Development	\$ 3,500.00
e. Physical Education Development	\$ 8,700.00
f. Music Development	\$ 9,000.00

##### 3. Maintenance & Operation

a. Classroom Startup	\$ 20,000.00
b. Class Supplies	\$ 12,500.00
c. Office Supplies	\$ 4,500.00
d. School Supplies - PEIMS	\$ 10,000.00
e. Office Equipment	\$ 4,440.00
f. Professional Development/Travel	\$ 7,565.00
g. Telephone	\$ 5,700.00
h. Field Trips	\$ 2,700.00
i. Insurance	\$ 700.00
j. Class Library	\$ 6,500.00
k. Outdoor Class/Playscape	\$ 5,000.00
l. Special Events	\$ 2,000.00
m. Special Education Services - ARDS	\$ 20,000.00
n. Capital Outlay/Computers	\$ 10,000.00
4. Contingency Fund	\$ 4,500.00

#### TOTAL EXPENDITURES

**\$ 743,053.00**

Revenues and expenditures to date may be found in Attachment Ten.

- 2) Projected Budget (See Attachment Three).
- 3) Current business procedures.

The university employees at each project, department, college, or divisional level with assigned responsibilities for procurement and processing of expenditure documents related to that unit's accounts. These employees shall not have authority to initiate and certify the same transactions.

The assigned personnel is to approve an expenditure by signing the expenditure document, ensuring that:

- The expenditure is made for the purpose for which funds were budgeted
- The procurement process was followed and the documents are prepared in accordance with all state, federal, UH system, and university guidelines
- The required funds are available
- The transaction complies with pertinent rules and regulations required by external funding sources and/or oversight entities

Within the limits defined herein, UHCS may be authorized to make direct purchases of commodities and services, which are submitted for payment or reimbursement directly to Accounts Payable via Purchase Voucher. This purchasing mechanism is authorized for purchases or reimbursements to one vendor or employee of dollar amounts of \$2,000.00 or less per transaction, including freight and delivery charges, as well as purchases of those other items specifically authorized herein.

A university department or project may request an initial purchase by submitting a Purchase Requisition to the Purchasing Department with the dollar amount of \$2,000.00 or more.

Travelers paid or reimbursed by university funds must use travel vendors that will provide the services required at the lowest possible price. All expenses must be reasonable and necessary for conducting university business during travel, as determined by the traveler's supervisor, and the travel must benefit the University of Houston.

- 4) Current Monthly Budget Status Report (See Attachment Ten).
- 5) Financial Accounting and Payroll System

Each department of the University of Houston shall develop procedures for monthly verification of each account in Financial Record System (FRS) with departmental records to ensure accuracy and propriety of the entries. General ledger and sub-ledger accounts are to be monitored each month through the preparation of a verification report. The reviewer should initial the verification documents. A complete verification includes:

1. Verification that entries (e.g., expenditure, revenue, budget, and encumbrances entries) on FRS reports are accurate and in accordance with department records;
2. Identification of transactions not processed in FRS;

3. Preparation and transmittal of requests for corrections to the appropriate office; and
4. Completion, review, and approval of a formal FRS verification form to be developed by each department.

Account managers are responsible for reviewing/approving monthly verification reports. Verification reports shall be filed at the department and made available to internal auditors upon request. Reports are to be retained for a minimum of one month until the next month's verification has been completed. End of year verifications are to be retained for one year.

All university employees are required to account for 100 percent of their time during regularly scheduled workdays in an accurate and timely manner--time worked, time away on approved leave or compensatory time, and any other time away or categories of work subject to special pay requirement.

Each employee shall sign and date his/her time and effort report to affirm its accuracy; also, the employee's supervisor shall approve the time and effort reported. Biweekly employee who reports time and effort and is paid on a biweekly basis at an hourly rate. Monthly employee who reports time and effort and is paid on a monthly basis. University is maintaining an equitable internal classification of jobs by pay grade and competitive pay range for these grades. The department is maintaining personnel costs within budgets pay rates for prospective or current employees and is comply with university pay grade. Any person employed by the University of Houston is paid through the payroll system.

UHCS has completed all PEIMS submissions on time. The first two years, the secretary entered PEIMS data manually using Access. The third year, the program manager prepared and submitted PEIMS data using Portal, the Texas Charter School Resource Center funded software. In the current year. The secretary and program manager are preparing PEIMS submissions using SASI xp software, by NCS. Pro-Logic is providing training for state-required reporting.

- 6) Annual Financial Audit Report  
(See Attachment Eleven).

**B. Facility Management**

- 1) Description of and address

For the next year, current facilities will be used. Located on the main campus of the University of Houston Central Campus, the UHCS utilizes temporary facilities within and adjacent to the Cameron Building, Entrance Ten off of Cullen and Wheeler streets. Placed inside a gated area are two modular units housing three classes and offices and special programs. Each modular unit is equipped with one bathroom. Each are wired for telecommunications. Within the Cameron Building, three other classes are housed.

- 2) Description of special use areas

Outdoor Science Classroom -- This unique facility provides UHCS students and teachers with an option to conduct investigations in the

outdoors. Designed by architecture students, the 900 square foot structure offers benched seating, an incline, and a water table.

Playground – A 9400 square foot gated play area is used for UHCS students during recess and Physical Education. A locked storage shed for PE equipment, a basketball goal, grass and hard surfaces, the Outdoor Science Classroom, and five large trees are located in the playground area. This area is being developed with a sandbox, picnic tables, a water fountain and moveable equipment.

Moore School of Music - The University of Houston Moore School of Music provides a Music Education classroom to UHCS students. This classroom is equipped with a grand piano, state-of-the-art sound system, and rhythm and music instruments for student exploration.

Garrison Gymnasium - UHCS students participate in Creative Movement and Games class under the supervision of University of Houston instructor Donna Laws-Gallion.

Campus - UHCS utilizes the University of Houston campus for nature walks (along the wooded walkways), art appreciation (sculptures), and free play (in Lynn Eusan Park).

3) Future steps toward acquisition of a facility

Plans for the relocation of the school to a renovated space also on the UH campus are underway. Presently, bid specifications are being drawn for an architectural contractor team. The new space is anticipated to be complete by December 2001. The 13,000 square feet on the first floor of a two story building is to be designed for school use. The six classrooms of about 1,000 square feet each will open onto a common area, art, science, cooking, and library. A large playground space will be fenced and developed.

4) Lease or deed - not applicable

C. Student Attendance Accounting

Proposed Policy for Admission of Students Eligible for Public Education Grant (PEG): Students using a public education grant will be admitted to UHCS following the same policies as all other enrollees. Initial school year enrollment is by first-come, first-served registration in May. Any openings occurring after registration will be filled by a lottery of waiting list members.

School hours are Monday through Thursday 8:00 am – 3:00 pm and Friday 8:00 am – 12:30 pm. Assistant teachers call roll at 8:20 am to report tardies. Assistant teachers check roll again at 10:00 am to report absences. Assistant teachers enter attendance into the computer using Project Achieve software. Assistant teachers verify entries, print off copy, sign and turn into the UHCS office. Office staff enter attendance data into SASI xp. Office staff print six weeks attendance reports. Office staff maintain attendance logs and fax six week report to Texas Education Agency. (See Attachment Twelve school calendar).

Current school calendar: (See Attachment Twelve).

Hours of school operation

Office	7:30- 5:00
Teachers	7:45- 3:45
Teacher/student contact	8:00- 3:00 Monday – Thursday 8:00-12:30 Friday
HDL extended day	7:00- 8:00 a.m. 3:00- 6:00 p.m. 12:30- 6:00 p.m. Friday

D. Transportation and Food Service

1) Transportation provisions

No transportation to or from school is provided. For field trips, buses are rented by the School.

2) Food service provisions

There are no provisions for lunch service at this time. Children who qualify according to free and reduced guidelines are served breakfast at 7:45. A refrigerator, and food/supply storage are utilized. Records of children served and foods provided are maintained.

E) Methods to attract students to the charter school

The UHCS priority is to provide a quality innovative program that attracts families looking for options to traditional curriculum. Current families are strong recruiters. Television programs and newspaper articles have attracted inquiries.

**11. Governance of the Sponsoring Entity**

A. Profile of board members of sponsoring entity

Not applicable - Sponsoring entity is a university.

1) Textbook selection

The UHCS textbook selection process is a multiple step process carried out by a committee of teachers, administrators and staff. The committee serves as a means for all to discuss the merits of available textbooks with peers and administrators. The committee also allows an opportunity for lead teachers to come to a consensus in selecting a particular publisher. This promotes continuity among grade levels throughout the school.

The decision process includes viewing state-approved textbooks on display at the Region IV Educational Service Center (ESC). This allows teachers to compare various texts and helps to determine if the material is appropriate to the students in each class. Visits to the Region IV ESC to review state adopted text books allow teachers, administrators and staff to view all state approved textbooks.

The committee also visits area schools to give the UHCS teachers and staff opportunities to discuss the merits of particular textbooks and publishers with classroom teachers that are currently using the textbooks in their daily classroom activities.

The textbook selection committee then meets to discuss information from visits, discussions and presentations. The committee recommends textbooks for adoption and the school principal gives a final stamp of approval.

B. School management board

Not applicable

C. Governance structures and processes:

1) Steps to maintain continuity between the founding vision and future governing boards

Ties to founding coalition members have been maintained by involving them as Advisory Board members.

Promotional material of the school contains school mission and goals statements.

There has been no turnover in UHCS administration.

Hiring decisions are based on ability to implement a constructivist curriculum.

2) Roles and responsibilities of the board(s):

The University of Houston Board of Regents and President delegated supervision of the UHCS to the Office of the Provost. The Associate Vice President for Academic and Faculty Affairs directly supervises the UHCS principal. The daily operation of the school is carried out by the principal. The Advisory Board meets to assist the principal in implementing a constructivist program.

3) Procedures for receiving and responding to parent and employee complaints:

Parents are invited to share concerns in person, via e-mail, through written notes, and in survey responses. The "Charter School Satisfaction Survey" is mailed out each spring. Additional opportunities for receiving complaints occur in daily contacts, semester conferences, and family/school events. A complaint is referred to the person with whom the complaint addresses. If the complaint is not able to be resolved between the primary parties, the next person on the organizational chart is included in the resolution process. When a complaint originates, it is dealt with expediently in the most effective manner. Options include quick personal or written explanations and conferences. Responses are recorded. Resolutions are monitored by teachers and parents.

Employees are invited to share concerns in person, via e-mail, in conferences, and in staff forums. Staff are asked to suggest items for the staff forum by e-mail or in writing to the principal. When presenting an issue, the staff member leads the discussion and resolution. Resolutions are recorded and monitored.

4) Facilitation of productive relationship between administrators and teachers:

The principal is frequently in classrooms and is familiar with students and teaching strategies. Teachers keep the principal informed of students' strengths and classroom issues. At least twice a year, each staff member meets with the principal to share staff perceptions. For the Annual Performance Review, staff are asked to bring their self assessments and then collaborate with the principal to determine areas to strengths, growth

needs, and to suggest ratings. Teachers share in decision making regarding curriculum and many areas of school operation. Teachers serve on all school committees.

5) Parental and student involvement in decision-making:

Parents volunteer to serve on decision making committees including: Calendar Committee, Discipline Policy, Campus Improvement Committee, Academics 2000 Reading Grant Planning Panel, and Interview Team (for new staff). Parents are also asked to work on committees to plan school activities: Field Day, School Birthday, Family Picnic, and celebrations. On some decisions, the principal asks for parent feedback. Sometimes this is a request for informal feedback, sharing the response in passing. Sometimes this is a request for formal feedback that is record and tallied. The Alliance for Constructivist Education (ACE) officers meet with the principal to operate as a steering committee.

6) Private entity involvement in the operation

Not applicable

## 12) Evidence of Eligibility of Sponsoring Entity

A. Statement describing sponsoring entity:

University of Houston (UH) is a public, comprehensive Carnegie Research II university with competitive undergraduate admissions, a wide array of academic and professional degree programs, a national research agenda, and a vast number of outreach programs in service to the community, UH is the largest and only doctoral degree-granting university in the University of Houston System.

The university's 30,000-plus students are served by more than 1,900 faculty, including close to 900 ranked, in 13 disciplinary colleges and the multidisciplinary Honors College. A great majority of UH's alumni, now numbering 136,000-plus, stay in the greater Houston area, where they contribute to the success of the business, civic, political, educational, and cultural sectors of the community.

B. 501c3 determination letter from IRS, Articles of incorporation of sponsoring entity and bylaws of sponsoring entity

C. History of sponsoring entity

1) Financial history of the entity

The University of Houston is an agency of the State of Texas, and its financial records reflect compliance with applicable State statutes and regulations. The university was established by the state legislature in 1963. (See Attachment Thirteen).

2) Credit Report - not applicable

3) Most Recent IRS filing. (See Attachment Fourteen).

4) Disclosure of any liens - not applicable

5) Litigation history

We have been advised by our attorney that there are various litigation involving the University and its components. However, we have been further advised that none of these litigation would constitute reasonably possible material contingencies. If further information is required, we can supplement this response.

## **Attachments**

1. Charter School Satisfaction Survey
2. Organizational Chart
3. Five-Year Budget
4. Five-Year Plan
5. Map of School Boundaries
6. Letters of Collaboration
7. Evidence of Publication
8. Public Hearing Minutes
9. Notarized Biographical Data
10. Current Monthly Budget Status Report
11. Annual Financial Audit Report
12. Calendar
13. Annual Financial Report
14. IRS Documentation

**Attachment One: Charter School Satisfaction Survey**

# Parent Survey

Grade level: \_\_\_ K-1 \_\_\_ 1-2 \_\_\_ 2-3 \_\_\_ 3-4

Dear Parents,

It is important to us to know how our parents feel about our school. Please complete this survey and return it by **March 29, 2000**. Additional comments are appreciated.

I. How do you feel about the following: Please check one.

	Satisfied	Not Satisfied	No Opinion
a. School Size	_____	_____	_____
b. Class Size	_____	_____	_____
c. Teachers in school	_____	_____	_____
d. UHCST Administration	_____	_____	_____
e. School's facilities	_____	_____	_____
f. Classroom atmosphere	_____	_____	_____

II. What is the biggest change you have seen in your child's academic development this year? Please check all that apply:

- a. Reading for meaning \_\_\_\_\_ yes \_\_\_\_\_ no
- b. Reading for pleasure \_\_\_\_\_ yes \_\_\_\_\_ no
- c. Basic reading mechanics \_\_\_\_\_ yes \_\_\_\_\_ no
- d. Growth in vocabulary \_\_\_\_\_ yes \_\_\_\_\_ no
- e. Math in concept and application \_\_\_\_\_ yes \_\_\_\_\_ no
- f. Math in computation \_\_\_\_\_ yes \_\_\_\_\_ no
- g. Other subject areas \_\_\_\_\_ yes \_\_\_\_\_ no

Have you seen growth in the following area?

- a. In self-esteem \_\_\_\_\_ yes \_\_\_\_\_ no
- b. In emotional growth and maturity \_\_\_\_\_ yes \_\_\_\_\_ no
- c. In getting along with peers \_\_\_\_\_ yes \_\_\_\_\_ no
- d. In lower frustration level at school \_\_\_\_\_ yes \_\_\_\_\_ no
- e. In lower frustration level at home \_\_\_\_\_ yes \_\_\_\_\_ no

Have you seen change in your child becoming more responsible? \_\_\_yes \_\_\_no

Please elaborate:

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Have you seen a more positive change in the overall school experience?  
\_\_\_ yes \_\_\_ no

Does your child seem happier in this school setting in comparison to the past?  
\_\_\_ yes \_\_\_ no

When you drop your child off at school do you feel he/she is in a safe and positive environment? \_\_\_ yes \_\_\_ no

III. In deciding to send your child to a charter school, please indicate if the following was important:

	Very Important	Important	Somewhat Important	Not Important
a. Location of school	___	___	___	___
b. Learning problems your child was having at previous school	___	___	___	___
c. School discipline problems your child was having at previous school	___	___	___	___
d. Concern for your child's safety at school	___	___	___	___
e. Educational quality of the charter school	___	___	___	___

At your previous school in general were you satisfied, somewhat satisfied, or unsatisfied with:

	Very Satisfied	Somewhat Satisfied	Unsatisfied	Unsure
a. The teachers	___	___	___	___
b. The discipline	___	___	___	___
c. Parent/teacher relations	___	___	___	___
d. The priority the school placed on learning	___	___	___	___
e. Parents having an adequate say in how the school was run	___	___	___	___

How did you learn about the Charter School?

Newspaper \_\_\_ Friends or Relatives \_\_\_  
TV or Radio \_\_\_ Teacher \_\_\_  
Private School \_\_\_ Other \_\_\_  
Public School \_\_\_  
Church \_\_\_

Comments \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Comments regarding this form \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_ check here if you would like to be contacted to further discuss your concerns.

**TALENT SURVEY:**

Occupation \_\_\_\_\_

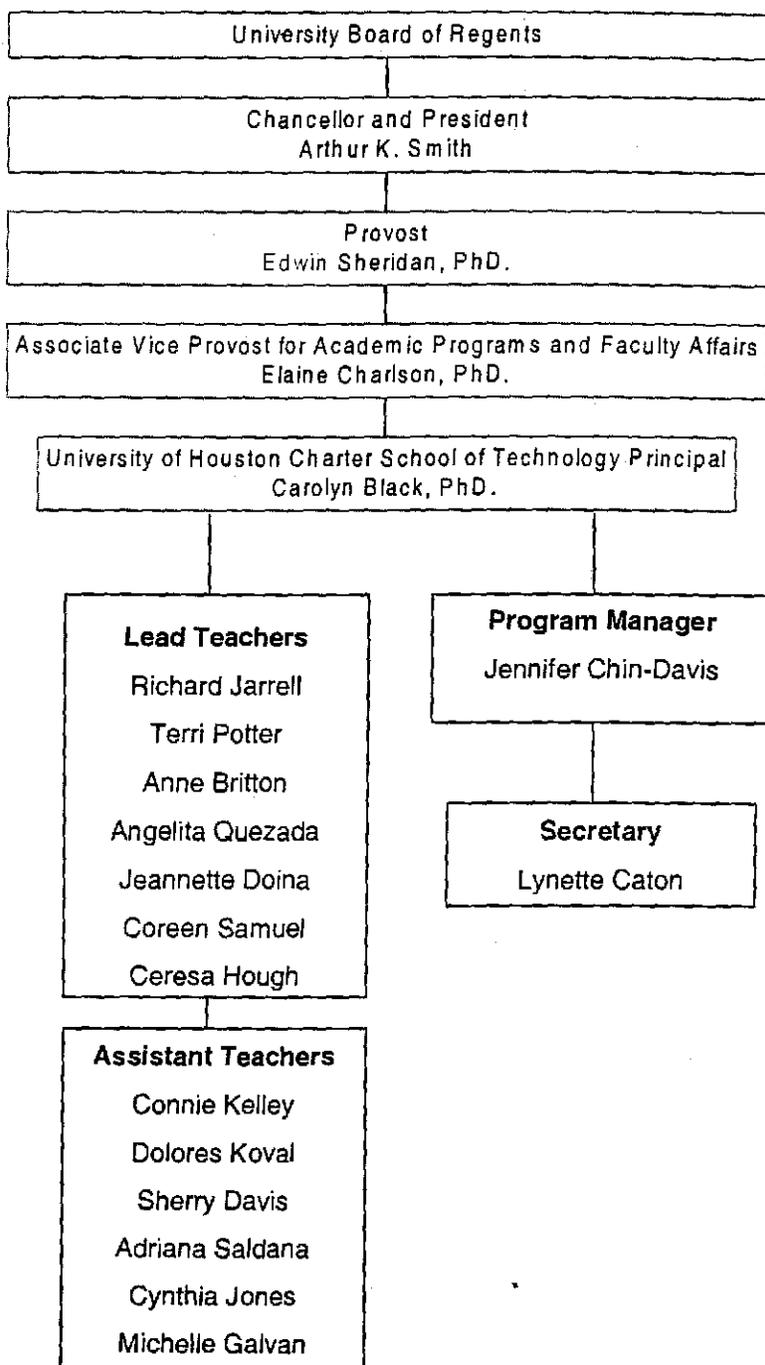
Hobbies \_\_\_\_\_

Interests \_\_\_\_\_

Thank you!

**Attachment Two: Organizational Chart**

University of Houston Charter School of Technology



**Advisory Board Members**

**Chair-Barbara Stewart, PhD.**

Associate Professor of Human Development and Consumer Sciences

**Bob Houston, PhD.**

Professor Education

**John Hansen, PhD.**

Assistant Professor Instructional Technology

**Tracy Leisner-Rupp**

Community Representative, Attorney

**Lionel Jellins**

Alliance for Constructivist Education (Parent/Staff Group) Representative

**Attachment Three: Five-Year Budget**

## Budget FY 1998-2002

Description	FY 1998	FY 1999	FY 2000	FY 2001	FY 2002	FY 2003
No. of Students	40	80	100	120	120	120
No. of Classrooms	2	4	5	6	6	6
<b>REVENUE</b>						
State (\$3656 per child)	146,240	289,658	365,600			
State (\$4000 per child)				480,000	480,000	480,000
Grant-Title I	25,000	34,000	12,000	16,000	16,000	16,000
Local	276,119		170,990	146,714		
Fund Balance	0	0	130,661	100,339	0	0
<b>TOTAL REVENUES</b>	<b>447,359</b>	<b>323,658</b>	<b>679,251</b>	<b>743,053</b>	<b>496,000</b>	<b>496,000</b>
<b>EXPENDITURES</b>						
1. Personnel						
A. Administration						
Principal	51,000	52,530	54,106	55,544	57,210	58,926
Program Manager	26,205	26,991	32,463	33,663	34,673	35,713
Secretary	0	13,333	20,000	21,298	21,937	22,595
Lum-Sum Position	0	2,000	2,000	2,000	2,000	2,000
Lum-Sum Position	0	500	500	500	500	500
B. Teaching Staff						
Master Teachers	72,000	109,160	182,435	219,016	225,586	232,354
Asst. Teachers	42,000	63,260	105,158	127,508	131,333	135,273
<b>Total Salaries</b>	<b>191,205</b>	<b>267,774</b>	<b>396,662</b>	<b>459,529</b>	<b>473,239</b>	<b>487,361</b>
Fringe benefits (1)	47,801	66,944	99,166	114,882	118,310	121,840
2. Contract Personnel						
A. Program Assessment	20,000	20,000	20,000	20,000	20,000	20,000
B. Individual Child Assessment	12,000	12,000	12,000	6,000	6,000	6,000
C. Technology Development	1,000	1,000	1,000	1,000	1,000	1,000
D. Teacher In-Service/ Curriculum Development	0	3,500	3,500	3,500	3,500	3,500
E. Art/PE Development	0	3,600	7,200	8,700	8,700	8,700
F. Music Development	0	4,500	9,000	9,000	9,000	9,000
<b>Total Contract Personnel</b>	<b>33,000</b>	<b>44,600</b>	<b>52,700</b>	<b>48,200</b>	<b>48,200</b>	<b>48,200</b>
<b>Total Personnel and Benefits</b>	<b>272,006</b>	<b>379,318</b>	<b>548,528</b>	<b>622,611</b>	<b>639,749</b>	<b>657,401</b>
3. Utilities	4,680	21,600	9,343	0	28,800	28,800
4. M&O						
A. Classroom Startup	40,000	50,000	30,000	20,000	0	0
B. Class Supplies	2,500	5,000	7,500	12,500	15,000	15,000
C. Office Supplies	3,500	4,000	4,500	4,500	5,500	5,500
D. School Supplies-PEIMS/Project Achieve	1,710	1,550	1,925	10,000	10,000	10,000
E. Office Equipment	0	6,140	4,200	4,440	4,680	4,680
F. Prof. Dev./Travel	5,510	6,875	8,525	8,525	8,525	8,525
G. Telephone	3,120	4,380	4,980	5,700	6,500	6,500
H. Field Trips	1,350	2,160	2,700	2,700	3,060	3,060
I. Insurance	300	420	560	700	700	700
J. Class Library	5,000	6,000	12,000	6,500	6,500	6,500
K. Outdoor Class/Playscape	40,990	5,500	5,000	5,000	5,000	5,000
L. Special Events	2,000	2,000	2,000	2,000	2,000	2,000
M. Special Education-Services	0	13,860	19,800	20,000	0	0
N. Capital Outlay/Computers			10,000	10,000	10,000	10,000
O. Maintenance/Repair						
<b>Total M&amp;O</b>	<b>105,980</b>	<b>107,885</b>	<b>113,690</b>	<b>112,565</b>	<b>77,465</b>	<b>77,465</b>
Contingency	3,000	3,500	4,000	4,500	5,000	5,000
Inflation Factor (2)	3,320	3,885	3,691	3,377	3,188	3,188
<b>TOTAL OPERATING EXPENSES</b>	<b>388,986</b>	<b>516,187</b>	<b>679,251</b>	<b>743,053</b>	<b>754,202</b>	<b>771,854</b>
<b>REVENUES LESS OPER EXP</b>	<b>58,373</b>	<b>(192,529)</b>	<b>(0)</b>	<b>(0)</b>	<b>(258,202)</b>	<b>(275,854)</b>
Administrative Costs (3)	4,862	6,452	8,491	9,288	9,428	9,848
Building Phase I, II & III	566,000	283,000	283,000	0	0	0
Building Furniture	0	45,000	20,000	20,000	0	0

\* Rollover \$20,000 of \$60,000 Classroom Startup for 1999 until UHCST building is completed.

\*\* Rollover any remaining 1998 funds for Outdoor Playscape construction in 1999.

(1) Benefits budgeted at 25% of salaries based on current employees.

(2) Inflation factor equals 3% of M&O and Utilities.

(3) Administrative costs are 1.25% of operating expenditures.

**Attachment Four: Five-Year Plan**

# **IV. Five Year Plan**

**University of Houston Charter School of Technology Five Year Plan**

**1999-2000**

**I. Assessment Plan**

Form an assessment plan  
Select assessment tools that are on level and meet state requirements  
Schedule assessments  
Investigate record keeping devices

Report to parents and share information as appropriate

**II. Intervention**

Implement Reading Recovery  
Identify Kindergarten students for Reading Recovery at end of year  
Serve Title One students

Certify ESL teachers  
Implement ESL Program  
Address Bilingual & Spc. Edu. needs  
Establish Dyslexia Coordinator

Conduct vision & hearing screening

Develop policy manual for Intev. programs & evaluate all progs. for compliance to Fed. & St. law

**III. Home/Community Outreach**

Implement a parent edu. prog.; include Constructivist edu.

Utilize community resources

**2000-2001**

**I. Assessment Plan**

Provide training to use instruments  
Administer assessment tools  
Record individual and group scores  
Analyze results and adjust plan

Continue Parent reports

**II. Intervention**

Identify Kindergarten students for Reading Recovery at end of year  
Begin Reading Recovery early  
Continue Title One programs

Develop a Math Intervention Plan and begin implementation  
Train more ESL teachers  
Continue to implement ESL program  
Train teachers to use specific strategies to work with children who have special needs; ADD, ADHD & related disorders  
Conduct Scoliosis screen for 5th grade stu.  
Continue vision & hearing screening

Employ consultants who are congruent with the school's philosophy, including Special programs  
Investigate Gifted and Talented Programs and options  
Adjust school policy to meet Federal & State guidelines

**III. Home/Community Outreach**

Initiate a monthly newsletter

Implement Family Math  
Coordinate with the College of Technology

Implement a publicity campaign  
Conduct a Constructivist Workshop  
  
Develop an information sheet

#### IV. Curriculum

Complete Literacy Collaborative  
Phase One Team training  
Purchase Reading Recovery  
materials

Adopt L.A., K-1; reading, 2-3;  
science & art, 1-5; textbooks  
Implement staff development  
for Treasury of Literature  
Implement staff development  
for Passports  
Research software compatible  
to curriculum

Purchase Work Sampling  
Purchase TEKS management  
materials  
Evaluate technology hardware  
and software needs  
Consult with College of Technology

Provide staff with TAAS training  
Administer TPRI and evaluate  
progress in Kndg. - 2nd.

Evaluate Constructivist principles  
and implementation in classrooms

Form a liaison with local newspapers  
Conduct presentations at conferences  
Develop slide/video presentations  
Implement a Web Page  
Implement L.C. Home Outreach Program

#### IV. Curriculum

Complete Literacy Collaborative  
Phase Two Coordinator training  
Purchase & implement L.C. materials  
Administer L.C. assessment tools  
Develop and distribute a position  
statement for Literacy  
Implement Literacy Groups  
Coordinate training of L.C.C. and Reading  
Specialist to work with Literacy Groups  
Develop and distribute a position statement  
for Reading Recovery and Literacy Groups  
Develop and distribute a position statement  
for mathematics  
Develop a plan for a Mathematics  
coordinator position  
Adopt L.A., 2-5; & reading, 4-5  
textbooks  
Train staff to use new textbooks

#### Train staff to use Everyday Mathematics & art textbooks & materials

Develop evaluation criteria for current  
software; use to buy new curriculum  
compatible software  
Implement Work Sampling System  
Implement TEKS management  
materials  
Provide staff with technology training  
Adjust technology curriculum to align  
with TEKS and Constructivist philosophy

Continue TAAS training  
Train staff to use Observation  
Survey and Degrees of Reading Power  
Use OS and DRP to evaluate reading  
progress  
Develop guidelines to assure Constructivist  
principles are imbedded in all curriculum  
Develop an information program  
to keep staff and public informed about  
Constructivist education goals & strategies

Implement Phase I Project Achieve training to use lesson plans, attendance & discipline modules

Implement Phase II Project Achieve; an updated version of Phase I for developing lesson plans on a routine basis  
Develop and implement a professional development evaluation system

## 2001-2002

### I. Assessment Plan

Evaluate assessment tools  
Select technology tools

Determine how tools drive  
curriculum decisions  
Establish benchmarks

Continue Parent reports

### II. Intervention

Continue Reading Recovery

Continue Title One

Monitor Math Intervention

Continue ESL teacher training  
Monitor ESL program  
Continue Special Needs training

Continue Scoliosis screening  
Continue vision & hearing screening

Employ Consultants as needed

Implement Gifted and Talented  
strategies for all students  
Monitor compliance to Federal &  
State guidelines

### III. Home/Community Outreach

Develop a Home Literacy Project

Evaluate & revise Family Math  
Formulate alliances with  
other UH colleges  
Coordinate with the 3rd Ward  
Renewal Project

## 2002-2003

### I. Assessment Plan

Implement technology software  
that stores student progress  
and provides snapshot of each  
child

Monitor and adjust curriculum  
decisions

Monitor and adjust benchmarks

Evaluate & continue Parent reports

### II. Intervention

Continue Reading Recovery

Continue Title One

Adjust Math Intervention program

Continue ESL training  
Adjust ESL program as needed  
Evaluate & adjust Spec. Needs training

Continue Scoliosis screening  
Continue vision & hearing screening

Employ Consultants as needed

Monitor G.T. Strategies for all students

Continue to adjust guidelines to assure  
Federal and state compliance

### III. Home/Community Outreach

Continue Constructivist education  
Continue Family Math  
Expand UH alliances

Coordinate with the Row House  
Project

Continue newspaper alliances  
Continue presentations

Evaluate webpage  
Continue L.C. Home Outreach

#### IV. Curriculum

Implement Phase Three Literacy  
Collaborative school-wide training  
Continue L.C. material purchase  
Analyze the results of L. C. tools  
Develop and distribute a position  
statement for science & soc. stud.  
Expand Literacy Groups  
Evaluate L.C. & R.R. coordination

Evaluate L.G. & R. R. statements

Evaluate Math position statement

Train a mathematics coordinator

Continue training for new textbooks

Refine software criteria as needed

Evaluate Work Sampling System  
Evaluate TEKS management  
materials  
Develop and distribute a  
position statement for technology  
Consult with technology schools to  
determine further technology needs  
Continue TAAS training  
Use info to adjust K-2 reading

Evaluate O.S. & DRP & adjust

Monitor and adjust curriculum to  
provide Constructivist strategies  
Coordinate with Home Outreach  
program to disseminate Constructivist  
program information

Expand newspaper alliances  
Evaluate & adjust presentations

Adjust webpage information  
Evaluate L.C. Home Outreach program

#### IV. Curriculum

Expand Phase Three Literacy  
Collaborative school-wide training  
Expand L.C. materials inventory  
Adjust L.C. as indicated by tests.  
Develop and distribute a position  
statement for Phy. Ed. & Fine Arts  
Continue Literacy Groups  
Refine L.C. & R.R. coordination

Refine & distribute L.G. & R. R.  
statements

Refine & distribute Math statement

Provide staff with mathematics  
training by mathematics coordinator  
Adopt Soc. Stud.; 1-5; PreK; and  
Kindergarten textbooks

Continue evaluation of software

Revise use of Work Sampling System  
Revise use of TEKS management  
materials as needed  
Train staff to use technology as an  
assessment tool  
Expand technology program in all  
classrooms  
Continue TAAS training  
Continue using info to refine instruction

Continue to use state instruments for  
K-2 reading evaluation  
Evaluate curriculum & revise to assure  
effective Constructivist strategies  
Continue to coordinate with Home  
Outreach program to assure effective  
communication about Constructivist Ed.

Continue implementation of Phase II  
of Project Achieve

Evaluate & adjust professional  
development evaluation system

Monitor and Adjust Project Achieve  
according to identified needs

Continue to monitor professional  
development system

**2003-2004**

**I. Assessment Plan**

Evaluate effectiveness of technology tools and adjust accordingly

Continue adjusting curriculum decisions based on technology tools  
Finalize benchmarks

Revise & continue Parent reports

**II. Intervention**

Continue Reading Recovery

Continue Title One

Continue Math Intervention program

Continue ESL training as needed  
Continue ESL program  
Continue Special Needs training

Continue Scoliosis screening  
Continue vision & hearing screening

Evaluate consultant needs

Evaluate G.T. programs needs

Continue to evaluate programs to assure compliance to Federal & St. guidelines

**III. Home/Community Outreach**

Receive national recognition as an exemplary school

Continue Family Math program

Expand alliances within the

Greater Houston Area

Continue 3rd Ward & Row House projects

Continue newspaper alliances  
Continue presentations

Expand webpage site  
Continue L.C. Home Outreach program

#### **IV. Curriculum**

Expand Phase Three Literacy  
Collaborative school-wide training  
Evaluate L.C. materials needs  
Continue L.C. revision as indicated  
Review and revise all position  
statements as needed  
Evaluate & adjust Literacy Groups  
Continue monitoring L.C. & R. R.

Publish UHCST Curriculum Position  
statements  
Adopt Health, 1-5 textbooks

Continue training for new textbooks

Continue evaluation of software

Evaluate WSS effectiveness & adjust  
Continue TEKS management monitoring

Continue technology training

Continue monitoring and adjusting  
technology program  
Continue TAAS training  
Continue to refine K-2 reading instruction

Continue to implement any revisions of  
state reading instruments  
Continue to implement in curriculum  
effective Constructivist strategies  
Continue to monitor and adjust staff  
and parent training to assure effective  
communication about Constructivist Ed.

Continue implementation of Project  
Achieve and evaluate related needs

Continue to monitor & adjust  
professional development system

**Attachment Five: Map of School Boundaries**



**Attachment Six: Letters of Collaboration**



HARRIS COUNTY  
DEPARTMENT OF EDUCATION

6300 IRVINGTON BLVD. HOUSTON, TEXAS 77022-5018 (713) 694-6300

Robert P. (Bob) Brezina  
Superintendent

Date: January 28, 2000  
To: Dr. Carolyn Black  
Mrs. Charmaine Constantine  
From: Karen Kuiper, Ed. D. *K. Kuiper*  
Project Manager  
HCDE Literacy Collaborative Director

Harris County Department of Education is pleased to support SER-Ninos Charter School and the University of Houston Charter School of Technology in their efforts to provide on-going, systematic staff development for K-2 literacy teachers. We look forward to assisting the teachers in your school.

In the first phase of support, HCDE will provide training of a literacy team from your school as they plan for and support literacy education for young children. HCDE will also train a building-level literacy coordinator who will provide in-class assistance to teachers in the form of demonstration teaching, coaching, and reflection on teaching. This literacy coordinator will deliver building level staff development so that primary teachers might continually engage in updating their knowledge and refining their skills. The third component of HCDE's support is on-site consultation for your school in order to assist administrators and teachers as they work to implement a research-based balanced literacy program.

This campus level approach to staff development could reduce your need for external staff development and will focus on the unique concerns and needs of each building as teachers and administrators work to have all children reading on level by grade three.

JAY to  
Dr. Carolyn Black  
713 743-9121



February 3, 2000

Dr. Carolyn Black, Principal  
University of Houston Charter School of Technology  
4800 Calhoun  
Houston, TX 77024

Dear Dr. Black,

Region IV Education Service Center is privileged to support your application for the Academics 2000: Cycle 7 request. Our Service Center has a successful record of collaboration with schools who have participated successfully in former Academics 2000 grant funding. As part of the collaborative proposal, we will be able to provide support through consultation and planning professional development training, and alternative certification preparation for teachers such as:

- Workshops and training, and preparation for teacher certification I English as a Second Language and bilingual
- preparation for taking the ExCET examination in English as a Second Language and bilingual endorsement
- consultation in the planning phase for professional development
- designs for implementation of family outreach programs

In addition, Region IV Education Service Center offers support with training that assists teachers to better meet the needs of special populations such as dyslexia, Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder and other related disorders.

Sincerely,

Sandra F. Petersen, Ph.D.  
Director, Alternative Certification Program

**Attachment Seven: Evidence of Publication**

AFFIDAVIT OF PUBLICATION

STATE OF TEXAS:

COUNTY OF HARRIS:

Before me, the undersigned authority, a Notary Public in and for the State of Texas, on the day personally appeared: GAIL FEAGINS, who after being duly sworn, says that she is the SUPERVISOR-ACCOUNTS RECEIVABLE at the HOUSTON CHRONICLE, a daily newspaper published in Harris County, Texas, and that the publication, of which the annexed herein, or attached to, is a true and correct copy, was published to-wit:

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UNIVERSITY OF HOUSTON CHARTE 12596127 78338713  
 RAN A LEGAL NOTICE  
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 product date class page  
 hc Oct 28 2000 1245.0 F 10

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*Gail Feagins*  
 \_\_\_\_\_  
 GAIL FEAGINS  
 SUPERVISOR - ACCOUNTS RECEIVABLE

Sworn and subscribed to before me, this the 30th Day of October A.D. 2000



*Deborah Kay Flores*  
 \_\_\_\_\_  
 Notary Public in and for the State of Texas



**Attachment Eight: Public Hearing Minutes**

## **Public Hearing**

### **University of Houston Charter School Renewal Application**

Cameron Building  
Room 229  
October 30, 2000  
4:00 pm

- Welcome and Introduction
- Review of Renewal Application
  - Performance Review
  - Need, Vision, Goals
  - Educational Plan
  - School Demographics
  - Geographic Boundaries and Impact
  - Community Support
  - Human Resource Information
  - Business Plan
  - Governance and Eligibility of Sponsoring Entity
- Comments, Questions, Suggestions

Dr. Carolyn Black  
Dr. Carolyn Black

**Attachment Nine: Notarized Biographical Data**

**TEXAS EDUCATION AGENCY  
OPEN-ENROLLMENT CHARTER SCHOOL APPLICANT  
BIOGRAPHICAL AFFIDAVIT**

**Full Name of Sponsoring Entity and Name of Proposed Charter School:**

University of Houston

University of Houston Charter School

In connection with the above-named organization and charter school application, I herewith make representations and supply information about myself as hereinafter set forth.

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

1. Full Name (Initials Not Acceptable): Carolyn Frances Black
2. Have you ever had your name changed? No If yes, give reason for the change:
  - b. Maiden Name (if female) Perkins
  - c. Other names used at any time

3. Social Security Number: [REDACTED]

4. Date and Place of Birth: 12-23-47 Las Cruces, New Mexico

5. Business Address: University of Houston, Houston, Texas 77204-6861  
Business Telephone: 713-743-9107

6. List your residences for the last ten (10) years starting with your current address, giving:

<u>DATES</u>	<u>ADDRESS</u>	<u>CITY AND STATE</u>	<u>ZIP CODE</u>
<u>1992-Present</u>	<u>16302 Hazy Pines</u>	<u>Houston, Texas</u>	<u>77059</u>
<u>1987-1992</u>	<u>15622 Lake Lodge</u>	<u>Houston, Texas</u>	<u>77062</u>

7. Education: Dates, Names, Locations and Degrees

College	<u>1969 - New Mexico State University B.S.</u>
Graduate Studies	<u>1974 - New Mexico State University M.S.</u>
	<u>1978 - Texas Women's University Ph.D.</u>
	<u>1996 - University of Houston Clear Lake M.S.</u>

Others

8. List Membership in Professional Societies and Associations: Association for Constructivist Teaching, National Association for the Education of Young Children (NAEYC), Texas and Gulf Coast AEYC

9. Present or Proposed Position with the Proposed Charter School :  
Principal/Superintendent

10. List complete employment record (up to and including present jobs, positions, directorates or officerships) for the past twenty (20) years:

<u>DATES</u>	<u>EMPLOYER</u>	<u>ADDRESS</u>	<u>TITLE</u>
1996-Present	University of Houston	Houston, TX 77204	Principal/Superintendent
1989-1996	University of Houston Clear Lake	2700 Bay Area Blvd. Houston, TX 77059	Asst. Prof.
1979-1989	San Jacinto College	8060 Spencer HWY Pasadena, TX 77501	Instructor, Dept Chair
1978-1979	University of Arkansas	1125 W. Maple Fayetteville, AR 72701	Asst. Prof.

11. Present employer may be contacted: Yes No (Circle One)  
Former employers may be contacted: Yes No (Circle One)

12. a Have you ever been in a position which required a fidelity bond? No If any claims were made on the bond, give details: \_\_\_\_\_

b Have you ever been denied an individual or position schedule fidelity bond, or had a bond cancelled or revoked? No  
If yes, give details: \_\_\_\_\_

13. List any professional, occupational or vocational licenses issued by any public or governmental licensing agency or regulatory authority which you presently hold or have held in the past. (State date license was issued, issuer of license, date terminated, reasons for termination):  
Texas Teaching Certificate – 1969 – Texas Education Agency  
Texas Mid-Management Certificate – 1996 – Texas Education Agency

14. During the last ten (10) years, have you ever been refused a professional, occupational or vocational license by any public or governmental licensing agency or regulatory authority, or has such license held by you ever been suspended or revoked? NO If yes, give details: \_\_\_\_\_

15. Will you or members of your immediate family be employed by (directly or through contract) or receive remuneration from the proposed charter school? YES  
If yes, give details: Principal/Superintendent

16. Have you ever been adjudged bankrupt? NO

17. 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 any felony, or charging a felony or misdemeanor involving moral turpitude, or have you been the subject of any disciplinary proceedings of any federal or state regulatory agency? NO  
If yes, give details: \_\_\_\_\_

18. Have you ever been an officer, director, trustee, investment committee member, key employee, or controlling stockholder of any business, which, while you occupied any such position or capacity with respect to it, became insolvent or was placed under supervision or in receivership, rehabilitation, liquidation or conservatorship? NO

19. Are you now, or have you been, within the past five years, a plaintiff or defendant in any lawsuit? NO If so, please furnish details: \_\_\_\_\_

Dated and signed this 30 day of October, 2000, 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.

Carolyn Black  
(Signature of Affiant)

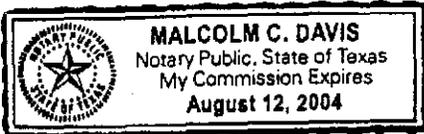
State of Texas  
County of Harris

Personally appeared before me the above named Carolyn Black  
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 30th day of  
October, 2000

Malcolm C. Davis  
(Notary Public)  
My commission expires 8/12/04

(SEAL)



**Attachment Ten: Current Monthly Budget**

Department  
Account Name  
Account Number  
Month Ending

VP ACADEMIC AFFAIRS  
CHARTER SCHOOL OF TECHNOLOGY  
[REDACTED]  
9/30/00

	FY 01	FY 00
<b>Income</b>		
Income Budgeted	743,053.00 ✓	684,877.00
CarryForward	100,339.00	136,287.00
Transfer In & (Out)	0.00	0.00
Current Budgeted	<u>752,622.88</u> ✓	695,982.16
Year to Date Income	0.00	24,465.00
Remaining to be Generated	743,053.00	660,412.00

<b>FRS Records-2000 Pool (Personnel)</b>		
Base Funds	470,631.00 ✓	400,723.00
Budget Transfers In & (Out)	17,010.00	0.00
Current Funds Budgeted	487,641.00 ✓	400,723.00
Encumbered & Expended	-450,949.67 ✓	-396,716.92
FRS BBA	36,691.33	4,006.08
<b>Internal Records</b>		
Docs Proc Not Reflec	0.00	0.00
Internal Records BBA	36,691.33 ✓	4,006.08

<b>FRS Records-2300 Pool (Benefits)</b>		
Current Funds Budgeted	114,882.00 ✓	96,812.00
Encumbered & Expended	-10,124.97 ✓	-8,457.67
FRS BBA	104,757.03 ✓	88,354.33
<b>Internal Records</b>		
Docs Proc Not I	0.00	0.00
Internal Records BBA	104,757.03 ✓	88,354.33

<b>FRS Records-3000 Pool (M&amp;O) &amp; 8000 Pool (Capital Outlay)</b>		
Base Funds	157,540.00	51,055.00
Budget Transfers In & (Out)	-7,440.12	147,392.16
Current Funds Budgeted	150,099.88	198,447.16
Encumbered & Expended	-30,739.01	-19,956.82
FRS BBA	119,360.87	178,490.34
<b>Internal Records</b>		
Processed/Not Reflected	-14,317.56 ✓	0.00
Corrections to FRS	0.00	0.00
Internal Records BBA	105,043.31	178,490.34

Reconciled Account Total To Date 246,491.67 ✓ 270,850.75

Department  
Account Name  
Account Number  
Month Ending

VP ACADEMIC AFFAIRS  
CHARTER SCHOOL OF TECHNOLOGY  
[REDACTED]  
10/18/00

	FY 01	FY 00
<b>Income</b>		
Income Budgeted	743,053.00	684,877.00
Carry Forward	100,339.00	136,287.00
Transfer In & (Out)	0.00	0.00
Current Budgeted	<u>752,622.88</u>	<u>695,982.16</u>
Year to Date Income	<u>35,400.00</u>	<u>60,192.00</u>
Remaining to be Generated	707,653.00	624,685.00

<b>FRS Records-2000 Pool (Personnel)</b>		
Base Funds	470,631.00	400,723.00
Budget Transfers In & (Out)	<u>17,010.00</u>	<u>0.00</u>
Current Funds Budgeted	<u>487,641.00</u>	<u>400,723.00</u>
Encumbered & Expended	<u>-454,790.43</u>	<u>-402,593.22</u>
FRS BBA	32,850.57	-1,870.22
<b>Internal Records</b>		
Docs Proc Not Reflec	<u>0.00</u>	<u>0.00</u>
Internal Records BBA	32,850.57	-1,870.22

<b>FRS Records-2300 Pool (Benefits)</b>		
Current Funds Budgeted	114,882.00	96,812.00
Encumbered & Expended	<u>-10,540.07</u>	<u>-18,410.69</u>
FRS BBA	104,341.93	78,401.31
<b>Internal Records</b>		
Docs Proc Not I	<u>0.00</u>	<u>0.00</u>
Internal Records BBA	104,341.93	78,401.31

<b>FRS Records-3000 Pool (M&amp;O) &amp; 8000 Pool (Capital Outlay)</b>		
Base Funds	157,540.00	51,055.00
Budget Transfers In & (Out)	<u>-7,440.12</u>	<u>147,392.16</u>
Current Funds Budgeted	<u>150,099.88</u>	<u>198,447.16</u>
Encumbered & Expended	<u>-34,874.93</u>	<u>-24,922.93</u>
FRS BBA	115,224.95	173,524.23
<b>Internal Records</b>		
Processed/Not Reflected	-11,165.41	0.00
Corrections to FRS	<u>0.00</u>	<u>0.00</u>
Internal Records BBA	104,059.54	173,524.23

Reconciled Account Total To Date 241,252.04 250,055.32

**Attachment Eleven: Annual Financial Audit Report**



UNIVERSITY OF HOUSTON SYSTEM  
UNIVERSITY OF HOUSTON

Senior Vice Chancellor for Academic Affairs  
UH System

Senior Vice President for Academic Affairs and Provost  
University of Houston

May 23, 2000

Ms. Brenda Niles  
Texas Education Agency  
Rm 5-108  
1701 North Congress Avenue  
Austin, Texas 78701

Dear Ms. Niles:

Attached is the FY 1999 Financial Report for the University of Houston . The financial information for the University of Houston Charter School of Technology is included in this report.

We used five accounts for the Charter School in FY 99. The general ledger two accounts [REDACTED] are listed on Schedule B-2. The general ledger four accounts [REDACTED] are listed on Schedule E-4-A.

The ledger two expenditures [REDACTED] are listed on Schedule E-2-A. And finally, ledger four expenditures [REDACTED] are listed on Schedule E-4-B.

If you have any questions, please call me at 713/743-0441.

Sincerely,

Melnice Flowers  
EVP/Provost Administrator

Cc: Barbara Fasser, Executive Director for Academic Budgets and Operations  
Dr. Elaine Charlson, Associate Vice President for Academic and Faculty Affairs  
Don Guyton, Director for Internal Auditing  
✓ Dr. Carolyn Black, Principal, Charter School of Technology



UNIVERSITY OF HOUSTON SYSTEM  
UNIVERSITY OF HOUSTON

Senior Vice Chancellor for Academic Affairs  
UH System

Senior Vice President for Academic Affairs and Provost  
University of Houston

June 8, 2000

Ms. Brenda Niles  
Texas Education Agency  
Rm 5-108  
1701 North Congress Avenue  
Austin, Texas 78701

Dear Ms. Niles:

I would like to apologize for the errors in my recent memo; which, was sent to you on May 23, 2000.

The following is the correct financial information:

We used five accounts for the Charter School in FY 99. The general ledger two accounts [REDACTED] are listed on Schedule B-2. The general ledger four accounts [REDACTED] are listed on Schedule E-4-A.

The ledger two expenditure [REDACTED] is listed on Schedule E-2-A.  
And finally, ledger four expenditures [REDACTED] are listed on Schedule E-4-B.

Sincerely,

Melnice Flowers  
EVP/Provost Administrator

Cc: Barbara Fasser, Executive Director for Academic Budgets and Operations  
Dr. Elaine Charlson, Associate Vice President for Academic and Faculty Affairs  
Don Guyton, Director for Internal Auditing  
✓ Dr. Carolyn Black, Principal, Charter School of Technology

SCHEDULE E-4-B  
UNIVERSITY OF HOUSTON  
SCHEDULE OF EXPENDITURES - RESTRICTED GENERAL FUNDS  
FOR THE YEAR ENDED AUGUST 31, 1999

	TOTAL	SALARIES AND WAGES	MAINTENANCE AND OPERATION	CAPITAL OUTLAY
RESTRICTED FUNDS-GENERAL (CONTINUED)				
ACADEMIC SUPPORT (CONTINUED)				
DISTANCE EDU PROGRAM.....	\$ 52,935.42	\$ 11,079.08	\$ 33,078.07	\$ 8,778.27
HISPANIC LITERATURE ENDOW C	29,759.33	20,611.17	6,459.15	2,689.01
HUMANITIES, FINE ARTS, & CO	47,451.29	67.84	47,383.45	
COM CLINIC ACCOUNT.....	1,832.81		1,832.81	
COMD TELEFUND.....	1,137.71		312.00	825.71
HFAC U CAMP WOMEN STU.....	28,442.63	8,377.29	20,065.34	
BEULAH SMITH ENGL ENDOW....	3,433.25		3,433.25	
WOST FRIENDS ACADEMIC.....	2,856.54		2,856.54	
MUSICAL THEATRE LAB.....	3,497.03	925.00	2,572.03	
COMPARATIVE STUDY OF THE AM	10,331.74	5,500.00	4,831.74	
MOORES OPERA CENTER.....	78,104.81		78,104.81	
INTELLECTUAL PROPERTY.....	829.90	739.55	90.35	
HOUSTON ENDOWMENT LAW.....	2,809.60	2,384.06	425.54	
NSM MATH UNIV CAMPGN.....	50.00		50.00	
COSC-CULLEN CHAIR.....	93,529.37	83,213.99	10,315.38	
NSM QUEST FOR EXCELLENCE BA	2,381.17		2,381.17	
BIOL & BCHS ALUMNI GIFTS...	(125.00)		(125.00)	
CULLEN PROFESSORSHIP.....	30,273.19	25,688.04	4,585.15	
LOUIS WILLIAMS AWARD ENDOWM	250.00		250.00	
PHARMACY ARTEFACTS.....	3,128.75		3,128.75	
SOC SCI SHELL AIDS.....	22,000.00		22,000.00	
ASIAN AM STUDIES.....	24,055.84	9,675.02	14,380.82	
CULLEN PROF - GIBSON [ENDOW	38,729.36	31,435.65	7,293.71	
CHARTER SCHOOL.....	27,667.37		21,748.61	5,918.76
SOCIAL WORK LEARNING.....	1,181.62	502.99	678.63	
IFHE-HIGHER EDUCATION PARTN	14,583.35	7,900.00	6,683.35	
ELIZABETH D. ROCKWELL.....	36,112.61	3,200.00	32,912.61	
DISTINGUISHED CHAIR.....	3,004.97		3,004.97	
WALKER ENDOW BK FUND.....	1,402.30			1,402.30
JOHNSON ENDOW BK FUND.....	1,254.71			1,254.71
WOMEN'S ARCHIVES.....	4,200.66	3,868.00	332.66	
LIB W GEE ENDOWMENT.....	819.77			819.77
J GREEN ENDOW BOOK FUND....	10,136.89			10,136.89
LIB ARCH STUDENT DONATION..	204.48			204.48
LIB ENRICHMENT FUND.....	19,868.10		8,495.43	11,372.67
LIB / OPT / GEN.....	22,136.17			22,136.17
ALBRIGHT MEM ENDOW-LIBRARY.	432.51			432.51
LIB ENDOWED BOOK FUND.....	587.72			587.72
LIB BAPNSTONE MEM ENDOWMENT	840.75			840.75
LIB MOORES END FUND.....	63,421.01			63,421.01
RELIGIOUS STUDIES.....	70,377.26	55,299.96	15,077.30	
LIB BARNETT MEM END FUND...	2,761.27			2,761.27
LIB CONOCO END BK FUND.....	5,254.65			5,254.65
EDU PETROLEUM INSTIT.....	30.82		30.82	
PATTERSON, CLARENCE & DOROT	1,417.70			1,417.70
SHIFFICK ENDOWED FND.....	2,704.23			2,704.23
TWO MILLIONTH VOL FUND.....	9,397.92		7,507.92	1,890.00
SPECIAL EVENTS-FARFEL AMARD	10,865.00	10,000.00	865.00	
CAROLYN GRANT FAY ENDOW - H	75,570.00	45,909.74	29,660.26	
CTR FOR PUB POLICY.....	14,359.06		14,359.06	
TX CTR FOR UNIV SCH PART...	16,681.06		14,611.06	2,070.00
HONORS COLLEGE ANNUAL FUND.	18,158.56		18,158.56	
HONORS COMMON GROUND.....	22,983.43	14,750.00	8,233.43	
EDR DISCOVER UH FUND.....	37,333.01		37,333.01	

SCHEDULE B-2  
 UNIVERSITY OF HOUSTON  
 SCHEDULE OF FUND TRANSACTIONS  
 UNRESTRICTED CURRENT FUNDS - DESIGNATED  
 FOR THE YEAR ENDED AUGUST 31, 1999

	BALANCES 9-1-98	CURRENT ADDITIONS	TRANSFERS AND ADJUSTMENTS	EXPENDITURES	BALANCES 8-31-99
STUDENT SERVICES (CONTINUED)					
0-28245 MIS.....	\$	\$	\$	\$ (150.00)	\$ 150.00
TOTAL STUDENT SERVICES.....	\$ 1,397,106.43	\$ 2,868,287.36	\$ 968,588.12	\$ 3,407,221.70	\$ 1,826,760.21
INSTITUTIONAL SUPPORT					
MOORES UNIVERSITY PRIORITIES....	\$	\$ 1,501,152.00	\$ (1,501,152.00)	\$	\$
MOORES DESIGNATED.....	0.33				0.33
MOORES FOUNDATION ENDOWMENT.....	0.53				0.53
UNIV RELATIONS LOCAL.....	83,823.45		(80,000.00)		3,823.45
NSM DIST PROF - WK CHU.....	15,000.00		7,500.00	582.07	21,917.93
CORP/FDN RELATIONS.....	1,104.62			10,809.00	(9,704.38)
INST'L ADVANCEMENT DISCRETIONARY	4,484.99			2,836.67	1,648.32
DONOR RELATIONS.....	72,448.91		7,300.00	25,569.22	54,179.69
UH TELEFUND M&O.....	47,000.73			7,750.77	39,249.96
ANNUAL FUND INITIATIVES.....	101,183.94		(18,100.00)	43,835.22	39,248.72
IA INITIATIVES-TRAINING.....	35,562.77			9,266.74	26,296.03
21ST C ENHANCE FUND.....		1,500.00	63,565.97		65,065.97
GOVT RELATIONS.....	7,242.95		417.50	5,417.50	2,242.95
EXECUTIVE ASSOC.....	3,354.54			472.25	2,882.29
SPECIAL EVENTS STAFF AWARDS.....	915.00		(915.00)		
EVP SCHOLARS COMMUNITY.....	30,533.61			30,295.40	234.21
DISC AVP FAC AFFAIRS.....	1,294.84		10,000.00	7,974.79	3,320.05
SVPA A SPECIAL PROJECT.....	60,243.90	600.00	25,000.00	21,554.10	64,289.80
ACAD MGMT & OPER.....	39,666.35				39,666.35
OPPA DISC.....	965.07		3,000.00	2,953.66	1,011.41
CHARTER SCHOOL/A.C.E.....		1,235.51			1,235.51
FAC SENATE DISCRETIONARY.....	162.69		1,000.00	991.82	170.87
HHP HOU-FIT PROGRAM.....	90.63				90.63
BRAIN.....			184.47	184.47	
DIST. PROF JAMES K. MARTIN.....	124.18		7,500.00	7,332.57	291.61
CPCE EDUCATIONAL DISCRETIONARY..	0.80		74.20	75.00	
UTMB AWARD ACCOUNT.....	91,904.04		(980.00)	6,275.77	84,648.27
UTMB/TDCJ AWARD ACCOUNT.....	690,915.85		(11,362.45)	390,176.41	289,376.99

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UNAUDITED

SCHEDULE B-2  
UNIVERSITY OF HOUSTON  
SCHEDULE OF FUND TRANSACTIONS  
UNRESTRICTED CURRENT FUNDS - DESIGNATED  
FOR THE YEAR ENDED AUGUST 31, 1999

	BALANCES 9-1-98	CURRENT ADDITIONS	TRANSFERS AND ADJUSTMENTS	EXPENDITURES	BALANCES 8-31-99
ACADEMIC SUPPORT (CONTINUED)					
MOORES SCHOLARS - HOUSTON.....	\$	\$	\$ 8,955.79	\$ 5,393.61	\$ 3,562.18
MOORES SCHOLARS - KHUMAWALA.....	16,079.48		12,000.00	962.27	27,117.21
MOORES SCHOLARS - PAULSEN.....	5,946.17		12,000.00	5,863.45	12,082.72
PROV. MINOR INITIATIVES.....	0.79		32,000.00	15,202.87	16,797.92
MOORES INTERNATIONAL & OUTREACH. GRADUATE PROG SUPPORT.....			248,500.00		248,500.00
MOORES FACULTY DEVELOPMENT.....	16,279.74		41,114.02	16,748.69	24,365.33
MOORES SCHOLAR - PHILLIPS.....			153,223.00	27,469.56	142,033.10
MOORES SCHOLARSHIP.....			10,017.15	10,017.15	
MOORES - KEYFITZ.....			20,000.00		20,000.00
MOORES SCHOLARS - LENCE.....			20,000.00	10,150.62	9,849.38
MOORES SCHOLARS - HSU.....			20,000.00	9,627.76	10,372.24
ARCH ENVIR SIMULATION FEE.....	2,865.96	2,600.27		5,718.82	14,281.18
ARCH STUDIO SUPPORT FEE.....	9,487.04	19,503.17	(0.52)	3,303.72	2,162.51
ARCH TECH COURSE FEE.....	4,183.06	5,382.18		21,922.81	7,066.88
ARCH VISUAL RESRCE FEE.....	4,926.51	3,089.65		895.45	8,669.79
ARCH BLDG THE HOU CO.....	12,994.31			5,120.35	2,895.81
IFHE CONFERENCES.....		4,232.50		2,563.67	10,430.64
INVESTITURE.....	980.01		(980.01)		4,232.50
CATALOG SALES.....	65,183.17	19,515.55		8,739.85	75,958.87
ANIMAL CARE LOCAL SALES.....	44,534.91	10,285.00	(6,775.00)	10,021.35	38,023.56
INTERACT ITV.....	29,209.58		160,290.00	161,234.65	28,264.93
INSTITUTIONAL EFFECTIVENESS.....	37,026.83		25,000.00	26,969.47	35,057.36
CHARTER SCHOOL OF TECHNOLOGY....	94,301.50	326,998.00	289,658.00	490,038.94	220,918.56
HONORS RECRUITING PROJECT.....	39,887.86		44,000.00	60,064.15	23,823.71
HTI/HONORS COST-SHARING.....			2,168.57	2,168.57	
ONLINE INSTRUC TECH CERT PROG...			107,100.00	52,134.11	54,965.89
CBA DEAN DISCRETIONARY.....	85,283.09	42,646.00	67,000.00	103,933.13	90,995.96
TIEC - BBA TURKEY.....	10,141.54	5,052.50		7,109.44	8,084.60
EDUC DEAN DISCRET.....	468.27				468.27
CHE ERF.....	2,923.60		33,600.00	36,357.30	166.30
EDUC JOURNAL INCOME.....	20,252.92	7,586.49		15,331.66	12,507.75
EDUCATION INCIDENTAL FEES.....	1,825.15	18,378.51	85.76	20,289.42	

SCHEDULE E-2-A  
UNIVERSITY OF HOUSTON  
SCHEDULE OF EXPENDITURES - DESIGNATED  
FOR THE YEAR ENDED AUGUST 31, 1999

	TOTAL	SALARIES AND WAGES	MAINTENANCE AND OPERATION	CAPITAL OUTLAY
<b>PUBLIC SERVICE (CONTINUED)</b>				
AASP PUBLICATION.....	\$ 3,993.25	\$ 1,896.00	\$ 2,097.25	\$
PORPHYRINS CONFERENCE.....	(15,508.46)		(17,507.46)	1,999.00
NATURALIST PROGRAM.....	11,526.79	250.00	11,276.79	
ANNUAL LEAVE PUB SVC.....	8,418.42		8,418.42	
OPT CLINIC GEN SUPPLY.....	282,424.75		232,505.89	49,918.86
OPT OPTICAL SVC.....	429,483.02		429,483.02	
OPT CONTACT LENS.....	231,380.45		231,380.45	
OPT TRAINING DEVICE.....	4,528.61		4,528.61	
DELTA GAMMA LOW VISION CENTER...	43,540.46		43,540.46	
GOOD NEIGHBOR CLINIC ACCOUNT....	28,045.87		28,045.87	
CENTER FOR SIGHT ENHANCEMENT....	9,354.48		9,354.48	
ARTE PUBLICO PRESS.....	(143,149.40)		(143,149.40)	
APP-SALES EXPENDITURE.....	163,425.81	63,807.15	99,618.66	
APP-MARKETING EXPENDITURES.....	241,801.86	81,366.45	160,435.41	
APP-ADMIN EXPENDITURES.....	261,740.41	82,816.27	178,924.14	
APP-PRODUCTION EXPENDITURES.....	321,493.41	84,938.92	236,554.49	
APP-RECOVERY EXPENDITURES.....	1,385.12		1,385.12	
<b>TOTAL PUBLIC SERVICE.....</b>	<b>\$ 3,117,296.28</b>	<b>\$ 729,464.27</b>	<b>\$ 2,312,301.50</b>	<b>\$ 75,530.51</b>
<b>ACADEMIC SUPPORT</b>				
MOORES SCHOLARS - BERGER.....	\$ 11,784.16	\$ 10,000.02	\$ 1,784.14	\$
MOORES SCHOLARS - ECONOMOU.....	9,932.76		8,263.76	1,669.00
MOORES SCHOLARS - FRANKLIN.....	7,839.10		7,839.10	
MOORES SCHOLARS - FREIBERG.....	26,007.79		26,007.79	
MOORES SCHOLARS - HARWERTH.....	11,523.72	9,886.44	1,637.28	
MOORES SCHOLARS - HIRSCH.....	12,729.89	3,000.00	9,729.89	
MOORES SCHOLARS - HOUSTON.....	5,393.61	4,535.25	858.36	
MOORES SCHOLARS - KHUMAWALA.....	962.27		962.27	
MOORES SCHOLARS - PAULSEN.....	5,863.45	2,600.01	3,263.44	
PROV MINOR INITIATIVES.....	15,202.87		1,098.50	14,104.37
GRADUATE PROG SUPPORT.....	16,748.69		7,551.95	9,196.74
MOORES FACULTY DEVELOPMENT.....	27,469.56		23,343.56	4,126.00
MOORES SCHOLAR - PHILLIPS.....	10,017.15	4,931.00	5,086.15	
MOORES - KEYFITZ.....	10,150.62	2,592.32	7,558.30	
MOORES SCHOLARS - LENCE.....	9,627.76	7,200.00	2,427.76	
MOORES SCHOLARS - HSU.....	5,718.82		5,718.82	
ARCH ENVIR SIMULATION FEE.....	3,303.72		3,303.72	
ARCH STUDIO SUPPORT FEE.....	21,922.81	10,223.50	14,236.31	(2,537.00)
ARCH TECH COURSE FEE.....	895.45		895.45	
ARCH VISUAL RESRCE FEE.....	5,120.35	1,642.20	3,478.15	
ARCH BLDG THE HOU CO.....	2,563.67	1,371.75	1,191.92	
CATALOG SALES.....	8,739.85		5,893.85	2,846.00
ANIMAL CARE LOCAL SALES.....	10,021.35		10,021.35	
INTERACT ITV.....	161,234.65		158,164.65	3,070.00
INSTITUTIONAL EFFECTIVENESS.....	26,969.47		15,602.42	11,367.05
CHARTER SCHOOL OF TECHNOLOGY....	490,038.94	304,519.54	176,659.21	8,860.19
HONORS RECRUITING PROJECT.....	60,064.15	4,029.75	56,034.40	
HTI/HONORS COST-SHARING.....	2,168.57		2,168.57	
ONLINE INSTRU TECH CERT PROG...	52,134.11	39,946.93	10,715.18	1,472.00
CBA DEAN DISCRETIONARY.....	103,933.13	56,594.34	45,458.79	1,880.00
TIEC - BBA TURKEY.....	7,109.44	3,000.00	4,109.44	

SCHEDULE E-4-A  
 UNIVERSITY OF HOUSTON  
 SCHEDULE OF CHANGES IN FUND BALANCES  
 RESTRICTED CURRENT FUNDS - GENERAL  
 FOR THE YEAR ENDED AUGUST 31, 1999

	BALANCES 9-1-98	CURRENT ADDITIONS	TRANSFERS AND ADJUSTMENTS	EXPENDITURES	BALANCES 8-31-99
ACADEMIC SUPPORT (CONTINUED)					
NSM CSC UNIV CAMPGN.....	\$ 3,020.00	\$	\$	\$	\$ 3,020.00
NSM GEO UNIV CAMPGN.....	775.00				775.00
NSM MATH UNIV CAMPGN.....	50.00			50.00	
BIO DIST PROF - VAILAS.....			10,000.00		10,000.00
NSM CANNATA ENDOWMENT.....	41,936.00	6,481.00			48,417.00
BIOLOGY VARIOUS DONORS.....	10,771.62				10,771.62
BCHS VARIOUS DONORS.....	1,116.37	1,000.00			2,116.37
BCHS CULLEN PROF.....	2,170.31				2,170.31
COSO- CULLEN CHAIR.....	17,281.52		115,214.00	93,529.37	38,966.15
NSM QUEST FOR EXCELLENCE BA	29,741.12			2,381.17	27,359.95
BIOL & BCHS ALUMNI GIFTS...		122.50		(125.00)	247.50
CULLEN PROFESSORSHIP.....	2,506.35		32,000.00	30,273.19	4,233.16
COMMUNITY PHARM CARE.....		1,000.00			1,000.00
LOUIS WILLIAMS AWARD ENDOW.	411.21	300.00	95.00	250.00	556.21
PHARMACY ARTEFACTS.....	0.92	1,420.50	1,707.33	3,128.75	
BOBLITT PHARMACY PROG.....	15,798.94	9,215.00			25,013.94
SOC SCI. DEANS DISCR.....	8,678.14		134.98		8,813.12
SOS SHELL OIL GIFT.....	36,234.30	20,000.00		22,000.00	34,234.30
SOS DISTINGUISHED ALUMNI FU		40.00			40.00
ASIAN AM STUDIES.....	11,986.95	13,026.70		24,055.84	957.81
CHARTER SCHOOL/READING GRAN		11,975.00			11,975.00
SENATOR DON HENDERSON ENDOW	8,183.00	9,007.00	2,000.00		19,190.00
CULLEN PROF-GIBSON (ENDOWME	9,046.43		32,000.00	38,729.36	2,317.07
CHARTER SCHOOL.....	25,000.00	9,000.00		27,667.37	6,332.63
SOCIAL WORK LEARNING.....	5,714.21	13,275.63		1,181.62	17,808.22
IFHE-HIGHER EDUCATION PARTN	14,926.99			14,583.35	343.64
ELIZABETH D. ROCKWELL.....	620.87	101,786.21		36,112.61	66,294.47
DISTINGUISHED CHAIR.....	6,090.08			3,004.97	3,085.11
SAILORS ECON FELLOWS.....	1,857.00	4,263.00			6,120.00
ECON DISCRETIONARY.....		1,439.00			1,439.00
CHARTER SCHOOL/EXXON.....		1,000.00			1,000.00
INTERACT ITV CULLEN.....	37.84				37.84
WALKER ENDOW BK FUND.....	1,694.01	2,170.00	850.00	1,402.30	3,311.71

**Attachment Twelve: Calendar**

# University of Houston Charter School of Technology

2000-2001

Aug-00							Sep-00							Oct-00							
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	
		●	●	●	●	5						1	2	1	2	3	4	5	6	7	
6	●	●	●	●	●	12	3	■		5	6	7	8	9	8	9	10	11	12	13	14
13	◆	●		16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	◆	21
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					

Nov-00							Dec-00							Jan-01						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	◆	4						1	2	■	■		3	4	5	6
5	6	7	8	9	◆	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	■	16	17	18	19	20
19	20	21	22	■	■	25	17	■	■	■	■	■	23	21	22	23	24	25	26	27
28	27	28	29	30			24	■	■	■	■	■	30	28	29	30	31			
							31													

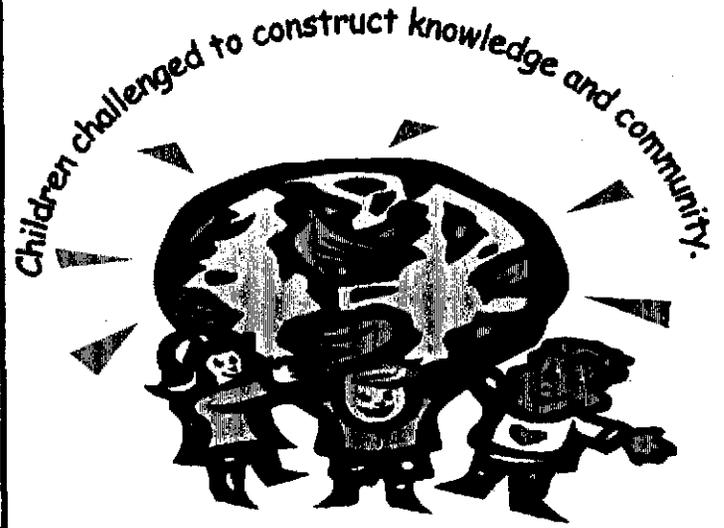
  

Feb-01							Mar-01							Apr-01								
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat		
					1	◆	3						1	◆	3	1	2	3	4	5	6	7
4	5	6	7	8	9	10	4	5	6	7	8	9	10	8	9	10	11	12	■	14		
11	12	13	14	15	◆	17	11	■	■	■	■	■	17	16	■	17	18	19	20	21		
18	19	20	21	22	23	24	18	19	20	21	22	23	24	22	23	24	25	◆	27	28		
25	26	27	28				25	26	27	28	29	30	31	29	30							

May-01							Jun-01						
Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	◆	4	5						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28	●	●	●			24	25	26	27	28	29	30

- Student Holidays
- Professional Dev Days
- ◆ Special Events



Teachers report to duty	August 1, 2000
Students' first day of school	August 16, 2000
Students' last day of school	May 25, 2001
(Total number of days for students - 180)	
Teachers' last day of school	May 31, 2001
(Total number of days for teachers - 194)	

If either UH or HISD closes due to inclement weather, UHCST will be closed.

**Bad Weather Days**  
Dec 18, Dec 19, Apr 16

**Reports to Parents**  
October 26, 2000  
January 11, 2001  
March 28, 2001  
May 25, 2001

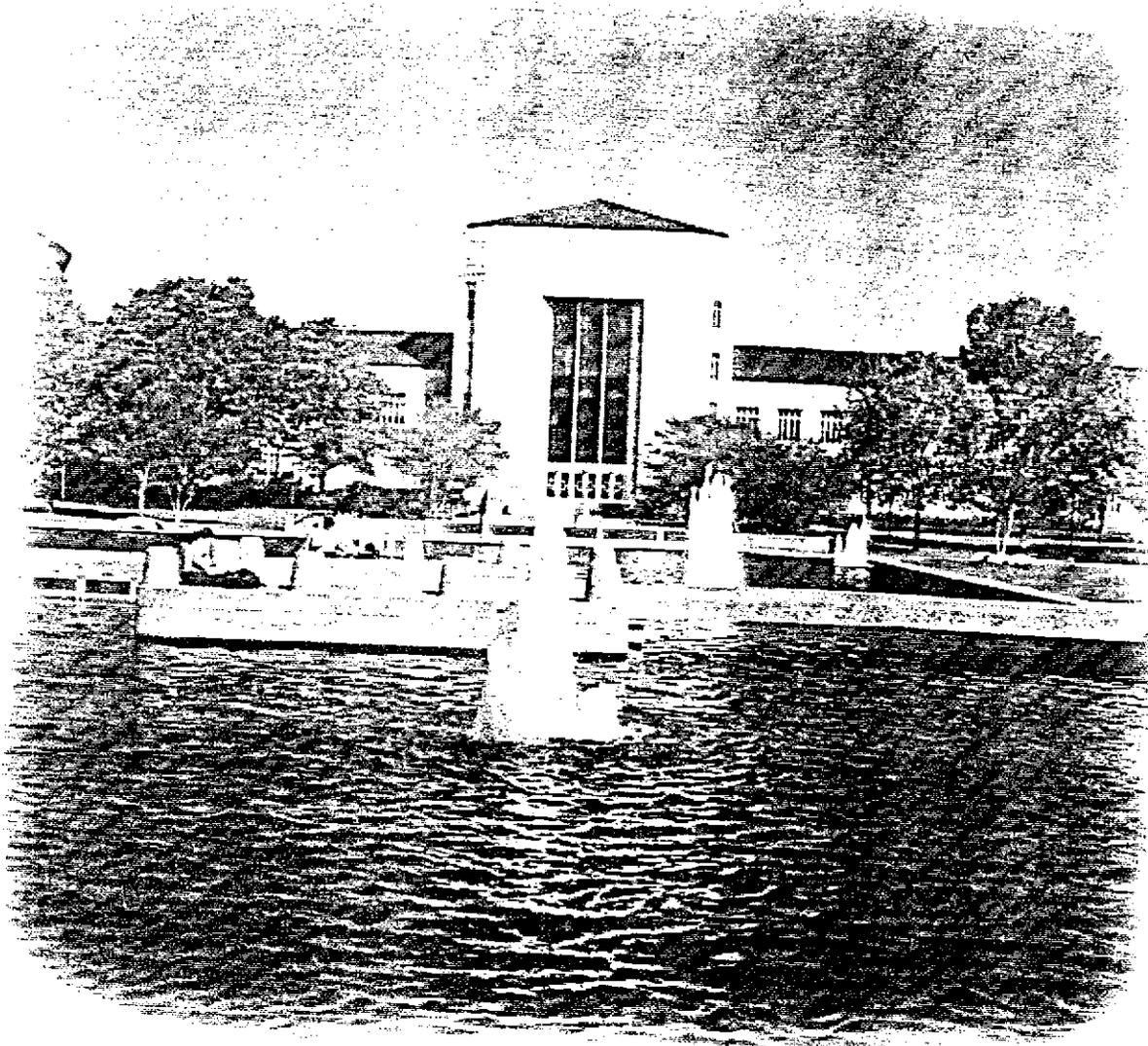
Special Events	
August 14, 2000	Back to school picnic
September 13-14, 19-21	Open House/Curriculum Nights
October 20, 2000	Family Math Night
November 2, 2000	Parent Literacy Workshop Grades K, 1-2
November 10, 2000	Parent Literacy Workshop Grades 3-5, 3-4, 4-5
February 9, 2001	Author Night
February 16, 2001	Opera
March 2, 2001	Parent/Child Literacy Workshop
April 26, 2001	Field Day
May 3, 2001	Music Night

Student Holidays	
Labor Day	September 4, 2000
Thanksgiving	November 23-26, 2000
Winter Break	December 18-January 2
Martin Luther King Day	January 15, 2001
Spring Break	March 12-16, 2001
Spring Holiday	April 12-16, 2001

TAAS Testing Dates	
4th Grade Writing	February 20, 2001
3rd, 4th, 5th Reading and Math	April 24-25, 2001

**Attachment Thirteen: Annual Financial Report**

U N I V E R S I T Y *of* H O U S T O N



1998-1999  
ANNUAL FINANCIAL REPORT

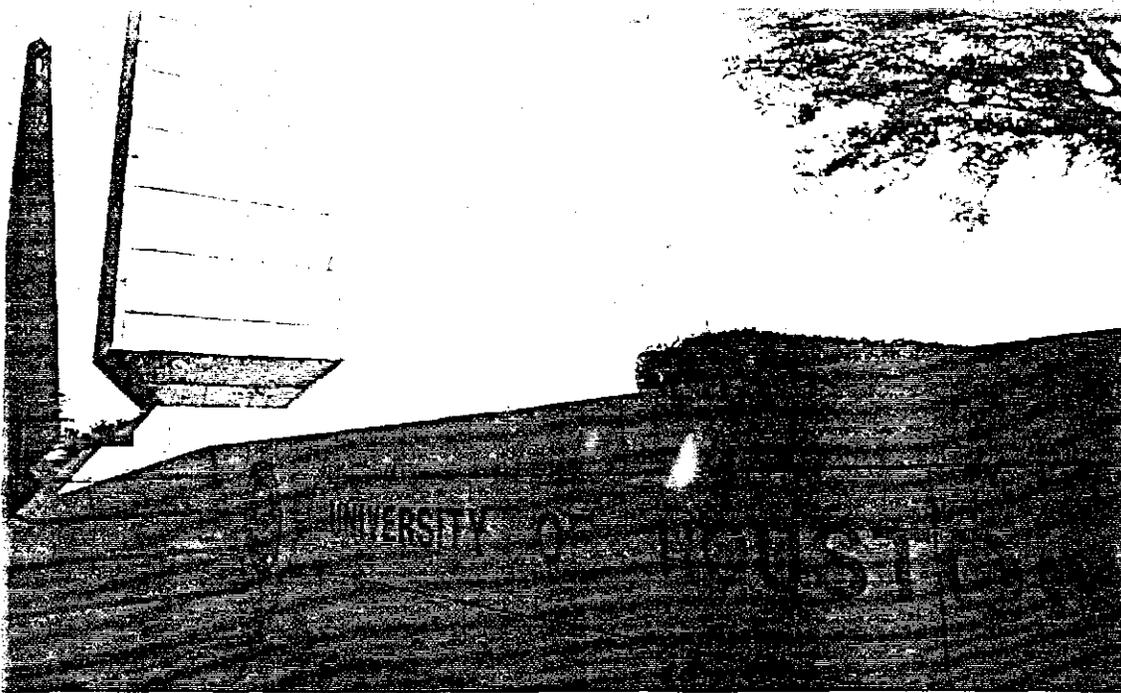
THE UNIVERSITY OF HOUSTON  
YEAR END FINANCIAL INFORMATION  
FOR FISCAL YEAR 1999

**BOARD OF REGENTS**

William C. Houston  
The Woodlands, Texas  
David Smith, Substantive  
Ray Kern Walker, Virginia  
Edmund Aguirre, Jr., Houston  
Charles E. McMahon, Houston  
Caryl Rosenthal, Houston  
Suzanne S. Caldwell, Sugar Land  
Theresa W. Chang, Houston  
George Eugene McDavid, Houston

**ADMINISTRATIVE OFFICERS**

Arthur K. Smith  
President, University of Houston  
Edward E. Sheridan  
Senior Vice President for Academic Affairs,  
University of Houston  
Randy J. Harris  
Vice President for Administration and Finance,  
University of Houston  
Grover S. Campbell  
Vice President for Governmental Relations,  
University of Houston  
Arthur C. Vailas  
Vice President for Research and Intellectual  
Property Management, University of Houston  
Elwyn C. Lee  
Vice President for Student Affairs,  
University of Houston  
Charles Stomper  
Vice President for Information Technology,  
University of Houston



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# L

## etter from the president

transparency and accountability in our financial operations. As a result, we will continue to invest in our faculty and staff, and we will continue to invest in our students. We will continue to invest in our research and public service. We will continue to invest in our community. We will continue to invest in our future. This Annual Report provides an overview of the university's financial operations and financial position for the fiscal year ended in August 2013.

We can immensely evaluate our uses of resources to ensure that they support most efficiently and effectively our primary functions of teaching, research, and public service. As a result of our effective allocation of resources, the University of Houston is a premier metropolitan research and teaching institution, home to more than 40 research centers and institutes, and sponsor of more than 300 partnerships with corporate, civic, and governmental entities. The university employs more than 7,000 faculty and staff to educate and support a diverse student body of more than 32,000 students. There are 103 bachelor's degree programs, 119 master's degree programs, 33 doctoral degree programs, and three first professional degree programs, all offered through the university's 14 colleges.

I hope the following pages will increase your understanding and appreciation of the University of Houston and the positive impact it has on the greater Houston community as both an engine of economic development and a center for cultural enrichment.



Arthur K. Smith  
President, University of Houston



# L

## etter from the Vice President

The University of Houston is pleased to present this financial statement to the members of the Board of Regents. The Board of Regents is responsible for the overall financial health of the university. The Board of Regents is also responsible for the overall financial health of the university. The Board of Regents is also responsible for the overall financial health of the university.

The University of Houston is realizing its goals as one of the nation's premier urban universities. With the continued dedication of our students, faculty, and staff, the university will continue to move forward with innovation in the delivery of education, research, and community service.

The campus continues to change as new buildings and landscaping have been realized over the last year. Shortly a new Center for Public Broadcasting, Police Station, and Student Wellness and Recreation Center will be added to the campus. These buildings, added to the recent upgrade of O'Quinn Field at Robertson Stadium, the renovation of Hofheimz Arena, and the new track and women's soccer facility, will provide greater service to all who visit the campus.

Indeed it can be said that the University of Houston is on the rise. We believe that as you review the financial statements, you will feel a sense of the strong foundation that has been and is being laid for the future success of this university. The financial information contained herein demonstrates a strengthened financial position that has allowed us to increase core program support and infrastructure investment. The university's financial position is strong with increases in the current, endowment and plant fund balances.

In 1999 there was increased financial support for the university's primary missions of teaching and research. In addition, we continue to invest in the future through infrastructure initiatives such as continued support of an aggressive capital renewal and deferred maintenance program, implementation of new administrative systems, and numerous programs in support of the university's master plan.

It is our responsibility to continue to efficiently and effectively utilize the university's financial resources to accomplish the university's mission today while establishing the foundation for continued growth and success tomorrow.



Randy J. Harris  
Vice President for Administration and Finance



# MISSION STATEMENT

## Preamble

The University of Houston (UH), located in the nation's fourth largest metropolitan area, is a public, urban institution of higher education, chartered by the state of Texas. As a major metropolitan university, UH is committed to four shared values: academic integrity, innovation, diversity, and responsiveness, in accomplishing the traditional triad of teaching, research and service. Drawn together from the higher purpose and include our three-fold mission, which is designed to address the challenges of an environment characterized by its increasing complexity, diversity, and global interdependencies.

## Mission

The mission of the University of Houston is to

- Provide a range of educational programs that foster an intellectually and culturally diverse environment that enhances individual growth and development. Its purpose is to provide a broad community of students from the pre-college, graduate, professional and non-degree-seeking) to make lifelong learning commitments that result in personal, social, economic, and community contributions to an increasingly globally interdependent world.
- Create, discover, disseminate and preserve knowledge and understanding by engaging in basic and applied research, scholarly and artistic activities that benefit students, scholars and external constituencies.
- Serve as a major resource for local, state, national and global communities by applying scholarly analysis and experience to community problems. Recognize its special responsibility to the Houston metropolitan area by making the knowledge base and other resources of the institution readily accessible to its citizens.

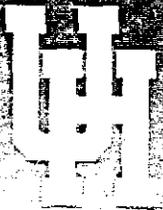
# Mission Statement



## Stated Values Within the Mission

As its primary goal, the University of Houston is dedicated to be a nationally recognized institution in the 21st century. The university will anticipate and respond to changing demographics in an increasingly diverse and globally interdependent world. It will use its resources to:

- Meet the challenges of educating a dynamic mix of nontraditional and traditional students.
- Promote excellence within the context of basic and applied research and scholarship.
- Identify and respond to the economic, social and cultural challenges affecting the quality of life in Houston, the state of Texas and the world through its education, research and service.



# FINANCIAL Highlights

## Assets

Millions

Cash and investments	\$ 31.8
State appropriations	\$ 19.4
Accounts receivable	\$ 11.2
Funds due from other entities	\$ 29.4

## Liabilities and Fund Balances

Millions

\$ 21.1	2%	Payables and other liabilities
\$ 21.9	3%	Unearned revenues
\$ 6.4	1%	Funds held for other entities
\$ 51.5	10%	Bonds payable
\$ 7.1	1%	Accrued compensable absences
\$ 53.3	10%	Current fund balances
\$ 153.9	16%	Loan & endowment fund balances
\$ 536.3	57%	Plant fund balances
\$ 912.5		Total

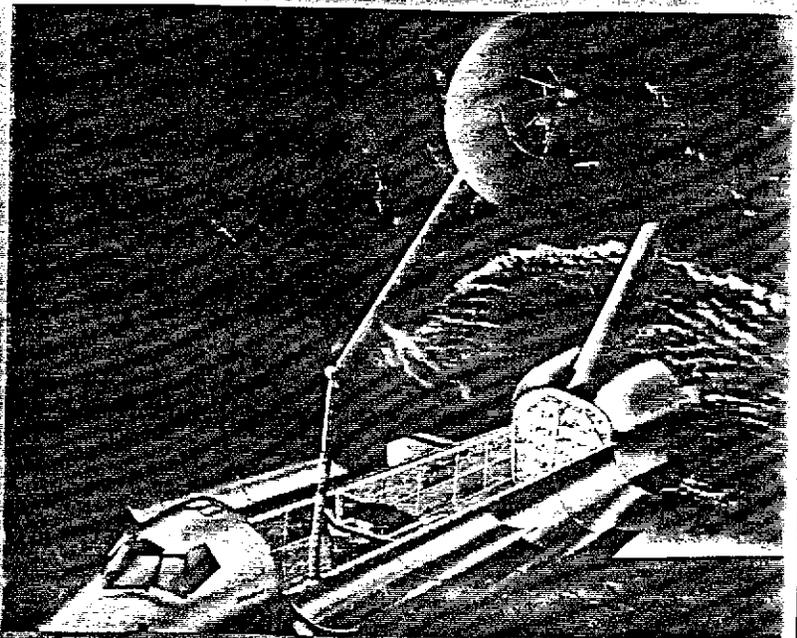


# FINANCIAL HIGHLIGHTS



## Sources of Current Funds

Millions	
\$ 129.0	State appropriations
\$ 105.1	Tuition and fees
\$ 40.3	Federal grants
\$ 27.9	Auxiliary operations
\$ 17.1	Departmental activities
\$ 14.7	Gift income
\$ 10.1	State, local, and private grants
\$ 9.4	Endowment income
\$ 2.4	Investment income
<u>\$ 356.0</u>	<u>Total</u>



## Uses of Current Funds

	Millions	
Instruction	35%	\$ 123.5
Auxiliary enterprises	12%	\$ 43.0
Research	12%	\$ 42.0
Scholarships and fellowships	10%	\$ 36.3
Academic support	9%	\$ 33.2
Institutional support	9%	\$ 32.1
Plant operation and maintenance	6%	\$ 20.7
Public service	4%	\$ 14.8
Student services	3%	\$ 9.6
<b>Total</b>		<u><u>\$ 355.0</u></u>





# COMPARATIVE BALANCE SHEET by FUND

## AS OF AUGUST 31, 1999

	CURRENT FUNDS				
	UNRESTRICTED				RESTRICTED
	GENERAL	DESIGNATED	AUXILIARY- ENTERPRISES	TOTAL	
<b>ASSETS</b>					
CASH AND TEMPORARY INVESTMENTS	\$1,466,829	\$1,011,759	\$1,528,827	\$3,997,415	\$1,515,419
RECEIVABLES IN STATE APPROPRIATIONS	1,958,375			1,958,375	
PREPAID EXPENSES, NET OF ALLOWANCE	3,713,176	1,893,165	7,831,715	12,438,056	1,821,738
DEFERRED FROM OTHER FUNDS		2,750,000		2,750,000	
DEFERRED FROM OTHER COMPONENTS	3,016,135	4,640,358	5,721,657	13,378,150	25,045,800
INVESTMENTS		1,022,329	3,492,777	4,515,106	
PREPAID EXPENSES AND DEFERRED		3,800,619	1,802,521	5,603,140	15,666,518
CONSUMABLE INVENTORIES		2,400,623	155,163	2,555,786	
FIXED ASSETS					
<b>TOTAL ASSETS</b>	<b>\$51,056,016</b>	<b>\$55,580,557</b>	<b>\$13,248,075</b>	<b>\$119,884,648</b>	<b>\$ 33,410,045</b>
<b>LIABILITIES AND FUND BALANCES</b>					
<b>LIABILITIES</b>					
ACCOUNTS PAYABLE	\$1,430,291	\$ 1,767,167	\$ 1,589,468	\$ 4,786,926	\$ 2,588,300
DEPOSITS PAYABLE	851,948	15,612	601,756	1,469,316	81,719
DUE TO OTHER FUNDS					
DUE TO OTHER COMPONENTS		403,861		403,861	
DEFERRED REVENUES	13,912,072	11,099,198	5,839,626	30,850,896	28,088
ACCRUED COMPENSABLE ABSENCES	5,099,554	6,977,972	1,736,585	13,814,111	
NOTES AND BONDS PAYABLE					
ASSETS HELD IN CUSTODY FOR OTHERS	54	2,360		2,414	
<b>TOTAL LIABILITIES</b>	<b>\$34,193,925</b>	<b>\$13,986,473</b>	<b>\$ 9,497,435</b>	<b>\$ 57,677,833</b>	<b>\$ 2,618,107</b>
<b>FUND BALANCES</b>					
<b>UNRESTRICTED</b>					
RESERVED FOR ENCUMBRANCES	\$ 3,814,998	\$ 3,152,292	\$ 731,101	\$ 7,698,391	\$
UNRESTRICTED FUND BALANCES	13,047,093	38,441,792	3,019,539	54,508,424	-
<b>TOTAL RESERVED</b>	<b>\$16,862,091</b>	<b>\$41,594,084</b>	<b>\$ 3,750,640</b>	<b>\$ 62,206,815</b>	<b>\$</b>
<b>RESTRICTED</b>					
RESTRICTED FUND BALANCE	\$	\$	\$	\$	\$ 31,091,940
U S GOVT GRANTS REFUNDABLE	-	-	-	-	-
NET INVESTMENT IN PLANT	-	-	-	-	-
<b>TOTAL FUND BALANCES</b>	<b>\$16,862,091</b>	<b>\$41,594,084</b>	<b>\$ 3,750,640</b>	<b>\$ 62,206,815</b>	<b>\$ 31,091,940</b>
<b>TOTAL LIABILITIES AND FUND BALANCES</b>	<b>\$51,056,016</b>	<b>\$55,580,557</b>	<b>\$13,248,075</b>	<b>\$119,884,648</b>	<b>\$ 33,410,045</b>

THE ACCOMPANYING NOTES TO FINANCIAL STATEMENTS ARE AN INTEGRAL PART OF THIS STATEMENT





# STATEMENT OF CHANGES IN FUND BALANCE

## FOR THE YEAR ENDED AUGUST 31, 1999

	CURRENT FUNDS				
	UNRESTRICTED				RESTRICTED
	GENERAL	DESIGNATED	AUXILIARY ENTERPRISES	TOTAL	
FUND BALANCE, STARTING BALANCE					
REVENUES AND OTHER ADDITIONS					
INTEREST ON CURRENT DEBTS					
FEES AND GRANTS AND CONTRACTS					
STATE GRANTS AND CONTRACTS					
LOCAL GRANTS AND CONTRACTS					
FEDERAL GRANTS AND CONTRACTS					
OTHER INVESTMENT INCOME					
ENDOWMENT INCOME					
NET CHANGES IN LONG TERM DEBT					
EXPENDED FOR PLANTS AND EQUIPMENT					
OTHER ADDITIONS	7070	457056	102965	726289	726289
TOTAL REVENUES AND OTHER ADDITIONS	\$192,161,885	\$463,397,158	\$28,352,974	\$726,720,017	\$726,720,017
EXPENDITURES AND OTHER DEDUCTIONS					
EXPENDITURES	\$197,863,288	\$526,577,56	\$42,911,078	\$729,520,324	\$61,750,283
INDIRECT COSTS RECOVERED					6,463,708
REFUNDED TO GRANTORS					1,686,960
LONG TERM INDEBTEDNESS					
OTHER DEDUCTIONS		59,984	725,318	35,802	2,339,889
TOTAL EXPENDITURES AND OTHER DEDUCTIONS	\$197,863,288	\$527,357,40	\$43,007,096	\$729,606,824	\$71,041,460
TRANSFERS AMONG FUNDS					
MANDATORY—DEBT SERVICE	\$ (885,256)	\$ (2,984,512)	\$ (2,269,626)	\$ (6,139,394)	\$
NON-MANDATORY NET	(6,250,700)	(7,910,614)	7,089,061	(4,172,254)	(12,383,94)
TOTAL TRANSFERS AMONG FUNDS	\$ (7,135,957)	\$ (10,895,126)	\$ (489,565)	\$ (13,221,648)	\$ (12,383,94)
TRANSFERS AMONG COMPONENTS					
MANDATORY—DEBT SERVICE	\$ (1,445,486)	\$	\$	\$ (1,445,486)	\$
NON-MANDATORY NET	23,864,320	2,781,216		26,645,536	399,71
TOTAL TRANSFERS AMONG COMPONENTS	\$ 22,418,834	\$ 2,781,216	\$	\$ 25,200,050	\$ 399,71
NET INCREASE/(DECREASE) FOR THE YEAR	\$ 9,884,474	\$ 2,547,508	\$ 672,315	\$ 13,104,295	\$ (6,702,24)
FUND BALANCES, AUGUST 31, 1999	\$ 16,862,091	\$ 41,594,084	\$ 3,750,640	\$ 62,206,815	\$ 31,091,94

THE ACCOMPANYING NOTES TO FINANCIAL STATEMENTS ARE AN INTEGRAL PART OF THIS STATEMENT.





# STATEMENT OF CURRENT FUNDS REVENUES

## FOR THE YEAR ENDED AUGUST 31, 1999

	CURRENT FUNDS		
	UNRESTRICTED		
	GENERAL	DESIGNATED	AUXILIARY ENTERPRISES
REVENUES			
FEDERAL GRANTS AND CONTRACTS	10,575,257		—
STATE APPROPRIATIONS	12,112,571		—
FEDERAL GRANTS AND CONTRACTS	2,672,577		—
STATE GRANTS AND CONTRACTS	4,800,000		—
FEDERAL GRANTS AND CONTRACTS	—	3,025,000	—
PRIVATE GIFTS, GRANTS AND CONTRACTS	777,300	1,357,100	—
INVESTMENT INCOME	1,662,815	1,316,236	1,193,994
ENDOWMENT INCOME	—	4,455,286	—
SALES & SERVICES			
EDUCATIONAL & GENERAL	1,119,416	12,658,484	—
AUXILIARY ENTERPRISES	—	—	7,921,381
OTHER SOURCES	—	—	—
<b>TOTAL CURRENT FUNDS REVENUES</b>	<b>\$192,457,865</b>	<b>\$63,352,402</b>	<b>\$68,685,311</b>
EXPENDITURES			
EDUCATION AND GENERAL			
INSTRUCTION	\$100,580,649	\$15,214,219	\$ —
RESEARCH	13,132,416	3,322,266	—
PUBLIC SERVICE	5,967,969	3,117,296	—
ACADEMIC SUPPORT	21,299,951	10,018,914	—
STUDENT SERVICES	5,682,209	3,407,222	—
INSTITUTIONAL SUPPORT	72,005,677	9,922,362	—
PHYSICAL PLANT	19,662,500	383,660	—
SCHOLARSHIPS AND FELLOWSHIPS	9,526,857	7,284,817	—
<b>TOTAL EDUCATIONAL AND GENERAL EXPENDITURES</b>	<b>\$197,863,288</b>	<b>\$52,675,756</b>	<b>\$ —</b>
AUXILIARY ENTERPRISES	\$ —	\$ —	\$42,981,278
<b>TOTAL CURRENT FUNDS EXPENDITURES</b>	<b>\$197,863,288</b>	<b>\$52,675,756</b>	<b>\$42,981,278</b>

THE ACCOMPANYING NOTES TO FINANCIAL STATEMENTS ARE AN INTEGRAL PART OF THIS STATEMENT.

# and Expenditures



TOTAL	RESTRICTED	TOTALS	
		1999	1998
10,513,722		10,513,722	10,623,671
1,211,152		1,211,152	1,211,152
1,380,108	211,211,004	1,380,108	1,380,108
2,415,144		2,415,144	2,415,144
2,455,718	2,455,718	2,455,718	2,455,718
16,477,901	2,455,718	16,822,461	16,200,342
27,974,588		27,974,588	26,871,044
	208,716	208,716	208,716
<b>\$294,495,728</b>	<b>\$61,550,983</b>	<b>\$356,046,711</b>	<b>\$351,203,130</b>
<b>\$115,794,868</b>	<b>\$7,459,139</b>	<b>\$123,254,007</b>	<b>\$120,157,209</b>
16,464,742	25,369,471	42,034,213	40,112,099
9,085,265	5,210,038	14,795,303	15,109,904
31,318,865	1,900,686	33,219,551	32,261,956
9,089,431	497,713	9,587,144	9,263,478
31,928,039	195,285	32,123,324	43,231,276
20,046,160	686,579	20,732,739	21,459,918
16,811,674	19,485,288	36,296,962	25,201,191
<b>\$250,539,044</b>	<b>\$61,504,199</b>	<b>\$312,043,243</b>	<b>\$306,797,031</b>
<b>\$42,981,278</b>	<b>\$46,784</b>	<b>\$43,028,062</b>	<b>\$41,074,837</b>
<b>\$293,520,322</b>	<b>\$61,550,983</b>	<b>\$355,071,305</b>	<b>\$347,871,868</b>

# NOTES TO FINANCIAL STATEMENTS

## GENERAL INTRODUCTION

The State Auditor of Texas has not audited the accompanying annual financial statements and, therefore, an opinion has not been nor will be expressed on the financial statements and related information contained in this report. The information contained in the combined financial statements of the University of Houston System, and its related components, is part of and included in the state of Texas Annual Financial Statements. The Annual Financial Report of the University of Houston is reviewed by the State Auditor as part of the audit of the state of Texas Statewide Annual Financial Report, upon which an opinion is expressed.

## REPORTING ENTITY

The University of Houston is an agency of the State of Texas, and its financial records reflect compliance with applicable State statutes and regulations. The university was established by the state legislature in 1963.

## BASIS OF ACCOUNTING

The financial accounting records of each component are maintained on an accrual basis consistent with principles recommended in *Financial Accounting and Reporting Manual for Higher Education*, copyright 1990 by the National Association of College and University Business Officers. This report was prepared in accordance with that publication together with certain modifications to meet the reporting requirements for the state of Texas. The reporting requirements follow, as near as practicable, the American Institute of Certified Public Accountants (AICPA) *Industry Audit Guide Audits of Colleges and Universities*, 1973 as amended by AICPA Statement of Position 74-3, *Financial Accounting and Reporting by Colleges and Universities*, and as modified by applicable Financial Accounting Standards Board (FASB) pronouncements issued through November 30, 1989, and as modified by all Governmental Accounting Standard Board (GASB) pronouncements cited in Codification Section C65, "Colleges and Universities". All significant revenues and expenditures have been accrued and reported in the financial statements. The statement of current funds revenues and expenditures presents financial activities of current funds related to the 1999 fiscal year. It does not purport to present the results of operations as would a conventional statement of revenues and expenses.

## FUND ACCOUNTING

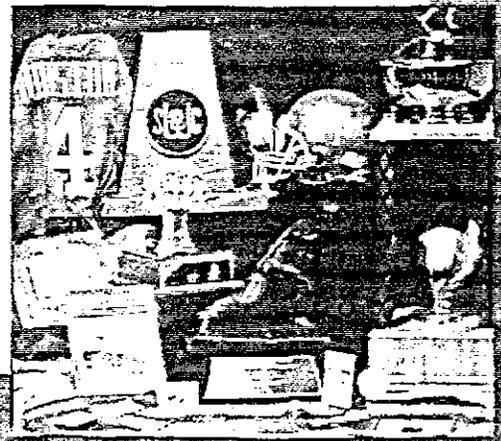
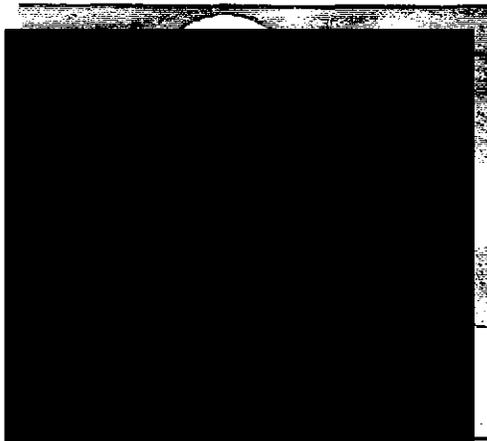
To ensure observance of limitations and restrictions placed on the use of university resources, accounts are maintained in accordance with the principles of fund accounting. Resources subject to similar restrictions, or available for like purposes, are assigned to fund groups which are treated as separately balanced accounting entities. All financial transactions are recorded by fund group. Income derived from investments, receivables, and the like is generally accounted for in the fund owning such assets. Income derived from investment of endowment and similar funds is accounted for in the fund to which it is restricted or, if unrestricted, as revenues in unrestricted current funds. Certain portions of the interest earned on daily cash balances of various fund groups are accounted for in unrestricted current funds—designated. Investment purchases are recorded at cost and investments received as gifts are recorded at estimated fair market value at the date of gift. Investments are reported at fair value.

## CASH AND CASH EQUIVALENTS

Highly liquid investments with a maturity of three months or less at the time of purchase are considered cash.

## INVESTMENTS

The university reports investments at fair value in the balance sheet with the following exceptions. (1) Nonparticipating contracts, such as nonnegotiable certificates of deposit with redemption terms that do not consider market rates. (2) Money market investments and participating





interest-earning investment contracts that mature within one year or less of the date of acquisition. (3) Real estate, mortgages, venture capital, limited partnerships, and future and forward contracts, held by non-external pool entities. Fair value is the amount at which an investment could be exchanged in a current transaction between parties, other than in a forced or liquidation sale.

**AUTHORIZED INVESTMENTS**

The university is authorized to invest in obligations and instruments defined in the Public Funds Investment Act (Sec. 2256.001 Texas Governmental Code). Such investments include (1) obligations of the United States or its agencies, (2) direct obligations of the state of Texas or its agencies, (3) obligations of political subdivisions rated not less than A by a national investment rating firm, (4) certificates of deposit, and (5) other instruments and obligations authorized by statute.

**DEPOSITS AND INVESTMENTS**

**DEPOSITS**

*Deposits of Cash in Bank*

At August 31, 1999, the carrying amount of the university's deposits was \$(22,104,707) and the bank balance was \$1,909,872. Additionally, \$57,976 was deposited in foreign banks and was neither covered by insurance nor collateralized (GASB risk category 3). Cash and Temporary Investments as reported on the Balance Sheet, consists of bank deposits of \$(22,104,707), cash equivalents of \$18,652,314, and temporary investments of \$33,999,249.

The university's bank balances are categorized to give an indication of the level of credit risk. All balances except for foreign deposits are classified in GASB risk category 1. The bank balances have been classified according to the following risk categories:

*Category 1:*

Insured or collateralized with securities held by the governmental entity or by its agent in the name of the governmental entity.

*Category 2:*

Collateralized with securities held by the pledging financial institution's trust department or agent in the governmental entity's name.

*Category 3:*

Uncollateralized (which would include any deposits collateralized with securities held by the pledging financial institutions, or by its trust department or agent but not in the governmental entity's name).

**INVESTMENTS**

*General Information*

To comply with the reporting requirements of GASB Statement No. 3, *Deposits with Financial Institutions, Investments (including Repurchase Agreements), and Reverse Repurchase Agreements*, the university's investments are categorized to give an indication of the level of credit risk assumed by the university at year end. Investment balances in category 1 totaled \$234,776.

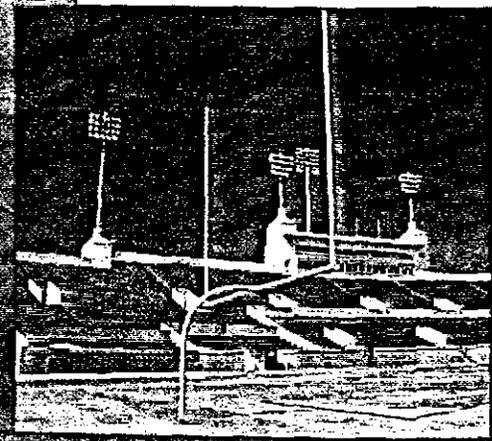
The following categories of credit risk are included:

*Category 1:*

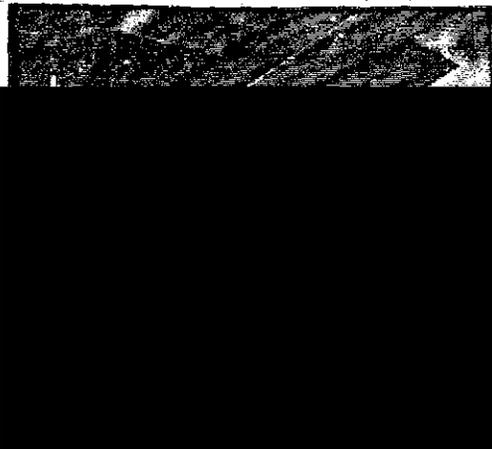
Investments that are insured or registered or for which the securities are held by the university or its agent in the university's name.

*Category 2:*

Investments for which the securities are held by the broker's or dealer's trust department or agent in the university's name.



108



*Category 3:*

Investments for which the securities are held by the broker or dealer, or by its trust department or agent, but not in the university's name; and, in addition, investments for which the securities are held by the university's agent (other than the dealer or broker to the purchase) but not in the university's name.

Certain investments cannot be categorized because they are not evidenced by securities that exist in physical or book entry form. Investments in repurchase agreements are authorized by State statute. Investments in repurchase agreements are described below.

*Repurchase Agreements and Reverse Repurchase Agreements*

The proceeds from the Consolidated Revenue Bonds, Series 1998, are invested in fixed rate repurchase agreements. The repurchase agreements are collateralized with direct obligations of the United States held in trust. At August 31, 1998, the university did not have any investments in reverse repurchase agreements.

*Securities Lending*

The university does not participate in a securities lending program.

**BONDS PAYABLE**

**GENERAL INFORMATION.**

General information related to bonds payable is summarized below:

Revenue Bonds

**Consolidated Revenue Refunding Bonds, Series 1990-A**

- > To advance refund six fixed rate series of revenue supported debt obligations.
- > Issued 5-15-90.
- > \$26,665,000; all bonds authorized have been issued.
- > Source of revenue for debt service—General use fees, Skiles Act fees (pledged tuition fees), and various other revenues and balances that may be legally available for payment of debt obligations.

**Consolidated Revenue Refunding Bonds, Series 1990-B**

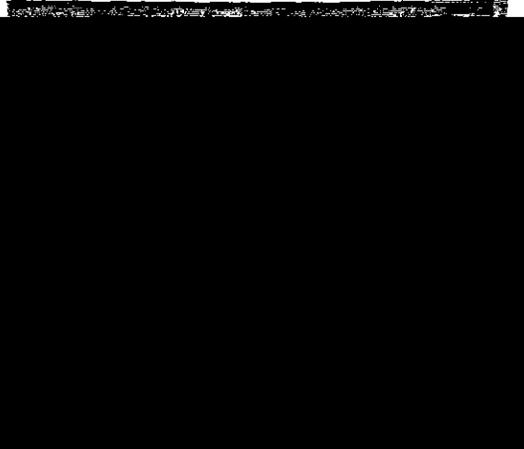
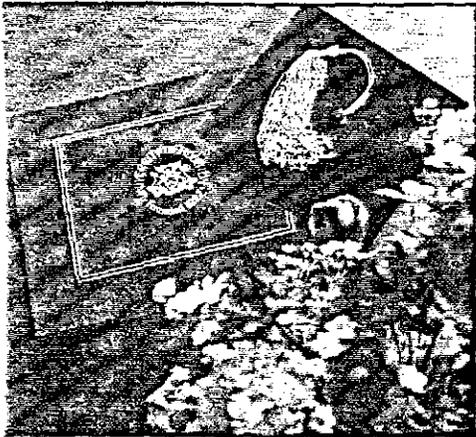
- > To redeem in whole and prior to maturity, the outstanding balance on the variable rate General Fee Junior Lien Revenue Refunding Bonds, Series 1985.
- > Issued 5-15-90.
- > \$29,450,000; all bonds authorized have been issued.
- > Source of revenue for debt service—General use fees, Skiles Act fees (pledged tuition fees), and various other revenues and balances that may be legally available for payment of debt obligations.

**Consolidated Revenue Refunding Bonds, Series 1993**

- > To advance refund a portion of Consolidated Revenue Refunding Bonds, Series 1990-A and 1990-B.
- > Issued 8-1-93.
- > \$41,200,000, Series 1993; all bonds authorized have been issued.
- > Source of revenue for debt service—General Use fees, Skiles Act fees (pledged tuition fees), and various other revenues and balances that may be legally available for payment of debt obligations.

**Consolidated Revenue Bonds, Series 1993-A**

- > To construct an alumni and athletic facility.
- > Issued 8-1-93.
- > \$26,085,000; all bonds authorized have been issued.
- > Source of revenue for debt service - General Use fees, Skiles Act fees (pledged tuition fees), and various other revenues and balances that may be legally available for payment of debt obligations.





**Consolidated Revenue Bonds, Series 1998**

- To finance the acquisition, purchase, construction, improvement, renovation, enlargement, and equipping of any property, building, structure, activity, service, operation, or facility of the University of Houston, specifically energy conservation projects.
- Issued 1-1-98.
- \$14,565,000; all bonds authorized have been issued.
- Source of revenue for debt service—General Use fees, Skiles Act fees (pledged tuition fees), and various other revenues and balances that may be legally available for payment of debt obligations.

**Consolidated Revenue Bonds, Series 1999**

- To finance the acquisition, purchase, construction, improvement, renovation, enlargement, and equipping of any property, building, structure, activity, service, operation, or facility of the University of Houston.

- Issued 1-1-99.
- \$12,002,665; all bonds authorized have been issued.
- Source of revenue for debt service - General Use fees, Skiles Act fees (pledged tuition fees), and various other revenues and balances that may be legally available for payment of debt obligations.

**CHANGES IN BONDED INDEBTEDNESS.**

Bonds payable are due in annual installments varying from \$530,000 to \$16,435,000 with interest rates from 2.65% to 7.50%, with the final installment due 2-15-2019. During the fiscal year, the university issued \$12,002,665 of new bonds and retired \$3,715,000.

**FUTURE DEBT SERVICE REQUIREMENTS.**

Principal and interest requirements on the obligations for the next five years are \$50,013,193 and \$76,442,945 for all years and beyond.

**NOTES AND LOANS PAYABLE**

General information related to notes payable is summarized below:

**Telecommunications Project Note, Series 1992**

- To purchase and install a telecommunications system.
- Issued 8-4-92.
- \$6,436,332.
- Source of revenue for debt service—Telephone use fees.
- Payable in monthly installments over a seven year period at 5.394% interest.

**EMPLOYEES' RETIREMENT PLAN**

The university participates in the state of Texas joint contributory retirement plans, and thereby provides retirement plans for substantially all its employees designated as "benefits eligible". One of the primary plans in which the university participates is administered by the Teacher Retirement System of Texas. The contributory percentage of participant salaries by the state and by each participant was 6.00 percent and 6.40 percent, respectively, of annual compensation.

The Teacher Retirement System does not account separately for each of its component governmental agencies, since the Retirement System itself bears sole responsibility for retirement commitments beyond contributions fixed by the state Legislature. According to an independent actuarial evaluation as of August 31, 1998, the present value of the Retirement System's actual and projected liabilities, including projected benefits payable to its retirees and active members and their beneficiaries, was in excess of the Retirement System's assets. However, the actuary projected that such assets, augmented by projected future contributions and earnings, would be sufficient to amortize the unfunded difference over a

## NOTES TO FINANCIAL STATEMENTS — CONTINUED

period of 0.5 years assuming payroll growth of 4.00 percent. Further information regarding actuarial assumptions and conclusions, together with audited financial statements, is included in the Retirement System's annual financial report.

The state has also established an Optional Retirement Program for institutions of higher education. Participation in the Optional Retirement Program is in lieu of participation in the Teacher Retirement System. The Optional Retirement Program provides for the purchase of annuity or mutual fund contracts. The contributory percentages on salaries for participants entering the program prior to September 1995 are 8.50 percent and 6.65 percent by the state and each participant, respectively. The state's contribution is comprised of 6.00 percent from the ORP's appropriation and 2.5 percent from other funding sources. The 6.00 percent contribution is mandatory with the other state contribution being at the discretion of the Board of Regents. The Board of Regents has approved the additional contribution for employees of the university. The contributory percentages on salaries for participants entering the program after August 31, 1995 are 6.00 percent and 6.65 percent by the state and each participant, respectively. Since these are individual investment product contracts, the State has no additional or unfunded liability for this program.

### DEFERRED COMPENSATION AND TAX DEFERRED INVESTMENT PROGRAMS

Active benefits-eligible employees may elect to defer a portion of their earnings for federal income tax and investment purposes pursuant to authority granted in the Texas Government Code Annotated, Sec 509.001. Two plans are available for employees' deferred compensation plan. Both plans are administered by the Employees Retirement System.

The state's 457 plan complies with the Internal Revenue Code Sec. 457, GASB Statement No. 32, effective for financial statements for periods beginning after December 31, 1998, rescinds GASB Statement No. 2 and amends GASB Statement No. 31, GASB Statement No. 2, *Financial Reporting of Deferred Compensation Plans Adopted under the Provisions of Internal Revenue Code Section 457*, established reporting requirements for IRC Section 457 plans. Based on the laws in effect at the time of its passage, that Statement required that all amounts deferred by the plan participants be reported as assets of the employer until made available to the participants or their beneficiaries. The laws governing these plans were changed to state that, as of August 20, 1996, new plans will not be considered eligible plans "unless all assets and income of the plan described in subsection (b)(6) are held in trust for the

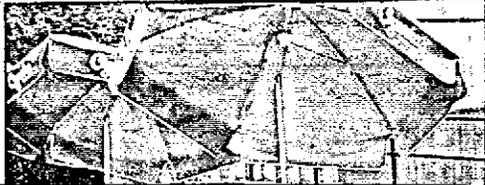
exclusive benefit of the participants and their beneficiaries". Existing plans are also required to comply with this requirement by January 1, 1999.

The state also administers another plan, "TexaSaver" created in accordance with Internal Revenue Code Sec. 401(k). However, the assets of this plan do not belong to the state nor does the state have a liability related to this plan.

The tax deferred investment program permits benefits-eligible employees of the university to purchase qualified tax deferred investments with a portion of their salaries. Participation in the program is voluntary and is a supplement to the Teacher Retirement System or the Optional Retirement Program. It is however, separate and apart from either. Investments offered under this program are intended to qualify under Sec. 403(b) of the Internal Revenue Code.

### COMPENSATED ABSENCES

The System records a liability for accrued, unused annual leave. Full-time state employees earn annual leave from seven to 14 hours per month depending on the respective employees' years of state employment. The state's policy is that an employee may carry his accrued leave forward from one fiscal year to another fiscal year with a maximum number of hours up to 376 for those employees with 20 or more years of state service. Accrued leave



in excess of the normal maximum was converted to sick leave at the conclusion of fiscal year 1998. Employees with at least six months of state service who terminate their employment are entitled to payment for all accumulated annual leave up to the maximum allowed. The university recognizes the accrued liability for the unpaid annual leave in the Unrestricted Current Fund.

Sick leave, the accumulation of which is unlimited, is earned at the rate of eight hours per month. Payment is made only (1) when an employee is absent because of illness or (2), with defined limitations, to the estate of a deceased employee at one-half of the employee's accumulated entitlement up to 336 hours. The cost of sick leave is recognized when paid. A liability is not recorded because experience indicates the expenditure for sick leave is minimal.

## PENDING LAWSUITS AND CLAIMS

At August 31, 1999, various lawsuits and claims involving the university and/or its components were pending. While the ultimate liability, if any, with respect to litigation and other claims asserted against the university cannot be reasonably estimated at this time, such liability, to the extent not provided for by insurance or otherwise, is not expected to have a material effect on university accounts.

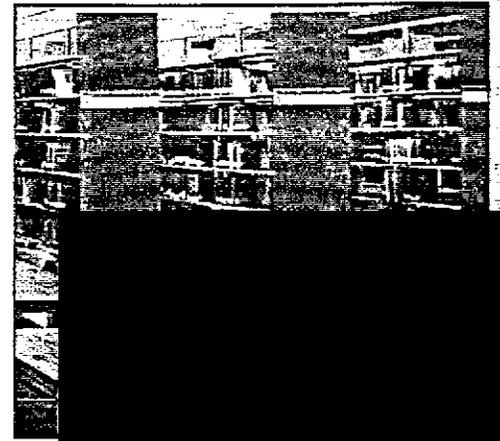
## OPERATING LEASE OBLIGATIONS AND RENTAL AGREEMENTS

Included in current expenditures are amounts for rent paid or due under operating leases and rental agreements, totaling \$4,688,917.

Future minimum lease rental payments under noncancelable operating leases having an initial term in excess of one year as of August 31, 1999 totaled \$6,782,370.

## CONTRACT AND GRANT AWARDS

Contract and grant awards are accounted for in accordance with the requirements of the America Institute of Certified Public Accountants (AICPA) Industry Audit Guide, *Audits of Colleges and Universities*. Funds received, but not expended during the reporting period, are shown as additions to fund balance on the Statement Of Changes In Fund Balances. Revenues are recognized on the Statement Of Current Funds Revenues And Expenditures as funds are actually expended. For federal contract and grant awards, funds expended, but not collected, are reported as Federal Receivables on the Balance Sheet. Non-federal contract and grant awards for which funds are expended, but not collected, are reported as Accounts Receivable on the Balance Sheet. Contract and grant awards that are not yet funded and for which the institution has not yet performed services are not included in the financial statements. Contract and grant award funds already committed, including multi-year awards and funds awarded during fiscal year 1999 for which monies have not been received nor funds expended, totalled \$29,623,145.



## RISK FINANCING AND RELATED INSURANCE

The university provides group health and other insurance to eligible employees and dependents, both active and retired. The programs are funded by maximum monthly payments by the state of Texas (during fiscal year 1999, the total cost of basic life and health coverage for active employees and 50 percent of the total cost of health coverage for the spouses and dependent children of employees who enroll in coverage categories which include a spouse and/or dependent children), and by participants' payments, and were administered by the Employees Retirement System (ERS). Employees are provided the option of having their health plan contributions deducted on a pre-tax basis, thereby reducing their taxable income. This benefit is permitted by Section 125 of the Internal Revenue Service Code. Information regarding the state's contribution, the number of participants, and the cost of providing benefits is included in the notes to the annual financial report of the ERS.

Employees are offered the option of establishing pre-tax reimbursement accounts for eligible health expenses not reimbursed through health

insurance and for eligible dependent care expenses. Under this arrangement, the employee specifies an amount to be deducted from his or her check for one or both accounts on a pre-tax basis. The employee may file claims against the accounts for incurred expenses and receive reimbursement from his or her pre-tax funds. The program is administered by the university's insurance carrier and is permitted by Section 125 of the Internal Revenue Service Code.

Life and disability insurance benefits are provided by insurance policies administered by the ERS.

The university has self-insured arrangements for coverage in the areas of worker's compensation and unemployment compensation. The state provides coverage for workers' compensation and unemployment benefits from appropriations made to other state agencies for university employees. The current General Appropriations Act provides that the university must reimburse General Revenue Fund—

Consolidated, from university appropriations, one-half of the unemployment benefits and 25 percent of the workers' compensation benefits paid for former and current employees. The Comptroller of Public Accounts determines the proportionate amount to be reimbursed from each appropriated fund type. The university must reimburse the General Revenue Fund 100 percent of the cost for workers' compensation and unemployment compensation for any employees paid from funds held in local bank accounts. Workers' compensation and unemployment plans are funded through a pool with monthly charges made to local accounts. Separate self-insured plan pool accounts have been established in Designated Funds within Unrestricted Current Funds. An accrued liability has been recorded to recognize the costs related to incidents that occurred prior to August 31, 1999 for which claims had not been reported or asserted. These liabilities, totaling \$192,923 are based on the estimated ultimate cost of settling the claims, using historical experience adjusted for current trends.

### POST EMPLOYMENT HEALTH CARE AND LIFE INSURANCE BENEFITS

In addition to providing pension benefits, the state provides certain health care and life insurance benefits for retired employees, in accordance with state statutes. Substantially all of the employees may become eligible for those benefits if they reach normal retirement age while working for the state. The university participates in the ERS insurance plans. The information regarding the state's contribution, the number of eligible retirees and the cost of providing those benefits is included in the notes to the annual financial report of the ERS.

### REPORTING ENTITY

The University of Houston is an agency of the state of Texas, and its financial records reflect compliance with applicable state statutes and regulations. The university was established in 1963. The university is governed by an appointed nine member Board of Regents.

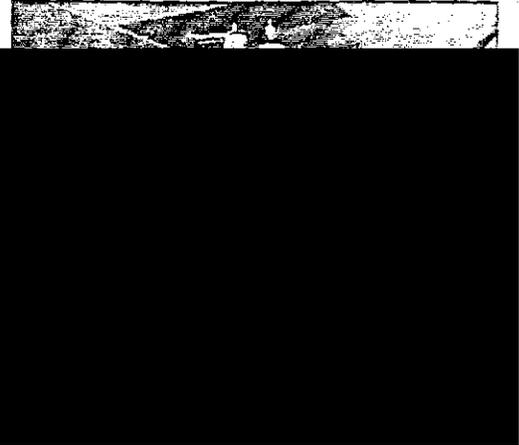
Although the university is affiliated with several separate legal entities, these organizations are not considered component units as defined by generally accepted accounting principles. Therefore, the account balances and financial transactions of these organizations are not included in the university's financial statements.

### ALLOWANCES FOR DOUBTFUL ACCOUNTS

An allowance for doubtful accounts is recorded for federal student loan program notes receivable and certain non-federal student loan program notes receivable. Allowances are also recorded for certain accounts receivable. Net change for the year is recorded in expenditures and other deductions. Accounts and notes receivable, other than federal loan program, are written off if more than one year past due. Student loan program notes receivable is shown net of allowance for doubtful accounts of \$507,237. Accounts receivable are shown net of allowance for doubtful accounts of \$2,168,710.

### SUBSEQUENT EVENTS

As of the date this report was issued, there had been no occurrences since August 31, 1999 that had a significant financial impact.



DIVISION OF ADMINISTRATION AND FINANCE  
FINANCIAL STAFF

James W. Anderson, Administrator, OIA

James W. Anderson, Vice President for Human Resources, UHS

James W. Anderson, Executive Director for the Vice President

David L. Ellis, Executive Director for Financial Reporting

Gregg Nelson, Executive Director for Finance

Keith Kelchner, University Treasurer

Thomas Ehardt, Executive Director for Budget Administration and Analysis

R. Keith Gernold, Director, Tax Compliance

Beverly Ruffin, Director, Budget Analysis

Henry R. Keller, Director, Financial Accounting

Mike Glisson, Director, Accounts Payable

*This report was prepared with the assistance of the staff of the University of Houston Printing Department.*

**Attachment Fourteen: IRS Documentation**

Internal Revenue Service

Department of the Treasury

District  
Director

1100 Commerce St., Dallas, Texas 75242

R. Keith Gernold  
Director of Tax Compliance  
P.O. Box 230205  
Houston, TX 77223-0205

Person to Contact:  
Tim Ladusky  
Telephone Number:  
(214) 767-1427  
Refer Reply to:  
DS: 7000DAL 96-722  
Date: JUN 13 1996

• Dear Mr. Gernold:

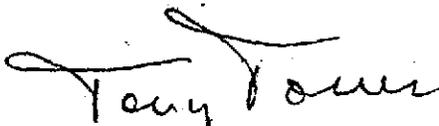
This is in response to your request dated April 29, 1996, and received in this office on May 21, 1996, regarding the University of Houston.

We have reviewed our files and do not find a record of an exempt status under section 501(c)(3) having been granted to the University of Houston. Our records, however, do indicate the University of Houston is exempt from Federal income tax because it is an instrumentality of the state of Texas and is described in section 115(a) of the Internal Revenue Code. Contributions to the University of Houston are tax deductible by the donors under sections 170(b)(1)(A)(ii) and 170(b)(1)(A)(v) of the Code. The University of Houston is not required to file annual returns on Form 990, but must file Form 990-T each year that it receives unrelated business income of more than \$1000.

We will consider this request closed because there is no information available for public inspection.

This concludes my response to your request.

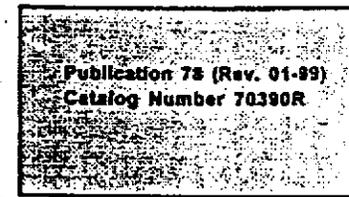
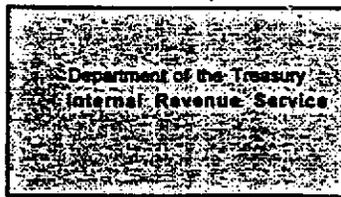
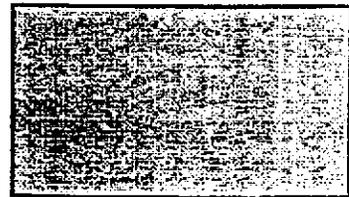
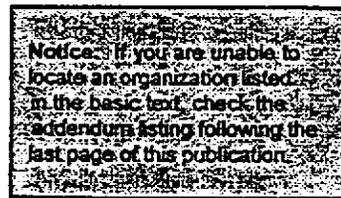
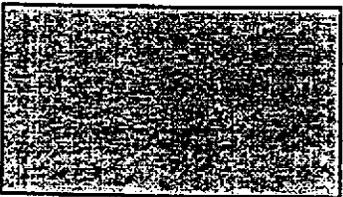
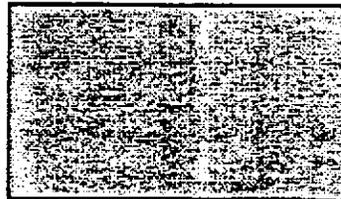
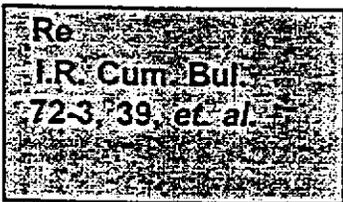
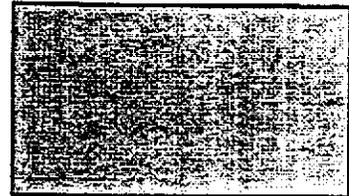
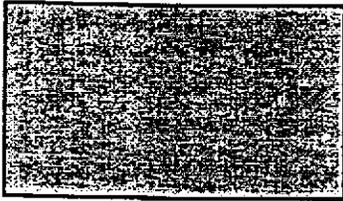
Sincerely,

  
for Marion A. Ulman  
Disclosure Officer

# Cumulative List of Organizations

Revised to  
September 30, 1998

described in Section 170(c) of the  
Internal Revenue Code of 1986



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- University of Denver Chapter of Phi Delta Kappa Incorporated, Denver, Co. (2)(6)
- University of Detroit Residence Hall Association, Detroit, MI
- University of Dublin Fund, New York, N. Y.
- University of Dubuque, Dubuque, Ia.
- University of Edinburgh USA Development Trust Inc., Vienna, Va.
- University of Environmental Sciences Inc., Fairhope, AL
- University of Evansville, Evansville, In.
- University of Findlay, Findlay, Oh.
- University of Florida Chapter Sigma XI, Gainesville, FL
- University of Florida Endowment Foundation Trust, Phila, Pa.
- University of Florida Foundation Inc., Gainesville, FL
- University of Florida Jacksonville Healthcare Inc., Jacksonville, FL
- University of Florida Jacksonville Physicians Inc., Jacksonville, FL
- University of Florida Law Center Association Inc., Gainesville, FL
- University of Florida Law Review Alumni Association Inc., Gainesville, FL
- University of Florida National Alumni Association Inc., Gainesville, FL (1)
- University of Florida Orthodontic Alumni Association, Port Charlotte, FL
- University of Florida Orthopedic Tissue Bank Inc., Alachua, FL
- University of Florida Research Foundation Inc., Gainesville, FL
- University of Georgia Alumni Society, Athens, Ga.
- University of Georgia Athletic Association Inc., Athens, Ga.
- University of Georgia Foundation, Athens, Ga.
- University of Georgia Law School Association, Athens, Ga.
- University of Georgia Research Foundation Inc., Athens, Ga.
- University of Guam Endowment Foundation Inc., Mangilao, Gu.
- University of Haifa Foundation, Beverly Hills, Ca.
- University of Hard Knocks Inc., Philipp, W. V.
- University of Hartford, W. Hartford, Ct.
- University of Hawaii Alumni-Associates Capital Region Chapter, Until June 2002, Alexandria, Va.
- University of Hawaii Alumni Association, Honolulu, HI
- University of Hawaii Alumni Association, Honolulu, HI
- University of Hawaii Alumni Association San Francisco Bay, San Mateo, Ca.
- University of Hawaii at Hilo Sigma XI Club, Hilo, HI
- University of Hawaii at Manoa Department of Nursing, Honolulu, HI
- University of Hawaii Foundation, Honolulu, HI
- University of Hawaii School of Architecture Alumni Association, Honolulu, HI
- University of Hawaii Seventh Day Adventist Christian Fellowship, Honolulu, HI
- University of Health Sciences, Kansas City, Mo.
- University of Health Sciences Foundation, Kansas City, Mo.
- University of Hollywood, Los Angeles, Ca.
- University of Holy Ghost Theology Outreach Mission Inc., Los Angeles, Ca.
- University of Hook Settlers Youth Development Fund, Oklahoma City, Ok.
- University of Houston - Clear Lake, Houston, Tx.
- University of Houston - Downtown, Houston, Tx.
- University of Houston - University Park, Houston, Tx.
- University of Houston - Victoria, Houston, Tx.
- University of Houston College of Business Alumni Educational Funds, Houston, Tx.
- University of Houston Foundation, Houston, Tx.
- University of Houston Geological Alumni Association Inc., Houston, Tx.
- University of Houston Law Foundation, Houston, Tx.
- University of Houston Sha Legal Research Service, Houston, Tx.
- University of Houston System, Houston, Tx.
- University of Houston-University Park Chapter of Phi Delta Kappa, Houston, Tx.
- University of Idaho Alumni Association Inc., Moscow, Id.
- University of Idaho Foundation Inc., Moscow, Id.
- University of Illinois Alumni Association, Urbana, IL
- University of Illinois Alumni Club of Greater Wash DC Schrlap Fund, Arlington, Va.
- University of Illinois Campus Counc, Champaign, IL
- University of Illinois Champaign County, Urbana, IL
- University of Illinois Dads Association Inc., Urbana, IL
- University of Illinois Foundation, Urbana, IL
- University of Illinois Library School Association 306 Library, Urbana, IL
- University of Illinois Medical Faculty Wives, Champaign, IL
- University of Illinois Mothers Association Inc., Urbana, IL (3)
- University of Illinois Orthopaedic Alumni Association, Chicago, IL
- University of Indianapolis, Indianapolis, In.
- University of Industrial Management, Miami, FL
- University of Iowa Alumni Assoc, Iowa City, Ia.
- University of Iowa Facilities Corporation, Iowa City, Ia.
- University of Iowa Research Foundation, Oakdale, Ia.
- University of Judaism, Los Angeles, Ca.
- University of Judaism Foundation, Los Angeles, Ca. (4)
- University of Kansas Allied Health Alumni Association, Kansas City, Ka.
- University of Kansas Alumni Association, Lawrence, Ka. (5)
- University of Kansas Athletic Corporation, Lawrence, Ka.
- University of Kansas Center for Research Inc., Lawrence, Ka.
- University of Kansas City, Kansas City, Mo.
- University of Kansas Law Review, Lawrence, Ka.
- The University of Kansas Law-School Book Exchange Inc., Lawrence, Ka.
- University of Kansas Medical Alumni Association, Kansas City, Ka.
- University of Kansas Medical Center Auxiliary Inc., Kansas City, Ka.
- University of Kansas Medical Center Research Institute Inc., Kansas City, Ka.
- University of Kansas Medical Center Sigma XI Scientific Research Soc, Kansas City, Ka.
- University of Kansas Memorial, Lawrence, Ka.
- University of Kansas Nurses Alumni Association, Kansas City, Ka.
- University of Kansas School of Medicine Wichita Medical Practice, Wichita, Ka.
- University of Kentucky Alumni Association Inc., Lexington, Ky.
- University of Kentucky Association of Emeriti Faculty Inc., Until December 1998, Lexington, Ky.
- University of Kentucky Athletic Association Inc., Lexington, Ky.
- University of Kentucky Basketball Museum Inc., Until December 1998, Lexington, Ky.
- University of Kentucky Business Partnership Foundation Inc., Lexington, Ky.
- University of Kentucky Center on Aging Foundation Inc., Lexington, Ky.
- University of Kentucky College of Home Economics Alumni Assoc Inc., Lexington, Ky.
- University of Kentucky Equine Research Foundation Inc., Lexington, Ky.
- University of Kentucky Hospital Auxiliary Inc., Until June 2001, Lexington, Ky.
- University of Kentucky Humanities Foundation Inc., Lexington, Ky.
- University of Kentucky Mining Engineering Foundation Inc., Lexington, Ky.
- University of Kentucky Research Foundation, Lexington, Ky.
- University of Kentucky Varsity Lettermen Association Inc., Lexington, Ky.
- University of Kentucky Womens Club Aid Fund, Lexington, Ky.
- University of La Verne, La Verne, Ca.
- University of Life Church Inc., Phoenix, AZ
- University of Limerick Foundation, Parippany, N. J.
- University of Los Angeles, Torrance, Ca.
- University of Louisville Athabeter Trust Under Will, Louisville, Ky.
- University of Louisville Athletic Association Inc., Louisville, Ky.
- University of Louisville Foundation Inc., Louisville, Ky.
- University of Louisville Medical School Academic, Until December 1998, Louisville, Ky.
- University of Louisville Medical School Dept of Fam & C. M. D. E. Inc., Louisville, Ky.
- University of Louisville Medical School Fund Inc., Louisville, Ky.
- University of Louisville Medical School Practice Association Inc., Until December 1998, Louisville, Ky.
- University of Louisville Neurology Departmental Entry Inc., Louisville, Ky.
- University of Louisville Research Foundation Inc., Louisville, Ky.
- University of Louisville School of Dentistry Faculty Senate, Louisville, Ky.
- University of Louisville Tr, Louisville, Ky.
- University of Lowell Associates Inc., Lowell, Ma.
- University of Lowell Foundation Inc. Cunnock Hall, Lowell, Ma.
- University of Lowell Library Associates, Lowell, Ma.
- University of Maine, Orono, Me.
- University of Maine at Augusta Foundation Inc., Augusta, Me.
- University of Maine at Fort Kent Foundation, Ft Kent, Me.
- University of Maine Law Alumni Associates, Portland, Me.
- University of Maine Pulp and Paper Foundation, Orono, Me.
- University of Maine Student Government Inc., Orono, Me.
- University of Maine System Inc., Bangor, Me.
- University of Manitoba, Winnipeg Manit, Canada (8)
- University of Manitoba Foundation USA Inc., Chicago, IL
- University of Mary, Bismarck, N. D.
- University of Mary Hardin-Baylor Foundation, Belton, Tx.
- University of Maryland, College Park, Md.
- University of Maryland, Laurel, Md.
- The University of Maryland Clinical Law Office Inc., Until December 1998, Baltimore, Md.
- University of Maryland Dermatologists P. A., Baltimore, Md.
- University of Maryland Diagnostic Imaging Specialists P. A., Baltimore, Md.
- University of Maryland Eastern Shore Parents Association, Until December 2000, Glen Burnie, Md.
- University of Maryland Emergency Medicine Associates P. A., Baltimore, Md.
- University of Maryland Eye Association Pa, Baltimore, Md.
- University of Maryland Family Medicine Associates Pa, Baltimore, Md.
- University of Maryland Fdn Inc., Adelphi, Md.
- University of Maryland Law School Alumni Association Inc., Baltimore, Md.
- University of Maryland Medical Systems-Corporation, Baltimore, Md.
- University of Maryland Oncology Associates P. A., Until June 1999, Baltimore, Md.
- University of Maryland Oral-Maxillofacial Surgery Associates, Until June 1999, Baltimore, Md.
- University of Maryland Otolaryngology Alumni Association in, Baltimore, Md.
- University of Maryland Pediatric As Sociates P. A., Baltimore, Md.
- University of Maryland Physical Therapy Associates P. A., Baltimore, Md.
- University of Maryland Physicians Pa, Baltimore, Md.
- University of Maryland Radiation Oncology Associates P. A., Baltimore, Md.
- University of Maryland Surgical Associates P. A., Baltimore, Md.
- University of Maryland Surgical Society, Baltimore, Md.
- University of Maryland University College Alumni Association Inc., College Park, Md.
- University of Massachusetts at Lowell Alumni Association, Lowell, Ma. (5)
- University of Massachusetts Dartmouth Alumni Association, N. Dartmouth, Ma.
- University of Massachusetts Dartmouth Foundation Inc., N. Dartmouth, Ma.
- University of Massachusetts- Dartmouth Police Assoc Inc., North Dartmouth, Ma.
- University of Massachusetts Foundation Inc., Boston, Ma.
- University of Massachusetts Medical Center Foundation Inc. at Worcester, Worcester, Ma.
- University of Md Alumni Assoc Internat Inc., Adelphi, Md.
- University of Memphis Foundation, Memphis, TN
- University of Miami Broward Womens Guild, Plantation, FL
- University of Miami Payroll Office, Coral Gables, FL
- University of Mich Alumnae Club of Ann Arbor M. L. Waterman Group, Ann Arbor, MI
- University of Michigan Alumnae Club of Jackson, Clark Lake, MI

# TEXAS SALES AND USE TAX EXEMPTION CERTIFICATION

Name of purchaser, firm or agency <b>University of Houston System and Component Universities</b>	
Address (Street & number, P.O. Box or Route number) <b>P.O. Box 230205</b>	Phone (Area code and number) <b>(713) 743-8710</b>
City, State, ZIP code <b>Houston, Texas 77223-0205</b>	

I, the purchaser named above, claim an exemption from payment of sales and use taxes for the purchase of taxable items described below or on the attached order or invoice form:

Seller: \_\_\_\_\_

Street address: \_\_\_\_\_ City, State, ZIP code: \_\_\_\_\_

Description of items to be purchased or on the attached order or invoice:

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Purchaser claims this exemption for the following reason:

As an agent of the state of Texas, all components of the University are exempt from  
Texas Sales and Use Tax in accordance with Tex. Tax Code Ann. Sec. 151.309(4) et al.

I understand that I will be liable for payment of sales or use taxes which may become due for failure to comply with the provisions of the Tax Code: Limited Sales, Excise, and Use Tax Act; Municipal Sales and Use Tax Act; Sales and Use Taxes for Special Purpose Taxing Authorities; County Sales and Use Tax Act; County Health Services Sales and Use Tax; The Texas Health and Safety Code; Special Provisions Relating to Hospital Districts, Emergency Services Districts, and Emergency Services Districts in counties with a population of 125,000 or less.

*I understand that it is a criminal offense to give an exemption certificate to the seller for taxable items that I know, at the time of purchase, will be used in a manner other than that expressed in this certificate and, depending on the amount of tax evaded, the offense may range from a Class C misdemeanor to a felony of the second degree.*

sign here	Purchaser <b>R. Keith Gessold</b>	Title <b>Director of Tax Compliance</b>	Date <b>8-26-98</b>

NOTE: This certificate cannot be issued for the purchase, lease, or rental of a motor vehicle.

**THIS CERTIFICATE DOES NOT REQUIRE A NUMBER TO BE VALID.**

Sales and Use Tax "Exemption Numbers" or "Tax Exempt" Numbers do not exist.

The University of Houston's Federal Employer Identification number is 74-6001399.

This certificate should be furnished to the supplier. Do not send the completed certificate to the Comptroller of Public Accounts.

**NOTES TO DRAWING**

ALL PARTITIONS TO BE TYPE "A" UNLESS INDICATED OTHERWISE.

- 1 EXISTING RETURN AIR GRILLES ON WALL RELOCATE TO PLENUM SPACE AS REQUIRED. CLOSE OPENING.
- 2 INSTALL NEW HALL LOCK & PANIC HARDWARE PER CODE.
- 3 STANDARD PLUM BASE CABINET. COMPLY WITH ADA.
- 4 RELOCATE EXISTING LAVATORIES AS SHOWN. INSTALL PIPE INSULATION & HARDWARE PER ADA.
- 5 PROVIDE TRANSITION STRIP AT EXISTING 2 X 2 TILE FLOOR WITH CONCRETE FLOOR.
- 6 GLASS BLOCK ABOVE.



**NATEX**  
CORPORATION  
ARCHITECTS

2800 BELLEVUE SUITE 200  
HOUSTON TEXAS 77042  
TELEPHONE 713-678-6026  
FAX 713-788-7834

**CHARTER SCHOOL  
UNIVERSITY OF HOUSTON  
MELCHER GYMNASIUM**

DATE	DRAWING ISSUED FOR:

PROFESSIONAL SEAL

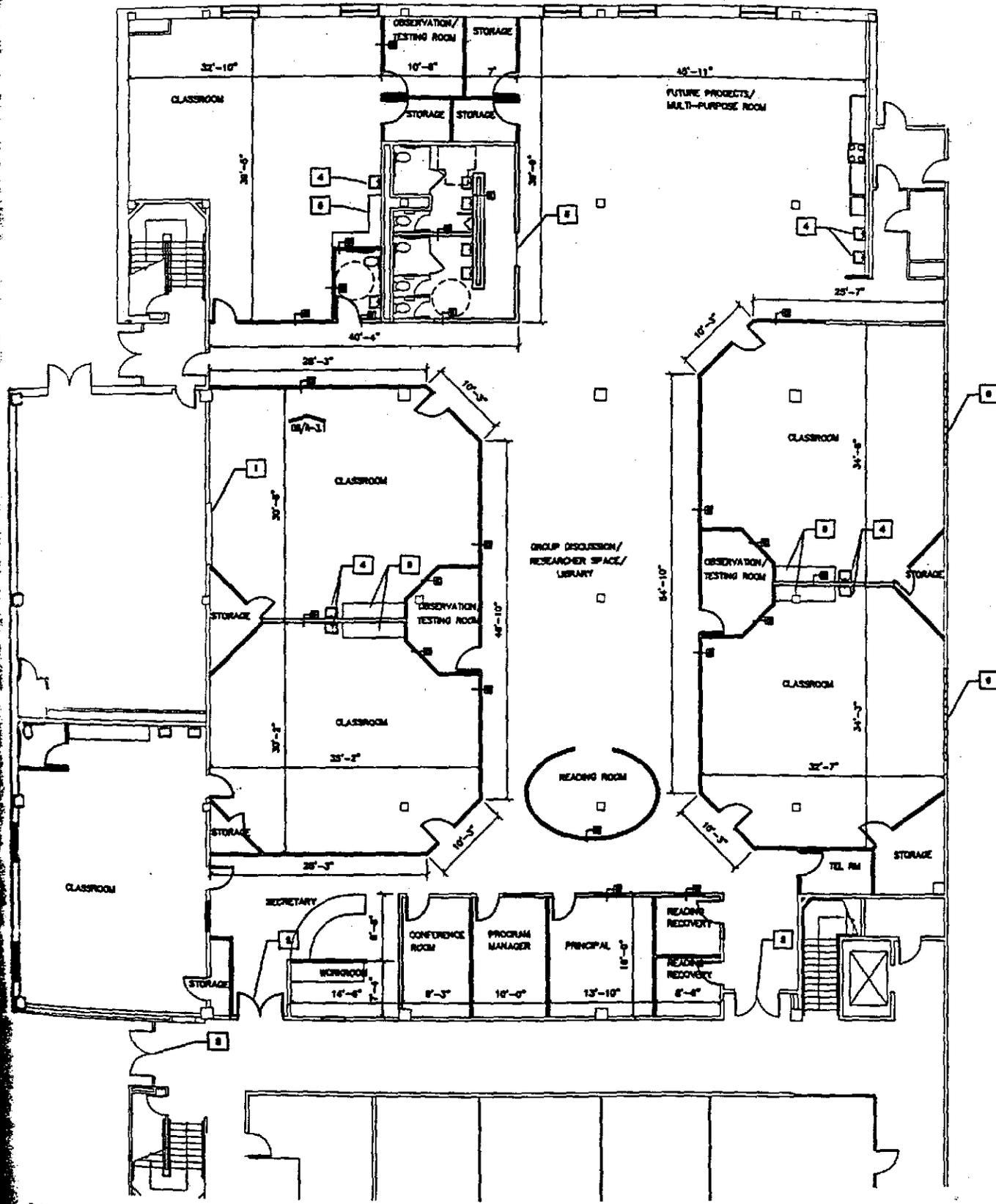
DATE PLOTTED	SCALE, AS SHOWN
DATE BY J. A.	CHECKED BY VCF

DRAWING NAME  
**NEW FLOOR PLAN  
CHARTER SCHOOL**

SHEET NUMBER  
**A-2.1**

213

12



**NEW FLOOR PLAN**  
**CHARTER SCHOOL**  
 SCALE: 1/8" = 1'-0"

# UH Charter School Times

Fall 2000



## State of The School

By Carolyn Black

The Charter School has achieved its planned size. Fall 2000 brought in the addition of the sixth class. Currently 132 children are enrolled in the kindergarten through fifth grades.

In January, the Charter Renewal Application will be presented to the Texas State Board of Education. A devoted team has been working on this important project. The staff now includes 16 members. The kindergarten team members are Coreen Samuel and Michelle Galvan. Two first/second grade classes are taught by the Angie Quezada, and Adriana Saldana team and the Jeannette Doina, Cynthia Jones team. The second/third grade class is lead by Anne Britton and Sherry Davis. The third/fourth grade team is Terri Potter and Dolores Koval. Rick Jarrell and Connie Kelley teach the fourth/fifth grade class. The office crew includes Jennifer Chin Davis, Program Manager, Lynette Caton-Boryk, Secretary, and Dr. Carolyn Black, Principal.

Facilities now include 2 modular buildings for 3 classes. Huge thanks to Marceline Devine and Dr. Elwyn Lee for the use of a classroom in 1998-1999. Continued apprecia-

tion is sent to the College of Technology for the use of three classrooms.

Our third birthday party was a wonderful celebration, including the planting of a Texas Redbud tree, time capsule, and school marker.

We are in the second year of our physical education program. Jon Gray and Tina Rucker from Health and Human Performance, College of Education graduate program initiated our program in the 1999-2000 school year. The year was highlighted by our first Field Day. The third and fourth grade students and coaches directed the events of relay races, sand beanbag tossing, sack races and then provided a basketball demonstration. A lunch cookout, fruit smorgasbord and snow cone stand refreshed and revived the crowd of participants and spectators. Jon Gray continues on as curriculum writer and coordinator. This fall, Coaches Kari Crump and Jason Manfred lead the biweekly PE classes.

The Charter School has applied for and received the following grants:

- June 1998-April 1999, Academics 2000, Reading Grant Cycle 6, \$75,000
- March-December 2000, Dissemination Grant from TEA, \$36,000
- May 1999-June 2000, Academics 2000, Reading Grant Cycle 7, \$87,500

# Reading Recovery and Literacy Groups

By Ceresa Hough

Parents, teachers, and students are excited about the progress being made in Reading Recovery and Literacy groups this year. Currently, four children are being served in Reading Recovery.

Students are considered for Reading Recovery based on teacher recommendation. Students are then evaluated using the TEA approved Observation Survey assessment, based on Dr. Marie Clay's research in New Zealand. Student selection was based on those with the greatest deficits in literacy development.

Children receive intensive, daily instruction to address their individual reading and writing needs. Each Reading Recovery lesson consists of six components, which are congruent with Constructivist teaching and Literacy Collaborative philosophies. Children first practice reading familiar books to utilize strategies with support and to develop fluency in reading. Students then read a book

read only once with teacher support the previous day. The Reading Recovery teacher takes a "running record," a systematic assessment of reading accuracy, strengths and target areas for growth. The teacher emphasizes strengths in this book and scaffolds support so children can use strategies to correct errors in their reading. Children then participate in letter identification activities to build letter to sound correspondence to help accelerate progress in reading and writing. The next activity involves word study, where children learn how to use spelling patterns in known words to decode new words. The writing component includes a guided daily journal entry. This involves phonics study, language structure discussion, and word study. The final component in each lesson is the first reading of a new book with support. The Reading Recovery uses student's letter knowledge and known words, daily word study, and individual interest to select a book that children can read successfully, while taking on

new literacy learning.

In addition to the six daily school components of Reading Recovery, the program includes a home/school connection as well. Home daily and construct a "cut up" sentence from their writing activity in the daily lesson. Parents and classroom are encouraged to observe lessons and participate in follow up conferences.

Our students are showing great progress in Reading Recovery. We expect each of the four children served will accelerate into the average or high reading band with their classroom peers by February or March. At that time, a second round of children will begin the program.

We are experiencing growth in literacy groups as well. We currently have two literacy groups but will add a third after Christmas break. Students were recommended for this supplemental reading instruction based on teacher se-

(in page 3)

## Reading Recovery and Literacy Groups *continued from page 3*

lection and results from Literacy Collaborative assessments and classroom observation. Students participate in daily small group instruction with peers that have similar needs with literacy development. Students receive guided reading instruction through books at their instructional reading level. As with Reading Recovery students, literacy group students learn strategies to become independent readers. They are prompted and supported at points of difficulty so they learn to use phonics cues, story meaning and language structure cues together to decode unfamiliar words. This fosters independence and success



with struggling readers. Students in literacy groups also participate in word study activities to learn to use analogy. This teaches the ability to use familiar spelling patterns to write and read unknown words. Writing activities focus on hearing and recording sounds in

sequence, using spelling patterns, vocabulary development, and language structure issues.

Both our Reading Recovery and Literacy Group students are showing improvement with literacy development. These advances are attributed to supplemental instruction that is supported by appropriate classroom instruction and home literacy activities.

We are excited to have a full time reading teacher to work with students in Reading Recovery and Literacy Groups. This balanced approach to reading instruction best meets the needs of our students and is congruent with our Constructivist philosophy.

## **CAMPUS COUGAR CUBS OPERA COMPANY**

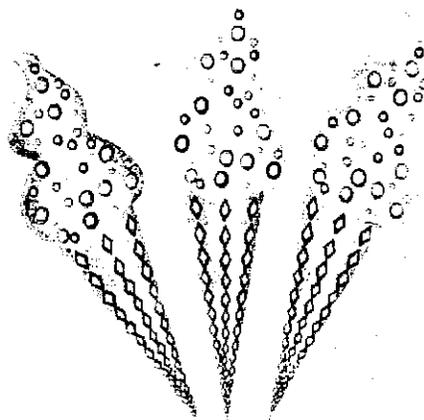
**On Friday, February 16, 2001 the Campus Cougar Cubs Opera Company will present "Strega Nona" at 7:30 pm in the Dudley Recital Hall. The students have been hard at work preparing set designs, composing the music, gathering clothing for costumes, and rehearsing their lines. A limited edition t-shirt has been designed by the publicity team and is now ON SALE. The cost for adults is \$10.00 and for children, \$8.00.**

**Please come by room 229 to make your purchase today! Mark your calendars now and to be looking forward to receiving your invitation in late January. See you on February 16th.**

## Snow-Cone Sale

By Anne Britton and Sherry Davis

"Calling all snow cone lovers" was our battle cry in September when the 2-3 class was in desire of a classroom pet. We voted on a lizard but upon a visit to the pet store and with the knowledge of the cost of such a pet. We rethought our decision and dawned our classroom with a 10 gallon fish tank with an orange belly newt, two African frogs, and various fish. As you can see our snow cone sale was a huge success. We raised \$106 and



learned much about pets, money, advertisement, planning, and team work.

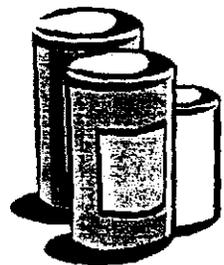
The process of working together in committees helped build a stronger community in our class. The class would like to thank the entire student body for patronizing our sale. A special thanks to our parents for attending the event, volunteering, and their monetary donations.

## Houston Food Bank Trip Inspires Food Drive

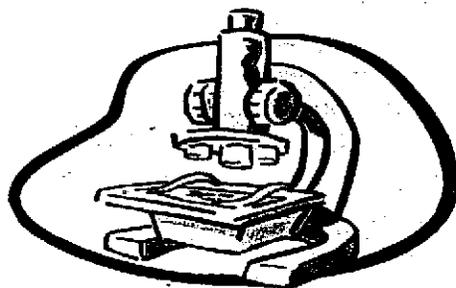
With the season of giving here, the 2-3 class decided to focus on this theme for the last three weeks of school prior to the holidays. We voted on helping others by starting a food drive but then decided that was not enough. So we arranged a visit to

the place the food would be going, The Houston Food Bank. The children took a tour of the facility, watched a video about volunteering, and finally dressed up with hair nets and plastic gloves to pack bags of rice for those in need. The children enjoyed

themselves thoroughly as did the teachers. Everyone walked away from the experience feeling great about giving.



In the Kindergarten class, we believe it's never too early to learn physics and a little bit of chemistry. Why wait? Children are born with an innate ability to investigate their physical surroundings. A baby who knocks over a bottle and observes it falling to the floor repeats this action and builds a connection between the release of the bottle and the response. When a child observes the movement of a leaf as it spirals to the ground, or that their bike increases speed when moving down a slope, or that some objects float while others don't and that bread grows mold, they are observing science. Later these discoveries will provide the seeds for



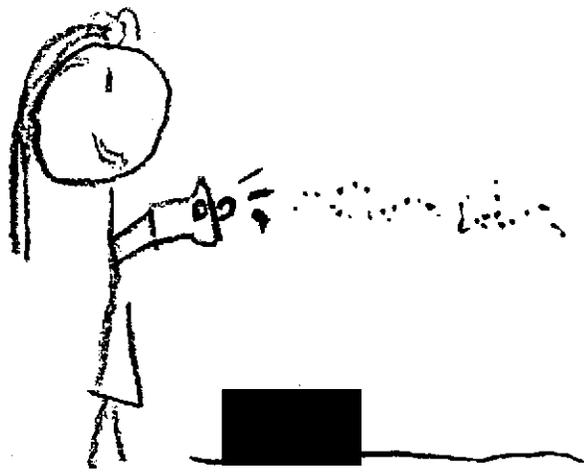
advanced scientific inquiries. Our approach to science is one of integration. Science is in our art, music, cooking, block construction, and in our play. Each day provides opportunities to discover something new. Still on Thursdays, we put on our lab coats (oversized white tee-shirts), our science goggles, and get excited about our next experiment. The students in our class now see themselves as true scientists who make discoveries.

ment begins. Students work in teams and must cooperate in order to get observable results. After each experiment, each child is asked to write down their observations or collect data. Additional explanations are encouraged. Often a group discussion follows. I ask children to share any new discoveries. Often, what is difficult for a kindergartner to explain, is easily captured in a picture. So I ask my students to draw in detail what they observed. So far, the areas we have studied are solids, liquids, and gases, atoms and molecules, light, changes (physical vs. chemical), and acids and bases.

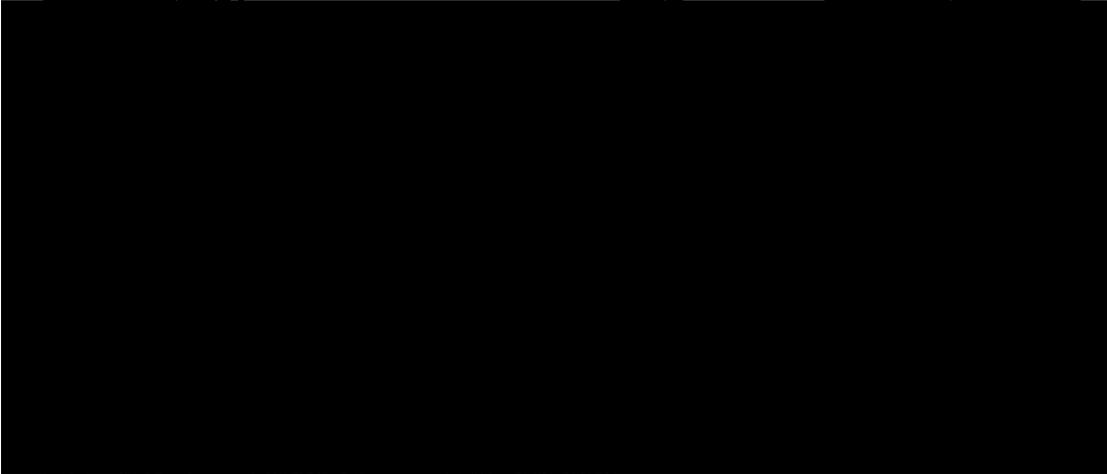
**picture illustrates how light travels along a stream. This experiment involved using a flashlight and dusting the air with talc.**

Every scientific inquiry begins with getting children's ideas on the topic. These ideas are written down. After a brief discussion, children are asked to conduct a simple experiment. Predictions are made and the experi-

**drawing of his wave bottle shows how oil floats on water. His written observations tell us that he understand which liquids (water, oil and food dye) mix.**



I DISCOVERED THATS THE SHELL SUK



The first annual Fourth Grade Texas History Trip to San Antonio included all eleven fourth graders, six parents, Mr. Jarrell, and Dr. Black. We toured the San Jose Mission, the Governor's Palace, and park with [redacted] great-grandfathers' sculptures. We enjoyed Mexican food on the River Walk, saw San Antonio from the Space Needle, and walked the Longhorn Caverns. We look forward to making this an annual fourth grade event. Thanks to Mr. Jarrell's planning and leading and to great group of parents.

## The Millennium Class

By Richard Jarrell

The Millennium Class (4<sup>th</sup> and 5<sup>th</sup> graders) has been busy this semester. The students designed and built cranes to rescue "Bessie from the well." The class was invited to display our cranes the channel 8 studios during a Building Big Saturday event. The cranes were a big hit with all of the visitors. The students showed some real imagination in their crane designs. The crane activity lead into building bridges which resulted in research of bridges throughout history, and the building of various types of bridges.

We have taken some great field trips so far this year. These include visits to the Museum of Health and Medical Sciences and the Museum of Natural Sciences. The health museum was a big hit among the students. A scavenger hunt through the museum had the students really paying attention trying to answer all of the questions provided. The natural history museum visit took a look at the Voyages of Discovery exhibit. This was an interesting exhibit for all of us. The class spent some time in the gem and mineral exhibit and it was a big hit.

The opera production company is hard at work for the February 16, 2000 production of Strega Nona. Our class is also gearing up for a community service project in the spring. This project will coincide with Arbor Day. If you have any ideas about a worthy place in the area for some trees, please let us know.

The study of the human body is progressing well. Our skeleton, skull, brain, and heart have been a big hit with the students.

We are looking forward to the coming year and all of the exciting adventures it will bring.

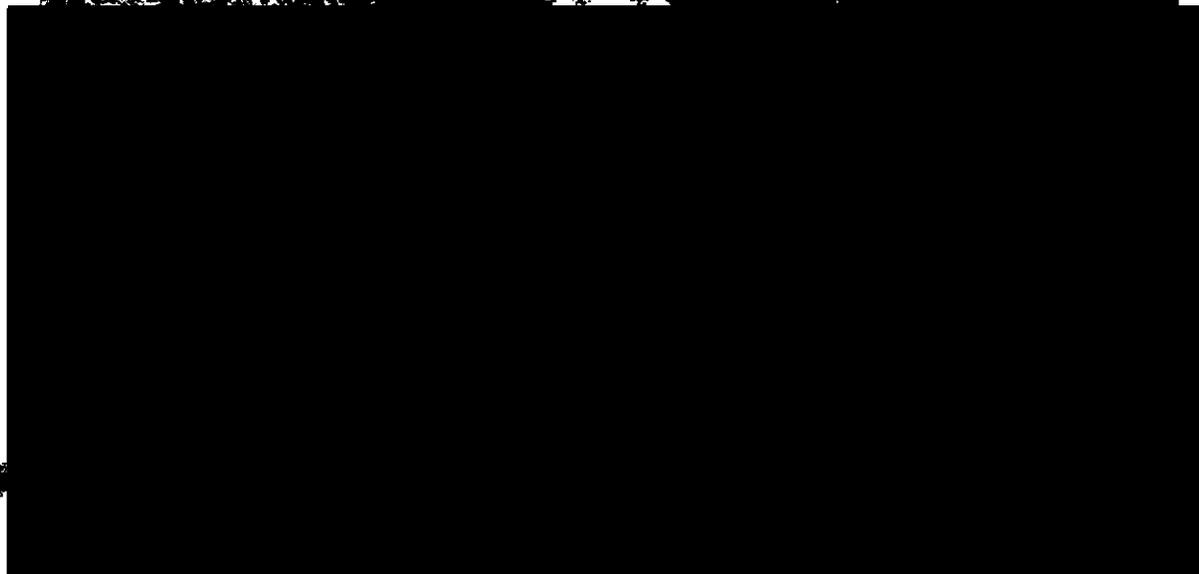


# First Graders Live to Tell About the 100 Year Flood at Brazos Bend Park

By Jeannette Doina

Last year, the Doina/Jones class voted to end the school year with a class camping trip to Brazos Bend State Park. The class spent time studying about animals and plant life common in Texas and the idea for the camping trip came out of many discussions we had as a group about our topic. The children were very enthusiastic about making plans for the trip and waited anxiously for May 19th to arrive. The children were responsible for the planning, organizing and execution of the project. As a class, we first went on a field trip to the park so that children could gather information about the facility. Next, they signed up for committees so that they could start making their plans. This was a wonderful project for the children to undertake. They were able to use all of their skills as readers, writers, mathematicians and scientists as they worked together to make this project happen.

The children decided that they needed to write and illustrate spooky stories to be told by the campfire on Friday night. They found campfire songs and taught them to the class. They voted on Smores for dessert so they wrote down the recipe and made a grocery list for materials and supplies needed. They also wanted to plan a nature walk at the park so they wrote a letter to the park rangers to organize this event. There was lots of discussion about would be on for the trip. They organized a camping list of equipment and supplies that was sent home to families so that they could pack. The children didn't miss any of the details. They worked well together thinking hard to cover all the details. The only thing they couldn't plan on was the weather. Unfortunately on the day of the camping trip, the Houston area was under a flood alert. The trip was in jeopardy of being cancelled due to this fact, however, there was a shift in the weather pattern and the trip was able to go on. The children will remember this trip forever because they lived to tell about the hundred year flood that struck the park during the night of our class camping trip. Lucky for us, no one was hurt and no damages were reported. The children will have fond memories of this trip forever.



112  
**HAPPY  
3RD  
BIRTHDAY!**

**U of H  
CHARTER  
SCHOOL  
OF  
TECHNOLOGY**

**JANUARY 21, 2011**

RECEIVED



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2001 JUL 12 AM 10:38  
UNIVERSITY OF HOUSTON  
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UNIVERSITY OF HOUSTON SYSTEM  
UNIVERSITY OF HOUSTON

APR 10 AM 11:17  
UNIVERSITY OF HOUSTON  
LEGAL SERVICES

**DENNIS P. DUFFY**  
General Counsel

April 6, 2001

Mr. Jim Thompson  
Senior Counsel  
Texas Education Agency  
1701 N. Congress Avenue  
Austin, Texas 78701-1494

Re: Contract for Charter Renewal—Matter No. 20.1503

Dear Jim:

Enclosed please find two originals of the Contract for Charter Renewal which has been signed by Dr. Arthur K. Smith, President of the University of Houston. As I stated to you in my electronic mail message, under University of Houston Board of Regents policies, Dr. Smith is fully authorized to negotiate and execute this Contract without formal prior approval by the Board. Please provide us with a fully executed Contract for our records once completed.

If you have any questions, please contact me.

Sincerely,

Dennis P. Duffy

Enclosures

Cc: Dr. Arthur K. Smith (w/encl.)  
Dr. Elaine Charlson (w/encl.)

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Copy to Carolyn Black  
Renewal Contingencies

**U N I V E R S I T Y of H O U S T O N**

Center School of Technology

Houston, TX 77204-6861

Fax: 713/743-9121  
713/743-9111



**FAX**

To: Mary Perry From: Carolyn Black  
Fax: 512 463 9732 Pages: 2  
Phone: \_\_\_\_\_ Date: 1-31-01  
Ref: \_\_\_\_\_ CC: \_\_\_\_\_

Urgent  For Review  Please Comment  Please Reply  Please Recycle

Thank you!

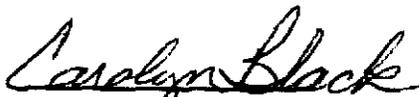
## U N I V E R S I T Y of H O U S T O N

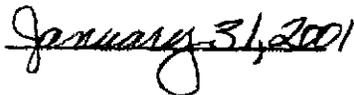
Charter School of Technology

Houston, TX 77204-6861

Fax: 713/743-9121  
713/743-9111General Assurance Statement for Generation 1 Renewal Applications

The General Assurance Statement with the official signature of the University of Houston Charter School representative provides a general assurance that the University of Houston Charter School will follow all special education guidelines stipulated in the State Board of Education Rules (Texas Administrative Code), Commissioner Rules (Texas Administrative Code), Texas Education Code, State Board of Educator Certification Requirements, Final Regulations (March 1999) of IDEA - Parts 99, 300, & 301, and other applicable laws and regulations related to implementation of special education requirements and the provision of a Free, Appropriate Public Education (FAPE) to students with disabilities. **The Division of Special Education at the Texas Education Agency accepts the statement as a general assurance to follow the special education guidelines, however, this statement does not reflect the division's acceptance of the inaccuracies or deletions in the renewal application.** Furthermore, it is the responsibility of the University of Houston Charter School to remain in compliance with new revisions and regulations to State Board of Education Rules (Texas Administrative Code), Commissioner Rules (Texas Administrative Code), Texas Education Code, State Board of Educator Certification Requirements, and Final Regulations (March 1999) of IDEA - Parts 99, 300, & 301, and other applicable laws and regulations related to implementation of special education requirements and the provision of a Free, Appropriate Public Education (FAPE) to students with disabilities.

  
Carolyn Black, Ph.D.  
Principal

  
January 31, 2001

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**University of Houston Charter School of Technology  
Charter Renewal  
Special Education  
January 12, 2001**

**Child Find**

School Child Find procedures will have as their purpose the locating, identifying, and evaluating of all resident students, in accordance with applicable record keeping requirements from preevaluation through decisions regarding eligibility. Procedures will address the age range from birth through 21; all severities and conditions of disability will be included; activities will include all public and private agencies and institutions, and will be ongoing; and include students currently enrolled in the public school and those not enrolled.

Child Find posters will be posted in the school office. Child Find pamphlets from Region IV Educational Service Center will be available with school brochures for prospective parents in the school office and will be sent home with students each year.

Upon enrollment, students are screened by certified special education consultants. Students' ages and abilities determine the instruments administered. Kindergarten and first grade students are given the Test of Early Reading ability (TERA-2), the Test of Early Math Ability (TEMA-2), and the Brigance Diagnostic Inventory of Early Development. Second and third grade students are given the Woodcock-Johnson achievement Battery-Revised and the Diagnostic Achievement Test (DAB-2). The school information sheet includes the statement 'provides special education services to qualifying students.'

Teachers review the screening results with the consultants. Teachers and the principal observe students' classroom performance. Teachers contact parents at the family school events and have a minimum of two annual conferences with parents. Should consultants, staff, or parents have concerns and request assessment, the referral process is initiated.

**Confidentiality of Records**

**Notice**

The special education designee is responsible for maintaining confidentiality of all student records pertaining to special education. In addition, the superintendent is designated as custodian of all student records that are maintained in the UHCST office. In order to maintain the confidentiality of records without impeding the rights of parents and needs of staff, the following procedures shall be in effect. Parents shall be advised of their rights pertaining to student records at least once annually.

**Access Rights**

1. The parents of a child with a disability, in accordance with the confidentiality of information procedures in this section, shall be afforded an opportunity to inspect and review all educational records with respect to: (a) the identification, evaluation, and educational placement of the student; and (b) the provision of free appropriate public education to the student.
2. The school shall permit parents of students with disabilities (or adult student) to inspect and review during school business hours any education records relating to their child or ward which are collected, maintained, or used by the district under this section. The school shall comply with a request promptly and in no case more than 45 calendar days after the request has been made.

## Record of Access

3. The right to inspect and review education records under this section includes: (a) the right to a response from the school to reasonable requests for explanations and interpretations of the records, (b) the right to request that the school district provide 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 (c) the right to have a representative of the parent inspect and review the records.
4. The school presumes that a parent has authority to inspect and review records relating to his or her child or ward unless the district has been advised that the parent does not have the authority under applicable federal law governing such matters as guardianship, separation and divorce.
5. The district shall keep a record of parties obtaining access to education records collected, maintained, and used under this section (except access by parents and authorized employees of the school) including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

## Records on More Than One Child

6. If any education record includes information on more than one student, the parent(s) of those students shall have the right to inspect and review only the information relating to their child or ward or to be informed of that specific information.

## Types and Locations of Information

7. The school shall provide parents on request a list of the types and locations of education records collected, maintained, or used by the school. Intake assessments and annual final reports to parents are stored in the school office file cabinets. Special education folders are locked in the school office file cabinet. Test scores and attendance records are included in the child's permanent folder in the school office file cabinet. Teachers maintain files of student performance in the classroom file cabinet.

## Fees

8. The school may charge a fee for copies of records which are made for parents under this section if the fee does not effectively prevent the parents from exercising their right to inspect and review those records.

## Amendment and Opportunity for Hearing

9. A parent of a student with a disability who believes that information in education records collected, maintained or used under this section is inaccurate or misleading or violates the privacy or other rights of the student may request the school amend the information. The school shall decide whether to amend the information in accordance with the request within a reasonable period of time after the receipt of the request. If the school decides to refuse to amend the information in accordance with the request it shall inform the parent of the right to a hearing. The school, on request, shall provide the parent an opportunity for a hearing to challenge information in education records to insure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. If, as a result of the hearing, the school decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the information accordingly and so inform the parent in writing. If, as a result of the hearing, the school decides that the information is not inaccurate, misleading, or otherwise in violation of the

privacy or other rights of the student, it shall inform the parent(s) of the right to place in the records it maintains on the student a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the school. Any explanation placed in the records of the student pursuant to this section shall:

- a. Be maintained by the school as part of the records of the student as long as the record or contested portion is maintained; and
- b. Also be disclosed to any party to whom the records of the student (or the contested portion) are disclosed.

#### Hearing Procedures

10. A hearing to challenge information in education records shall be conducted according to procedures which include the following elements:
  - a. The hearing shall be held within 30 days after the school receives the request and sooner if all information is available at an earlier date;
  - b. The parent shall be given notice of the date, place, and time reasonably in advance of the hearing;
  - c. The hearing may be conducted by any party, including an official of the school who does not have a direct interest in the outcome of the hearing;
  - d. The parent shall be afforded a full and fair opportunity to present evidence relevant to the issues raised and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney;
  - e. The school shall provide a written decision to the parent within a reasonable period of time after the conclusion of the hearing; and
  - f. The decision of the school shall be based solely upon the evidence presented at the hearing and include a summary of the evidence and the reasons for the decision.

#### Consent

11. Consent of the parent shall be obtained before personally identifiable information is:
  - (b) disclosed to anyone other than officials of participating agencies collecting or using the information under this section, or
  - (c) used for any purpose other than meeting a requirement imposed by this section. No school district shall release information from education records to participating agencies without the consent of a parent except in those cases in which a release of information without consent is permitted by the rules that implement the Family Rights and Privacy Act (FERPA). If a parent refuses to provide consent under this section, the school will use the Superintendent of Public Instruction due process hearing procedures to obtain consent.

#### Safeguards

12. The school shall protect the confidentiality of personally identifiable information at the collection, storage, disclosure, and destruction stages.

13. The principal will identify in writing the employees who have access to personally identifiable information. The special education designee will provide training on an annual basis to those staff members collecting or using personally identifiable information regarding school policies and procedures.
14. The school shall maintain, for public inspection, a current listing of the names and positions of those employees within the district who have access to personally identifiable information.

#### Destruction of Information

15. The school shall inform parents when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to the student and is being destroyed.

#### Children's Rights

16. Whenever a student is eighteen years of age and is no longer dependent or is attending an institution of post-secondary education, the permission or consent required of, and the rights accorded to the student's parent under this policy shall only be required of and accorded to the student.

#### Enforcement

17. The principal will oversee the school's adherence to confidentiality policies.

#### Disciplinary Information

18. Disciplinary information will be treated as confidential information.

### PROCEDURAL SAFEGUARDS

A copy of the procedural safeguards is given to parents of a child with a disability:

- Upon initial referral for evaluation.
- Upon each notification of an ARD committee meeting.
- Upon reevaluation of the child.
- Upon a manifestation determination review, or if a removal is contemplated that constitutes a change of placement.
- Upon receipt of a request for due process.

#### Independent Educational Evaluation

The parent(s) of a student (or the adult student) referred for special education and related services and assessed, or any disabled student eligible for special education and related services who is reevaluated, has the right to obtain an independent educational evaluation, subject to this section.

The school shall provide to the parent(s) on request, information about where an independent educational evaluation may be obtained.

A parent has the right to an independent educational evaluation at public expense if the parent disagrees with the evaluation results obtained by the school, as follows:

1. The parent(s) should provide a written or verbal notice to the charter superintendent or designee which:
  - a. Indicates that the parent disagrees with the districts evaluation; and
  - b. Requests an independent educational evaluation at public expense.
2. The school will not deny payment for an independent educational evaluation solely because the parent did not provide prior notification of his or her intent to seek an independent educational evaluation at public expense.

#### Prior Written Notice

The school shall have the opportunity to initiate and conduct a hearing pursuant to this section to show that its evaluation is appropriate. In this event, the school shall provide the parent(s) written notice within 15 days of the election to initiate a hearing.

If the final decision of a due process hearing is that the school's evaluation is appropriate, the parent still has the right to an independent educational evaluation, but not at public expense.

If the school elects not to hold a due process hearing or is not upheld by the final decision of the due process hearing, the parent's request for an independent evaluation shall be provided at public expense in accordance with the same criteria which the school uses when it initiates an evaluation including, but not limited to, the location of the evaluation and the qualifications of the examiner.

If the parent obtains an independent educational evaluation at private expense, the results of the evaluation:

1. Shall be considered by the school and documented in any decision made with respect to the provision of special education and related services to the student; and
2. May be presented as evidence at such hearings regarding that student as may be conducted.

If a hearing officer requests an independent educational evaluation as part of a hearing, the cost of the evaluation shall be at public expense.

#### Parent Consent

Parental consent must be obtained in writing (or overridden by a due process hearing) before:

1. Conducting a preplacement evaluation; and
2. Providing initial special education services to a special education student.

The district shall not require written parental consent as a condition for receiving any other benefit, service, or activity to the parent or to the student.

#### Contents of Notice

The notice required by this section shall include:

1. A full explanation of all of the procedural safeguards available to the parent that are set forth in 34 CFR.
2. A description of the action proposed or refused by the district, an explanation of why the district proposes or refuses to take the action, and a description of any options the district considered and the reasons why those options were rejected;
3. A description of the evaluation procedure, testing, records, or report the district used as a basis for the proposal or refusal; and
4. A description of any other factors which are relevant to the district's proposal or refusal.

#### Understandable Language

The notice shall be:

- 1 - Written in language understandable to the general public; and
2. 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.

If the native language or other mode of communication of the parent is not a written language, the district shall take steps to assure that:

1. The notice is translated orally or by other means to the parent in his or her native language or other mode of communication;
2. The parent understands the content of the notice; and
3. There is written evidence that the requirements in this section have been met.

#### Access to Educational Records

Parents are permitted to inspect and review education records collected, maintained or used for purposes of evaluating, identifying, placing, or educating their student. Parents have the right to reasonable requests for explanations and interpretations of the record.

#### Opportunity to Present Complaints

Parents may notify the school administration of complaints. Recommended procedures include scheduling an ARD meeting to discuss the concern, meeting with the Special Education designee to discuss alternatives or mediation.

Parents may notify Texas Education Agency at which point the TEA shall collect information, respond to inquiry, act on complaints, assist in grievance matters, and engage in mediation in response to requests from the school. Procedures include receiving and analyzing information on file with TEA, responding to inquiries concerning special education services, taking appropriate action on substantial complaints, engaging in mediation activities, and providing information on the formal hearing procedures.

## Due Process Hearings

A hearing conducted in accordance with this section may be initiated in the following cases for the purposes stated:

1. The parent(s) of a student (or adult student) or the district may initiate a hearing to challenge or to show (as the cause may be) the appropriateness of a proposal by the district to initiate or change:
  - a. The identification of the student;
  - b. The evaluation of the student;
  - c. The delivery of educational services to the student; or
  - d. The provision of special education and related services to the student pursuant to this section.
2. The parent(s) of a student (or adult student) or the district may initiate a hearing to challenge or to show (as the case may be) the appropriateness of the district's refusal of the parent(s) (or the adult student's) request to initiate or change:
  - a. The identification of the student;
  - b. The evaluation of the student;
  - c. The delivery of educational services to the student; or
  - d. The provision of special education or related services to the student pursuant to this section.
3. The district may initiate a hearing to show that its evaluation of a student is appropriate if the student's parent(s) (or the adult student) disagrees with the evaluation results.
4. A request by a student's parent(s) (or an adult student) for a hearing pursuant to this section shall:
  - a. Be in writing and specify the district;
  - b. Be mailed or provided directly to Office Of Superintendent of Public Instruction, Legal Services.
  - c. Explain the complaint of the parent(s) (or adult student) in general or specific terms.
5. A request by the school district for a hearing pursuant to this section shall:
  - a. Be in writing;

- b. Be mailed or provided directly to Office of Superintendent of Public Instruction. A copy of such request, including required attachments, shall be transmitted to the student's parent(s) (or adult student);
- c. Have attached to such request a copy of the notice to parent(s) (or adult student) as required by this section. If the hearing request by the district is in response to a request for an independent educational evaluation, the district's written request for a hearing shall have attached a copy of the written notice to the district required by this section.

The hearing shall be conducted by and at the expense of the Superintendent of Public Instruction and shall inform parent(s) (or adult student) of their rights during the conduct of the hearing.

### Appeals

A decision made in a hearing under this section is final, unless modified or overturned by a court of law. Any party aggrieved by the findings and decision made in a hearing who does not have the right to appeal under this section has the right to bring a civil action under Section 615 (e)(2) of the Individuals with Disabilities Education Act. A civil action may be filed in either state or federal court.

### Attorney's Fees

The school shall inform parents that in any action or proceeding under of the Individuals with Disabilities Education Act, courts may award parents reasonable attorney's fees under certain circumstances.

### Student Status

During the pendency of any administrative or judicial proceeding regarding a complaint initiated under this section, unless the district and the parent(s) of the student (or adult student) agree otherwise, the student involved in the complaint shall remain in the educational placement he or she was in at the time the complaint was made.

The student, with the consent of the parent(s) (or adult student), shall be placed in the regular school program until the completion of all such proceedings if the complaint involves an application for initial admission to the school.

### AEP

During the pendency of a hearing regarding disciplinary exclusion due to bringing a firearm to school, as defined in the U.S. Code, the student may receive services in an alternative educational program for up to 45 calendar days, in accordance with an IEP.

### Prior Notice

Written notice in accordance with this section shall be given by the school to the parent(s) of a student a reasonable time before the district:

1. Proposes to initiate or change the identification, evaluation, or delivery of educational services to a student or the IEP, including goals and objectives, or the provision of special education and related services to the student; or

2. Refuses to initiate or change the identification, evaluation, or delivery of educational services to a student or the IEP, including goals and objectives, or the provision of special education and related services to the student.

The notice of the Admission, Review, and Dismissal Committee meetings includes:

- Date, time and location of meeting.
- Meeting participants.
- Meeting purpose.
- ARD notice in the native language or other mode of communication of the parent.

Five days notice shall be given.

A meeting may be conducted without a parent in attendance if the parent declines to attend. In such a case, the school will make a record of its attempts to arrange a mutually agreed upon time and place. The record may contain such information as:

- Telephone calls made or attempted and the results of those calls.
- Copies of correspondence sent to the parents and any responses received.
- Records of visits made to the parent's home or place of employment and the results of those visits.

### **Evaluation and Eligibility**

School procedures for implementing policy on evaluation, including determination of eligibility are as follows:

#### **Initial Evaluation - Preevaluation and Timelines**

A written referral shall be completed when a student suspected of having a disabling condition is brought to the attention of the Charter Superintendent or designee. A referral may be originated by or transmitted through any source.

When the possibility of a student's need for special education and related services has been brought to the attention of the Charter Superintendent or designee, the superintendent or designee shall act on the referral within 25 school days by:

1. Recording the circumstances by date, origin and reason for concern;
2. Providing the student's parent(s) written notice that the student has been referred because of a suspected disabling condition and that the district will determine whether or not there is good reason to believe that the student is a candidate for evaluation; and
3. Reviewing the referral, collecting and examining existing school, medical, and other records in the possession of the district and making a determination that there is or is not good reason that the student is a candidate for evaluation. This decision shall be in writing and set forth the date and the name of the persons making the decision. The superintendent or designee shall direct a written notice to the students parent(s) that complies with the notice requirements of this section.

### Evaluation Procedures

In the event the decision is that there is good reason to believe that the student is a candidate for evaluation, the school shall fully evaluate the student and arrive at a decision pursuant to this section within:

1. Thirty-five (35) school days (also referred to as the formal evaluation period) after the date written consent for an evaluation has been provided by the parent(s) ; or
2. Thirty-five (35) school days (also referred to as the formal evaluation period) after the date the refusal of parent(s) to grant consent has been overridden pursuant to a hearing (or appeal); or
3. Such other time period as may be agreed to by the parent(s) and school authorities. The school must specify the reasons for extending the timeline.

The school shall request the parent to sign consent form(s) for the mutual exchange of pertinent information where such information is available between the school, other agencies, and/or professionals.

### Evaluation Data

The evaluation of a student shall be 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. The evaluation procedures outlined in federal eligibility criteria are to be considered minimal required procedures.

Evaluation Safeguards - Every student who is evaluated or reevaluated shall be evaluated according to the procedures established in this section. Before any action is taken with respect to the initial placement of a student with a disability in a program providing special education and related services, a full and individual evaluation of the student's educational needs must be conducted in accordance with the requirements of this section. The initial evaluation of a student (except one with a suspected communication disorder) shall be made by the district multidisciplinary team (i.e., a group of professionals) that is knowledgeable about the student and the area(s) of suspected disability(ies). Each member of the team shall be licensed, registered, credentialed, or certificated according to his or her professional standards in accordance with the federal statutes and rules. In assessing or reassessing a student suspected of having a specific learning disability, the school shall include on the multidisciplinary team at least the following members:

1. The student's general education teacher.
2. At least one person qualified to conduct individual diagnostic examinations of students, such as a school psychologist, speech and language pathologist, or remedial reading teacher.

No single test instrument or single procedure shall be the sole criterion for determining a student's eligibility or disabling condition and/or for determining the appropriate education program for the student.

Evaluation materials, procedures, and instruments used for the purpose of evaluation and placement shall be selected and administered so as not to be racially or culturally discriminatory.

All tests and other evaluation materials shall have been validated for the specific purpose for which they are used and shall accurately reflect whatever factors the tests purport to measure. If properly validated tests are unavailable, the professional judgment of each member of the multidisciplinary team shall determine eligibility for special education based on other evidence of the existence of a specific disability and need. This professional judgment shall be documented in a written narrative.

All tests and other evaluation materials shall be administered by qualified personnel in conformance with the instructions of their producer.

Evaluation materials, procedures, or instruments shall be provided and administered in a student's primary language or mode of communication, unless it is clearly not feasible to do so. Tests shall be selected and administered so as to ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors the test purports to measure.)

Each individual actually completing an evaluation will complete and sign an evaluation report. Information used to support the evaluation but which is not incorporated into the file (e.g., review of health records), shall be referenced as to date of record, location, and source person. The summaries shall specify the procedures and instruments used, the results obtained, and the apparent significance of findings as related to the student's instructional program, including a description of the specific factors which are interfering with the student's educational performance and the recommendations for special education and related services, including the need for an extended school year, needed to assist the student in benefiting from his or her educational placement.

#### Written Report

**Summary Analysis** The student's evaluation team shall review and analyze the reports of evaluation data and any other available data in each of the areas assessed. The conclusions, recommendations, and the facts and/or reasons resulting in the eligibility decision shall:

1. Identify the disabling condition(s), if any, which cannot be accommodated by general education, and requires the provision of special education services;
2. Reconcile any inconsistent or contradictory information and/or opinions evidenced in the evaluation data, if any, supporting conclusion(s) with appropriate data;
3. Relate the apparent significance, as appropriate, of such factors as test measurement error or cultural, environmental, economic, and behavior factors to the evaluation results.

Where specific test results obtained in any evaluation do not appear to the multidisciplinary team to accurately reflect a student's expected performance, the multidisciplinary team shall apply professional judgment to determine eligibility for special education and related services. In such event, the multidisciplinary team shall document in a written narrative the basis for such determination, the instruments used, and the data used for a determination of eligibility.

4. Make recommendations to the individualized education program committee regarding placement, special education and related services needed (including the need, if appropriate, of

scheduling such services over a period of time that exceeds the districts regular school program), service options, needs for specialized materials or equipment, instructional and curricular practices and materials, student management strategies (i.e., reinforcement schedules) as determined by the multidisciplinary team to be significant to the student's program.

5. Provide any necessary professional judgment(s) and the facts or reasons in support of the judgment(s).

Each multidisciplinary team member shall certify in writing whether the summary analysis 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 conclusion(s) and the reasons. Parent may attend any MDT meetings and receive a copy of any evaluation summary.

### Eligibility Decision

The Charter Superintendent or designee shall record in writing the decision of special education eligibility of a student brought to the school's attention. Whatever decision is made, the information from the procedures for making the determination shall be filed in school records. Within ten (10) school days of the decision that the student is not eligible for special education, the parents or legal guardian of the student shall be informed in writing of the evaluation findings in compliance with notice requirements of this section. If the decision is that the student is disabled and eligible for special education, the school shall initiate and conduct a meeting to develop an IEP and request the parent(s) to participate in the ARD conference.

### Reevaluation

Each eligible special education student shall be reevaluated in accordance with the evaluation procedures specified in this section by a multidisciplinary team as follows:

1. At a minimum, once every three years or more frequently if conditions warrant;  
and
2. Upon request of the student's parent, teacher, or individualized education program committee.

### General Procedures

The multidisciplinary team shall determine whether further evaluation procedures are necessary to confirm decisions. Members of the multidisciplinary team shall be governed by the generally recognized professional practice standards of their respective disciplines. In making such determination, the multidisciplinary team shall document in a written narrative the basis for such determination, including any relevant data or evaluation procedures utilized.

### Notice Requirements

Thirty days prior to conducting the reevaluation, the district shall provide written notice to parents. If parents request, the reevaluation notice may be provided immediately to start the reevaluation process. Such notice for reevaluation shall include:

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1. The professional safeguard requirements provided in this section and also shall be issued in compliance with the provisions of this section;
2. A statement that the parents have the right to submit to the multidisciplinary team any information they deem important to the reevaluation.

#### Purposes

The purposes of reevaluation are to determine the following:

1. Whether the student is appropriately identified as disabled, requiring special education and related services; and
2. Whether the program designed for the student is appropriate to meet the student's unique needs and abilities.

#### Notice of Results - Report

Within ten (10) calendar days of completion of the reevaluation and based on the reevaluation results, the Charter Superintendent or designee shall record in writing one or more of the following decisions:

1. Whether the student is eligible for and in need of special education; or
2. Whether the program designed for the student is appropriate to the student's unique needs.

The parent shall be notified of the above decision pursuant to the notice requirements of this section. When a determination is made that the program is inappropriate, an individualized education program committee meeting shall be convened. When special education services are to be discontinued, notice shall be give to the parent(s) pursuant to this section.

#### **DEVELOPMENT OF IEP AND DELIVERY OF SERVICE**

IEP to be in Effect - Each year the district shall have in effect the individualized education program for every student with a disability, including those in private schools, who are receiving special education and related services from the district. An individualized education program must:

1. Be in effect before special education and related services are provided to a student; and
2. Be implemented as soon as possible following the meetings under this section.

#### ARD Meetings:

A meeting shall be held thirty (30) calendar days after the date upon which a students evaluation is completed (and the student is determined to be eligible) for the purpose of developing the student's individualized education program. The district shall initiate and conduct the meeting and shall include the following:

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1. A representative of the school other than the student's teacher who is knowledgeable and qualified to provide or supervise the provision of special education and related services;
2. The student's regular classroom teacher or special education teacher or therapist; provided either the representative of the school or the teacher or therapist is knowledgeable and qualified in the area of the student's suspected disability;
3. Other individuals at the discretion of the district or the parent or the adult student;
4. Agency staff will be invited when transition services are being discussed;
5. A Multidisciplinary Team member.

#### Parent Participation

The school shall take steps to assure (in the case of nonadult students) that one or both parents of the student with disabilities are present at each meeting or are afforded the opportunity to participate, including:

1. Notifying the parent(s) of the meeting early enough to assure his or her participation; and
2. Scheduling the meeting at a mutually agreed upon place and time.

The notice to the parent(s) shall include the purpose, time, location of the meeting and who will be in attendance. If the purpose is transition, the parent will be notified that the purpose of the meeting is to discuss transition and that the student is invited, and identify any other agencies that will be invited.

If a parent cannot attend, the district may use other methods to assure participation, including individual or conference telephone calls.

The school shall invite the student's general education teachers to the IEP meeting.

A meeting may be conducted (in the case of a nonadult student) without a parent in attendance if the parents decline to attend. In such a case the district shall make a record of its attempts to arrange a mutually agreed upon time and place. The record may contain such information as:

1. 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. Records of visits made to the parent's home or place of employment and the results of those visits.

The school shall take action as necessary to assure that the parent (or adult student) understands the proceedings at a meeting, including arranging for an interpreter for parents (or adult students) who are deaf or whose native language is other than English.

The school shall document the parent(s) and other IEP participants' present at the IEP meeting.

Meetings consistent with this section shall be conducted by the school at least once a year for the purpose of reviewing and revising as necessary each student's individualized education program.

### IEP Content

Each student's individualized education program, a written statement made in accordance with the requirements of this section, shall be developed on the basis of evaluation and parent input, where it is provided, and shall include:

1. A statement of the student's present levels of educational performance;
2. A statement of specific annual goals including short-termed instructional objectives which are stated in terms that provide for measurement of progress, expected levels of performance, and the schedules for their accomplishments;
3. A statement of the specific special education and related services to be provided to the student based upon the individual needs of the student, as determined through the evaluation process, and the extent to which the student will be able to participate in the regular education program, including physical education. If modifications (supplementary aids and services) to the general education program are necessary to ensure participation in that program, those modifications must be described. If the student is unable to participate in the regular physical education program, a description of the specially designed physical education to be provided to the student shall be included; If the IEP team determines that services are not needed in one or more of the areas specified in federal regulations, the IEP must include a statement to that effect and the basis upon which the determination is made;
4. The projected dates for initiation of services and the anticipated duration of the services, including minutes per week, and the need for extended services for the school year over which such services shall be provided. In the event the individualized education program is the first in the district for such student and the multidisciplinary team has not made a determination as to the need for an extended school year for such student, the individualized education program team shall make its recommendation on the length of the school year over which such services shall be provided prior to the conclusion of the regular 180 school days; and
5. Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being met.
6. Aversive therapy, if applicable, should reference the positive interventions attempted by the district prior to the use of aversive therapy.

Nothing in this section relieves any participating public agency, including a state vocational rehabilitation public agency, of the responsibility to provide or pay for any transition service that the public agency would otherwise provide to students with disabilities who meet the eligibility criteria of that public agency.

The district shall provide the parent a copy of the individualized education program.

The district must provide special education and related services to a student with a disability in accordance with an IEP.

**Least Restrictive Environment (LRE)** The placement and provision of services to each student with disabilities shall be in his or her LRE as follows:

Each student with disabilities shall be placed:

1. In the general educational environment with students without disabilities to the maximum extent appropriate to his or her needs, unless it can be demonstrated by the district that the nature or severity of the student's disability is such that his or her education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily; and
2. In the school in which he or she would attend if not disabled, unless his or her individualized education program requires some other arrangement. If some other arrangement is required, the student shall be placed in the appropriate educational program that is as close to the student's home as is reasonably possible.

#### Nonacademic and Extracurricular Services

Each student with disabilities shall be provided nonacademic and extracurricular services and activities conducted by the district to the maximum extent appropriate to the needs of the student.

Nonacademic and extracurricular services and activities may also include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the district, and referrals to agencies that provide assistance to individuals with disabilities.

#### Continuum of Alternative Placements

A continuum of alternative placement options shall be made available as is necessary to meet the needs of the school's students with disabilities for special education and related services, as defined in the IEP.

Specially designed instruction shall be provided as follows:

1. General classroom by certificated special education personnel or general certificated teachers and/or classified staff under the direct supervision of the general certificated teacher.
2. Special classrooms/other environments by certificated special education personnel or classified instructional staff under the direct supervision of certificated special education personnel.

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If specially designed instruction is not provided directly by certificated special education personnel, it must be designed, monitored, and evaluated by such personnel on the basis of a written plan which is evaluated at least monthly.

#### Placement Considerations and Annual Review

The placement of each student with disabilities shall be determined at least annually at a meeting conducted pursuant to this section.

The selection of the appropriate placement option or options for each student with disabilities shall be based upon:

1. Information drawn from a variety of sources, including aptitude and achievement tests, teacher recommendations, parental input, physical condition, social and cultural background, and adaptive behavior;
2. The student's individualized education program;
3. The least restrictive environment requirements;
4. The option or combination of options that provides a reasonably high probability of assisting the student to attain his or her annual goals; and
5. A consideration of any potential harmful effect on student or on the quality of services which he or she needs.

#### Initial Placement.

The district shall provide written notice of a student's proposed initial special education placement, or of the district's inability or refusal to make a special education placement, at the initial meeting or within ten (10) calendar days after the initial meeting provided for in this section. The notice shall comply with the notice requirements of this section.

The written consent of parent(s) (or adult student) shall be requested if special education placement is proposed.

The student's proposed special education placement shall commence when either:

1. Written consent has been given by the parent(s) (or the adult student); or
2. The refusal of a student's parent(s) (or adult student) to grant consent has been overridden by the district pursuant to a hearing (or appeal) conducted in accordance with this section.

### Home/Hospital Instruction

Home or hospital instruction shall be provided to students who are unable to attend school for an estimated period of four (4) weeks or more because of physical disability or illness. The parent(s) of a student (or the adult student) shall request the services and provide a written statement to the district from a qualified medical practitioner that states the student will not be able to attend school for an estimated period of at least four (4) weeks.

Home/hospital instructional services shall not be used for initial or ongoing placement of otherwise eligible special education students. It shall be limited to placement as is deemed necessary to provide temporary intervention as a result of a physical disability or illness.

### Contractual Services

The school shall contract with nonpublic and public school agencies for special education and related services for students with disabilities when the district establishes that it cannot provide an appropriate education for the student with a disability within the school or another district.

1. The district shall not either place a student in a nonpublic or public school agency or award a contract to a nonpublic or public school agency until the nonpublic or public school agency has been approved by the State Board of Education.

If a student with a disability has a free appropriate public education available and the parents choose to place the student in a private school or facility, the district is not required by this section to pay for the students education at the private school or facility.

### TRANSITIONAL PLANNING

#### Kindergarten Services

The school shall provide for the smooth transition of children participating in the early intervention program under Part H of IDEA who are eligible for participation in preschool programs under Part B of IDEA.

The school kindergarten services procedures include:

1. Families will be included in the development of transitional plans.
2. The school, the public agency in which the child is being served, and the family will be notified of the need for transitional planning.
3. With the approval of the family, a conference between the public agency, family, and school will be conducted to arrange for smooth transition.
4. The conference shall occur at least 90 days before such child is eligible for the kindergarten program.
5. The meeting will include reviewing each child's program options and establishing a transition plan.
6. If the child participates in the school's program under Part B of IDEA, an IEP will be developed. The school will provide the family with information on eligibility and

evaluation requirements under Part B of IDEA, including the parent's and school's rights regarding procedural safeguards.

### **CERTIFIED PERSONNEL**

All special education personnel shall be certified, endorsed, or licensed in the area of assignment. If a staff member does not have the skills and knowledge needed for the assignment, the school shall make provisions for the person to acquire the necessary skills and knowledge.

Special education personnel may be employed on a full-time or part-time basis.

Persons assigned to provide speech therapy instructional services must hold or be supervised by a state licensed speech/language pathologist.

Persons assessing children must be a state certified diagnostician.

Teachers certified in deaf and hearing impaired shall be available to students who are deaf or hearing impaired through a cooperative arrangement with other programs.

### **LONG TERM SUSPENSION OR EXPULSION**

Students in special education are not to be improperly excluded from school for disciplinary reasons. In order to accomplish this, the district shall comply with the following procedures:

1. Prior to the disciplinary action which constitutes a significant change of placement in a special education student's educational placement, a multidisciplinary team will determine whether the misconduct for which the student is being excluded from school is a manifestation of the disability and/or due to an inappropriate placement.
2. If the misconduct is a manifestation of the disability and/or due to an inappropriate placement, the proposed disciplinary action, resulting in a significant change of placement, may not be implemented. Instead, the district must convene an IEP meeting for the purposes of developing an appropriate program. The school has a continuing responsibility to provide special education to the student.
3. If the misconduct is neither a manifestation of the disability nor due to an inappropriate placement, the proposed disciplinary action may be implemented. The school must provide a special educational program for the student during the long-term suspension or expulsion.
4. The school must provide the parent(s) with written notice regarding the multidisciplinary team decision as to whether the misconduct for which the student is being excluded from school is a manifestation of the disability or due to an inappropriate placement.

In determining whether misconduct is a manifestation of the disability, the multidisciplinary team shall base decisions on evaluation data related to behavior and must be recent enough to afford an understanding of the student's current behavior. A team may not make a determination that misconduct is or is not a manifestation of the disability on the basis of a student's special education eligibility category. Determination by the multidisciplinary team shall document in a written narrative the basis for such determination, including any relevant data or evaluation procedures utilized. The school must provide the parents with written notice regarding the multidisciplinary team decision.

A significant change in placement means any suspension, in or out of school, or expulsion for disciplinary reasons which excludes a special education student from school for more than ten (10) consecutive school days in a school year or a series of suspensions that are each of ten (10) days or fewer which create a pattern of exclusion. Patterns of exclusion are determined on an individual basis by a multidisciplinary team, consisting of length of suspension, proximity of suspension to each other, and amount of time the student is excluded. The multidisciplinary team will document this in a written narrative and provide written notice regarding their decision.

A special education student who poses an immediate and continuing danger to the student, other students, or school personnel or an immediate and continuing threat of substantial disruption may be expelled pursuant to WAC 180-40-295. Prior to an exclusion exceeding ten (10) school days, the district must complete the procedures defined in this section. A parent(s) (or adult student) may request a hearing. During the pendency of the hearing, unless the parent(s) of the student (or adult student) agree to an alternative placement, the student involved in the complaint shall return to the educational placement he or she was in at the time of the expulsion. The district may obtain a court order (a temporary restraining order or injunction) during pendency of a hearing to extend the exclusion from school for a dangerous student beyond ten (10) school days or to place the student in an alternative setting. An alternative educational program must be provided during any exclusion.

A student with a disability who brings a firearm as defined in Section 921 of Title 18 of the U.S. Code to school may be placed in an interim alternative educational placement for up to 45 calendar days. The placement must be developed in accordance with an individualized educational program meeting.

Prior to the expiration of the interim alternative educational placement, the district will complete the procedures defined in state special education regulations. In the event of disagreement, the parent(s) (or adult student) may request a hearing. During the pendency of the hearing, the student must remain in the interim alternative educational placement.

## UNIVERSITY OF HOUSTON CHARTER SCHOOL OF TECHNOLOGY

## SPECIAL EDUCATION

## Education of Students with Disabilities

The University of Houston Charter School of Technology (UHCST) vision is that every learner will benefit from a constructivist education. This education will provide students with the skills, knowledge and attitudes to communicate, cooperate, solve problems, and contribute to the communities. To achieve this vision, UHCST will identify all students with disabilities, assess their learning needs, and provide appropriate special education and related services. UHCST will comply with federal requirements to implement the Individuals with Disabilities Education Act and federal regulations to provide a free appropriate education and respect the confidentiality of all personally identifiable information. The Superintendent or designee is directed to develop specific procedures, consistent with federal regulations to implement this policy. The procedures shall address the evaluation, eligibility and reevaluation of students, the development of an individualized education program (IEP) for each qualified student and the delivery of services to address the IEP, safeguards for student rights, qualifications of staff, personnel development, and administration and evaluation of the special education program.

## Free Appropriate Public Education (FAPE)

The school shall provide all eligible students with disabilities ages five (5) through twenty one (21) with a free appropriate public education which consists of special education and related services which are defined as the following:

1. Provided at public expense, under the direct supervision and direction of the school;
2. In compliance with the standards of the federal mandates;
3. To include elementary educational opportunities;
4. In accordance with an individualized education program.

Special Education and related services may extend beyond the traditional 180 day school year.

## LEGAL REFERENCES:

Family Rights and Privacy Act of 1974

Individuals with Disabilities Education Act (IDEA-B) Federal Regulations (34CFR76, 34CFR99, 34CFR1 04, 34CFR300)

**SPECIAL EDUCATION PROCEDURES****Education of Students with Disabilities**

The goal of the University of Houston Charter School of Technology (UHCST) is to identify all children with disabilities, accurately assess their learning needs, and provide appropriate special education and related services while using resources effectively and efficiently. The UHCST will comply with federal requirements (recognizing that ADA and Section 504 are generic to the basic education program) and will work with parents as integral members of the individualized educational planning team. The following procedures are intended to help achieve that goal:

**Free Appropriate Public Education**

1. A student's placement and educational program shall be developed and considered to be appropriate when they include special education and related services which are specifically designed to assist the student in benefiting from specially designed instructions.
2. Special education facilities, services and activities shall be assigned which are of a quality comparable to programs provided for non-disabled students.
3. Students with disabilities shall be provided transportation commensurate with that provided to other students in the district except that additional services shall be provided when the disability requires such consideration.
4. An equal educational opportunity shall be provided to all students with disabilities, including access to services in regular education and extended school year services where deemed appropriate in order for the student to benefit from special education.

The special education designee shall be responsible for monitoring the implementation of the school's policies and procedures.

**Confidentiality of Records**

The special education designee is responsible for maintaining confidentiality of all student records pertaining to special education. In addition, the superintendent is designated as custodian of all student records that are maintained in the UHCST office. In order to maintain the confidentiality of records without impeding the rights of parents and needs of staff, the following procedures shall be in effect. Parents shall be advised of their rights pertaining to student records at least once annually.

1. The parents of a child with a disability, in accordance with the confidentiality of information procedures in this section, shall be afforded an opportunity to inspect and review all educational records with respect to: (a) the identification, evaluation, and educational placement of the student; and (b) the provision of free appropriate public education to the student.
2. The school shall permit parents of students with disabilities (or adult student) to inspect and review during school business hours any education records relating to their child or ward which are collected, maintained, or used by the district under this section. The school shall comply with a request promptly and in no case more than 45 calendar days after the request has been made.

3. The right to inspect and review education records under this section includes: (a) the right to a response from the school to reasonable requests for explanations and interpretations of the records, (b) the right to request that the school district provide 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 (c) the right to have a representative of the parent inspect and review the records.
4. The school presumes that a parent has authority to inspect and review records relating to his or her child or ward unless the district has been advised that the parent does not have the authority under applicable federal law governing such matters as guardianship, separation and divorce.
5. The school shall keep a record of parties obtaining access to education records collected, maintained, and used under this section (except access by parents and authorized employees of the school) including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.
6. If any education record includes information on more than one student, the parent(s) of those students shall have the right to inspect and review only the information relating to their child or ward or to be informed of that specific information.
7. The school shall provide parents on request a list of the types and locations of education records collected, maintained, or used by the school. Intake assessments and annual final reports to parents are stored in the school office file cabinets. Special education folders are locked in the school office file cabinet. Test scores and attendance records are included in the child's permanent folder in the school office file cabinet. Teachers maintain files of student performance in the classroom file cabinet.
8. The school may charge a fee for copies of records which are made for parents under this section if the fee does not effectively prevent the parents from exercising their right to inspect and review those records.
9. A parent of a student with a disability who believes that information in education records collected, maintained or used under this section is inaccurate or misleading or violates the privacy or other rights of the student may request the school amend the information. The school shall decide whether to amend the information in accordance with the request within a reasonable period of time after the receipt of the request. If the school decides to refuse to amend the information in accordance with the request it shall inform the parent of the right to a hearing. The school, on request, shall provide the parent an opportunity for a hearing to challenge information in education records to insure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. If, as a result of the hearing, the school decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the information accordingly and so inform the parent in writing. If, as a result of the hearing, the school decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent(s) of the right to place in the records it maintains on the student a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the school. Any explanation placed in the records of the student pursuant to this section shall:
  - a. Be maintained by the school as part of the records of the student as long as the record or contested portion is maintained; and
  - b. Also be disclosed to any party to whom the records of the student (or the contested portion) are disclosed.

10. A hearing to challenge information in education records shall be conducted according to procedures which include the following elements:
  - a. The hearing shall be held within 30 days after the school receives the request and sooner if all information is available at an earlier date;
  - b. The parent shall be given notice of the date, place, and time reasonably in advance of the hearing;
  - c. The hearing may be conducted by any party, including an official of the school who does not have a direct interest in the outcome of the hearing;
  - d. The parent shall be afforded a full and fair opportunity to present evidence relevant to the issues raised and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney;
  - e. The school shall provide a written decision to the parent within a reasonable period of time after the conclusion of the hearing; and
  - f. The decision of the school shall be based solely upon the evidence presented at the hearing and include a summary of the evidence and the reasons for the decision.
11. Consent of the parent shall be obtained before personally identifiable information is:
  - (b) disclosed to anyone other than officials of participating agencies collecting or using the information under this section, or
  - (c) used for any purpose other than meeting a requirement imposed by this section. No school district shall release information from education records to participating agencies without the consent of a parent except in those cases in which a release of information without consent is permitted by the rules that implement the Family Rights and Privacy Act (FERPA). If a parent refuses to provide consent under this section, the school will use the Superintendent of Public Instruction due process hearing procedures to obtain consent.
12. The school shall protect the confidentiality of personally identifiable information at the collection, storage, disclosure, and destruction stages.
13. The principal will identify in writing the employees who have access to personally identifiable information. The special education designee will provide training on an annual basis to those staff members collecting or using personally identifiable information regarding school policies and procedures.
14. The school shall maintain, for public inspection, a current listing of the names and positions of those employees within the district who have access to personally identifiable information.
15. The school shall inform parents when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to the student and is being destroyed.
16. Whenever a student is eighteen years of age and is no longer dependent or is attending an institution of post-secondary education, the permission or consent required of, and the rights accorded to the student's parent under this policy shall only be required of and accorded to the student.

17. The principal will oversee the school's adherence to confidentiality policies.
18. Disciplinary information will be treated as confidential information.

#### IDENTIFICATION, EVALUATION, ELIGIBILITY, AND REEVALUATION

Childfind procedures will have as their purpose the locating, identifying, and evaluating of all resident students, in accordance with applicable record keeping requirements from preevaluation through decisions regarding eligibility. Procedures will address the age range from birth through 21; all severities and conditions of disability will be included; activities will include all public and private agencies and institutions, and will be ongoing; and include students currently enrolled in the public school and those not enrolled.

Child Find posters will be posted in the school office. Child Find pamphlets from Region IV Educational Service Center will be available with school brochures for prospective parents in the school office and will be sent home with students each year.

Upon enrollment, students are screened by certified special education consultants. Students' ages and abilities determine the instruments administered. Kindergarten and first grade students are given the Test of Early Reading ability (TERA-2), the Test of Early Math Ability (TEMA-2), and the Brigance Diagnostic Inventory of Early Development. Second and third grade students are given the Woodcock-Johnson achievement Battery-Revised and the Diagnostic Achievement Test (DAB-2). The school information sheet includes the statement 'provides special education services to qualifying students.'

Teachers review the screening results with the consultants. Teachers and the principal observe students' classroom performance. Teachers contact parents at the family school events and have a minimum of two annual conferences with parents. Should consultants, staff, or parents have concerns and request assessment, the referral process is initiated.

#### Evaluation and Eligibility

School procedures for implementing policy on evaluation, including determination of eligibility are as follows:

#### Preevaluation and Timelines

A written referral shall be completed when a student suspected of having a disabling condition is brought to the attention of the Charter Superintendent or designee. A referral may be originated by or transmitted through any source.

When the possibility of a student's need for special education and related services has been brought to the attention of the Charter Superintendent or designee, the superintendent or designee shall act on the referral within 25 school days by:

1. Recording the circumstances by date, origin and reason for concern;
2. Providing the student's parent(s) written notice that the student has been referred because of a suspected disabling condition and that the district will determine whether or not there is good reason to believe that the student is a candidate for evaluation; and
3. Reviewing the referral, collecting and examining existing school, medical, and other records in the possession of the district and making a determination that there is or is not good reason that the student is a candidate for evaluation. This decision shall be in writing and set forth the date and the name of the persons making the decision. The superintendent or

designee shall direct a written notice to the student's parent(s) that complies with the notice requirements of this section.

In the event the decision is that there is good reason to believe that the student is a candidate for evaluation, the school shall fully evaluate the student and arrive at a decision pursuant to this section within:

1. Thirty-five (35) school days (also referred to as the formal evaluation period) after the date written consent for an evaluation has been provided by the parent(s) ; or
2. Thirty-five (35) school days (also referred to as the formal evaluation period) after the date the refusal of parent(s) to grant consent has been overridden pursuant to a hearing (or appeal); or
3. Such other time period as may be agreed to by the parent(s) and school authorities. The school must specify the reasons for extending the timeline.

The school shall request the parent to sign consent form(s) for the mutual exchange of pertinent information where such information is available between the school, other agencies, and/or professionals.

**Areas of Evaluation** The evaluation of a student shall be 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. The evaluation procedures outlined in federal eligibility criteria are to be considered minimal required procedures.

**Evaluation Safeguards** - Every student who is evaluated or reevaluated shall be evaluated according to the procedures established in this section. Before any action is taken with respect to the initial placement of a student with a disability in a program providing special education and related services, a full and individual evaluation of the student's educational needs must be conducted in accordance with the requirements of this section. The initial evaluation of a student (except one with a suspected communication disorder) shall be made by the district multidisciplinary team (i.e., a group of professionals) that is knowledgeable about the student and the area(s) of suspected disability(ies). Each member of the team shall be licensed, registered, credentialed, or certificated according to his or her professional standards in accordance with the federal statutes and rules. In assessing or reassessing a student suspected of having a specific learning disability, the school shall include on the multidisciplinary team at least the following members:

1. The student's general education teacher; or, , for a child of less than school age, an individual qualified to teach a child at his or her age.
2. At least one person qualified to conduct individual diagnostic examinations of students, such as a school psychologist, speech and language pathologist, or remedial reading teacher.

No single test instrument or single procedure shall be the sole criterion for determining a student's eligibility or disabling condition and/or for determining the appropriate education program for the student.

Evaluation materials, procedures, and instruments used for the purpose of evaluation and placement shall be selected and administered so as not to be racially or culturally discriminatory.

All tests and other evaluation materials shall have been validated for the specific purpose for which they are used and shall accurately reflect whatever factors the tests purport to measure. If properly validated tests are unavailable, the professional judgment of each member of the multidisciplinary team shall determine eligibility for special education based on other evidence of the existence of a specific disability and need. This professional judgment shall be documented in a written narrative.

All tests and other evaluation materials shall be administered by qualified personnel in conformance with the instructions of their producer.

Evaluation materials, procedures, or instruments shall be provided and administered in a student's primary language or mode of communication, unless it is clearly not feasible to do so. Tests shall be selected and administered so as to ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors the test purports to measure.)

Each individual actually completing an evaluation will complete and sign an evaluation report. Information used to support the evaluation but which is not incorporated into the file (e.g., review of health records), shall be referenced as to date of record, location, and source person. The summaries shall specify the procedures and instruments used, the results obtained, and the apparent significance of findings as related to the student's instructional program, including a description of the specific factors which are interfering with the student's educational performance and the recommendations for special education and related services, including the need for an extended school year, needed to assist the student in benefiting from his or her educational placement.

**Summary Analysis** The student's evaluation team shall review and analyze the reports of evaluation data and any other available data in each of the areas assessed. The conclusions, recommendations, and the facts and/or reasons resulting in the eligibility decision shall:

1. Identify the disabling condition(s), if any, which cannot be accommodated by general education, and requires the provision of special education services;
2. Reconcile any inconsistent or contradictory information and/or opinions evidenced in the evaluation data, if any, supporting conclusion(s) with appropriate data;
3. Relate the apparent significance, as appropriate, of such factors as test measurement error or cultural, environmental, economic, and behavior factors to the evaluation results.

Where specific test results obtained in any evaluation do not appear to the multidisciplinary team to accurately reflect a student's expected performance, the multidisciplinary team shall apply professional judgment to determine eligibility for special education and related services. In such event, the multidisciplinary team shall document in a written narrative the basis for such determination, the instruments used, and the data used for a determination of eligibility.

4. Make recommendations to the individualized education program committee regarding placement, special education and related services needed (including the need, if appropriate, of scheduling such services over a period of time that exceeds the district's regular school program), service options, needs for specialized materials or equipment, instructional and curricular practices and materials, student management strategies (i.e., reinforcement schedules) as determined by the multidisciplinary team to be significant to the student's program.

5. Provide any necessary professional judgment(s) and the facts or reasons in support of the judgment(s).

Each multidisciplinary team member shall certify in writing whether the summary analysis 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 conclusion(s) and the reasons. Parent may attend any MDT meetings and receive a copy of any evaluation summary.

#### Independent Educational Evaluation

The parent(s) of a student (or the adult student) referred for special education and related services and assessed, or any disabled student eligible for special education and related services who is reevaluated, has the right to obtain an independent educational evaluation, subject to this section.

The school shall provide to the parent(s) on request, information about where an independent educational evaluation may be obtained.

A parent has the right to an independent educational evaluation at public expense if the parent disagrees with the evaluation results obtained by the school, as follows:

1. The parent(s) should provide a written or verbal notice to the charter superintendent or designee which:
  - a. Indicates that the parent disagrees with the districts evaluation; and
  - b. Requests an independent educational evaluation at public expense.
2. The school will not deny payment for an independent educational evaluation solely because the parent did not provide prior notification of his or her intent to seek an independent educational evaluation at public expense.

The school shall have the opportunity to initiate and conduct a hearing pursuant to this section to show that its evaluation is appropriate. In this event, the school shall provide the parent(s) written notice within 15 days of the election to initiate a hearing.

If the final decision of a due process hearing is that the school's evaluation is appropriate, the parent still has the right to an independent educational evaluation, but not at public expense.

If the school elects not to hold a due process hearing or is not upheld by the final decision of the due process hearing, the parent's request for an independent evaluation shall be provided at public expense in accordance with the same criteria which the school uses when it initiates an evaluation including, but not limited to, the location of the evaluation and the qualifications of the examiner.

If the parent obtains an independent educational evaluation at private expense, the results of the evaluation:

1. Shall be considered by the school and documented in any decision made with respect to the provision of special education and related services to the student; and
2. May be presented as evidence at such hearings regarding that student as may be conducted.

If a hearing officer requests an independent educational evaluation as part of a hearing, the cost of the evaluation shall be at public expense.

### Eligibility Decision

The Charter Superintendent or designee shall record in writing the decision of special education eligibility of a student brought to the school's attention. Whatever decision is made, the information from the procedures for making the determination shall be filed in school records. Within ten (10) school days of the decision that the student is not eligible for special education, the parents or legal guardian of the student shall be informed in writing of the evaluation findings in compliance with notice requirements of this section. If the decision is that the student is disabled and eligible for special education, the school shall initiate and conduct a meeting to develop an IEP and request the parent(s) to participate in the ARD conference.

### REEVALUATION

#### General Requirements

Each eligible special education student shall be reevaluated in accordance with the evaluation procedures specified in this section by a multidisciplinary team as follows:

1. At a minimum, once every three years or more frequently if conditions warrant; and
2. Upon request of the student's parent, teacher, or individualized education program committee.

#### General Procedures

The multidisciplinary team shall determine whether further evaluation procedures are necessary to confirm decisions. Members of the multidisciplinary team shall be governed by the generally recognized professional practice standards of their respective disciplines. In making such determination, the multidisciplinary team shall document in a written narrative the basis for such determination, including any relevant data or evaluation procedures utilized.

#### Notice Requirements

Thirty days prior to conducting the reevaluation, the district shall provide written notice to parents. If parents request, the reevaluation notice may be provided immediately to start the reevaluation process. Such notice for reevaluation shall include:

1. The professional safeguard requirements provided in this section and also shall be issued in compliance with the provisions of this section;
2. A statement that the parents have the right to submit to the multidisciplinary team any information they deem important to the reevaluation.

### Purposes

The purposes of reevaluation are to determine the following:

1. Whether the student is appropriately identified as disabled, requiring special education and related services; and
2. Whether the program designed for the student is appropriate to meet the student's unique needs and abilities.

### Notice of Results

Within ten (10) calendar days of completion of the reevaluation and based on the reevaluation results, the Charter Superintendent or designee shall record in writing one or more of the following decisions:

1. Whether the student is eligible for and in need of special education; or
2. Whether the program designed for the student is appropriate to the student's unique needs.

The parent shall be notified of the above decision pursuant to the notice requirements of this section. When a determination is made that the program is inappropriate, an individualized education program committee meeting shall be convened. When special education services are to be discontinued, notice shall be given to the parent(s) pursuant to this section.

### DEVELOPMENT OF IEP AND DELIVERY OF SERVICE

IEP to be in Effect - Each year the district shall have in effect the individualized education program for every student with a disability, including those in private schools, who are receiving special education and related services from the district. An individualized education program must:

1. Be in effect before special education and related services are provided to a student; and
2. Be implemented as soon as possible following the meetings under this section.

### ARD Meetings:

A meeting shall be held thirty (30) calendar days after the date upon which a student's evaluation is completed (and the student is determined to be eligible) for the purpose of developing the student's individualized education program. The district shall initiate and conduct the meeting and shall include the following:

1. A representative of the school other than the student's teacher who is knowledgeable and qualified to provide or supervise the provision of special education and related services;
2. The student's regular classroom teacher or special education teacher or therapist; provided either the representative of the school or the teacher or therapist is knowledgeable and qualified in the area of the student's suspected disability;
3. Other individuals at the discretion of the district or the parent or the adult student;
4. Agency staff will be invited when transition services are being discussed;

5. A Multidisciplinary Team member.

The school shall take steps to assure (in the case of nonadult students) that one or both parents of the student with disabilities are present at each meeting or are afforded the opportunity to participate, including:

1. Notifying the parent(s) of the meeting early enough to assure his or her participation; and
2. Scheduling the meeting at a mutually agreed upon place and time.

The notice to the parent(s) shall include the purpose, time, location of the meeting and who will be in attendance. If the purpose is transition, the parent will be notified that the purpose of the meeting is to discuss transition and that the student is invited, and identify any other agencies that will be invited.

If a parent cannot attend, the district may use other methods to assure participation, including individual or conference telephone calls.

The school shall invite the student's general education teachers to the IEP meeting.

A meeting may be conducted (in the case of a nonadult student) without a parent in attendance if the parents decline to attend. In such a case the district shall make a record of its attempts to arrange a mutually agreed upon time and place. The record may contain such information as:

1. 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. Records of visits made to the parent's home or place of employment and the results of those visits.

The school shall take action as necessary to assure that the parent (or adult student) understands the proceedings at a meeting, including arranging for an interpreter for parents (or adult students) who are deaf or whose native language is other than English.

The school shall document the parent(s) and other IEP participants' present at the IEP meeting.

Meetings consistent with this section shall be conducted by the school at least once a year for the purpose of reviewing and revising as necessary each student's individualized education program.

#### IEP Content

Each student's individualized education program, a written statement made in accordance with the requirements of this section, shall be developed on the basis of evaluation and parent input, where it is provided, and shall include:

1. A statement of the student's present levels of educational performance;
2. A statement of specific annual goals including short-termed instructional objectives which are stated in terms that provide for measurement of progress, expected levels of performance, and the schedules for their accomplishments;

3. A statement of the specific special education and related services to be provided to the student based upon the individual needs of the student, as determined through the evaluation process, and the extent to which the student will be able to participate in the regular education program, including physical education. If modifications (supplementary aids and services) to the general education program are necessary to ensure participation in that program, those modifications must be described. If the student is unable to participate in the regular physical education program, a description of the specially designed physical education to be provided to the student shall be included; If the IEP team determines that services are not needed in one or more of the areas specified in federal regulations, the IEP must include a statement to that effect and the basis upon which the determination is made;
4. The projected dates for initiation of services and the anticipated duration of the services, including minutes per week, and the need for extended services for the school year over which such services shall be provided. In the event the individualized education program is the first in the district for such student and the multidisciplinary team has not made a determination as to the need for an extended school year for such student, the individualized education program team shall make its recommendation on the length of the school year over which such services shall be provided prior to the conclusion of the regular 180 school days; and
5. Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short-term instructional objectives are being met.
6. Aversive therapy, if applicable, should reference the positive interventions attempted by the district prior to the use of aversive therapy.

Nothing in this section relieves any participating public agency, including a state vocational rehabilitation public agency, of the responsibility to provide or pay for any transition service that the public agency would otherwise provide to students with disabilities who meet the eligibility criteria of that public agency.

The district shall provide the parent a copy of the individualized education program.

The district must provide special education and related services to a student with a disability in accordance with an IEP.

#### DELIVERY OF SERVICES

Least Restrictive Environment (LRE) The placement and provision of services to each student with disabilities shall be in his or her LRE as follows:

Each student with disabilities shall be placed:

1. In the general educational environment with students without disabilities to the maximum extent appropriate to his or her needs, unless it can be demonstrated by the district that the nature or severity of the student's disability is such that his or her education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily; and
2. In the school in which he or she would attend if not disabled, unless his or her individualized education program requires some other arrangement. If some other arrangement is required, the student shall be placed in the appropriate educational program that is as close to the student's home as is reasonably possible.

## TRANSITIONAL PLANNING

### Kindergarten Services

The school shall provide for the smooth transition of children participating in the early intervention program under Part H of IDEA who are eligible for participation in preschool programs under Part B of IDEA.

The school kindergarten services procedures include:

1. Families will be included in the development of transitional plans.
2. The school, the public agency in which the child is being served, and the family will be notified of the need for transitional planning.
3. With the approval of the family, a conference between the public agency, family, and school will be conducted to arrange for smooth transition.
4. The conference shall occur at least 90 days before such child is eligible for the kindergarten program.
5. The meeting will include reviewing each child's program options and establishing a transition plan.
6. If the child participates in the school's program under Part B of IDEA, an IEP will be developed. The school will provide the family with information on eligibility and evaluation requirements under Part B of IDEA, including the parent's and school's rights regarding procedural safeguards.

### Nonacademic and Extracurricular Services

Each student with disabilities shall be provided nonacademic and extracurricular services and activities conducted by the district to the maximum extent appropriate to the needs of the student.

Nonacademic and extracurricular services and activities may also include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the district, and referrals to agencies that provide assistance to individuals with disabilities.

### Continuum of Alternative Placements

A continuum of alternative placement options shall be made available as is necessary to meet the needs of the school's students with disabilities for special education and related services, as defined in the IEP.

Specially designed instruction shall be provided as follows:

1. General classroom by certificated special education personnel or general certificated teachers and/or classified staff under the direct supervision of the general certificated teacher.
2. Special classrooms/other environments by certificated special education personnel or classified instructional staff under the direct supervision of certificated special education personnel.

If specially designed instruction is not provided directly by certificated special education personnel, it must be designed, monitored, and evaluated by such personnel on the basis of a written plan which is evaluated at least monthly.

### Placement Considerations and Annual Review

The placement of each student with disabilities shall be determined at least annually at a meeting conducted pursuant to this section.

The selection of the appropriate placement option or options for each student with disabilities shall be based upon:

1. Information drawn from a variety of sources, including aptitude and achievement tests, teacher recommendations, parental input, physical condition, social and cultural background, and adaptive behavior;
2. The student's individualized education program;
3. The least restrictive environment requirements;
4. The option or combination of options that provides a reasonably high probability of assisting the student to attain his or her annual goals; and
5. A consideration of any potential harmful effect on student or on the quality of services which he or she needs.

#### Initial Placement

The district shall provide written notice of a student's proposed initial special education placement, or of the district's inability or refusal to make a special education placement, at the initial meeting or within ten (10) calendar days after the initial meeting provided for in this section. The notice shall comply with the notice requirements of this section.

The written consent of parent(s) (or adult student) shall be requested if special education placement is proposed.

The student's proposed special education placement shall commence when either:

1. Written consent has been given by the parent(s) (or the adult student); or
2. The refusal of a student's parent(s) (or adult student) to grant consent has been overridden by the district pursuant to a hearing (or appeal) conducted in accordance with this section.

#### Home/Hospital Instruction

Home or hospital instruction shall be provided to students who are unable to attend school for an estimated period of four (4) weeks or more because of physical disability or illness. The parent(s) of a student (or the adult student) shall request the services and provide a written statement to the district from a qualified medical practitioner that states the student will not be able to attend school for an estimated period of at least four (4) weeks.

Home/hospital instructional services shall not be used for initial or ongoing placement of otherwise eligible special education students. It shall be limited to placement as is deemed necessary to provide temporary intervention as a result of a physical disability or illness.

#### Contractual Services

The school shall contract with nonpublic and public school agencies for special education and related services for students with disabilities when the district establishes that it cannot provide an appropriate education for the student with a disability within the school or another district.

1. The district shall not either place a student in a nonpublic or public school agency or award a contract to a nonpublic or public school agency until the nonpublic or public school agency has been approved by the State Board of Education.

If a student with a disability has a free appropriate public education available and the parents choose to place the student in a private school or facility, the district is not required by this section to pay for the students education at the private school or facility.

#### PROCEDURAL SAFEGUARDS

A copy of the procedural safeguards is given to parents of a child with a disability:

- Upon initial referral for evaluation.
- Upon each notification of an ARD committee meeting.
- Upon reevaluation of the child.
- Upon a manifestation determination review, or if a removal is contemplated that constitutes a change of placement.
- Upon receipt of a request for due process.

#### Independent Educational Evaluation

The parent(s) of a student (or the adult student) referred for special education and related services and assessed, or any disabled student eligible for special education and related services who is reevaluated, has the right to obtain an independent educational evaluation, subject to this section.

The school shall provide to the parent(s) on request, information about where an independent educational evaluation may be obtained.

A parent has the right to an independent educational evaluation at public expense if the parent disagrees with the evaluation results obtained by the school, as follows:

1. The parent(s) should provide a written or verbal notice to the charter superintendent or designee which:
  - a. Indicates that the parent disagrees with the districts evaluation; and
  - b. Requests an independent educational evaluation at public expense.
2. The school will not deny payment for an independent educational evaluation solely because the parent did not provide prior notification of his or her intent to seek an independent educational evaluation at public expense.

The school shall have the opportunity to initiate and conduct a hearing pursuant to this section to show that its evaluation is appropriate. In this event, the school shall provide the parent(s) written notice within 15 days of the election to initiate a hearing.

If the final decision of a due process hearing is that the school's evaluation is appropriate, the parent still has the right to an independent educational evaluation, but not at public expense.

If the school elects not to hold a due process hearing or is not upheld by the final decision of the due process hearing, the parent's request for an independent evaluation shall be provided at public expense in accordance with the same criteria which the school uses when it initiates an evaluation including, but not limited to, the location of the evaluation and the qualifications of the examiner.

If the parent obtains an independent educational evaluation at private expense, the results of the evaluation:

1. Shall be considered by the school and documented in any decision made with respect to the provision of special education and related services to the student; and
2. May be presented as evidence at such hearings regarding that student as may be conducted.

If a hearing officer requests an independent educational evaluation as part of a hearing, the cost of the evaluation shall be at public expense.

#### Prior Notice

Written notice in accordance with this section shall be given by the school to the parent(s) of a student a reasonable time before the school:

1. Proposes to initiate or change the identification, evaluation, or delivery of educational services to a student or the IEP, including goals and objectives, or the provision of special education and related services to the student; or
2. Refuses to initiate or change the identification, evaluation, or delivery of educational services to a student or the IEP, including goals and objectives, or the provision of special education and related services to the student.

The notice of the Admission, Review, and Dismissal Committee meetings includes:

- Date, time and location of meeting.
- Meeting participants.
- Meeting purpose.
- ARD notice in the native language or other mode of communication of the parent.

Five days notice shall be given.

A meeting may be conducted without a parent in attendance if the parent declines to attend. In such a case, the school will make a record of its attempts to arrange a mutually agreed upon time and place. The record may contain such information as:

- Telephone calls made or attempted and the results of those calls.
- Copies of correspondence sent to the parents and any responses received.
- Records of visits made to the parent's home or place of employment and the results of those visits.

#### Parent Consent

Parental consent must be obtained in writing (or overridden by a due process hearing) before:

1. Conducting a preplacement evaluation; and
2. Providing initial special education services to a special education student.

The district shall not require written parental consent as a condition for receiving any other benefit, service, or activity to the parent or to the student.

## Contents of Notice

The notice required by this section shall include:

1. A full explanation of all of the procedural safeguards available to the parent that are set forth in 34 CFR.
2. A description of the action proposed or refused by the district, an explanation of why the district proposes or refuses to take the action, and a description of any options the district considered and the reasons why those options were rejected;
3. A description of the evaluation procedure, testing, records, or report the district used as a basis for the proposal or refusal; and
4. A description of any other factors which are relevant to the district's proposal or refusal.

The notice shall be:

- 1 - Written in language understandable to the general public; and
2. 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.

If the native language or other mode of communication of the parent is not a written language, the district shall take steps to assure that:

1. The notice is translated orally or by other means to the parent in his or her native language or other mode of communication;
2. The parent understands the content of the notice; and
3. There is written evidence that the requirements in this section have been met.

## Access to Educational Records

Parents are permitted to inspect and review education records collected, maintained or used for purposes of evaluating, identifying, placing, or educating their student. Parents have the right to reasonable requests for explanations and interpretations of the record.

## Opportunity to Present Complaints

Parents may notify the school administration of complaints. Recommended procedures include scheduling an ARD meeting to discuss the concern, meeting with the Special Education designee to discuss alternatives or mediation.

Parents may notify Texas Education Agency at which point the TEA shall collect information, respond to inquiry, act on complaints, assist in grievance matters, and engage in mediation in response to requests from the school. Procedures include receiving and analyzing information on file with TEA, responding to inquiries concerning special education services, taking appropriate action on substantial complaints, engaging in mediation activities, and providing information on the formal hearing procedures.

## Appeals

A decision made in a hearing under this section is final, unless modified or overturned by a court of law. Any party aggrieved by the findings and decision made in a hearing who does not have the right to appeal under this section has the right to bring a civil action under Section 615 (e)(2) of the Individuals with Disabilities Education Act. A civil action may be filed in either state or federal court.

## Attorney's Fees

The school shall inform parents that in any action or proceeding under of the Individuals with Disabilities Education Act, courts may award parents reasonable attorney's fees under certain circumstances.

## Student Status

During the pendency of any administrative or judicial proceeding regarding a complaint initiated under this section, unless the district and the parent(s) of the student (or adult student) agree otherwise, the student involved in the complaint shall remain in the educational placement he or she was in at the time the complaint was made.

The student, with the consent of the parent(s) (or adult student), shall be placed in the regular school program until the completion of all such proceedings if the complaint involves an application for initial admission to the school.

During the pendency of a hearing regarding disciplinary exclusion due to bringing a firearm to school, as defined in the U.S. Code, the student may receive services in an alternative educational program for up to 45 calendar days, in accordance with an IEP.

## Surrogate Parents

a. The district shall assure that the rights of the nonadult student receiving a special education program are protected when:

1. No adult acting as a parent can be identified;
2. The district, after reasonable efforts, cannot discover the whereabouts of an adult acting as a parent; or
3. The student is a ward of the state and no adult is acting as a parent.

The duty of the district under this section includes the assignment of a person to act as a surrogate for the parents. This duty includes the establishment of a method:

1. For determining whether a nonadult student needs a surrogate parent; and
2. For assigning a surrogate parent to the student.

The district or other public agency shall assure that a person selected as a surrogate:

1. Has no interest that conflicts with the interests of the student he or she represents; and
2. Has knowledge and skills that assure adequate representation of the student.

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A person assigned as a surrogate may not be an employee of the district or any agency which is involved in the education or care of the student; and a person who otherwise qualifies as a surrogate parent pursuant to this section is not an "employee" of the district solely because he or she is paid by the district to serve as a surrogate parent.

A surrogate parent may represent the student in all matters relating to:

1. The identification, evaluation, and educational placement of the student; and
2. The provision of free special education and related services to the student.

No person shall be appointed as a surrogate until an exhaustive attempt has been made to locate a parent or other adult acting as a parent and until the director of Special Services verifies that such an exhaustive search was conducted.

#### Personnel Development

In order to provide a staff development program to improve the quality of instructional programs, the following procedures will be employed:

1. Special education concerns will be identified through a staff needs assessment completed by administrators, teachers, program assistants, parents, and volunteers;
2. An inservice training schedule will be developed based upon the results of the assessment and in support of the needs identified in the state's Comprehensive System of Personnel Development needs survey; and
3. Training activities will be conducted for regular and special education staff, and staff of other agencies and organizations and private school staff providing services for students with disabilities.

#### Personnel

All special education personnel shall be certified, endorsed, or licensed in the area of assignment. If a staff member does not have the skills and knowledge needed for the assignment, the school shall make provisions for the person to acquire the necessary skills and knowledge.

Special education personnel may be employed on a full-time or part-time basis.

Persons assigned to provide speech therapy instructional services must hold or be supervised by a state licensed speech/language pathologist.

Persons assessing children must be a state certified diagnostician.

Teachers certified in deaf and hearing impaired shall be available to students who are deaf or hearing impaired through a cooperative arrangement with other programs.

**Program Length** The length of the education program for students with disabilities shall be at least as long as the education program for students who are not disabled in terms of both the number of school days in the regular school year and the average number of hours per school day. If a student with a disability cannot attend school a full day, the reason shall be documented in his or her records and the length of the school day addressed in the IEP. The program length for a student during an extended school year shall be determined through the student's IEP.

### Long-Term Suspension or Expulsion

Students in special education are not to be improperly excluded from school for disciplinary reasons. In order to accomplish this, the district shall comply with the following procedures:

1. Prior to the disciplinary action which constitutes a significant change of placement in a special education student's educational placement, a multidisciplinary team will determine whether the misconduct for which the student is being excluded from school is a manifestation of the disability and/or due to an inappropriate placement.
2. If the misconduct is a manifestation of the disability and/or due to an inappropriate placement, the proposed disciplinary action, resulting in a significant change of placement, may not be implemented. Instead, the district must convene an IEP meeting for the purposes of developing an appropriate program. The school has a continuing responsibility to provide special education to the student.
3. If the misconduct is neither a manifestation of the disability nor due to an inappropriate placement, the proposed disciplinary action may be implemented. The school must provide a special educational program for the student during the long-term suspension or expulsion.
4. The school must provide the parent(s) with written notice regarding the multidisciplinary team decision as to whether the misconduct for which the student is being excluded from school is a manifestation of the disability or due to an inappropriate placement.

In determining whether misconduct is a manifestation of the disability, the multidisciplinary team shall base decisions on evaluation data related to behavior and must be recent enough to afford an understanding of the student's current behavior. A team may not make a determination that misconduct is or is not a manifestation of the disability on the basis of a student's special education eligibility category. Determination by the multidisciplinary team shall document in a written narrative the basis for such determination, including any relevant data or evaluation procedures utilized. The school must provide the parents with written notice regarding the multidisciplinary team decision.

A significant change in placement means any suspension, in or out of school, or expulsion for disciplinary reasons which excludes a special education student from school for more than ten (10) consecutive school days in a school year or a series of suspensions that are each of ten (10) days or fewer which create a pattern of exclusion. Patterns of exclusion are determined on an individual basis by a multidisciplinary team, consisting of length of suspension, proximity of suspension to each other, and amount of time the student is excluded. The multidisciplinary team will document this in a written narrative and provide written notice regarding their decision.

A special education student who poses an immediate and continuing danger to the student, other students, or school personnel or an immediate and continuing threat of substantial disruption may be expelled pursuant to WAC 180-40-295. Prior to an exclusion exceeding ten (10) school days, the district must complete the procedures defined in this section. A parent(s) (or adult student) may request a hearing. During the pendency of the hearing, unless the parent(s) of the student (or adult student) agree to an alternative placement, the student involved in the complaint shall return to the educational placement he or she was in at the time of the expulsion. The district may obtain a court order (a temporary restraining order or injunction) during pendency of a hearing to extend the exclusion from school for a dangerous student beyond ten (10) school days or to place the student in an alternative setting. An alternative educational program must be provided during any exclusion.

A student with a disability who brings a firearm as defined in Section 921 of Title 18 of the U.S. Code to school may be placed in an interim alternative educational placement for up to 45 calendar days. The placement must be developed in accordance with an individualized educational program meeting.

Prior to the expiration of the interim alternative educational placement, the district will complete the procedures defined in state special education regulations. In the event of disagreement, the parent(s) (or adult student) may request a hearing. During the pendency of the hearing, the student must remain in the interim alternative educational placement.

#### Citizen's Complaint Process

Any individual, entity, or organization may register a citizen complaint with the Office of the Superintendent of Public Instruction in which it is alleged that a violation of applicable special education statutes and/or regulations has occurred. The Office of the Superintendent of Public Instruction shall refer the complaint to the district for action. When this occurs, the following procedures apply:

1. The superintendent or designee of the school shall notify the employee(s) designated to monitor and coordinate the school's compliance with this chapter;
2. This employee(s) will investigate any complaint(s) communicated to the school by the Superintendent of Public Instruction.
3. Upon completion of the investigation by the designated employee(s), the employee(s) will develop a written report including applicable documentation of the results of the investigation. Said officials shall respond in writing to the Superintendent of Public Instruction no later than 20 calendar days after the date of receipt of any complaint.
4. The response to the Superintendent of Public Instruction shall clearly state either:
  - a. That the entity denies the allegations contained in the complaint and the basis for such denial; or
  - b. Proposes reasonable corrective action(s) deemed necessary to correct the violation.
5. The school will assist the Superintendent of Public Instruction in carrying out the responsibility for notifying the public of the citizen's complaint process.
6. The school will take any steps necessary to complete reasonable corrective action(s) ordered by the Superintendent of Public Instruction as a result of a citizen's complaint.

#### Evaluation

Annually, as a component of applying for funds, the school will describe procedures, including a process for parent/family involvement, for evaluating the effectiveness of programs designed to meet the educational needs of special education students, and procedures for evaluating the effectiveness of IEP's.

To: Generation One Renewal Applicants Submitting Special Education Information

From: Susan Barnes

Date: January 29, 2001

Subject: General Assurance Statement for Special Education Review

In the past two weeks, you have provided special education documentation in response to the internal review of the generation one renewal application. As you know, the Texas Council for Administrators of Special Education held its annual meeting last week and the Midwinter Administrator's Conference is being held this week. Most professional staff in the Special Education Division have responsibilities related to these conferences, and, as was stated during the interviews on January 11 and 12, it is simply not possible for these materials to be reviewed prior to the SBOE meeting.

As an alternate process, the Special Education Division has drafted a general assurance statement for those applicants who have submitted documentation for their review. You may recall that the areas of concern section of the special education internal review document asked whether the applicant would provide an assurance. The Special Education Division will continue to review your materials in order to provide you with helpful feedback, but you may choose to submit this statement to the Division of Charter Schools. If you so choose, you may fax the assurances to Mary Perry at (512)463-9732, and staff will inform the board that the assurance has been received at the committee meeting.

## Contingencies of First Generation Charter Schools Applying for Renewal

Charter School	Date sent	Received	Special Education Contingencies		
Academy of Transitional Studies	1/30/2001	1/30/2001			
American Youth Works					
Blessed Sacrament Academy	1/30/2001	1/30/2001			
Building Alternatives Charter School					
Dallas Can! Academy					
George I. Sanchez Charter School					
Girls & Boys Preparatory Academy					
Medical Center Charter School					
North Hills School	1/30/2001	1/30/2001			
One-Stop Multiservice Charter School		2/1/2001			
Pegasus Charter School	1/30/2001				
Raul Yzaguirre School for Success					
Seashore Learning Center	1/30/2001				
Ser-Ninos Charter School	1/30/2001	30-Jan			
Texas Academy of Excellence					
University of Houston Charter School for Technolog	1/30/2001	1/31/2001			
Waco Charter School	1/30/2001	1/30/2001			
West Houston Charter School	1/30/2001	1/30/2001			

Texas Education Agency  
Division of School Financial Audits  
Charter School Audits Section

List of Audit Activities for 1st Generation Charter Schools

County District Number	Charter	Visit Date	Type of Visit	# of Financial Recommendations	# of Attendance Recommendations	Comments
015-801	Blessed Sacrament	12/1/1998	On -Site Review	3	1	audit reports on time, no deficit
015-802	Building Alternative	12/3/1998	On -Site Review	3	13	last 2 audit reports late, no deficit
057-802	Pegasus	12/3/1998	On -Site Review	0	3	audit reports on time, no deficit
057-803	North Hills School	10/8/1998	On -Site Review	6	10	second visit 12/02/99 no financial audit conducted, had 4 attendance findings, one late audit report, no deficit <b>will need to change fiscal year end to 8/31 is currently 6/30</b>
057-804	Dallas Can	11/4/1998	On -Site Review	0	4	1 late audit report, no deficit
101-801	Medical Center	1/8/1999	On -Site Review	3	4	1st two audits late, <b>\$207,396 deficit</b>
101-802	Ser-Ninos	10/19/1998	On -Site Review	8	9	last 2 audit reports late, no deficit
101-803	West Houston	10/21/1998	On -Site Review	7	9	last 2 audit reports late, no deficit
101-804	George I Sanchez	1/25/1999	1	8		all audits late, <b>\$354,072 deficit</b>
101-805	Girls and Boys	6/18/1998	On -Site Review	6	0	monitor assigned due to audit findings 1st two audits late, no deficit
101-806	Raul Yzaguirre	1/6/1999	On -Site Review	2	6	all audits late, <b>will need to change fiscal year end from 07/31 to 08/31</b>
101-807	University of Houston	1/12/1999	On -Site Review	see comment	1	no financial done, Financial data is audited through state auditors office for U of H, audits always late
108-801	One-Stop Multiservice	11/17/1998	On -Site Review	8	12	all audits late, no deficit, <b>will need to change fiscal year end from 12/31 to 08/31</b>

**UNIVERSITY OF HOUSTON CHARTER SCHOOL – TECH.**

**Admissions:** The school has parents of prospective students line up outside a designated room on registration day, admits them on a first-come, first served basis until available slots are filled, and then uses a lottery to assign applicants a position on a waiting list (p. 23). This first-come, first-served policy favors those with access to UH and ability to wait in line for the limited enrollment spots, in derogation of the federal policy behind open enrollment with a lottery. The school should establish an application period prior to each school year and, at the end of the application period, conduct a lottery among all applicants if applications exceed available space.

**Geographic Boundaries:** OK (p. 24 & Attachment Five).

**Impact Statement:** OK (p. 25).

**Public Notice:** OK (p. 26 & Attachment Seven).

**Facilities:** OK (p. 36).

**Governance Structure:** OK (Attachment Two).

**Evidence of Nonprofit Status:** N/A

UNIVERSITY of HOUSTON

Charter School of Technology

Houston, TX 77204-6861 Fax: 713/743-9121  
713/743-9111



FAX

To: Charles Moody From: Carolyn Black  
 Fax: 512 475 3662 Pages: 2  
 Phone: 512 963 9305 Date: 1-31-01  
 Ref: \_\_\_\_\_ CC: \_\_\_\_\_

Urgent  For Review     Please Comment     Please Reply     Please Recycle

Thanks Charles -  
Carolyn

Can we balance by sex?

We have 1 class with 17 boys.  
I hope my teacher returns next year -  
C

Mary -  
This clears UH.

Charles

## University of Houston Charter School of Technology

## C. Admissions Policy

- 1) Weekly tours, beginning in October and continuing through May, provide prospective parents with a realistic view of a typical school day. A week in April is set as registration week, the time in which applications will be accepted for the upcoming school year lottery. By March, an application packet is developed and mailed to all families requesting information. Applications are also available in the school office. The registration notice is posted at the UHCCC (University of Houston Child Care Center), HDL (Human Development Laboratory), and the UHCS (University of Houston Charter School). An evening meeting is held to advise families of the final number of registration slots and to present information about the school curriculum and expectations. The criteria for eligibility and registration are:
- On or before September 1, children must be five years of age to be enrolled in kindergarten, six years for first grade, seven years for second grade, eight years for third grade, nine years for fourth grade, and ten years for fifth grade. No exceptions are made before enrollment.
  - Siblings of currently enrolled students are automatically enrolled at the kindergarten level.
  - Older siblings of currently enrolled students will be automatically enrolled if slots are available.
  - Children of UHCS staff members are automatically enrolled.
  - Once a child is enrolled, continued enrollment is automatic.
  - Parents must take responsibility to assure UHCS receipt of the application. Office personnel log in each application delivered in person or by mail. Applications received after the deadline are excluded from the initial lottery.
  - Each application will be assigned a number for the child's eligible grade. Numbers for each grade level will be drawn. Applications will be numbered in the order drawn. The applicants receiving the lowest numbers and corresponding to the available slots will be contacted. Enrollment packets will be available that day and are due back completed in the school office within seven days. During the seven days, the parents are to hold an intake conference with the principal. If the intake conference is not held or the packet is not completed or received within seven calendar days, the application is withdrawn, and the next applicant is contacted. After the initial lottery, siblings of enrolled children will be given priority.
  - After initial lottery applicants have an opportunity to enroll, applications arriving after the deadline are included in subsequent lotteries should slots become available.
  - Applications will not be carried over to future school years.
- 2) This unbiased admissions procedure builds a school community comprised of students from many demographic socio-economic, race, and ethnic backgrounds. The process offers parents opportunities to learn about the school.

MEMORANDUM

To: Mary Perry

From: Brenda Niles

Date: Wednesday, December 19, 2000

RE: Review of Charter Application for University of Houston Charter School

The following summarizes various issues and/or concerns for University of Houston Charter School based on our review of their charter application.

**Business Plan**

*Financial Management*

The budget discloses that the school will have a net asset deficit for the next two fiscal years. Please explain.

*Student Attendance Accounting*

The school calendar does not indicate the beginning and ending of the six-week periods.

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## GENERATION 1 CHARTER SCHOOLS RENEWAL APPLICATION REVIEW

Please list and explain any issues that need clarification in the interview process.

ISSUE(S)	REQUIRED INFORMATION	APPLICATION PROVIDED
Child Find 300.125	<p><i>Any reference or assurance to follow 300.125</i></p> <p>Applicant's primary responsibility (including referral systems) is to identify, locate, and evaluate all children with disabilities.</p>	<p>Application states that the charter school will provide Child Find within the student population.</p> <p><b>NOTE</b></p> <p>&gt; The charter's routine marketing, enrollment and advertising should encompass Child Find efforts for students, birth through 21, regardless of their enrollment status at the charter school.</p>
Confidentiality 300.560-300.577	<p><i>Any reference or assurance to follow 34 CFR 99 relating to FERPA and / or 300.560 – 300.577</i></p> <ul style="list-style-type: none"> <li>• Notice to Parents</li> <li>• Access Rights</li> <li>• Record of Access</li> <li>• Records on more than one child</li> <li>• List types and locations of information</li> <li>• Fees</li> <li>• Amendment of records at parent request</li> <li>• Opportunity for a hearing</li> <li>• Result of hearing</li> <li>• Hearing procedures</li> <li>• Consent</li> <li>• Safeguards</li> <li>• Destruction of information</li> <li>• Children's rights</li> <li>• Enforcement</li> <li>• Disciplinary Information</li> <li>• Department use of personally identifiable information</li> </ul>	<p>Application does not address key concepts for this component.</p> <p><b>NOTE</b></p> <p>Application did address:</p> <ul style="list-style-type: none"> <li>• Record of Access</li> <li>• Safeguards</li> </ul> <p><b>MISSING</b></p> <ul style="list-style-type: none"> <li>• Notice to Parents</li> <li>• Access Rights</li> <li>• Records on more than one child</li> <li>• List types and locations of information</li> <li>• Fees</li> <li>• Amendment of records at parent request</li> <li>• Opportunity for a hearing</li> <li>• Result of hearing</li> <li>• Hearing procedures</li> <li>• Consent</li> <li>• Destruction of information</li> <li>• Children's rights</li> <li>• Enforcement</li> <li>• Disciplinary Information</li> <li>• Department use of personally identifiable information</li> </ul>
Procedural Safeguards 300.504	<p><i>Any reference or assurance to follow 34 CFR 300.504; or a reference to the State Procedural Safeguard Brochure;</i></p>	<p>Application addresses:</p> <ul style="list-style-type: none"> <li>• A copy of the procedural safeguards is given to parents at a</li> </ul>

<p>Procedural Safeguards (con't.)</p>	<ul style="list-style-type: none"> <li>• A copy of the procedural safeguards is given to parents at a minimum of             <ul style="list-style-type: none"> <li>▪ Initial referral for evaluation</li> <li>▪ Each ARD / IEP notification</li> <li>▪ Reevaluation</li> <li>▪ Receipt of a request for due process</li> </ul> </li> <li>• Contents:             <ul style="list-style-type: none"> <li>▪ Full explanation of independent evaluation</li> <li>▪ Prior written notice</li> <li>▪ Parental consent</li> <li>▪ Access to educational records</li> <li>▪ Opportunity to present complaints</li> <li>▪ Initiate due process hearing</li> <li>▪ AEP placement</li> <li>▪ Private school students</li> <li>▪ Mediation</li> <li>▪ Due process hearing</li> <li>▪ State level appeals</li> <li>▪ Civil actions</li> <li>▪ Attorneys' fee</li> <li>▪ State complaint procedures</li> </ul> </li> <li>• Understandable language</li> </ul>	<p>minimum of</p> <ul style="list-style-type: none"> <li>▪ Initial referral for evaluation</li> <li>▪ Each ARD / IEP notification</li> <li>▪ Reevaluation</li> </ul> <p><b>MISSING</b></p> <ul style="list-style-type: none"> <li>• A copy of the procedural safeguards is given to parents at a minimum of             <ul style="list-style-type: none"> <li>▪ Receipt of a request for due process</li> </ul> </li> <li>• Contents:             <ul style="list-style-type: none"> <li>▪ Full explanation of independent evaluation</li> <li>▪ Prior written notice</li> <li>▪ Parental consent</li> <li>▪ Access to educational records</li> <li>▪ Opportunity to present complaints</li> <li>▪ Initiate due process hearing</li> <li>▪ AEP placement</li> <li>▪ Private school students</li> <li>▪ Mediation</li> <li>▪ Due process hearing</li> <li>▪ State level appeals</li> <li>▪ Civil actions</li> <li>▪ Attorneys' fee</li> <li>▪ State complaint procedures</li> </ul> </li> <li>• Understandable language</li> </ul>
<p>Prior notice by agency; content of notice 300.503</p>	<p><i>Any reference or assurance to follow 34 CFR 300.503 and 300.345</i></p>	<p>Application response conveys sufficient knowledge.</p> <p><b>NOTE</b></p> <ul style="list-style-type: none"> <li>➤ Commissioner's Rule defines "reasonable time" as five school days.</li> </ul>
<p>Observation (assessment/ evaluation) 300.531 – 300.543</p>	<p><i>Any reference or assurance to follow 34 CFR 300.531- 300.543, and TEC 29.004</i></p> <ul style="list-style-type: none"> <li>• Initial evaluation</li> <li>• Evaluation procedures</li> <li>• Determination of needed evaluation data</li> <li>• Determination of eligibility</li> <li>• Procedures for determining eligibility &amp; placement</li> <li>• Reevaluation</li> <li>• Additional team members</li> <li>• Criteria for determining the existence of specific learning disabilities</li> <li>• Observation</li> <li>• Written report</li> </ul>	<p>Application does not address key concepts for this component.</p> <p><b>MISSING</b></p> <ul style="list-style-type: none"> <li>• Initial evaluation</li> <li>• Evaluation procedures</li> <li>• Determination of needed evaluation data</li> <li>• Determination of eligibility</li> <li>• Procedures for determining eligibility &amp; placement</li> <li>• Reevaluation</li> <li>• Additional team members</li> <li>• Criteria for determining the existence of specific</li> </ul>

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Transitional Planning 300.29	<i>Any reference or assurance to follow 34 CFR 300.29, TEC 29.011; TAC 89.1110, and the Transition MOU</i>	Application does not address key concepts for this component.

<p>Certified Personnel 300.23; 300.136</p>	<p><i>Any reference or assurance to follow 34 CFR 300.23, 300.136, TAC 89.1131, and SBEC certification requirements.</i></p> <ul style="list-style-type: none"> <li>• Qualified Personnel</li> <li>• Personnel standards</li> </ul>	<p>Application does not address key concepts for this component.</p> <p><b>MISSING</b></p> <ul style="list-style-type: none"> <li>• Qualified Personnel</li> <li>• Personnel standards</li> </ul>
<p>Services to Expelled Students 300.121; 300.522</p>	<p><i>Any reference or assurance to follow 34 CFR 300.121; 300.522 and TEC Chapter 37</i></p> <ul style="list-style-type: none"> <li>• Free Appropriate Public Education (FAPE)             <ul style="list-style-type: none"> <li>▪ 10 day rule</li> <li>▪ TEC Chapter 37</li> </ul> </li> <li>• Determination of Setting</li> </ul>	<p>Application does not address key concepts for this component.</p> <p><b>MISSING</b></p> <ul style="list-style-type: none"> <li>• Free Appropriate Public Education (FAPE)             <ul style="list-style-type: none"> <li>▪ 10 day rule</li> <li>▪ TEC Chapter 37</li> </ul> </li> <li>• Determination of Setting</li> </ul>

**Please list and explain any areas of concern that need to be raised before the State Board of Education.**

CONCERN	ASSURANCE REQUESTED
<p>Charter could be at-risk for potential:</p> <ul style="list-style-type: none"> <li>• Due process hearings</li> <li>• FAPE violations</li> <li>• Compliance issues</li> </ul>	<p>Will the proposed charter submit documentation of knowledge in the specific areas requested above?</p>
<p>Charter school serves Kindergarten.</p>	<p>Will the charter school submit documentation of knowledge of federal guidelines for children with disabilities, ages 3-5, or provide a general assurance to follow the federal guidelines stipulated in 34 CFR 301?</p>

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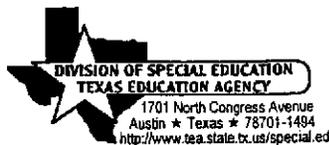
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# Special Education Overview

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First Generation

University of Houston  
Charter School



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December 2000

County-District No.

Region

**Complaints**

No formal complaints received by Agency as of September 30, 2000.

**Legal**

No pending hearings, no hearings docketed as of September 30, 2000.

**Accountability (program monitoring)**

Date of Visit	Number of Indicators Cited	Corrective Action Status	Special Education Compliance Status	Comments
1/11/99	2	Closed: 10/20/00	Corrective Action: Compliant	

Data provided by the Division of Accountability Evaluations, December 18, 2000

**Funding**

Fiscal Year	IDEA-B Formula	Capacity Building	Preschool	State Special Education Block Grant
1999-2000	\$0.00	\$0.00	\$16.00	\$1,617.00
1998-1999	\$0.00	\$0.00	\$8.00	\$4,209.00
1997-1998	\$0.00	n/a	\$0.00	\$0.00

Source: WEB SAS and Division of State Funding

**Ethnicity**

Fiscal Year	Native Amer		Asian		Afr Amer		Hispanic		White		All Students		
	Non Sped	Sped	Non Sped	Sped	Non Sped	Sped	Non Sped	Sped	Non Sped	Sped	Non Sped	Sped	Total
1999-2000	0	0	6	█	32	0	25	0	37	0	100	█	101
1998-1999	0	0	6	0	25	0	21	0	29	0	81	0	81
1997-1998	0	0	█	0	12	0	8	0	17	0	40	0	40

Source: PEIMS

**Disability**

Fiscal Year	MD	Other Disabilities
1999-2000	█	0
1998-1999	No students with disabilities reported	
1997-1998		

AI = Auditory Impairment      ED = Emotional Disturbance      NCEC = Noncategorical      SI = Speech Impairment  
 AU = Autism                      LD = Learning Disabled              OHI = Other Health Impaired      TBI = Traumatic Brain Injury  
 DB = Deafblind                    MD = Multiple Disabilities            OI = Orthopedic Impairment        VI = Visual Impairment  
 DD = Developmental Delay      MR = Mental Retardation

Source: PEIMS

**Instructional Arrangement/Setting**

Fiscal Year	Mainstream	Resource	Self-Contained	Res Care & Treatment
1999-2000	█	0	0	0
1998-1999	No students with disabilities reported			
1997-1998				

Source: PEIMS

**Discipline**

Fiscal Year	Student Population		In-School Suspension		Out-of-School Suspension	
	Non Sped	Sped	Non Sped	Sped	Non Sped	Sped
1999-2000	100	█	0	0	0	0
1998-1999	81	0	0	0	0	0

Note: Initial year of data collection 1998-99

Source: PEIMS

**TAAS (Special Education Students Only)**

Fiscal Year	Number Eligible to Take the TAAS	Number ARD-Exempted From Taking TAAS	Number Taking the TAAS	Number Passing TAAS
1999-2000	No special education students eligible to take TAAS			
1998-1999				
1997-1998				

Source: Division of Student Assessment TAAS Data

**GENERATION 1 CHARTER SCHOOLS RENEWAL APPLICATION REVIEW**

Please list and explain any issues that need clarification in the interview process.

ISSUE(S)	REQUIRED INFORMATION	APPLICATION PROVIDED
<p>Child Find 300.125</p>	<p><i>Any reference or assurance to follow 300.125</i> Applicant's primary responsibility (including referral systems) is to identify, locate, and evaluate all children with disabilities.</p>	<p>Application states that the charter school will provide Child Find within the student population.</p> <p><b>NOTE</b>                      &gt; The charter's routine marketing, enrollment and advertising should encompass Child Find efforts for students, birth through 21, regardless of their enrollment status at the charter school.</p>
<p>Confidentiality 300.560-300.577</p>	<p><i>Any reference or assurance to follow 34 CFR 99 relating to FERPA and / or 300.560 – 300.577</i></p> <ul style="list-style-type: none"> <li>• Notice to Parents</li> <li>• Access Rights</li> <li>• Record of Access</li> <li>• Records on more than one child</li> <li>• List types and locations of information</li> <li>• Fees</li> <li>• Amendment of records at parent request</li> <li>• Opportunity for a hearing</li> <li>• Result of hearing</li> <li>• Hearing procedures</li> <li>• Consent</li> <li>• Safeguards</li> <li>• Destruction of information</li> <li>• Children's rights</li> <li>• Enforcement</li> <li>• Disciplinary Information</li> <li>• Department use of personally identifiable information</li> </ul>	<p>Application does not address key concepts for this component.</p> <p><b>NOTE</b> Application did address:</p> <ul style="list-style-type: none"> <li>• Record of Access</li> <li>• Safeguards</li> </ul> <p><b>MISSING</b></p> <ul style="list-style-type: none"> <li>• Notice to Parents</li> <li>• Access Rights</li> <li>• Records on more than one child</li> <li>• List types and locations of information</li> <li>• Fees</li> <li>• Amendment of records at parent request</li> <li>• Opportunity for a hearing</li> <li>• Result of hearing</li> <li>• Hearing procedures</li> <li>• Consent</li> <li>• Destruction of information</li> <li>• Children's rights</li> <li>• Enforcement</li> <li>• Disciplinary Information</li> <li>• Department use of personally identifiable information</li> </ul>
<p>Procedural Safeguards 300.504</p>	<p><i>Any reference or assurance to follow 34 CFR 300.504; or a reference to the State Procedural Safeguard Brochure;</i></p>	<p>Application addresses:</p> <ul style="list-style-type: none"> <li>• A copy of the procedural safeguards is given to parents at a</li> </ul>

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262516

- **Special Education**

Quality of Services Provided

The University of Houston Charter School of Technology currently serves 83 students. Although none of the students have been identified as needing special education services, three referrals to special education are currently in process. The school has been operational since January 27, 1997, and is chartered for kindergarten through fifth grades.

The school holds an open enrollment each year and participants are enrolled using the lottery system. The multi-age classes range in student population of 19-22 students with one lead teacher and one assistant teacher assigned to each class. Due to the small school size, collaboration among teachers and between grade levels is a continual on-going daily process.

As a result of the constant communication among faculty and parents regarding the children, the school climate is described as open, family-oriented, and innovative with committed teachers interested in providing a safe place in which to learn and problem-solve.

Additionally, the parents are supportive and feel welcome in visiting their children's classes at any time. From the parent meeting, it was learned that the parents are committed to their children's education and they actively participate in the school's open house, picnics for families, Family Math Night, Art and Authors Night, and also act as chaperones for field trips. Overall, parents are pleased with their children's academic performance. While the faculty has received adequate staff development in related issues, there is a lack of staff development pertaining to special education. Teacher interviews revealed that the staff has not received adequate knowledge in the areas of federal regulations as mandated by the Individuals with Disabilities Education Act (IDEA).

Recommendation: It is the recommended that the charter school seek staff development in the areas of federal regulations regarding special education, specifically the new IDEA 1997 requirements.

Comprehensive Analysis Process

In response to the Office of Special Education Programs' (OSEP) 1996 monitoring visit, the district has scheduled education service center training to review requirements in each area identified in the report and in conducting a comprehensive analysis of its special education program. The district is also in the process of establishing an ongoing system to ensure that all staff will be trained in the areas identified.

Required Action: The district will submit to the Agency by May 31, 1999, an updated report on its progress on the comprehensive analysis (See S36: Corrective Action Plan [CAP] Implementation in the DEC Reference Guide: Part II—Special Education.)

## Selected Program Indicators

Thirty-six indicators were reviewed for special education. Of these indicators, seven were found to be in compliance with state/federal requirements, and twenty-seven were not applicable. The on-site review team determined that the following indicators were not in compliance with state/federal requirements.

- S4. Has the district established and implemented policies, procedures, and operating guidelines concerning the confidentiality of personally identifiable information?  
34 CFR §§300.560-300.574, 99.6, 99.20-99.22, 99.30-99.37; TEC, §25.002

There was insufficient documentation to support a determination of compliance for the following items within this indicator.

- (c) The district has provided or conducted training and/or instruction regarding the state's policies and procedures to all individuals using or collecting personally identifiable information.
- (d) The district informs parents when personally identifiable information is no longer needed to provide educational services to the child and destroys records at parents' requests.
- (e) Notice of confidentiality rights is given to the parent(s) and/or adult student on an annual basis.
- (f) Parents were afforded an opportunity to inspect and review any education records relating to their child that are collected, maintained, or used by the district.
- (g) The district provided the parent with explanations and interpretations of the records requested.
- (h) The district provided the parent copies of the records to ensure the parents right to review and inspect the records containing information on their child.
- (i) The district provided a representative of the parent an opportunity to inspect and review their child's records.

There is an access record that addresses:

- (m) the district permitted the parent to review and inspect only information specific to their child when the record included information on children other than their own
- (n) the district provided the parents upon request a list of the types and locations of education records collected, maintained, or used by the district
- (o) if the district charged a fee for copies of records, the requested fee did not prevent the parent from exercising their right to inspect and review their child's records

When the parent requests the amendment of records:

- (p) the district determined whether to amend the information in accordance with the request within a reasonable period of time from the receipt of the request

- (q) the district advised the parents of their right to a hearing under 34 CFR §300.568 when the district refused to amend the information in accordance with the parents' request
- (r) the district provided, upon request, 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

The district, as a result of the hearing:

- (s) decided that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, amended the information accordingly, and informed the parent in writing
- (t) decided that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, and informed the parent of the right to place in the records of their child a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the district

Any information placed in the record as a result of a hearing:

- (u) is maintained by the district as part of the record for as long as the district maintains the child's record
- (v) if the record is disclosed by the district to any party, the parent's statement is also disclosed

The district conducted a hearing according to the following procedures found in 34 CFR §99.22:

- (w) The district held the hearing within a reasonable time after receiving a request for a hearing from the parent.
- (x) The district gave the parent notice of the date, time, and place, in a reasonable time prior to the hearing.
- (y) The hearing was conducted by an official of the district who did not have a direct interest in the outcome of the hearing.
- (z) The district gave the parent a full and fair opportunity to present evidence relevant to the amendment of the record.
- (aa) The district made its decision in a reasonable amount of time after the hearing and presented it in writing to the parent.
- (bb) The district's decision was based solely on the evidence presented at the hearing, and the summary of evidence and the reasons for the decision were included in the written report of the hearing.

Specifically, items (c-i) and (m-bb) apply as the district has not established policies, procedures and operating guidelines concerning the confidentiality of personally identifiable information.

***Required Corrective Action:*** *To ensure compliance regarding this indicator, within 45 days of the date of the final report, the district will submit written corrective actions, with time lines, which will be or have been implemented. The district's*

*actions must include a review of any students whose programs were not reviewed during the visit but whose services may be impacted by this finding.*

- S11. Do the notices of *procedural safeguards*; assessment; admission, review, and dismissal (ARD) meetings; and refusal to provide services in regard to identification, evaluation, placement, or free appropriate public education (FAPE) include appropriate documentation?  
34 CFR §§300.344, 300.345, 300.501, 300.502, 300.504, 300.505-300.513, 20 U.S.C. 1415(m), 300.530, 20 U.S.C. 1414(d)(1)(B)(i), 300.560-300.574; 19 TAC §§89.1015, 89.1020, 89.1025, 89.1045, 89.1110

#### **S11.1 Procedural Safeguards Notice**

There was insufficient documentation to support a determination of compliance for the following item within this indicator.

A copy of the procedural safeguards available to the parents of a child with a disability must be given to the parents, at a minimum:

- (a) upon initial referral for evaluation

Specifically, item (a) applies since there was no record in partially completed referral that the parent had received the procedural safeguard notice.

***Required Corrective Action:*** *To ensure compliance regarding this indicator, within 45 days of the date of the final report, the district will submit written corrective actions, with time lines, which will be or have been implemented. The district's actions must include a review of any students whose programs were not reviewed during the visit but whose services may be impacted by this finding.*

**Areas of Strength in fulfilling the charter**

- Integrate curriculum using constructivist approach
- Ethnically-diversed enrollment
- Teacher-to-student ratio 1:10 – 1:12 with teacher assistants in each class
- Demonstration school sponsored by University of Houston Provost Office
- Teachers and interns assigned through university
- Guest teachers and experts provided through university
- Network system appears to be strong

**Areas of Concern in fulfilling the charter**

- No lunch provisions for students, and some quality for free and reduced meals

**Areas of Strength in the proposal for future years**

- Continuation of existing program

**Areas of Concern in the proposals for future years**

Charter School: University of Houston Charter School

Reviewer Number: 2

**Areas of strength in fulfilling the charter**

- Reenrollment rate is 91% indicating high satisfaction: small waiting list indicates demand
- Diverse student population
- Very low student teacher ratios -- 1 lead and 1 assistant per class
- Excellent collaboration at UH from various departments for this school
- Has received considerable positive PR about the school -- fulfilling mission of becoming a model for constructivist approach
- Independent evaluation to verify appropriate use of constructivist approach
- Use of Project Achieve for better written records -- tracking alignment with TEKS
- Extensive training in constructivist approach for faculty
- Good use of reputable diagnostic tests
- Administering the Stanford 9 to get more data on student performance
- Use of survey to collect stakeholder satisfaction -- ratings are good to excellent - and data was used to guide budget development. Excellent!
- Improved software for preparation of PEIMS data
- Good outreach to other educators wanting to learn the constructivist approach

**Areas of concern in fulfilling the charter**

- ★ ★ • Although the test scores are solid, 90% or more of this particular student population group should pass both the reading and math portions of the TAAS. I question how much direct reading instruction with a strong phonics base is being provided, and how much direct math instruction is being provided.
- Are facilities adequate?
- *Negative math TLI*

**Areas of strength in the proposal for future years**

- Have developed a five-year plan through Campus Involvement committee
- Use of a wide variety of assessment measures
- Securing a new facility -- meeting specific educational requirements
- Developing student benchmarks for science, literacy, math, social studies, technology ( make sure they are aligned with TEKS) for students entering middle school
- Assessing and restructuring math curriculum -- a good idea based on data.
- Development of an integrated fine arts curriculum
- Independent evaluation of the program

**Areas of concern in the proposal for future years**

- Setting TAAS goal of 75% pass rate -- why so low? School should put more emphasis on meeting/exceeding TAAS objectives.
- ★ ★ • Reading Recovery may not be the most cost effective intervention program

- Math programs the school is planning to adopt may not be the strongest for improving student performance in math. — *Everyday MATH OK*
- OK for teachers to be companion/guides, but research is clear that they should also provide some direct instruction for maximum results.
- Literacy approach is whole language -- should look at research-based reading programs that include phonemic and phonological awareness
- Projected deficits for 2002 and 2003 are about \$250,000 each year

Charter School University of Houston Charter School Reviewer Number 3

Areas of Strength in fulfilling the charter

Areas of Concern in fulfilling the charter

Weak math program

Areas of Strength in the proposal for future years

Areas of Concern in the proposals for future years

Reviewer # 94

Charter School University of Houston Charter School for Technology

Areas of Strength in fulfilling the charter:

The unique nature of this charter adds a built in support system from the University of Houston that gives this charter a great deal of assistance that almost guarantees a successful program that could not help but meet its goals. U of H helps by providing a modern facility and instructional support as well as support from the College of Technology. The U of H research facilities facilitate continuous evaluation of this program so that academic adjustments can be routinely made. Further, the involvement of the university and the fact that the school operates under the university has guaranteed stability in the finance and the governance of the charter. The College of Education and the College of Social Work provide support for the instructional program by providing student teachers and interns for the charter school. This has enabled them to maintain a low student/teacher ratio that permits teachers to provide intensive individualized academic instruction. The extremely high re-enrollment rate is a testimony to the effectiveness of this charter.

Areas of concern in fulfilling the charter

None

Areas of strength in the proposal for future years

The greatest asset in the proposal is the continued commitment of the University of Houston to the support of this charter in providing facilities, instructional and technological support, research and evaluation, and quality staffing and staff support.

The program has the potential for continued growth and improvement due to the utilization of varied evaluation results as a means of improving the instructional program and adapting to the needs of individual students.

Areas of Concern for future years

None

291

Areas of Strength in fulfilling the charter

- Build on the constructivist approach
- Lead teacher and an assistant teacher
- Teacher/student ratio 1:10 to 1:12
- Evaluation of the school indicates that students are happy and successful at this school.
- 81% of goals met 1990 in progress

Areas of Concern in fulfilling the charter

Areas of Strength in the proposal for future years

- Commitment of learning through constructivist educational practices
- Benchmarks for science, literacy, math, social studies
- Classroom block time for literacy, and math
- Fine arts class - music
- Testing of students and data kept on student progress -  
The Work Sampling System, Everyday Mathematics, Words their Way,  
Early Reading Ability, Early Math Ability

Areas of Concern in the proposals for future years

- How much reading instruction is being done.
- Need to improve math scores
- Structure math block to align to TAAS

Acceptable

Charter School U of Houston

Reviewer Number 7  
K-5  
133

Areas of Strength in fulfilling the charter

Grade  
3-4

Attendance - good  
Great faculty attendance - 95%  
Good gains in reading  
Using Everyday Math - & it used correctly  
Words Their Way  
Well-articulated plan for Ed.  
Extended Day - until 6:00

will implement

Areas of Concern in fulfilling the charter

Math is weakest area - Curriculum needs to be carefully assessed  
Literacy - Reading Recovery - does not show good research about achievement  
Uses Constructivism - but if kids don't piece together ideas, then don't get whole concept (ie: math).

8  
743

Areas of Strength in the proposal for future years

Areas of Concern in the proposals for future years

Should consider "keeping up" K, 1, + 2 literacy + math.  
Need to add more direct, explicit instruction in math + reading.

**Charter School:** University of Houston Charter School

**Reviewer Number:** 2

**Areas of strength in fulfilling the charter**

- Reenrollment rate is 91% indicating high satisfaction; small waiting list indicates demand
- Diverse student population
- Very low student teacher ratios -- 1 lead and 1 assistant per class
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- Are facilities adequate?
- *Negative math TLI*

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- Use of a wide variety of assessment measures
- Securing a new facility -- meeting specific educational requirements
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- Development of an integrated fine arts curriculum
- Independent evaluation of the program

**Areas of concern in the proposal for future years**

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- Math programs the school is planning to adopt may not be the strongest for improving student performance in math. - *Everyday MATH OK*
- OK for teachers to be companion/guides, but research is clear that they should also provide some direct instruction for maximum results.
- Literacy approach is whole language -- should look at research-based reading programs that include phonemic and phonological awareness
- Projected deficits for 2002 and 2003 are about \$250,000 each year

**Charter School Name:** University of Houston Charter **Reviewer Number:** 1

**Areas of Strength in fulfilling the charter**

- Integrate curriculum using constructivist approach
- Ethnically-diversed enrollment
- Teacher-to-student ratio 1:10 – 1:12 with teacher assistants in each class
- Demonstration school sponsored by University of Houston Provost Office
- Teachers and interns assigned through university
- Guest teachers and experts provided through university
- Network system appears to be strong

**Areas of Concern in fulfilling the charter**

- No lunch provisions for students, and some quality for free and reduced meals

**Areas of Strength in the proposal for future years**

- Continuation of existing program

**Areas of Concern in the proposals for future years**

Charter School University of Houston Charter School for Technology Reviewer Number 3

Areas of Strength in fulfilling the charter

Areas of Concern in fulfilling the charter

Weak math program

Areas of Strength in the proposal for future years

Areas of Concern in the proposals for future years

Reviewer # 94

Charter School University of Houston Charter School for Technology

Areas of Strength in fulfilling the charter:

The unique nature of this charter adds a built in support system from the University of Houston that gives this charter a great deal of assistance that almost guarantees a successful program that could not help but meet its goals. U of H helps by providing a modern facility and instructional support as well as support from the College of Technology. The U of H research facilities facilitate continuous evaluation of this program so that academic adjustments can be routinely made. Further, the involvement of the university and the fact that the school operates under the university has guaranteed stability in the finance and the governance of the charter. The College of Education and the College of Social Work provide support for the instructional program by providing student teachers and interns for the charter school. This has enabled them to maintain a low student/teacher ratio that permits teachers to provide intensive individualized academic instruction. The extremely high re-enrollment rate is a testimony to the effectiveness of this charter.

Areas of concern in fulfilling the charter

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Areas of Concern for future years

None

Areas of Strength in fulfilling the charter

- Build on the constructivist approach
- Lead teacher and an assistant teacher
- Teacher/student ratio 1:10 to 1:12
- Evaluation of the school indicates that students are happy and successful at this school.
- 81% of goals met 19% in progress

Areas of Concern in fulfilling the charter

Areas of Strength in the proposal for future years

- Commitment of learning through constructivist educational practice
- Benchmarks for science, literacy, math, social studies
- Classroom block time for literacy, and math
- Fine arts classes - music
- Testing of students and data kept on student progress - The Work Sampling System, Everyday Mathematics, Words their Way, Early Reading Ability, Early Math Ability

Areas of Concern in the proposals for future years

- How much Reading instruction is being done.
- Need to improve math scores
- Structure math block to align to TAAS

Acceptable

Charter School Wq Houston

Reviewer Number 7  
K-5  
133

Areas of Strength in fulfilling the charter

Attendance - good  
Great faculty attendance - 95%  
Good gains in reading  
Using Everyday Math -  $\rightarrow$  it used correctly  
Words Their Way  
Well-articulated Plan for Ed.  
Extended Day - until 6:00

will implement

Areas of Concern in fulfilling the charter

Math is weakest area - Curriculum needs to be carefully assessed  
Literacy - Reading Recovery - does not show good research about achievement  
Uses Constructivism - but if kids don't piece together ideas, they don't get whole concept (ie. math).

743

Areas of Strength in the proposal for future years

Areas of Concern in the proposals for future years

Should consider "beefing up" K, 1, + 2 literacy + math  
Need to add more direct, explicit instruction -  
math + reading.

300

208

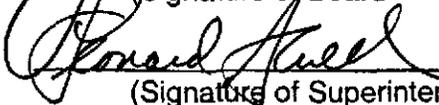
**Statement of Impact**

Name of Proposed Charter School: University of Houston Charter School

Check the appropriate response below:

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

The proposed open-enrollment charter school (amendment) **is** expected to impact the school district in the following manner:  
(Describe the impact in the space below and/or attach any supporting documentation.)

<u>Katy ISD</u> (District Name)	<u>101-914</u> (County-District Identification Number)
<u>P.O. Box 159, Katy, TX 77492-0159</u> (District Address)	
<u></u> (Signature of Board President)	<u>JEM Adams</u> (Print Board President's Name)
<u></u> (Signature of Superintendent)	<u>LEONARD Merrell</u> (Print Superintendent's Name)
<u>November 13, 2000</u> (Date)	<u>281-396-6000</u> (Phone Number)

**Statement of Impact**

Name of Proposed Charter School: University of Houston Charter School

Check the appropriate response below:

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

The proposed open-enrollment charter school (amendment) **is** expected to impact the school district in the following manner:  
(Describe the impact in the space below and/or attach any supporting documentation.)

<u>Conroe ISD</u> (District Name)	<u>170-902</u> (County-District Identification Number)
<u>702 N. Thompson, Conroe, TX 77301</u> (District Address)	
<u></u> (Signature of Board President)	<u>Alan A. Moore</u> (Print Board President's Name)
<u></u> (Signature of Superintendent)	<u>David L. Lusk</u> (Print Superintendent's Name)
<u>11-6-00</u> (Date)	<u>936-760-7701</u> (Phone Number)

RECEIVED  
TEXAS STATE BOARD OF EDUCATION  
25 NOV 27 11 57

# TEXAS EDUCATION AGENCY

## Renewal Process On-Site Visit Report

**Charter School:** University of Houston Charter School  
**Date of Visit:** November 16, 2000

The purpose of the on-site visit is to verify the information provided in the renewal application regarding the accomplishment of the terms of the charter. The verification documents include the approved charter application, amendments, and the contract, as well as the renewal application. Other related data was reviewed as needed.

**The *Educational Program* as described in the original and renewal applications is compared below.**

Parentheses indicate the number assigned the topic in the original application.

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

Comparison:

Original and renewal applications stress the same constructionist approach. Renewal application clearly states school progress within its originally stated guidelines

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

Comparison:

The school has not reached its 95% goal for TAAS passing for all grades. Scores are given in the renewal application. Other goals have been met, or nearly so.

3. (4) *Describe any additional accountability provisions in addition to those required under TEC Chapter 39, Subchapters B, C, D, and G, by which the performance of the open-enrollment charter will be assessed. Provide the deadline or intervals by which the performance of the open-enrollment charter will be determined for accountability purposes.*

Comparison:

A battery of tests the school has begun giving this year were examined. They are only just beginning to administer extra tests.

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

Comparison:

The governance board is the same.

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

Comparison:

The requirement for experience in teaching is limited to lead teachers in the renewal application.

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

Comparison:

A five-year budget is being used. This was not specifically specified in the original application and only conflicts with it because of the wording of the question ("annual budget").

7. (11) *Describe the facilities to be used.*

Comparison:

The school has followed the loose plan set out in the original application. A tour of the school was made. The temporary buildings have much more room than the classrooms in the original building, but none of the children seemed hampered by the close quarters. Materials are plentiful at this school

During conversations with staff, plans to build a new facility just down the street from the current location were disclosed.

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

Comparison:

The geographical area has not changed.

304

212

The *Educational Plan* as described in the renewal application is reviewed below.

1. *Tell how the program incorporated the required minimum curriculum as provided by § 28.002, TEC. Describe the scope and sequence of the curriculum as delivered by the charter school with particular attention to the core curriculum, i.e., reading, mathematics, science and social studies.*

Review:

The school is very devoted to its constructionist approach. Classes are multi-age.

2. *Describe any unique curricular experiences offered by the charter school that enhance student success beyond the minimum curriculum.*

Review:

The results of much of the visual arts curriculum were observed.

3. *Describe how the program incorporates the Texas Essential Knowledge and Skills (TEKS) into the curriculum and address goals, objectives, and content in all subject areas and grade levels.*

Review:

Application is clear.

4. *Describe the connection between the TEKS, classroom instruction, and assessing student progress.*

Review:

Application is clear.

5. *Describe how the program prepares students to meet state graduation requirements.*

Review:

6. *Describe teaching methods used. Tell how this pedagogy enhances student learning. Include information about materials, strategies, techniques, and procedures used to meet the needs of the student population.*

Review:

Many learning games were being played, many books being read, and several art projects were in progress during the visit.

305

7. Describe your assessment of individual student performance in the core academic areas. Describe the instruments used and instructional planning resulting from early assessment of reading in grades K-12, if applicable. Include the process used to determine the baseline of achievement levels of students, the results to be achieved, and the methods of measurement to be used.

Review:

One example of the test battery given to children on arrival at the school was observed.

8. Describe the methods to identify the educational strengths and needs of individual students.

Review:

Application is clear.

9. Describe the extent to which program goals and performance standards are being met.

Review:

Application is clear.

10. Describe how student evaluation results are used by the school to improve instructional programs.

Review:

Tests given throughout the year determine progress.

11. Describe professional development opportunities that will be offered to support the mission of the school.

Review:

In addition to those described in the application, the school has ties with other charter schools in the area and is in frequent contact with their personnel.

306

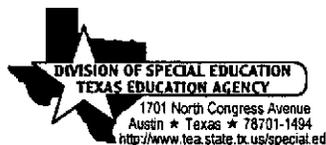
214

# Special Education Overview

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First Generation

University of Houston  
Charter School



307

215

December 2000

County-District No.

Region

**Complaints**

No formal complaints received by Agency as of September 30, 2000.

**Legal**

No pending hearings, no hearings docketed as of September 30, 2000.

**Accountability (program monitoring)**

Date of Visit	Number of Indicators Cited	Corrective Action Status	Special Education Compliance Status	Comments
1/11/99	2	Closed: 10/20/00	Corrective Action: Compliant	

Data provided by the Division of Accountability Evaluations, December 18, 2000

**Funding**

Fiscal Year	IDEA-B Formula	Capacity Building	Preschool	State Special Education Block Grant
1999-2000	\$0.00	\$0.00	\$16.00	\$1,617.00
1998-1999	\$0.00	\$0.00	\$8.00	\$4,209.00
1997-1998	\$0.00	n/a	\$0.00	\$0.00

Source: WEB SAS and Division of State Funding

**Ethnicity**

Fiscal Year	Native Amer		Asian		Afr Amer		Hispanic		White		All Students		
	Non Sped	Sped	Non Sped	Sped	Non Sped	Sped	Non Sped	Sped	Non Sped	Sped	Non Sped	Sped	Total
1999-2000	0	0	6	■	32	0	25	0	37	0	100	■	101
1998-1999	0	0	6	0	25	0	21	0	29	0	81	0	81
1997-1998	0	0	■	0	12	0	8	0	17	0	40	0	40

Source: PEIMS

**Disability**

Fiscal Year	MD	Other Disabilities
1999-2000	■	0
1998-1999	No students with disabilities reported	
1997-1998		

AI = Auditory Impairment      ED = Emotional Disturbance      NCEC = Noncategorical      SI = Speech Impairment  
 AU = Autism                      LD = Learning Disabled              OHI = Other Health Impaired      TBI = Traumatic Brain Injury  
 DB = Deafblind                      MD = Multiple Disabilities              OI = Orthopedic Impairment      VI = Visual Impairment  
 DD = Developmental Delay      MR = Mental Retardation

Source: PEIMS 308

**Instructional Arrangement/Setting**

Fiscal Year	Mainstream	Resource	Self-Contained	Res Care & Treatment
1999-2000	█	0	0	0
1998-1999	No students with disabilities reported			
1997-1998				

Source: PEIMS

**Discipline**

Fiscal Year	Student Population		In-School Suspension		Out-of-School Suspension	
	Non Sped	Sped	Non Sped	Sped	Non Sped	Sped
1999-2000	100	█	0	0	0	0
1998-1999	81	0	0	0	0	0

Note: Initial year of data collection 1998-99

Source: PEIMS

**TAAS (Special Education Students Only)**

Fiscal Year	Number Eligible to Take the TAAS	Number ARD-Exempted From Taking TAAS	Number Taking the TAAS	Number Passing TAAS
1999-2000	No special education students eligible to take TAAS			
1998-1999				
1997-1998				

Source: Division of Student Assessment TAAS Data

# TEXAS EDUCATION AGENCY

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**Date of Visit:** November 16, 2000

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6. *Describe teaching methods used. Tell how this pedagogy enhances student learning. Include information about materials, strategies, techniques, and procedures used to meet the needs of the student population.*

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312

220

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Review:

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In addition to those described in the application, the school has ties with other charter schools in the area and is in frequent contact with their personnel.

22

313

**UNIVERSITY OF HOUSTON CHARTER SCHOOL – TECH.**

**Admissions:** The school has parents of prospective students line up outside a designated room on registration day, admits them on a first-come, first served basis until available slots are filled, and then uses a lottery to assign applicants a position on a waiting list (p. 23). This first-come, first-served policy favors those with access to UH and ability to wait in line for the limited enrollment spots, in derogation of the federal policy behind open enrollment with a lottery. The school should establish an application period prior to each school year and, at the end of the application period, conduct a lottery among all applicants if applications exceed available space.

**Geographic Boundaries:** OK (p. 24 & Attachment Five).

**Impact Statement:** OK (p. 25).

**Public Notice:** OK (p. 26 & Attachment Seven).

**Facilities:** OK (p. 36).

**Governance Structure:** OK (Attachment Two).

**Evidence of Nonprofit Status:** N/A

**TEXAS EDUCATION AGENCY**  
**Division of School Financial Audits**

**MEMORANDUM**

**To:** Mary Perry

**From:** Brenda Niles

**Date:** Wednesday, December 19, 2000

**RE:** Review of Charter Application for University of Houston Charter School

The following summarizes various issues and/or concerns for University of Houston Charter School based on our review of their charter application.

**Business Plan**

*Financial Management*

The budget discloses that the school will have a net asset deficit for the next two fiscal years. Please explain.

*Student Attendance Accounting*

The school calendar does not indicate the beginning and ending of the six-week periods.

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**Areas of Strength in fulfilling the charter**

- Integrate curriculum using constructivist approach
- Ethnically-diversed enrollment
- Teacher-to-student ratio 1:10 – 1:12 with teacher assistants in each class
- Demonstration school sponsored by University of Houston Provost Office
- Teachers and interns assigned through university
- Guest teachers and experts provided through university
- Network system appears to be strong

**Areas of Concern in fulfilling the charter**

- No lunch provisions for students, and some quality for free and reduced meals

**Areas of Strength in the proposal for future years**

- Continuation of existing program

**Areas of Concern in the proposals for future years**

Charter School: University of Houston Charter School

Reviewer Number: 2

**Areas of strength in fulfilling the charter**

- Reenrollment rate is 91% indicating high satisfaction: small waiting list indicates demand
- Diverse student population
- Very low student teacher ratios -- 1 lead and 1 assistant per class
- Excellent collaboration at UH from various departments for this school
- Has received considerable positive PR about the school -- fulfilling mission of becoming a model for constructivist approach
- Independent evaluation to verify appropriate use of constructivist approach
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- Administering the Stanford 9 to get more data on student performance
- Use of survey to collect stakeholder satisfaction -- ratings are good to excellent - and data was used to guide budget development. Excellent!
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- Good outreach to other educators wanting to learn the constructivist approach.

**Areas of concern in fulfilling the charter**

- ★★ • Although the test scores are solid, 90% or more of this particular student population group should pass both the reading and math portions of the TAAS. I question how much direct reading instruction with a strong phonics base is being provided, and how much direct math instruction is being provided.
- Are facilities adequate?
- *Negative math TLI*

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- Have developed a five-year plan through Campus Involvement committee
- Use of a wide variety of assessment measures
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- Assessing and restructuring math curriculum -- a good idea based on data.
- Development of an integrated fine arts curriculum
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- Setting TAAS goal of 75% pass rate -- why so low? School should put more emphasis on meeting/exceeding TAAS objectives.
- ★★ • Reading Recovery may not be the most cost effective intervention program

- Math programs the school is planning to adopt may not be the strongest for improving student performance in math. - *Everyday MATH OK*
- OK for teachers to be companion/guides, but research is clear that they should also provide some direct instruction for maximum results.
- Literacy approach is whole language -- should look at research-based reading programs that include phonemic and phonological awareness
- Projected deficits for 2002 and 2003 are about \$250,000 each year

Charter School University of Houston Charter School Reviewer Number 3

Areas of Strength in fulfilling the charter

Areas of Concern in fulfilling the charter

Weak math program

Areas of Strength in the proposal for future years

Areas of Concern in the proposals for future years

319

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Reviewer # 94

Charter School University of Houston Charter School for Technology

Areas of Strength in fulfilling the charter:

The unique nature of this charter adds a built in support system from the University of Houston that gives this charter a great deal of assistance that almost guarantees a successful program that could not help but meet its goals. U of H helps by providing a modern facility and instructional support as well as support from the College of Technology. The U of H research facilities facilitate continuous evaluation of this program so that academic adjustments can be routinely made. Further, the involvement of the university and the fact that the school operates under the university has guaranteed stability in the finance and the governance of the charter. The College of Education and the College of Social Work provide support for the instructional program by providing student teachers and interns for the charter school. This has enabled them to maintain a low student/teacher ratio that permits teachers to provide intensive individualized academic instruction. The extremely high re-enrollment rate is a testimony to the effectiveness of this charter.

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The greatest asset in the proposal is the continued commitment of the University of Houston to the support of this charter in providing facilities, instructional and technological support, research and evaluation, and quality staffing and staff support.

The program has the potential for continued growth and improvement due to the utilization of varied evaluation results as a means of improving the instructional program and adapting to the needs of individual students.

Areas of Concern for future years

None

320

228

## Areas of Strength in fulfilling the charter

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- 81% of goals met 19% in progress

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- Classroom block time for literacy, and math
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## Areas of Concern in the proposals for future years

- How much reading instruction is being done.
- Need to improve math scores
- Structure math block to align to TAAAS

Acceptable

Charter School U of Houston

Reviewer Number 7  
K-5  
133

Areas of Strength in fulfilling the charter  
3-4

Attendance - good  
Great faculty attendance - 95%  
Good gains in reading  
Using Everyday Math - & it used correctly  
Words Their Way  
Well-articulated Plan for Ed.  
Extended Day - until 6:00

will implement

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Math is weakest area - Curriculum needs to be carefully assessed  
Literacy - Reading Recovery - does not show good research about achievement  
Uses Constructivism - but if kids don't piece together ideas, they don't get whole concept (ie. math).

743

Areas of Strength in the proposal for future years

Areas of Concern in the proposals for future years

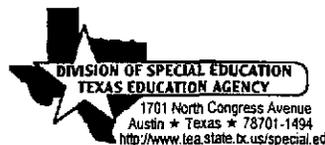
Should consider "beefing up" K, 1, + 2 literacy + math  
Need to add more direct, explicit instruction - math + reading.

# Special Education Overview

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First Generation

University of Houston  
Charter School



223

December 2000

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County-District No.

Region

**Complaints**

No formal complaints received by Agency as of September 30, 2000.

**Legal**

No pending hearings, no hearings docketed as of September 30, 2000.

**Accountability (program monitoring)**

Date of Visit	Number of Indicators Cited	Corrective Action Status	Special Education Compliance Status	Comments
1/11/99	2	Closed: 10/20/00	Corrective Action: Compliant	

Data provided by the Division of Accountability Evaluations, December 18, 2000

**Funding**

Fiscal Year	IDEA-B Formula	Capacity Building	Preschool	State Special Education Block Grant
1999-2000	\$0.00	\$0.00	\$16.00	\$1,617.00
1998-1999	\$0.00	\$0.00	\$8.00	\$4,209.00
1997-1998	\$0.00	n/a	\$0.00	\$0.00

Source: WEB SAS and Division of State Funding

**Ethnicity**

Fiscal Year	Native Amer		Asian		Afr Amer		Hispanic		White		All Students		
	Non Sped	Sped	Non Sped	Sped	Non Sped	Sped	Non Sped	Sped	Non Sped	Sped	Non Sped	Sped	Total
1999-2000	0	0	6	█	32	0	25	0	37	0	100	█	101
1998-1999	0	0	6	0	25	0	21	0	29	0	81	0	81
1997-1998	0	0	█	0	12	0	8	0	17	0	40	0	40

Source: PEIMS

**Disability**

Fiscal Year	MD	Other Disabilities
1999-2000	█	0
1998-1999	No students with disabilities reported	
1997-1998		

AI = Auditory Impairment      ED = Emotional Disturbance      NCEC = Noncategorical      SI = Speech Impairment  
 AU = Autism                      LD = Learning Disabled              OHI = Other Health Impaired      TBI = Traumatic Brain Injury  
 DB = Deafblind                      MD = Multiple Disabilities              OI = Orthopedic Impairment      VI = Visual Impairment  
 DD = Developmental Delay      MR = Mental Retardation

Source: PEIMS

**Instructional Arrangement/Setting**

Fiscal Year	Mainstream	Resource	Self-Contained	Res Care & Treatment
1999-2000	█	0	0	0
1998-1999	No students with disabilities reported			
1997-1998				

Source: PEIMS

**Discipline**

Fiscal Year	Student Population		In-School Suspension		Out-of-School Suspension	
	Non Sped	Sped	Non Sped	Sped	Non Sped	Sped
1999-2000	100	█	0	0	0	0
1998-1999	81	0	0	0	0	0

Note: Initial year of data collection 1998-99

Source: PEIMS

**TAAS (Special Education Students Only)**

Fiscal Year	Number Eligible to Take the TAAS	Number ARD-Exempted From Taking TAAS	Number Taking the TAAS	Number Passing TAAS
1999-2000	No special education students eligible to take TAAS			
1998-1999				
1997-1998				

Source: Division of Student Assessment TAAS Data

**GENERATION 1 CHARTER SCHOOLS RENEWAL APPLICATION REVIEW**

Please list and explain any issues that need clarification in the interview process.

ISSUE(S)	REQUIRED INFORMATION	APPLICATION PROVIDED
<p>Child Find 300.125</p>	<p><i>Any reference or assurance to follow 300.125</i>                      Applicant's primary responsibility (including referral systems) is to identify, locate, and evaluate all children with disabilities.</p>	<p>Application states that the charter school will provide Child Find within the student population.</p> <p><b>NOTE</b>                      &gt; The charter's routine marketing, enrollment and advertising should encompass Child Find efforts for students, birth through 21, regardless of their enrollment status at the charter school.</p>
<p>Confidentiality 300.560-300.577</p>	<p><i>Any reference or assurance to follow 34 CFR 99 relating to FERPA and / or 300.560 – 300.577</i></p> <ul style="list-style-type: none"> <li>• Notice to Parents</li> <li>• Access Rights</li> <li>• Record of Access</li> <li>• Records on more than one child</li> <li>• List types and locations of information</li> <li>• Fees</li> <li>• Amendment of records at parent request</li> <li>• Opportunity for a hearing</li> <li>• Result of hearing</li> <li>• Hearing procedures</li> <li>• Consent</li> <li>• Safeguards</li> <li>• Destruction of information</li> <li>• Children's rights</li> <li>• Enforcement</li> <li>• Disciplinary Information</li> <li>• Department use of personally identifiable information</li> </ul>	<p>Application does not address key concepts for this component.</p> <p><b>NOTE</b>                      Application did address:</p> <ul style="list-style-type: none"> <li>• Record of Access</li> <li>• Safeguards</li> </ul> <p><b>MISSING</b></p> <ul style="list-style-type: none"> <li>• Notice to Parents</li> <li>• Access Rights</li> <li>• Records on more than one child</li> <li>• List types and locations of information</li> <li>• Fees</li> <li>• Amendment of records at parent request</li> <li>• Opportunity for a hearing</li> <li>• Result of hearing</li> <li>• Hearing procedures</li> <li>• Consent</li> <li>• Destruction of information</li> <li>• Children's rights</li> <li>• Enforcement</li> <li>• Disciplinary Information</li> <li>• Department use of personally identifiable information</li> </ul>
<p>Procedural Safeguards 300.504</p>	<p><i>Any reference or assurance to follow 34 CFR 300.504; or a reference to the State Procedural Safeguard Brochure;</i></p>	<p>Application addresses:</p> <ul style="list-style-type: none"> <li>• A copy of the procedural safeguards is given to parents at a</li> </ul>

<p>Procedural Safeguards (con't.)</p>	<ul style="list-style-type: none"> <li>• A copy of the procedural safeguards is given to parents at a minimum of             <ul style="list-style-type: none"> <li>▪ Initial referral for evaluation</li> <li>▪ Each ARD / IEP notification</li> <li>▪ Reevaluation</li> <li>▪ Receipt of a request for due process</li> </ul> </li> <li>• Contents:             <ul style="list-style-type: none"> <li>▪ Full explanation of independent evaluation</li> <li>▪ Prior written notice</li> <li>▪ Parental consent</li> <li>▪ Access to educational records</li> <li>▪ Opportunity to present complaints</li> <li>▪ Initiate due process hearing</li> <li>▪ AEP placement</li> <li>▪ Private school students</li> <li>▪ Mediation</li> <li>▪ Due process hearing</li> <li>▪ State level appeals</li> <li>▪ Civil actions</li> <li>▪ Attorneys' fee</li> <li>▪ State complaint procedures</li> </ul> </li> <li>• Understandable language</li> </ul>	<p>minimum of</p> <ul style="list-style-type: none"> <li>▪ Initial referral for evaluation</li> <li>▪ Each ARD / IEP notification</li> <li>▪ Reevaluation</li> </ul> <p><b>MISSING</b></p> <ul style="list-style-type: none"> <li>• A copy of the procedural safeguards is given to parents at a minimum of             <ul style="list-style-type: none"> <li>▪ Receipt of a request for due process</li> </ul> </li> <li>• Contents:             <ul style="list-style-type: none"> <li>▪ Full explanation of independent evaluation</li> <li>▪ Prior written notice</li> <li>▪ Parental consent</li> <li>▪ Access to educational records</li> <li>▪ Opportunity to present complaints</li> <li>▪ Initiate due process hearing</li> <li>▪ AEP placement</li> <li>▪ Private school students</li> <li>▪ Mediation</li> <li>▪ Due process hearing</li> <li>▪ State level appeals</li> <li>▪ Civil actions</li> <li>▪ Attorneys' fee</li> <li>▪ State complaint procedures</li> </ul> </li> <li>• Understandable language</li> </ul>
<p>Prior notice by agency; content of notice 300.503</p>	<p><i>Any reference or assurance to follow 34 CFR 300.503 and 300.345</i></p>	<p>Application response conveys sufficient knowledge.</p> <p><b>NOTE</b></p> <p>➤ Commissioner's Rule defines "reasonable time" as five school days.</p>
<p>Observation (assessment/evaluation) 300.531 – 300.543</p>	<p><i>Any reference or assurance to follow 34 CFR 300.531- 300.543, and TEC 29.004</i></p> <ul style="list-style-type: none"> <li>• Initial evaluation</li> <li>• Evaluation procedures</li> <li>• Determination of needed evaluation data</li> <li>• Determination of eligibility</li> <li>• Procedures for determining eligibility &amp; placement</li> <li>• Reevaluation</li> <li>• Additional team members</li> <li>• Criteria for determining the existence of specific learning disabilities</li> <li>• Observation</li> <li>• Written report</li> </ul>	<p>Application does not address key concepts for this component.</p> <p><b>MISSING</b></p> <ul style="list-style-type: none"> <li>• Initial evaluation</li> <li>• Evaluation procedures</li> <li>• Determination of needed evaluation data</li> <li>• Determination of eligibility</li> <li>• Procedures for determining eligibility &amp; placement</li> <li>• Reevaluation</li> <li>• Additional team members</li> <li>• Criteria for determining the existence of specific</li> </ul>

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<p>Observation (con't.)</p>		<p>learning disabilities</p> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Written report</li> </ul>
<p>Development &amp; implementation of the IEP 300.342 – 300.350</p>	<p><i>Any reference or assurance to follow 34 CFR 300.342-350</i></p> <ul style="list-style-type: none"> <li>• When IEPs must be in effect</li> <li>• IEP / ARD meetings</li> <li>• IEP / ARD team</li> <li>• Parent participation</li> <li>• Development, review, and revision of the IEP (TAC 89.1050)</li> <li>• Content of the IEP</li> <li>• Agency responsibilities for transition services</li> <li>• IEP accountability</li> </ul>	<p>Application does not address key concepts for this component.</p> <p><b>NOTE</b> Application did address:</p> <ul style="list-style-type: none"> <li>• Content of IEP</li> </ul> <p><b>MISSING</b></p> <ul style="list-style-type: none"> <li>• When IEPs must be in effect</li> <li>• IEP / ARD meetings</li> <li>• IEP / ARD team</li> <li>• Parent participation</li> <li>• Development, review, and revision of the IEP (TAC 89.1050)</li> <li>• Agency responsibilities for transition services</li> <li>• IEP accountability</li> </ul>
<p>Least Restrictive Environment (LRE) Placement 300.550-553</p>	<p><i>Any reference or assurance to follow 34 CFR 300.550-553</i></p> <ul style="list-style-type: none"> <li>• General LRE requirements             <ul style="list-style-type: none"> <li>▪ All placements are made on an individual basis</li> </ul> </li> <li>• Continuum of alternative placements</li> <li>• Placements             <ul style="list-style-type: none"> <li>▪ Annual placement decisions are determined by an ARD committee</li> </ul> </li> <li>• Nonacademic settings</li> </ul>	<p>Application response is vague.</p> <p><b>NOTE</b> Page 20, "Presently, UHCS students receiving other Special Education Services are mainstreamed and receive one-one-one tutoring."              &gt; The special education students may or may not be considered mainstream dependent on the services provided. Please define the "one-one-one tutoring."</p> <p><b>MISSING</b></p> <ul style="list-style-type: none"> <li>• General LRE requirements             <ul style="list-style-type: none"> <li>▪ All placements are made on an individual basis</li> </ul> </li> <li>• Continuum of alternative placements</li> <li>• Placements             <ul style="list-style-type: none"> <li>▪ Annual placement decisions are determined by an ARD committee</li> </ul> </li> <li>• Nonacademic settings</li> </ul>
<p>Transitional Planning 300.29</p>	<p><i>Any reference or assurance to follow 34 CFR 300.29, TEC 29.011; TAC 89.1110, and the Transition MOU</i></p>	<p>Application does not address key concepts for this component.</p>

<p>Certified Personnel 300.23; 300.136</p>	<p><i>Any reference or assurance to follow 34 CFR 300.23, 300.136, TAC 89.1131, and SBEC certification requirements.</i></p> <ul style="list-style-type: none"> <li>• Qualified Personnel</li> <li>• Personnel standards</li> </ul>	<p>Application does not address key concepts for this component.</p> <p><b>MISSING</b></p> <ul style="list-style-type: none"> <li>• Qualified Personnel</li> <li>• Personnel standards</li> </ul>
<p>Services to Expelled Students 300.121; 300.522</p>	<p><i>Any reference or assurance to follow 34 CFR 300.121; 300.522 and TEC Chapter 37</i></p> <ul style="list-style-type: none"> <li>• Free Appropriate Public Education (FAPE)             <ul style="list-style-type: none"> <li>▪ 10 day rule</li> <li>▪ TEC Chapter 37</li> </ul> </li> <li>• Determination of Setting</li> </ul>	<p>Application does not address key concepts for this component.</p> <p><b>MISSING</b></p> <ul style="list-style-type: none"> <li>• Free Appropriate Public Education (FAPE)             <ul style="list-style-type: none"> <li>▪ 10 day rule</li> <li>▪ TEC Chapter 37</li> </ul> </li> <li>• Determination of Setting</li> </ul>

Please list and explain any areas of concern that need to be raised before the State Board of Education.

CONCERN	ASSURANCE REQUESTED
<p>Charter could be at-risk for potential:</p> <ul style="list-style-type: none"> <li>• Due process hearings</li> <li>• FAPE violations</li> <li>• Compliance issues</li> </ul>	<p>Will the proposed charter submit documentation of knowledge in the specific areas requested above?</p>
<p>Charter school serves Kindergarten.</p>	<p>Will the charter school submit documentation of knowledge of federal guidelines for children with disabilities, ages 3-5, or provide a general assurance to follow the federal guidelines stipulated in 34 CFR 301?</p>

**Areas of Strength in fulfilling the charter**

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Charter School: University of Houston Charter School

Reviewer Number: 2

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Charter School University of Houston Clear Lake School of Education Reviewer Number 3

Areas of Strength in fulfilling the charter

Areas of Concern in fulfilling the charter

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Areas of Strength in the proposal for future years

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Reviewer # 94

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Charter School U of Houston

Reviewer Number 7  
K-5  
133

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3-4

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Need to add more direct, explicit instruction in math + reading.

TEXAS EDUCATION AGENCY

Renewal Process On-Site Visit Report

Charter School: University of Houston Charter School  
Date of Visit: November 16, 2000

The purpose of the on-site visit is to verify the information provided in the renewal application regarding the accomplishment of the terms of the charter. The verification documents include the approved charter application, amendments, and the contract, as well as the renewal application. Other related data was reviewed as needed.

The *Educational Program* as described in the original and renewal applications is compared below.

Parentheses indicate the number assigned the topic in the original application.

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

Comparison:

Original and renewal applications stress the same constructionist approach. Renewal application clearly states school progress within its originally stated guidelines

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

Comparison:

The school has not reached its 95% goal for TAAS passing for all grades. Scores are given in the renewal application. Other goals have been met, or nearly so.

3. (4) *Describe any additional accountability provisions in addition to those required under TEC Chapter 39, Subchapters B, C, D, and G, by which the performance of the open-enrollment charter will be assessed. Provide the deadline or intervals by which the performance of the open-enrollment charter will be determined for accountability purposes.*

Comparison:

A battery of tests the school has begun giving this year were examined. They are only just beginning to administer extra tests.

337

245

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

Comparison:

The governance board is the same.

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

Comparison:

The requirement for experience in teaching is limited to lead teachers in the renewal application.

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

Comparison:

A five-year budget is being used. This was not specifically specified in the original application and only conflicts with it because of the wording of the question ("annual budget").

7. (11) *Describe the facilities to be used.*

Comparison:

The school has followed the loose plan set out in the original application. A tour of the school was made. The temporary buildings have much more room than the classrooms in the original building, but none of the children seemed hampered by the close quarters. Materials are plentiful at this school

During conversations with staff, plans to build a new facility just down the street from the current location were disclosed.

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

Comparison:

The geographical area has not changed.

The *Educational Plan* as described in the renewal application is reviewed below.

1. *Tell how the program incorporated the required minimum curriculum as provided by § 28.002, TEC. Describe the scope and sequence of the curriculum as delivered by the charter school with particular attention to the core curriculum, i.e., reading, mathematics, science and social studies.*

Review:

The school is very devoted to its constructionist approach. Classes are multi-age.

2. *Describe any unique curricular experiences offered by the charter school that enhance student success beyond the minimum curriculum.*

Review:

The results of much of the visual arts curriculum were observed.

3. *Describe how the program incorporates the Texas Essential Knowledge and Skills (TEKS) into the curriculum and address goals, objectives, and content in all subject areas and grade levels.*

Review:

Application is clear.

4. *Describe the connection between the TEKS, classroom instruction, and assessing student progress.*

Review:

Application is clear.

5. *Describe how the program prepares students to meet state graduation requirements.*

Review:

6. *Describe teaching methods used. Tell how this pedagogy enhances student learning. Include information about materials, strategies, techniques, and procedures used to meet the needs of the student population.*

Review:

Many learning games were being played, many books being read, and several art projects were in progress during the visit.

7. Describe your assessment of individual student performance in the core academic areas. Describe the instruments used and instructional planning resulting from early assessment of reading in grades K-12, if applicable. Include the process used to determine the baseline of achievement levels of students, the results to be achieved, and the methods of measurement to be used.

Review:

One example of the test battery given to children on arrival at the school was observed.

8. Describe the methods to identify the educational strengths and needs of individual students.

Review:

Application is clear.

9. Describe the extent to which program goals and performance standards are being met.

Review:

Application is clear.

10. Describe how student evaluation results are used by the school to improve instructional programs.

Review:

Tests given throughout the year determine progress.

11. Describe professional development opportunities that will be offered to support the mission of the school.

Review:

In addition to those described in the application, the school has ties with other charter schools in the area and is in frequent contact with their personnel.

# TEXAS EDUCATION AGENCY

## Renewal Process On-Site Visit Report

**Charter School:** University of Houston Charter School  
**Date of Visit:** November 16, 2000

The purpose of the on-site visit is to verify the information provided in the renewal application regarding the accomplishment of the terms of the charter. The verification documents include the approved charter application, amendments, and the contract, as well as the renewal application. Other related data was reviewed as needed.

**The *Educational Program* as described in the original and renewal applications is compared below.**

Parentheses indicate the number assigned the topic in the original application.

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

Comparison:

Original and renewal applications stress the same constructionist approach. Renewal application clearly states school progress within its originally stated guidelines

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

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A battery of tests the school has begun giving this year were examined. They are only just beginning to administer extra tests.

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

Comparison:

The governance board is the same.

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

Comparison:

The requirement for experience in teaching is limited to lead teachers in the renewal application.

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

Comparison:

A five-year budget is being used. This was not specifically specified in the original application and only conflicts with it because of the wording of the question ("annual budget").

7. (11) *Describe the facilities to be used.*

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During conversations with staff, plans to build a new facility just down the street from the current location were disclosed.

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Tests given throughout the year determine progress.

11. Describe professional development opportunities that will be offered to support the mission of the school.

Review:

In addition to those described in the application, the school has ties with other charter schools in the area and is in frequent contact with their personnel.



# TEXAS EDUCATION AGENCY

1701 NORTH CONGRESS AVENUE \* AUSTIN, TEXAS 78701-1494 \* 512/463-9734 \* FAX: 512/463-9838

MIKE MOSES  
COMMISSIONER OF EDUCATION

June 2, 1999

Dr. Carolyn F. Black, Director  
University of Houston Charter School of Technology  
4800 Calhoun  
Houston, Texas 77204-6861

Dear Dr. Black:

The Department of Accountability and School Accreditation conducted an on-site formative evaluation visit at University of Houston Charter School of Technology during the week of January 11, 1999. Recently you received a report describing the Agency's review and findings with respect to the school's program as described in the current charter. In addition, the report provided general impressions and recommended actions for improving services to students eligible for federally mandated special education services and for students with limited English proficiency. During the exit conference, the team discussed and reviewed findings related to the implementation of programs and services required by both federal and state laws for students with disabilities and for students of limited English proficiency in *all* publicly funded programs.

Enclosed is a detailed summary of the team's findings regarding Special Education and, where applicable, the actions the school must take to correct any identified discrepancies. Each discrepancy is listed along with the required corrective action and time frame for removing the discrepancy. Also enclosed are the compliance indicators for Bilingual Education, which the charter school also must implement. Under the Public Information Act, Texas Government Code §552, it will be necessary to release this information upon request.

You are strongly encouraged to seek assistance from your regional education service center in the preparation of your responses concerning Special Education and in the implementation of the compliance indicators for Bilingual Education. Please direct

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your Special Education questions and corrective action responses to Pamela Baker at (512) 463-8566 and your Bilingual Education questions to Ophelia Echevarria at (512) 463-3379.

Sincerely,

*Linda G. Mora*

Linda G. Mora, Associate Commissioner  
Accountability and School Accreditation

Enclosures

cc: Region IV Education Service Center

Neida Estringel, Coordinator  
Accountability Evaluations

Brooks Flemister, Senior Director  
Division of Charter Schools

Gene Lenz, Senior Director  
Division of Special Education

Forrest A. Novy, Program Administrator  
Division of Accountability Development and Support

- **Special Education**

Quality of Services Provided

The University of Houston Charter School of Technology currently serves 83 students. Although none of the students have been identified as needing special education services, three referrals to special education are currently in process. The school has been operational since January 27, 1997, and is chartered for kindergarten through fifth grades.

The school holds an open enrollment each year and participants are enrolled using the lottery system. The multi-age classes range in student population of 19-22 students with one lead teacher and one assistant teacher assigned to each class. Due to the small school size, collaboration among teachers and between grade levels is a continual on-going daily process.

As a result of the constant communication among faculty and parents regarding the children, the school climate is described as open, family-oriented, and innovative with committed teachers interested in providing a safe place in which to learn and problem-solve. Additionally, the parents are supportive and feel welcome in visiting their children's classes at any time. From the parent meeting, it was learned that the parents are committed to their children's education and they actively participate in the school's open house, picnics for families, Family Math Night, Art and Authors Night, and also act as chaperones for field trips. Overall, parents are pleased with their children's academic performance. While the faculty has received adequate staff development in related issues, there is a lack of staff development pertaining to special education. Teacher interviews revealed that the staff has not received adequate knowledge in the areas of federal regulations as mandated by the Individuals with Disabilities Education Act (IDEA).

Recommendation: It is recommended that the charter school seek staff development in the areas of federal regulations regarding special education, specifically the new IDEA 1997 requirements.

Comprehensive Analysis Process

In response to the Office of Special Education Programs' (OSEP) 1996 monitoring visit, the district has scheduled education service center training to review requirements in each area identified in the report and in conducting a comprehensive analysis of its special education program. The district is also in the process of establishing an ongoing system to ensure that all staff will be trained in the areas identified.

Required Action: The district will submit to the Agency by June 18, 1999, an updated report on its progress on the comprehensive analysis (See S36: Corrective Action Plan [CAP] Implementation in the DEC Reference Guide: Part II—Special Education.)

### Selected Program Indicators

Thirty-six indicators were reviewed for special education. Of these indicators, seven were found to be in compliance with state/federal requirements, and twenty-seven were not applicable. The on-site review team determined that the following indicators were not in compliance with state/federal requirements.

- S4. Has the district established and implemented policies, procedures, and operating guidelines concerning the confidentiality of personally identifiable information?  
34 CFR §§300.560-300.574, 99.6, 99.20-99.22, 99.30-99.37; TEC, §25.002

There was insufficient documentation to support a determination of compliance for the following items within this indicator.

- (c) The district has provided or conducted training and/or instruction regarding the state's policies and procedures to all individuals using or collecting personally identifiable information.
- (d) The district informs parents when personally identifiable information is no longer needed to provide educational services to the child and destroys records at parents' requests.
- (e) Notice of confidentiality rights is given to the parent(s) and/or adult student on an annual basis.
- (f) Parents were afforded an opportunity to inspect and review any education records relating to their child that are collected, maintained, or used by the district.
- (g) The district provided the parent with explanations and interpretations of the records requested.
- (h) The district provided the parent copies of the records to ensure the parents right to review and inspect the records containing information on their child.
- (i) The district provided a representative of the parent an opportunity to inspect and review their child's records.

There is an access record that addresses:

- (m) the district permitted the parent to review and inspect only information specific to their child when the record included information on children other than their own
- (n) the district provided the parents upon request a list of the types and locations of education records collected, maintained, or used by the district
- (o) if the district charged a fee for copies of records, the requested fee did not prevent the parent from exercising their right to inspect and review their child's records

When the parent requests the amendment of records:

- (p) the district determined whether to amend the information in accordance with the request within a reasonable period of time from the receipt of the request

- (q) the district advised the parents of their right to a hearing under 34 CFR §300.568 when the district refused to amend the information in accordance with the parents' request
- (r) the district provided, upon request, 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

The district, as a result of the hearing:

- (s) decided that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, amended the information accordingly, and informed the parent in writing
- (t) decided that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, and informed the parent of the right to place in the records of their child a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the district

Any information placed in the record as a result of a hearing:

- (u) is maintained by the district as part of the record for as long as the district maintains the child's record
- (v) if the record is disclosed by the district to any party, the parent's statement is also disclosed

The district conducted a hearing according to the following procedures found in 34 CFR §99.22:

- (w) The district held the hearing within a reasonable time after receiving a request for a hearing from the parent.
- (x) The district gave the parent notice of the date, time, and place, in a reasonable time prior to the hearing.
- (y) The hearing was conducted by an official of the district who did not have a direct interest in the outcome of the hearing.
- (z) The district gave the parent a full and fair opportunity to present evidence relevant to the amendment of the record.
- (aa) The district made its decision in a reasonable amount of time after the hearing and presented it in writing to the parent.
- (bb) The district's decision was based solely on the evidence presented at the hearing, and the summary of evidence and the reasons for the decision were included in the written report of the hearing.

Specifically, items (c) through (i), and (m) through (bb) apply as the district has not established policies, procedures and operating guidelines concerning the confidentiality of personally identifiable information.

*Required Corrective Action: To ensure compliance regarding this indicator, within 45 days of the date of the final report, the district will submit written corrective actions, with time lines, which will be or have been implemented. The district's*

*actions must include a review of any students whose programs were not reviewed during the visit but whose services may be impacted by this finding.*

*It is recommended that the school administration work closely with the Region IV Educational Service Center in preparing the school's corrective actions.*

- S11. Do the notices of *procedural safeguards*; assessment; admission, review, and dismissal (ARD) meetings; and refusal to provide services in regard to identification, evaluation, placement, or free appropriate public education (FAPE) include appropriate documentation?  
34 CFR §§300.344, 300.345, 300.501, 300.502, 300.504, 300.505-300.513, 20 U.S.C. 1415(m), 300.530, 20 U.S.C. 1414(d)(1)(B)(i), 300.560-300.574; 19 TAC §§89.1015, 89.1020, 89.1025, 89.1045, 89.1110

#### S11.1 Procedural Safeguards Notice

There was insufficient documentation to support a determination of compliance for the following item within this indicator.

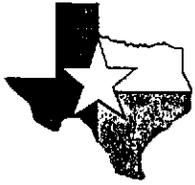
A copy of the procedural safeguards available to the parents of a child with a disability must be given to the parents, at a minimum:

- (a) upon initial referral for evaluation

Specifically, item (a) applies since there was no record in partially completed referral that the parent had received the procedural safeguard notice.

*Required Corrective Action: To ensure compliance regarding this indicator, within 45 days of the date of the final report, the district will submit written corrective actions, with time lines, which will be or have been implemented. The district's actions must include a review of any students whose programs were not reviewed during the visit but whose services may be impacted by this finding.*

*It is recommended that the school administration work closely with the Region IV Educational Service Center in preparing the school's corrective actions.*



# TEXAS EDUCATION AGENCY

1701 NORTH CONGRESS AVENUE \* AUSTIN, TEXAS 78701-1494 \* 512/463-9734 \* FAX: 512/463-9838

MIKE MOSES  
COMMISSIONER OF EDUCATION

April 21, 1999

Dr. Carolyn F. Black, Director  
University of Houston Charter School of Technology  
4800 Calhoun  
Houston, Texas 77204-6861

RECEIVED  
APR 22 1998  
CHARTER SCHOOLS

Dear Dr. Black:

The Department of Accountability and School Accreditation conducted an on-site formative evaluation visit in the University of Houston Charter School of Technology during the week of January 11-15, 1999. Members of the visiting team were Ms. LaVonne Mason, education planner from the Special Data Inquiry Unit (SDIU); Mr. Michael Richmond, auditor from the School Financial Audits Division; and Ms. Marilyn Cranford, representing the special education monitoring unit.

Because the visit consisted of a formative evaluation, its purpose was to give the charter school a course of action and direction for the future so that the student population served can be provided maximal services within the boundaries of state and federal laws. When the charter school becomes a part of the monitoring cycle for District Effectiveness and Compliance (DEC) visits, it will be expected to comply with rules and regulations specific to special education and to bilingual education and English as a Second Language (ESL) programs.

## Overview

The University of Houston Board of Regents, Office of the Vice Provost for Academic Programs and Faculty Affairs, College of Technology, and other University administrators were instrumental in providing leadership and support for the creation of the University of Houston Charter School of Technology (UHCST). The mission of the charter school is to "provide a student-centered curriculum for the 21<sup>st</sup> century that enhances the intellectual development, technological fluency, and leadership ability of students." The mission continues, "The knowledge gained by the students will allow them to transfer easily into the sixth grade at other schools and will give them strategic advantages." The mission of UHCST is linked to the academic program of the University-sponsored Laboratory Demonstration School. The Laboratory provides an opportunity for University students in the fields of education and technology to study and monitor the development of children based on the constructivist approach to development and educational technology practices.

According to the charter, the school opened during the 1996-97 school year with an open enrollment using the lottery system. Initially, 20 students were enrolled in Grades K-1. The school is chartered to add a grade yearly through Grade 5. At the present time, the school is serving approximately 83 students in Grades K-3. The school continues to hold an open enrollment each year for prospective students using the lottery system. Students receive instruction in four multi-age classroom settings with a lead teacher and one assistant teacher assigned to each class. The size of each class ranges from 19 to 22 students. The school is staffed with two administrators, eight instructional staff, and two support staff.

Upon entering the school, students are assessed to determine their achievement level, learning styles and preferences, and the extent of mastery needed to meet the State's content standards. The curriculum includes traditional academic subjects such as language arts, mathematics,

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science, social studies, health and physical education, fine arts, and United States history. The aforementioned core subjects are aligned to the state-adopted curriculum. In addition to the regular core curriculum, computer technology has been integrated in the curriculum in meaningful ways to promote the development of reasoning. Additionally, the school has incorporated the Secretary's Commission on Achieving Necessary Skills (SCANS) in the curriculum. The school's academic focus and curriculum design are based on the constructivist model, which is designed to promote children's physical, intellectual, socio-moral, personality, and affective development. The constructivist model focuses on the development of reasoning in every aspect of the child's educational program. Teachers provide a supportive environment that is conducive and supportive for individual creativity and student initiatives in setting their own learning goals. The school provides parents an opportunity to become full partners in the education of their children. Additionally, the administration has embraced the creation and support of Parent Action Groups.

### **Findings and Recommendations**

Interviews and roundtable discussions revealed that after students are enrolled they are assessed and instructed according to individual needs. Strengths and weaknesses as well as individual learning styles are identified. The review team found that the school has developed a Strategic Plan and has identified initiatives that are currently being implemented. Activities are monitored on an ongoing basis and adjustments are made as needed. The University setting provides students with opportunities to participate in various extracurricular activities on campus at other university programs. These include fine and performing arts.

The school submitted revision requests in its Open Enrollment Charter Application in March 1998. These revisions indicated changing the College of Technology as the sponsoring entity of the charter school to the total University with Dr. Charlotte Tate, the Vice Provost for Academic Programs and Faculty Affairs, as the responsible partner and advisor. Additionally, the charter requested to limit grades served to Grades K-5.

Teachers, staff, and parents are involved in a shared decision-making process. As a result of the constant communication regarding the children, the school climate is described as open, family-oriented, and innovative with committed teachers interested in providing a safe place in which to learn and problem-solve. Teachers have been provided in-service training in the areas of instructional strategies, methodologies, curriculum development, technology, and other topics deemed necessary. The review team noted, however, that faculty has received adequate staff development in related issues, but staff development pertaining to bilingual education/ESL and special education is lacking. Parents indicated that workshops have been provided on the constructivist model. Roundtable discussions with parents indicated that they are pleased with the academic program and the progress of their children. Information is sent home on a weekly basis. Telephone calls, weekly letters, monthly notes, progress reports, e-mail messages, and conferences keep parents informed about school-related activities and student progress. Parents stated that the school provided parents, students, UH community members, and patrons with opportunities to help students achieve success. The review team learned that parents are committed to their children's education and actively participate in a variety of activities. Parent involvement activities include Open House, picnics for families, Family Math Night, Music Night, Art and Authors Night, fund raising projects, a Christmas program, and opportunities to serve as chaperons for field trips. They indicated that the administrators and teachers are open and receptive to them and to their children's special needs.

The staff is encouraged to continue implementing activities as specified in the school charter and to continue involving parents in the educational process. The school is encouraged to continue evaluating staff development programs to ensure that the needs of the faculty are being met. In addition, the staff is encouraged to continue monitoring activities in terms of their effectiveness and to make adjustments as needed to ensure student success.

### Finance

The financial component of the on-site visit is intended to assess the charter school's budget status and overall administrative systems. This component emphasizes administrative systems for budget, financial accounting, and student attendance accounting. Observations and recommendations in these areas will facilitate management of the charter school.

The charter school is encouraged to continue to maintain a fiscal accounting system that is compatible with the Public Education Information Management System (PEIMS) data standards and conforms to Generally Accepted Accounting Principals (GAAP). Additionally, financial information must be sufficient to enable the State Board of Education to monitor the funding process in order to determine educational system costs by individual nonprofit charter school, campus, and program.

The team recommends that personnel responsible for the preservation of the attendance records should ensure that records are safeguarded against sabotage and disaster. Please note that record retention requirements vary according to the type of record. Additionally, the charter school should maintain backup files in a location other than on campus.

### Bilingual Education/English as a Second Language

Interviews and roundtable discussions revealed that, at the present time, procedures requiring home language surveys and other steps to identify and place limited English proficient (LEP) students are not developed. The review team observed that home language surveys were contained in student folders. In addition, a Language Proficiency Assessment Committee (LPAC) had been named. However, without set procedures, it is difficult for the school to serve LEP students appropriately. The school is encouraged to seek technical assistance from Region IV Education Service Center (ESC) and to develop written procedures for the implementation of the required program. Implementation should include identification, entry and exit criteria, and assessment of students as required in Chapter 29, Subchapter B, Sections 29.051 through 29.064 of the Texas Education Code (TEC) concerning Bilingual Education.

### Special Education

Interviews and roundtable discussions revealed that, at the present time, the school has not identified any special education students; however, three student referrals to special education are currently in process. The school had no written procedures for the identification and placement of these students. The school is encouraged to seek technical assistance from Region IV ESC and to develop written procedures for the implementation of the required program. Implementation should include establishing an Admission, Review, and Dismissal (ARD) Committee and an Individual Educational Plan (IEP) for each identified student. Additionally, identification, eligibility, and exit criteria must be developed along with procedures for the assessment of students as required in Public Law 105-17, Individuals with Disabilities Education Act (IDEA) Amendments of 1997, and the TEC. Full implementation of special education services will ensure that all eligible students with disabilities receive a free appropriate public education (FAPE). The review team recommends that the charter school seek staff development in the areas of federal regulations regarding special education, specifically new IDEA 1997 requirements.

### Conclusion

Because this on-site visit was a formative evaluation, it was intended to assist the charter school in its preparation for the DEC review to be conducted within the next six years. At that point, the school will be held accountable for the required program components presented in state and federal law as they pertain to special education and to bilingual education and ESL. We

encourage you to seek assistance from your education service center as you develop and implement the mandated programs for students identified as LEP and for students identified as needing special education services.

We wish to thank district and campus staff members for their cooperation. This letter concludes the evaluation. If you have questions, please contact Ms. Mason at (512) 463-3379.

Sincerely,



Linda G. Mora, Associate Commissioner  
Accountability and School Accreditation

LGM:ddl

cc: Region IV Education Service Center

Brooks Flemister, Senior Director  
Division of Charter Schools

Tom Canby, Senior Director  
School Financial Audits

**UNIVERSITY OF HOUSTON CHARTER SCHOOL – TECH.**

**Admissions:** The school has parents of prospective students line up outside a designated room on registration day, admits them on a first-come, first served basis until available slots are filled, and then uses a lottery to assign applicants a position on a waiting list (p. 23). This first-come, first-served policy favors those with access to UH and ability to wait in line for the limited enrollment spots, in derogation of the federal policy behind open enrollment with a lottery. The school should establish an application period prior to each school year and, at the end of the application period, conduct a lottery among all applicants if applications exceed available space.

**Geographic Boundaries:** OK (p. 24 & Attachment Five).

**Impact Statement:** OK (p. 25).

**Public Notice:** OK (p. 26 & Attachment Seven).

**Facilities:** OK (p. 36).

**Governance Structure:** OK (Attachment Two).

**Evidence of Nonprofit Status:** N/A

**TEXAS EDUCATION AGENCY**  
**Division of School Financial Audits**

**MEMORANDUM**

**To:** Mary Perry

**From:** Brenda Niles

**Date:** Wednesday, December 19, 2000

**RE:** Review of Charter Application for University of Houston Charter School

The following summarizes various issues and/or concerns for University of Houston Charter School based on our review of their charter application.

**Business Plan**

*Financial Management*

The budget discloses that the school will have a net asset deficit for the next two fiscal years. Please explain.

*Student Attendance Accounting*

The school calendar does not indicate the beginning and ending of the six-week periods.

**UNIVERSITY OF HOUSTON CHARTER SCHOOL – TECH.**

**Admissions:** The school has parents of prospective students line up outside a designated room on registration day, admits them on a first-come, first served basis until available slots are filled, and then uses a lottery to assign applicants a position on a waiting list (p. 23). This first-come, first-served policy favors those with access to UH and ability to wait in line for the limited enrollment spots, in derogation of the federal policy behind open enrollment with a lottery. The school should establish an application period prior to each school year and, at the end of the application period, conduct a lottery among all applicants if applications exceed available space.

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**Evidence of Nonprofit Status:** N/A

**CONTRACT FOR CHARTER RENEWAL**

This contract is executed between the Texas State Board of Education, 1701 North Congress Avenue, Austin, Texas 78701-1494 (the "Board") and the University of Houston, 4800 Calhoun Road, Suite 212, Houston, Texas, 77204-2162 ("Charterholder") for an open-enrollment charter to operate a Texas public school known as the University of Houston Charter School.

**General**

1. Definitions. As used in this contract:

"Charter" means the open-enrollment charter, as provided by Subchapter D, Chapter 12, Texas Education Code (TEC), granted by this contract.

"Charterholder" means the University of Houston, the sponsoring entity identified in the charter application.

"Charter school" means University of Houston Charter School, the open-enrollment charter school. The University of Houston agrees to operate the University of Houston Charter School as provided in this contract. The charter school is a Texas public school and a charter school within the meaning of 20 U.S.C. §8066.

"Agency" means the Texas Education Agency.

2. The Charter. This contract renews the open-enrollment charter granted to the University of Houston, Charterholder, by that certain Contract for Charter attached as "Exhibit A" hereto. The terms of the charter include: (a) this Contract for Charter Renewal; (b) applicable law; (c) the Request for Proposals dated October 1995, as modified and superseded by Charterholder's application for charter renewal; (d) any condition, amendment, modification, revision or other change to the charter adopted or ratified by the Board; (e) all statements, assurances, commitments and representations made by Charterholder in its application for charter renewal, attachments or related documents, to the extent consistent with (a) through (d); and (f) assurance by Charterholder, evidenced by execution of this contract, that no false information was submitted to the Agency or the Board by Charterholder, its agents or employees in support of its application for charter or for renewal. For purposes of this paragraph, information is "false" if the person submitting the information knew, or through reasonable diligence should have discovered, that the information submitted was not true.

3. Authority Granted by Charter. The charter authorizes the University of Houston to operate the University of Houston Charter School subject to the terms of the charter. Action inconsistent with the terms of the charter shall constitute a violation of the charter.

4. Alienation of Charter. The charter may not be assigned, encumbered, pledged or in any way alienated for the benefit of creditors or otherwise. Charterholder may not delegate, assign, subcontract or otherwise alienate any of its rights or responsibilities under the charter. Any attempt to do so shall be null and void and of no force or effect; provided, however, that Charterholder may contract at fair market value for services necessary to carry out policies adopted by Charterholder or the governing body of the charter school. Charterholder may not engage or modify the terms of the

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engagement of a private management company without approval by the Board in accordance with Paragraph 7 of this contract.

5. Term of Charter. The charter shall be in effect from the date of execution through the end of the 2010-2011 school year, unless renewed or terminated; provided that before the end of the fifth year of the contract term, (a) the Board will conduct a review of the school's academic, financial, and compliance record; and (b) the Board and the school will negotiate new or modified contract terms upon completion of such review.

6. Renewal of Charter. On timely application by Charterholder in a manner prescribed by the Board, the charter may be renewed for an additional period determined by the Board. The charter may be renewed only by written amendment approved by vote of the Board and properly executed by its chair.

7. Revision by Agreement. The terms of the charter may be revised with the consent of Charterholder by written amendment approved by vote of the Board. For purposes of this paragraph, the terms of the charter include, among other provisions, specifications concerning the school's governance structure, characteristics of the educational program to be offered, and the location, type and number of facilities at which the school will operate. Nothing in this paragraph limits the authority of the Board or the commissioner to act in accordance with other provisions of this contract.

**Students**

8. Student Performance. Notwithstanding any provision in Charterholder's application for charter or for renewal, acceptable student performance under Section 12.111(3), TEC, shall be student performance meeting the standards for an acceptable rating as determined by the commissioner of education under Title 19, Texas Administrative Code, Chapter 97, or under the Alternative Education Accountability Rating Procedures, if registered under those procedures.

9. Open Enrollment. Total enrollment shall not exceed the maximum number of students approved by the State Board of Education. Students who reside outside the geographic boundaries stated in the charter shall not be admitted to the charter school until all eligible applicants who reside within the boundaries, and have submitted a timely application, have been enrolled. Students will be admitted on the basis of a lottery if more students apply for admission than can be accommodated, or using another method approved by the Board.

10. Criminal History. Charterholder shall take prompt and appropriate measures if Charterholder or the charter school, or any of their employees or agents, obtains information that an employee or volunteer of the charter school or an employee, officer, or board member of a management company contracting with the charter school has a reported criminal history that bears directly on the duties and responsibilities of the employee, volunteer, or management company at the school. Charterholder further represents that the Board and the Agency shall be notified immediately of such information and the measures taken.

11. Reporting Child Abuse or Neglect. Charterholder shall adopt and disseminate to all charter school staff and volunteers a policy governing child abuse reports required by Chapter 261, Texas Family Code. The policy shall require that employees, volunteers or agents of Charterholder or the charter school report child abuse or neglect directly to an appropriate entity listed in Chapter 261, Texas Family Code.

12. Notice to District. Charterholder shall notify the school district in which the student resides

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*[Signature]* Initialed by the Charterholder CEO on 4/2/2001.

within three business days of any action expelling or withdrawing a student from the charter school.

13. School Year. Charterholder shall adopt a school year with fixed beginning and ending dates.

**Financial Management**

14. Fiscal Year. Charterholder shall adopt a fiscal year consistent with Section 44.0011, Education Code.

15. Financial Accounting. Unless otherwise notified by the Agency, Charterholder shall comply fully with generally accepted accounting principles ("GAAP") and the Financial Accountability System Resource Guide, Bulletin 679 or its successor ("Bulletin 679") published by the Agency in the management and operation of the charter school. Charter holder shall also comply with the standards for financial management systems outlined in 34 CFR §80.20.

16. Annual Audit. Charterholder shall at its own expense have the financial and programmatic operations of the charter school audited annually by a certified public accountant holding a permit from the Texas State Board of Public Accountancy. Charterholder shall file a copy of the annual audit report, approved by Charterholder, with the Agency not later than the 120<sup>th</sup> day after the end of the fiscal year for which the audit was made. The audit must comply with Generally Accepted Auditing Standards and must include an audit of the accuracy of the fiscal information provided by the charter school through PEIMS. Financial statements in the audit must comply with Government Auditing Standards and the Office of Management and Budget Circular A-133 or its successor.

17. Attendance Accounting. To the extent required by the commissioner, Charterholder shall comply with the "Student Attendance Accounting Handbook" published by the Agency; provided, however, that Charterholder shall report attendance data to the Agency at six-week intervals or as directed by the Agency.

18. Foundation School Program. Distribution of funds to the charter school under Section 12.106, TEC, is contingent upon Charterholder's compliance with the terms of the charter. Charterholder is ineligible to receive Foundation School Program funds prior to execution of this contract by the Board. Within 30 days of receiving notice of overallocation and request for refund under Section 42.258, TEC, Charterholder shall transmit to the Agency an amount equal to the requested refund. If Charterholder fails to make the requested refund, the Agency may recover the overallocation by any means permitted by law, including but not limited to the process set forth in Section 42.258, TEC.

19. Tuition and Fees. Charterholder shall not charge tuition and shall not charge a fee except that it may charge a fee listed in Subsection 11.158(a), TEC.

20. Assets of Charter. Charterholder shall not apply, hold, credit, transfer or otherwise make use of funds, assets or resources of the charter school for any purpose other than operation of the charter school authorized by the charter.

21. Indebtedness of Charter. Charterholder shall not incur a debt, secure an obligation, extend credit, or otherwise make use of the credit or assets of the charter school for any purpose other than operation of the charter school authorized by the charter.

22. Interested Transactions. All financial transactions between the charter school and (a) Charterholder; (b) an officer, director, or employee of Charterholder or of the charter school; or (c) a person or entity having partial or complete control over Charterholder or the charter school shall be

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separately and clearly reflected in the accounting, auditing, budgeting, reporting, and record keeping systems of the charter school. Charterholder shall not transfer any asset of the charter or incur any debt except in return for goods or services provided for the benefit of the charter school at fair market value.

23. Non-Charter Activities. Charterholder shall keep separate and distinct accounting, auditing, budgeting, reporting, and record keeping systems for the management and operation of the charter school. Any business activities of Charterholder not directly related to the management and operation of the charter school shall be kept in separate and distinct accounting, auditing, budgeting, reporting, and record keeping systems from those reflecting activities under the charter. Any commingling of charter and non-charter business in these systems shall be a violation of the charter.

**Governance and Operations**

24. Records Retention and Management. Charterholder shall implement a records management system that conforms to the system required of school districts under the Local Government Records Act, Section 201.001, et seq., Local Government Code, and rules adopted thereunder, provided, however, that records subject to audit shall be retained and available for audit for a period of not less than five (5) years from the latter of the date of termination or renewal of the charter.

25. PEIMS Reporting. Charterholder shall report timely and accurate information to the Public Education Information Management System (PEIMS), as required by the commissioner.

26. Conflict of Interest. Charterholder shall comply with any applicable prohibition, restriction or requirement relating to conflicts of interest or fiduciary duties. If an officer or board member of Charterholder or of the charter school has a substantial interest, within the meaning of Chapter 171, Local Government Code, in a transaction, such interest shall be disclosed in public session at a duly called meeting of the governing body prior to any action on the transaction.

27. Disclosure of Campaign Contributions. Charterholder shall adopt policies that will ensure compliance with the disclosure requirements of State Board of Education Operating Rule 4.3 or its successor.

28. Indemnification. Except as limited by the Texas Constitution, Charterholder shall hold the Board and Agency harmless from and shall indemnify the Board and Agency against any and all claims, demands, and causes of action of whatever kind or nature asserted by any third party and occurring or in any way incident to, arising out of, or in connection with wrongful acts of Charterholder, its agents, employees, and subcontractors.

29. Failure to Operate. Charterholder shall operate the charter school for the full school term as described in the charter application in each year of the charter contract. Charterholder may not suspend operation for longer than 21 days without a revision to its charter, adopted by the Board, stating that the charter school is dormant and setting forth the date on which operations shall resume and any applicable conditions. Charterholder may not suspend operation of the school for a period of more than three days without mailing written notice to the parent or guardian of each student and to the Agency at least 14 days in advance of the suspension; except that in an emergency Charterholder must notify the Agency by telephone or other means within 24 hours of suspending operations. Suspension of operations in violation of this paragraph shall constitute abandonment of this contract and of the charter.

30. Charter School Facility. Charterholder shall have and maintain throughout the term of the

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charter a lease agreement, title or other legal instrument granting to Charterholder the right to occupy and use one or more facilities suitable for use as the charter school facilities described by the charter. During any period of dormancy granted by the Board, this requirement may be waived by the Board. Facilities occupied and used as charter school facilities shall comply with all applicable laws, including, but not limited to, the Texas Architectural Barriers Act, Article 9102, Vernon's Texas Civil Statutes. The charter school shall not change location of its instructional facilities or administrative offices from those listed in the charter application or in a subsequent charter amendment without prior approval of the Board. When approved by the Board for a new location for an instructional facility, the charterholder shall, prior to commencing school operations at that location, submit to the Charter Schools Division a certificate of occupancy or equivalent certificate for use of the facility at the new location as a public school, as required in the charter application.

**Enforcement**

31. Agency Investigations. The commissioner may in his sound discretion direct the Agency to conduct investigations of the charter school to determine compliance with the terms of the charter or as authorized in the Texas Education Code or other law. Charterholder, its employees and agents shall fully cooperate with such investigations. Failure to timely comply with reasonable requests for access to sites, personnel, documents or things is a violation of the charter.

32. Commissioner Authority. The commissioner in his sole discretion may take any action authorized by Chapter 39, TEC, Chapter 29, TEC, or Chapter 42, TEC relating to the charter school. Such action is not "adverse action" as used in this contract. Charterholder, its employees and agents shall fully cooperate with such actions. Failure to timely comply with any action authorized by Chapter 39, TEC, Chapter 29, TEC or Chapter 42, TEC is a violation of the charter.

33. Adverse Action. The Board in its sole discretion may modify, place on probation, revoke or deny timely renewal of the charter for cause ("adverse action"). Each of the following shall be cause for adverse action on the charter: (a) any material violation of the terms of the charter listed in paragraphs 2 and 3, including accountability provisions; (b) failure to satisfy generally accepted accounting standards of fiscal management; or (c) failure to comply with an applicable law or rule.

**This Agreement**

34. Entire Agreement. This contract, including all referenced attachments and terms incorporated by reference, contains the entire agreement of the parties. All prior representations, understandings and discussions are merged into, superseded by and canceled by this contract.

35. Severability. If any provision of this contract is determined by a court or other tribunal to be unenforceable or invalid for any reason, the remainder of the contract shall remain in full force and effect, so as to give effect to the intent of the parties to the extent valid and enforceable.

36. Conditions of Contract. Execution of this contract by the Board is conditioned on full and timely compliance by Charterholder with: (a) the terms, required assurances and conditions of the Request for Proposals dated October 1995; (b) applicable law; and (c) all commitments and representations made in Charterholder's renewal application and any supporting documents (to the extent such commitments and representations are consistent with the terms of this contract).

37. No Waiver of Breach. No assent, express or implied, to any breach of any of the covenants

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 Initialed by the Charterholder CEO on 4/2/2001.

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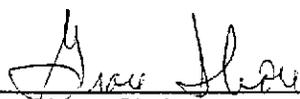
or agreements herein shall waive any succeeding or other breach.

38. Venue. Any suit arising under this contract shall be brought in Travis County, Texas.

39. Governing Law. In any suit arising under this contract, Texas law shall apply.

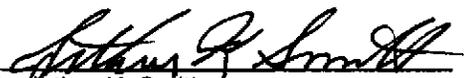
40. Authority. By executing this contract, Charterholder represents that it is an "eligible entity" within the meaning of Section 12.101 (a), TEC. Charterholder shall immediately notify the Board of any legal change in its status, which would disqualify it from holding the charter, of any violation of the terms and conditions of this contract, or of any change in the chief operating officer of the Charterholder. Charterholder further represents that the person signing this contract has been properly delegated authority to do so.

For the State Board of Education:

  
\_\_\_\_\_  
Grace Shore, Chair

7-13-01  
Date

For The University of Houston:

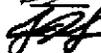
  
\_\_\_\_\_  
Dr. Arthur K. Smith  
Chief Executive Officer

4-3-01  
Date

Approved as to form:

  
\_\_\_\_\_  
Dennis P. Duffy, General Counsel  
University of Houston System

4/2/2001  
Date

 Initialed by the SBOE Chair on 7/13/2001.  
 Initialed by the Charterholder CEO on 4/2/2001.

## CONTRACT FOR CHARTER RENEWAL

This contract is executed between the Texas State Board of Education, 1701 North Congress Avenue, Austin, Texas 78701-1494 (the "Board") and the University of Houston, 4800 Calhoun Road, Suite 212, Houston, Texas, 77204-2162 ("Charterholder") for an open-enrollment charter to operate a Texas public school known as the University of Houston Charter School.

<b>General</b>
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1. Definitions. As used in this contract:

"Charter" means the open-enrollment charter, as provided by Subchapter D, Chapter 12, Texas Education Code (TEC), granted by this contract.

"Charterholder" means the University of Houston, the sponsoring entity identified in the charter application.

"Charter school" means University of Houston Charter School, the open-enrollment charter school. The University of Houston agrees to operate the University of Houston Charter School as provided in this contract. The charter school is a Texas public school and a charter school within the meaning of 20 U.S.C. §8066.

"Agency" means the Texas Education Agency.

2. The Charter. This contract renews the open-enrollment charter granted to the University of Houston, Charterholder, by that certain Contract for Charter attached as "Exhibit A" hereto. The terms of the charter include: (a) this Contract for Charter Renewal; (b) applicable law; (c) the Request for Proposals dated October 1995, as modified and superseded by Charterholder's application for charter renewal; (d) any condition, amendment, modification, revision or other change to the charter adopted or ratified by the Board; (e) all statements, assurances, commitments and representations made by Charterholder in its application for charter renewal, attachments or related documents, to the extent consistent with (a) through (d); and (f) assurance by Charterholder, evidenced by execution of this contract, that no false information was submitted to the Agency or the Board by Charterholder, its agents or employees in support of its application for charter or for renewal. For purposes of this paragraph, information is "false" if the person submitting the information knew, or through reasonable diligence should have discovered, that the information submitted was not true.

3. Authority Granted by Charter. The charter authorizes the University of Houston to operate the University of Houston Charter School subject to the terms of the charter. Action inconsistent with the terms of the charter shall constitute a violation of the charter.

4. Alienation of Charter. The charter may not be assigned, encumbered, pledged or in any way alienated for the benefit of creditors or otherwise. Charterholder may not delegate, assign, subcontract or otherwise alienate any of its rights or responsibilities under the charter. Any attempt to do so shall be null and void and of no force or effect; provided, however, that Charterholder may contract at fair market value for services necessary to carry out policies adopted by Charterholder or the governing body of the charter school. Charterholder may not engage or modify the terms of the

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engagement of a private management company without approval by the Board in accordance with Paragraph 7 of this contract.

5. Term of Charter. The charter shall be in effect from the date of execution through the end of the 2010-2011 school year, unless renewed or terminated; provided that before the end of the fifth year of the contract term, (a) the Board will conduct a review of the school's academic, financial, and compliance record; and (b) the Board and the school will negotiate new or modified contract terms upon completion of such review.

6. Renewal of Charter. On timely application by Charterholder in a manner prescribed by the Board, the charter may be renewed for an additional period determined by the Board. The charter may be renewed only by written amendment approved by vote of the Board and properly executed by its chair.

7. Revision by Agreement. The terms of the charter may be revised with the consent of Charterholder by written amendment approved by vote of the Board. For purposes of this paragraph, the terms of the charter include, among other provisions, specifications concerning the school's governance structure, characteristics of the educational program to be offered, and the location, type and number of facilities at which the school will operate. Nothing in this paragraph limits the authority of the Board or the commissioner to act in accordance with other provisions of this contract.

### Students

8. Student Performance. Notwithstanding any provision in Charterholder's application for charter or for renewal, acceptable student performance under Section 12.111(3), TEC, shall be student performance meeting the standards for an acceptable rating as determined by the commissioner of education under Title 19, Texas Administrative Code, Chapter 97, or under the Alternative Education Accountability Rating Procedures, if registered under those procedures.

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11. Reporting Child Abuse or Neglect. Charterholder shall adopt and disseminate to all charter school staff and volunteers a policy governing child abuse reports required by Chapter 261, Texas Family Code. The policy shall require that employees, volunteers or agents of Charterholder or the charter school report child abuse or neglect directly to an appropriate entity listed in Chapter 261, Texas Family Code.

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### Financial Management

14. Fiscal Year. Charterholder shall adopt a fiscal year consistent with Section 44.0011, Education Code.

15. Financial Accounting. Unless otherwise notified by the Agency, Charterholder shall comply fully with generally accepted accounting principles ("GAAP") and the Financial Accountability System Resource Guide, Bulletin 679 or its successor ("Bulletin 679") published by the Agency in the management and operation of the charter school. Charter holder shall also comply with the standards for financial management systems outlined in 34 CFR §80.20.

16. Annual Audit. Charterholder shall at its own expense have the financial and programmatic operations of the charter school audited annually by a certified public accountant holding a permit from the Texas State Board of Public Accountancy. Charterholder shall file a copy of the annual audit report, approved by Charterholder, with the Agency not later than the 120<sup>th</sup> day after the end of the fiscal year for which the audit was made. The audit must comply with Generally Accepted Auditing Standards and must include an audit of the accuracy of the fiscal information provided by the charter school through PEIMS. Financial statements in the audit must comply with Government Auditing Standards and the Office of Management and Budget Circular A-133 or its successor.

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### Governance and Operations

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### Enforcement

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### This Agreement

34. Entire Agreement. This contract, including all referenced attachments and terms incorporated by reference, contains the entire agreement of the parties. All prior representations, understandings and discussions are merged into, superseded by and canceled by this contract.

35. Severability. If any provision of this contract is determined by a court or other tribunal to be unenforceable or invalid for any reason, the remainder of the contract shall remain in full force and effect, so as to give effect to the intent of the parties to the extent valid and enforceable.

36. Conditions of Contract. Execution of this contract by the Board is conditioned on full and timely compliance by Charterholder with: (a) the terms, required assurances and conditions of the Request for Proposals dated October 1995; (b) applicable law; and (c) all commitments and representations made in Charterholder's renewal application and any supporting documents (to the extent such commitments and representations are consistent with the terms of this contract).

37. No Waiver of Breach. No assent, express or implied, to any breach of any of the covenants

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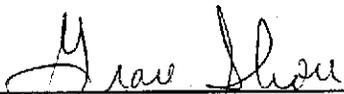
or agreements herein shall waive any succeeding or other breach.

38. Venue. Any suit arising under this contract shall be brought in Travis County, Texas.

39. Governing Law. In any suit arising under this contract, Texas law shall apply.

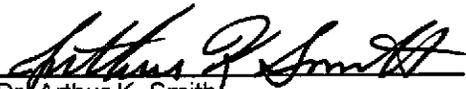
40. Authority. By executing this contract, Charterholder represents that it is an "eligible entity" within the meaning of Section 12.101 (a), TEC. Charterholder shall immediately notify the Board of any legal change in its status, which would disqualify it from holding the charter, of any violation of the terms and conditions of this contract, or of any change in the chief operating officer of the Charterholder. Charterholder further represents that the person signing this contract has been properly delegated authority to do so.

For the State Board of Education:

  
\_\_\_\_\_  
Grace Shore, Chair

7-13-01  
Date

For The University of Houston:

  
\_\_\_\_\_  
Dr. Arthur K. Smith  
Chief Executive Officer

4-3-01  
Date

Approved as to form:

  
\_\_\_\_\_  
Dennis P. Duffy, General Counsel  
University of Houston System

4/2/2001  
Date

 Initialed by the SBOE Chair on 7/13/2001.  
Initialed by the Charterholder CEO on 4/2/2001.



# TEXAS EDUCATION AGENCY

1701 North Congress Ave. ★ Austin, Texas 78701-1494 ★ 512/463-9734 ★ FAX: 512/463-9838 ★ <http://www.tea.state.tx.us>

Jim Nelson  
Commissioner of Education

June 8, 2001

Dr. Arthur K. Smith  
University of Houston Charter School  
3100 Cullen Blvd., Suite 205  
Houston, TX 77204-6732

Dear Dr. Smith:

Enclosed please find two corrected signature pages for the charter renewal contract for the University of Houston Charter School, mailed to you earlier this week. I apologize for the error.

Sincerely,

Charles D. Moody  
Assistant Counsel, Legal Services Division

representations made in Charterholder's renewal application and any supporting documents (to the extent such commitments and representations are consistent with the terms of this contract).

37. No Waiver of Breach. No assent, express or implied, to any breach of any of the covenants or agreements herein shall waive any succeeding or other breach.

38. Venue. Any suit arising under this contract shall be brought in Travis County, Texas.

39. Governing Law. In any suit arising under this contract, Texas law shall apply.

40. Authority. By executing this contract, Charterholder represents that it is an "eligible entity" within the meaning of Section 12.101 (a), TEC. Charterholder shall immediately notify the Board of any legal change in its status, which would disqualify it from holding the charter, of any violation of the terms and conditions of this contract, or of any change in the chief operating officer of the Charterholder. Charterholder further represents that the person signing this contract has been properly delegated authority to do so.

For the State Board of Education:

\_\_\_\_\_  
Grace Shore, Chair

\_\_\_\_\_  
Date

For University of Houston:

\_\_\_\_\_  
Dr. Arthur K. Smith  
Chief Executive Officer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mr. Gary L. Rosenthal  
Chair, Governing Board

\_\_\_\_\_  
Date

\_\_\_\_ Initialed by the SBOE Chair on \_\_\_/\_\_\_/2001.  
\_\_\_\_ Initialed by the Charterholder Chair on \_\_\_/\_\_\_/2001.  
\_\_\_\_ Initialed by the Charterholder CEO on \_\_\_/\_\_\_/2001.

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**N I V E R S I T Y of H O U S T O N**

Charter School of Technology

Houston, TX 77204-6861

Fax: 713/743-9121  
713/743-9111

NOV 02 2000

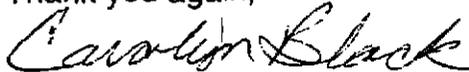
November 1, 2000

Texas Education Agency  
Charter Schools Division  
1701 North Congress Avenue  
Austin, Texas 78701-1494

Dear Susan,

I neglected to include the disk with the Charter School Renewal Application paper copies. Thank you for including the enclosed disk in the UH Charter School packet. The disk is IBM formatted under Microsoft Word 98. If you have any questions, feel free to contact me at 713-743-9107.

Thank you again,



Carolyn Black,  
Principal

representations made in Charterholder's renewal application and any supporting documents (to the extent such commitments and representations are consistent with the terms of this contract).

37. No Waiver of Breach. No assent, express or implied, to any breach of any of the covenants or agreements herein shall waive any succeeding or other breach.

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For the State Board of Education:

\_\_\_\_\_  
Grace Shore, Chair

\_\_\_\_\_  
Date

For University of Houston:

\_\_\_\_\_  
Dr. Arthur K. Smith  
Chief Executive Officer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mr. Gary L. Rosenthal  
Chair, Governing Board

\_\_\_\_\_  
Date

\_\_\_\_ Initialed by the SBOE Chair on \_\_\_/\_\_\_/2001.  
\_\_\_\_ Initialed by the Charterholder Chair on \_\_\_/\_\_\_/2001.  
\_\_\_\_ Initialed by the Charterholder CEO on \_\_\_/\_\_\_/2001.

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